

Good for kids
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'Power Down'

**A stage-specific resource
to assist in reducing small
screen recreation**

**Teacher's Manual
Early Stage One**

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 - The University of Newcastle, NSW
 - HNE Healthy Canteen Task Force
 - Cancer Council NSW
- Be Active Eat Well. Switch off Curriculum based programs. Go for your life. (2009, June, 5). Turn off, Switch to Play. Retrieved May, 18, 2009 from http://www.goforyourlife.vic.gov.au/hav/articles.nsf/practitioners/Objective_4?Open

Permission has been granted to include ideas from:

- Yulunga Traditional Indigenous Games (full resource). Australian Sports Commission, 2008. http://www.ausport.gov.au/participating/indigenous/games/traditional_games
- Bone Diagram, developed by George Noyes. From the Defence Systems Management College Fort Belvoir. Developed for teaching staff as part of the NSW Country Areas Program. Country Areas Program. (2009). Bone Diagram. Retrieved May, 16, 2009 from www.cap.nsw.edu.au/QI/TOOLS/abc/bonedialogram.htm

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- Board of Studies NSW, 2007. K-6 – Syllabuses.
- Word Net (2009, August). WordNet search. Retrieved May, 13, 2009 from <http://wordnetweb.princeton.edu/perl/webwn>
- Teach net (n.d).Games and Pastimes. Retrieved May, 15, 2009 from www.teachnet.ie/jstacey/website/games.htm

** Note that within this resource, the term 'Aboriginal' is generally used in preference to 'Aboriginal and Torres Strait Islander' in recognition that Aboriginal people are the original inhabitants of NSW.

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Overview: 'POWER DOWN'

'Power Down' is the Get Active component of 'Get Skilled Get Active Go!' It aims to raise awareness of the amount of time students spend engaged in small screen recreation (SSR) and through self-monitoring, encourage them to look for active alternatives.

What is Small Screen Recreation?

SSR includes activities such as watching television, playing computer games and using the computer and internet for fun. It does not include doing any of these things for educational or work purposes.

Recommendations

Australia's physical activity recommendations for five to twelve year olds states that children should not spend more than two hours a day using electronic media for entertainment, particularly during daylight hours.³

Why is it a problem?

SSR impacts children's energy intake and expenditure by replacing time that would otherwise be spent being physically active. It is also associated with snacking and exposing children to advertising for energy-dense foods that are especially prominent during children's viewing hours. Furthermore, evidence suggests that SSR behaviours track into adulthood and as a result, inactive children become inactive adults.¹

We know that in the Hunter New England region:

- >25% of Kindergarten students have a TV in their bedroom
- >50% Year 6 students have a TV in their bedroom
- >65% of primary school students exceed the SSR recommendations²

What is 'Power Down'?

The 'Power Down' resource consists of a teacher's manual, stage appropriate student booklets and a whole of school 'Power Down Challenge Day Wall Chart'.

'Power Down' lessons are linked to the key learning areas of the NSW BOS K-6 Syllabuses with specific links to the 'Active Lifestyle' component of the PDHPE Syllabus, which includes:

- Balancing lifestyle components for optimal health
- Use of leisure time – active and passive pursuits
- Regular participation in daily physical activity
- Organised and non-organised pastimes that promote physical activity⁴

One day during 'Power Down' should be designated as a 'Power Down Challenge Day' where the whole school, including teachers, students and families, will try not to use any SSR for the entire day. You can use the 'Power Down Challenge Day Wall Chart' to record the time the whole class spent engaged in SSR over the 24 hours of the challenge. Schools may like to run a competition to see who can spend the least amount of time using small screens. Larger schools could compete between classes or years while smaller schools could arrange a local event with other small schools in the area.

REFERENCES:

1. Viner, R.M. & T.J. Cole. (2005) Television viewing in early children predicts adult body mass index. *Journal of Pediatrics*. 147, 429-35.
2. King L. (2008) Findings from field surveys of children in child care & schools (Presentation to GFK Program Advisory Committee)
3. Australian Government Department of Health and Ageing. (2004). Active kids are healthy kids: Australia's physical activity recommendations for 5-12 year olds.
4. Board of Studies NSW, Personal Development, Health and Physical Education K-6 Syllabus, <http://k6.boardofstudies.nsw.edu.au/go/personal-development-health-and-physical-education-pdhpe>

Small Screen Recreation Teacher's Manual (Early Stage One)

PDHPE Outcomes and Indicators

Outcomes	Indicators
<p>ALES1.6 Develops a repertoire of physical activities in which they can participate.</p>	<ul style="list-style-type: none"> • Takes part in different types of physical activity. • Makes a personal list of preferred activities. • Explains how physical activity affects the body.
<p>DMES1.2 Identifies some options available when making simple decisions.</p>	<ul style="list-style-type: none"> • Chooses games to play in free time. • Classifies play activities as either active or inactive.
<p>V5 Willingly participates in regular physical activity.</p>	<ul style="list-style-type: none"> • Recognises the value of regular physical activity.
<p>PHE1.12 Displays basic positive health practices.</p>	<ul style="list-style-type: none"> • Makes simple choices. • Talks about how different exercise is important to keep them healthy.

Links to Other Key Learning Areas

Outcomes	Indicators
<p>HSIE – Change and Continuity CCES1: Describes events or retells stories that demonstrate their own heritage and the heritage of others.</p>	<ul style="list-style-type: none"> • Talks about then and now. • Describes changes in their life, changes in their family, and changes in other families according to recreation activities engaged in before modern technology.
<p>Creative Arts – Visual Art VAES1.1: Makes simple pictures and other kinds of artworks about things and experiences.</p>	<ul style="list-style-type: none"> • Explores significant events, milestones or family relationships in their life in art making, such as play.
<p>Creative Arts – Visual Art VAES1.4: Communicates their ideas about pictures and other kinds of artworks.</p>	<ul style="list-style-type: none"> • Describes and responds to what artworks are about.

Reference: Board of Studies NSW, K-6 Syllabuses

Teaching and Learning Activities

Introduction

Prior to beginning work on this unit explain to students that we will be doing some work on what we do in our free time. On the board, brainstorm with students what small screen recreation is, for example, computer games, mobile phones, television. Explain to students the difference between small screen recreation and small screen use for educational purposes. Photocopy the 'Small Screen Recreation Monitoring Diary' on page 12 of the student booklet and give one to each student.

For homework, have students colour in all the time slots of when they use small screens for recreational use during the week. Students may require parental support for this activity. When these are complete have students bring them back to school. Teacher adds up the total hours of small screen recreation for each day and writes it on the student's page. Facilitate a discussion with students about the amount of time spent using small screens. This page can be pasted into the student booklet on Worksheet 7a in Lesson 2.

Lesson 1:

- Discuss with students the things they do for fun, including the things they do before and after school as well as on the weekend and during school holidays. Explain to students that these things are called 'recreational pastimes'. Write this heading on the board.
Note: students need to understand this is different to family responsibilities and obligations.
- Have students sit in a circle. One by one have them share their favourite 'recreational pastime'. Keep using the term 'recreational' so that when they are exposed to the term 'small screen recreation' it will be familiar to them. As each student says their favourite pastime the teacher writes it on a card and places it in the middle of the circle.
- Explain to students that some pastimes are active and some are inactive.
Active = moving, huffing and puffing
Inactive = not moving
- Have students classify the activities written on the cards into 'active recreational pastimes' and 'inactive recreational pastimes'. Make two posters by labelling two sheets of cardboard, one 'Active Recreational Pastimes' and the other 'Inactive Recreational Pastimes'. Have students paste the activity cards onto the correct poster and display finished posters around the classroom for future reference.
- Move students back to their desk to complete Worksheet 1.

Lesson 2:

- On the board, brainstorm with students why it is important to be active. Possible answers could include, makes you healthy, makes your heart pump faster, it is fun and you can make friends.
- Ask students, “Can you be active all the time?” Discuss the importance of having a balance between active and inactive pastimes. Our body needs time to rest as well as time to be active.
- Refer students to the ‘Inactive Recreational Pastimes’ and ‘Active Recreational Pastimes’ posters they created in the previous lesson. Ask them to suggest some alternative physical activities they could be doing, for example, helping parent/carer with the housework (active and benefits others), playing with brother, sister or neighbour, go for a bike ride or practise kicking/shooting goals.
- Give each student their homework from the introduction lesson, the ‘Small Screen Recreation Monitoring Diary’ and have them look at how many hours each day they participated in small screen recreation. Explain to students that it is recommended that they should not be sitting in front of a screen, for example, a television or a computer, for more than two hours a day for recreation or ‘play.’ Explain that this can be hard for some families and we are looking at ways we can try to minimise the amount of small screen recreational pastimes that we engage in. It is important to emphasise the difference between small screen recreation and small screen use for educational purposes.
- Have students paste their homework, the ‘small screen recreation monitoring diary’, on Worksheet 7a of the student booklet.

Option 1

- In small groups have students design an ‘active’ poster and an ‘inactive’ poster. Students may use internet pictures, magazines or their own drawings. Display posters around the room.

Option 2

- Have students complete Worksheet 2, reinforcing a balance between active and inactive play.

Lesson 3:

- Discuss with the class what they like about being active.
- Give each student a card with a number on it. Play music and have students run, hop, jump or skip in a defined space inside the classroom. When the music stops have students form one line with the number cards in ascending order. Swap cards and repeat.
Note: this game can be simplified by putting students into groups of five or six.
- Discuss with students what made the game fun. Ask them if they think the game was active or inactive. Discuss the benefits of being active. Some of the benefits to be gained by children of all ages include:
Note: These terms may need to be simplified for student understanding.
 - Increased stamina
 - Increased strength
 - Good all-round use of muscles and improved muscle tone
 - Better balance
 - Healthy hearts
 - Healthy and strong bones
 - Improved coordination, catching and throwing skills
 - Enjoyment of exercise
 - Motivation
 - Better concentration
 - Improved social and team work skills

Option 1

- Students design a poster about why being active is important, for example, making friends, enjoyment and fun, building strong muscles, better balance and increased energy. Students may use internet pictures, magazines or their own drawings. Teacher can label posters and display around the classroom. This activity can also be done in pairs or small groups.

Option 2

- Using art paper students paint a picture about the benefits of being active. Label artworks as in option 1 and display around the room.

Option 3

- Students to complete Worksheet 3 outlining the benefits of being active.

Lesson 4:

- Reinforce the difference between small screen recreation and small screen use for educational purposes. Discuss with students, “When do most people engage in small screen recreation pastimes?” Give students an example, such as students watching cartoons as soon as they get home from school or eating breakfast in front of the television. Have students share ideas on what they could be doing instead of small screen recreation.

Homework activity

- For homework have students report back to the class about one active pastime they participated in after school instead of watching television or playing on the computer.

Lesson 5:

- Read students a story about early Australian Aboriginals or show pictures to demonstrate what life was like without technology. Discuss with students what life was like before we had televisions, mobile phones, computers and video games. Have students suggest what they think people may have done before these things were invented. What did they do with their recreation time?
- Arrange for someone to come in and talk to the class about what it was like growing up without the technology we have now. This person could be a local citizen, a grandparent, another teacher, an Aboriginal Elder, a parent or a carer. Prior to the visitor coming, as a class, have students plan some questions they would like to ask. The teacher could write the questions on large card for reference when the visitor is present.

Note: if unable to arrange someone to visit the class, have students complete this as a homework activity where they ask their grandparents or a family friend to answer the questions they have planned.

- Have each student report to the class one thing they learnt or found interesting about what people did with their recreation time before technology.
- Now students have an understanding of some of the activities they could do instead of small screen recreation, using Worksheet 4 have them set their own personal goals for the ‘Power Down Challenge Day’. Discuss what some of these goals might be, for example, selecting only one television show to watch, cutting down from _____ minutes per day of small screen recreation to _____ minutes, not watching any television or not using the computer or the internet.
- Teacher may need to write suggestions up on the board for students to copy into their student booklet.

Lesson 6:

- Refer students to their goals for the, ‘Power Down Challenge Day’. Discuss what difficulties they might face and how to overcome these, for example, if it is raining an alternative to playing in the backyard would be to play a balloon or soft ball game in the garage or help with some housework.
- Have students share their ideas with the class.
- Complete Worksheet 5.

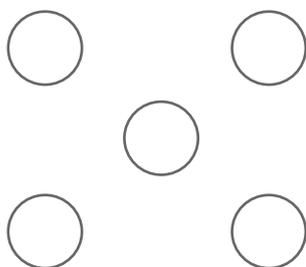
Lesson 7:

'Power Down Challenge Day'

- All students to participate in the 'Power Down Challenge Day' (see 'Overview', page 3). Encourage students to have their families join in on the day. A 'Power Down Challenge Day' reminder and encouragement for parents and carers can be placed in the school newsletter.
- Throughout the day and for homework, students complete their 'Small Screen Recreation Monitoring Diary' on page 12 of their student booklet. Only the day you choose for the 'Power Down Challenge Day' should be filled out here. Encourage students to seek parental assistance to fill out their diary. If you prefer students not to take their booklet home, make a copy of this and have students paste the completed diary into their booklet on page 12.
- Following the 'Power Down Challenge Day'. Calculate the class' total time engaged in small screen recreation (including before and after school) and record this on the school's 'Power Down Challenge Day Wall Chart'.
- Discuss with students how they felt about the 'Power Down Challenge Day' and how they felt about the amount of time the class spent engaged in small screen recreation.

Lesson 8:

- Take students outside for a game of 'Rob the Nest'.
- Set up four hoops in a square shape and put one hoop in the middle.



- Divide class into four teams and line each team behind one of the corner hoops. Place a heap of bean bags or balls in the middle hoop. The aim for each team is to get as many bean bags into their 'home' hoop. Each team lines up and when the whistle blows the first person from each team runs to the middle hoop and takes a bean bag. They run back to their own 'home' hoop and place the bean bag in it and then the next person runs and so on. When all the bean bags are gone from the middle hoop, teams are then allowed to 'rob' bean bags from each others hoop. Game stops when the teacher blows the whistle. The team with the most bean bags wins.
- Continue playing the game until all students are huffing and puffing. When cooling down ask students to think about what their bodies are doing.

Lesson 8 (continued)

- Straight after exercising have the students place their hands on their heart and feel how hard it is beating. Back in the classroom, when students are rested, have them place a hand on their hearts to compare their heartbeats. Discuss what else their bodies did when they were exercising. Answers include:
 - Red face
 - Tired legs
 - Dry mouth
 - Short of breath
 - Sweaty arms/legs
 - Used lots of energy
 - Releases hormones/chemicals that make us feel happy

It is important for the teacher to reinforce the positives here and explain that we might feel tired and sore but we are making our bodies stronger and having fun at the same time!

Option 1

- Using butchers paper trace around each student's body. Have students label the parts of their body they noticed changed when they were exercising. They can give themselves a face and some hair.

Option 2

- Using chalk trace around each student's body on the concrete. Have students label the parts of their body they noticed changed when they were exercising. They can give themselves a face and some hair.

Option 3

- Students complete Worksheet 6.

Lesson 9:

- Discuss with students the important things they have learnt about engaging in active recreational pastimes rather than small screen recreation pastimes. Revise what students did for their 'Power Down Challenge Day' and discuss whether or not it was easy to accomplish their goals.
- Make a copy of the 'Small Screen Recreation Monitoring Diary' on page 12 of the student booklet and give one to each student. As in the introduction lesson, for homework have students colour in all the time slots of when they used small screens for recreation during the week. Students may require parental support for this activity. Have students bring these back to school and as before the teacher can add up the total hours of small screen use for each day and write it on the student's page. Students can paste the completed diary into their booklet on Worksheet 7b. Facilitate a class discussion on the individual differences in each student's two monitoring diaries.

Lesson 10

- Revise the differences students have identified when reviewing both of their 'Small Screen Recreation Monitoring Diaries'.
- Have students share their ideas on what they have learnt about small screen recreation. This could be done in pairs or small groups and have students report their ideas back to the class.
- Students complete Worksheet 8 where they reflect on their learning and identify any changes to their lifestyles.
- Students to discuss their favourite 'active recreational pastime' and then paint a picture of themselves doing this pastime. Discuss what things should be portrayed, such as having fun. Teacher displays these artworks around the classroom with a heading of 'Get Active, Get Out and Play!'

