

# Good for kids

good for life



## 'Power Down'

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

Teacher's Manual  
Stage One

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  - 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](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](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/bonedigram.htm](http://www.cap.nsw.edu.au/QI/TOOLS/abc/bonedigram.htm)

## References:

- 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](http://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.<sup>3</sup>

## 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.<sup>1</sup>

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 recommendations<sup>2</sup>

## 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 activity<sup>4</sup>

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 (Stage One)

## PDHPE Outcomes and Indicators

Outcomes	Indicators
<p><b>ALS1.6</b> Participates in physical activity, recognising that it can be both enjoyable and important for health.</p>	<ul style="list-style-type: none"> <li>• Describes how activity, rest and sleep are important for lifestyle balance.</li> <li>• Identifies physical changes during and after exercise, for example, heart racing, breathing quickly and feeling hot.</li> <li>• Contributes to a class list of activities they like or do not like to participate in.</li> <li>• Identifies games that are active and inactive.</li> </ul>
<p><b>DMS1.2</b> Recalls past experiences in making decisions.</p>	<ul style="list-style-type: none"> <li>• Chooses games to play in free time with friends.</li> <li>• Identifies the healthier of two alternatives, for example, watching television or playing outside.</li> <li>• Sets simple goals, for example, the 'Power Down Challenge Day'.</li> </ul>
<p><b>V5</b> Willingly participates in regular physical activity.</p>	<ul style="list-style-type: none"> <li>• Recognises the value of regular physical activity.</li> </ul>
<p><b>PHS1.12</b> Recognises that positive health choices can promote wellbeing.</p>	<ul style="list-style-type: none"> <li>• Describes what people do to stay healthy.</li> </ul>

## Links to Other Key Learning Areas

Outcomes	Indicators
<p><b>Maths – Data</b> DS1.1: Gathers and organises data, displays data using column and picture graphs and interprets the results.</p> <p><b>Maths – Position</b> SGS1.3: Represents the position of objects using models and drawings and describes using everyday language.</p>	<ul style="list-style-type: none"> <li>• Uses a baseline and equal spacing when representing data in a display.</li> <li>• Interprets information presented in a given picture graph or column graph.</li> <li>• Uses 'left' or 'right' to describe the position of objects in relation to themselves.</li> </ul>
<p><b>English – Writing</b> WS1.9: Plans, reviews and produces a small range of simple literary texts for a variety of purposes on familiar topics for known readers.</p>	<ul style="list-style-type: none"> <li>• Uses words that evaluate characters and events.</li> </ul>
<p><b>HSIE – Change and Continuity</b> CCS1.2: Identifies changes and continuities in their own life and in the local community.</p>	<ul style="list-style-type: none"> <li>• Identifies ways in which previous generations in their family and community played and worked.</li> </ul>
<p><b>Creative Arts – Visual Art</b> VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things.</p>	<ul style="list-style-type: none"> <li>• Continues to explore characteristics of people around them and focuses more on details, for example, parents, carers, grandparents, brothers, sisters, friends and others in their local area.</li> </ul>

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 types of activities they may do in their free time, for example, computer games, mobile phones, television, sports, swimming or playing with friends. Photocopy the 'Recreation Monitoring Diary' on page 13 of the student booklet and give one to each student. For homework, have students record all activities in which they participate during their free time for one week. When this is completed have students bring their diaries back to school. In lesson 2, students can add and record the total hours of 'inactive' recreation and 'active' recreation they participated in for each day of the week. This page can be pasted into the student booklet on Worksheet 8a.

## Lesson 1:

- Explain to students that we will be doing some work on recreation. On the board brainstorm what students think recreation means.
- [wordnet.princeton.edu/perl/webwn](http://wordnet.princeton.edu/perl/webwn) defines recreation as:  
*Activity that refreshes and recreates; activity that renews your health and spirits by enjoyment and relaxation.*
- Write this definition or a similar one from the teacher's dictionary on the board and discuss its meaning with the class.
- Explain to students that recreational pastimes are things we like to do in our spare time. Explain that these pastimes can be active or inactive. Discuss what these terms mean.

Active = moving, huffing and puffing

Inactive = not moving

On the board brainstorm a list of active and inactive pastimes.

### Option 1

In small groups, students design an active poster and an inactive poster using magazine pictures and/or their own drawings. Students should also use words that identify active recreation and inactive recreation; they can refer to the brainstorm list for this. Display posters in the classroom.

### Option 2

- Using Worksheet 1, have students identify active and inactive recreational pastimes

## Lesson 2:

- Discuss with students why it is important to be active regularly. Brainstorm a list of possible answers on the board, for example, helps to keep 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 recreational pastimes. Our body needs time to rest as well as to be active.
- Refer students to their ‘Recreation Monitoring Diary’ from last week’s homework. Have students add up how many hours of recreation they participated in each day and colour the active things green and the inactive things red. Students can paste the completed diary into their booklets on Worksheet 8a.
- Explain to students that inactive recreation that uses small screens such as, computer or televisions is called ‘small screen recreation’. It is important to explain to students the difference between small screen recreation and small screen use for educational purposes. To assist understanding you may like to brainstorm a list of small screen recreation, for example, television, computer games and mobile phone games.
- Explain to students that it is recommended that they should not be sitting in front of a screen, such as a television or a computer, for more than two hours a day for recreation or play. Explain this can be hard for some families and we are looking at ways we can try to minimise the amount of small screen recreational activities that we engage in.

### Option 1

Note: Only choose option 1 if you did not do the poster activity in lesson one.

- In small groups, have students make two collages, one of ‘active’ and one of ‘inactive’ recreational pastimes. You can use magazine pictures, pictures the students have drawn and images found on the internet. As a class compare each group’s collages and discuss the way the people in each may be feeling, for example, the people watching television may look bored or tired while the people walking the dog may look like they are having fun. Display posters around the classroom.

### Option 2

- Students complete Worksheet 2 then share responses with the class. Have students identify if they had a healthy balance of active and inactive recreational activities on their ‘Recreation Monitoring Diary’. Refer students to the inactive and active posters they made in lesson one and discuss the way the people in each may be feeling, for example, the active people may look like they are having fun and the inactive people may look bored or tired.

### Lesson 3:

- Have students survey each other on what their favourite active recreational pastime is. Allow students to choose the pastimes to use in their survey, each survey can be different. Students graph the results and make generalisations about what they found out, for example, netball is the most popular sport in our class. (Worksheet 3)
- After students have conducted the survey have them read out some of the generalisations they have made. Discuss why they think a particular sport or activity may have been more or less popular. Ask students what they think the benefits of physical activity are.
- 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

### Lesson 4 (part one):

- Remind students of some of the inactive recreational pastimes they spoke about in the previous lessons, refer them back to the inactive and active posters from lesson one or two. Ask them to suggest some alternate pastimes they could be doing that are more active than these. Some suggestions include helping with the housework (active and benefits others), playing with brother, sister or neighbour, going for a bike ride or practising kicking/shooting goals.
- 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.
- As a whole class complete a Y chart on what life was like before modern technology.



#### Discuss:

- What life was like before we had houses such as in Early Australian Aboriginal society.
- What houses looked like before we had modern technology. How would the lounge room have looked? Was there a need for computer or media rooms? Think about what the games would look like and how the family would look when spending time together.
- What sounds you would hear both inside and outside the house.
- How the children, parents, carers and the family would have felt about their life.

## Lesson 4 (part one continued):

### Option 1

- Invite a local Aboriginal Elder into the classroom to talk to students about what it was like growing up without modern technology. Prior to the Elder coming, in small groups, have students plan some questions they would like to ask the visitor. As a class select a question from each group and write them on large card for reference when the visitor is present.

After the visitor has left have students move back into their small groups and report to the class one thing they learnt or found interesting about what Aboriginal people did with their recreation time before technology.

### Option 2

- Have students complete the first part of Worksheet 4. Read together some of the questions students have written. Explain to students that we will try and find the answers to these questions by researching on the internet and asking the older members of our community. Have students bring any of their findings to the teacher and display them on a chart in the classroom.

## Lesson 4 (part two):

- Teach the students a game that was popular before television was invented. Some examples include:

- Skittles
- Conkers
- Marbles
- Skipping
- Hopscotch

\* How to play these games can be found at <http://www.teachnet.ie/jstacey/website/games.htm>

- Teachers can also choose games from the Yulunga Traditional Indigenous Games resource. This is a great resource as it shows students games that were played many years ago. Many of the modern games we see today have been adapted from the traditional games of the past. Ensure you explain to students the background of the game.

Note: You could invite a local Aboriginal person to talk to the students about Traditional Indigenous Games and support the facilitation of a game/s.

Some examples from the Yulunga Traditional Indigenous Games resource include:

- Chuboochuboo
- Keentan
- Tarnambai
- Koabangan

\* Instructions on how to play these games and many more can be found at [http://www.ausport.gov.au/participating/indigenous/games/traditional\\_games](http://www.ausport.gov.au/participating/indigenous/games/traditional_games)

### Option 1

- Discuss with students how the game made them feel and why. Have students paint a picture of themselves playing the game, depicting how they were feeling. Label the paintings and display in the classroom.

### Option 2

- Have students complete the rest of Worksheet 4.

### Extension:

- Remind students of the structure of a narrative. As a whole class jointly construct a narrative titled: "The day the power went out." Encourage students to think about what they have learnt about life before television was invented. Write the narrative onto large card and display in the classroom.

### Lesson 5:

- Discuss how being physically active can be fun and more enjoyable than sitting or other inactive recreational pastimes.
- Explain to students that they will be doing a maths lesson on position. Instead of using a worksheet take the students outside for an 'active' lesson.
- Set up an area approximately 15m x 15m. Have students stand inside the space and perform fundamental movement skills such as, running, jumping, side-galloping, hopping and skipping. On the teacher's command students must move in the specific direction given by the teacher. Directions can be left, right, north, south, east or west.
- Once the activity is complete take students back to the classroom. Ask them how they felt about the activity compared to sitting and doing a worksheet.
- Revise previous lessons by identifying some active recreational pastimes students can engage in that are not small screen recreation.
- Have students think about what goals they can set for themselves in order to minimise the amount of small screen recreation they engage in. 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 during certain times.
- As a whole class work through Worksheet 5.

### Lesson 6:

- Look at some of the difficulties the students have identified in Worksheet 5. Make a list on the board of some of these problems and discuss how we could overcome them to make our goals achievable, 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.
- Divide the class into five groups and give each group one problem that may inhibit them achieving their goals for the 'Power Down Challenge'. Each group to discuss the problem and find solutions to overcome it, then report back to the rest of the class with their solutions.

Some examples of problems are:

- I don't have anyone to play with.
- It's raining outside.
- Some after school activities are too expensive.
- I don't really like team sports.
- I don't have a yard.
- I don't have any sports equipment.

## 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 'Recreation Monitoring Diary', on page 13 of their student booklets. Only the one day you choose for the 'Power Down Challenge Day' should be filled out here. Encourage students to seek parent/carer assistance to fill out their diary. If you prefer students not to take their booklets home make a copy of this and have students paste the completed diary into their booklet on page 13.
- Following the 'Power Down Challenge Day' have students 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 have them complete Worksheet 6.

### Extension:

Students could publish a final copy of their recount on coloured card and display around the room and/or in the school newsletter or magazine.

## Lesson 8:

- Explain to students that the heart is a muscle and like all muscles it needs to be exercised. Have students measure their heart rate.

### How to measure heart rate:

Students should start with the palm of one hand facing upwards. They then put their index and middle fingers on the top of the wrist that is facing upwards, just at the place where a watch band would go. Rather than holding the fingers flat against the wrist, tilt them toward the inside of the wrist with the thumb and press lightly. The teacher calls out 'start' and students count the number of beats they feel. After ten seconds, the teacher calls out 'stop'. Students then multiply the number of beats they counted within that period by six to get the number of beats per minute.

- Record heart rates on the board.
- Take students outside and play a game of 'Octopus'. The person supervising the game should show all students the boundary lines. No one is allowed to go outside the boundaries during the game or he or she is 'out'.

Pick one student to be 'The Octopus', this student stands in the middle of the playing field. Line the other students up at one end of the playing field, they are 'The Fish', now yell 'Go!'. 'The Fish' should try to run as fast as they can to the other end of the field. 'The Octopus' should attempt to touch them. If they are tagged they are out but they do not exit the game. They then act as additional 'arms' of 'The Octopus' and assist him or her to tag other students. They are now partners with 'The Octopus' and can chase 'The Fish' around the field of play. Continue playing the game until only one 'Fish' remains, this person gets to be 'The Octopus' in the next game. 'The Octopus' can run anywhere he or she wants to in order to tag 'The Fish', the only restriction is that 'The Octopus' must initially start the game in the middle of the marked area.

## Lesson 8 (continued):

- After playing a few games of 'Octopus' have students sit down and take their heart rate again. Go back into the classroom and compare the two heart rates.
- Discuss what other changes they noticed happening to their body as they exercised.

### **Answers could include:**

- Red face
- Tired legs
- Dry mouth
- Short of breath
- Sweaty arms/legs
- Used lots of energy
- Releases chemicals/hormones 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**

In small groups have students design a word poster titled, 'When I am active I feel'. Students should use words that describe how being physically active made them feel. They can use words from magazines or write their own using coloured markers. Display posters around the classroom.

### **Option 2**

- Students to complete Worksheet 7.

## Lesson 9:

- Have students think about the important things they have learnt about engaging in active recreational pastimes rather than small screen recreation. Revise what students did for the 'Power Down Challenge Day' and discuss whether or not it was easy to accomplish their goals.
- Photocopy the 'Recreation Monitoring Diary' on page 13 of the student booklet and give one to each student. For homework, have students record all activities they participate in during their free time for one week. When these are complete have the students bring them back to school and colour the active things green and the inactive things red. Students can add up and record the total hours of 'inactive' recreation and 'active' recreation they participated in for each day of the week. Students paste these into their student booklet on Worksheet 8b.
- As a class discuss each student's individual differences between their 'Recreation Monitoring Diaries' before and after completing work in their student booklet and participating in the 'Power Down Challenge Day'.

## Lesson 10

- Revise the differences that students have identified when comparing both of their recreation monitoring exercises.
- Have students share their ideas on what they have learnt about small screen recreation.

### Option 1

- Have students paint or draw a picture that represents what they have learnt about in the small screen recreation lessons. This could include their favourite active recreational pastime, their favourite small screen recreation lesson, changes they have made to their afternoon activities, for example, playing outside instead of watching television. Have students write a sentence about their poster and display around the classroom.

### Option 2

- Students to complete Worksheet 9.

### Reflection activity

- As a reflection activity, in small groups, using a roll of butchers' paper, have students design and paint a mural, promoting active recreational pastimes. These could be displayed around the classroom or in a school corridor.

