

Good for kids
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'Power Down'

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

**Teacher's Manual
Stage Two & Three**

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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

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

** 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 (Stage Two and Three)

PDHPE Outcomes and Indicators

Outcomes	Indicators
<p>ALS2.6 Discusses the relationship between regular and varied physical activity and health.</p> <p>ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.</p>	<ul style="list-style-type: none"> • Identifies factors that influence participation in physical activity. • Identifies the activities people participate in to maintain an active lifestyle, for example, bushwalking, sports. • Generates personal goals based on their understanding of what it means to be fit and active. • Identifies barriers to participation in physical activity and suggests ways to modify or overcome them.
<p>V5 Willingly participates in regular physical activity.</p>	<ul style="list-style-type: none"> • Recognises the value of regular physical activity.
<p>DMS2.2 Makes decisions as an individual and as a group member.</p> <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences.</p>	<ul style="list-style-type: none"> • Works towards developing realistic goals to support decisions made, for example, participates in regular physical activity. • Chooses physical activities that are enjoyed by all members of a group. • Applies decision-making processes when choosing a recreational pursuit.

Reference: Board of Studies NSW, K-6 Syllabuses

Links to Other Key Learning Areas

Outcomes	Indicators
<p>Maths DS2.1: Gathers and organises data, displays data using tables and graphs, and interprets the results. DS3.1: Displays and interprets data in graphs with scales of many-to one correspondence.</p>	<ul style="list-style-type: none"> • Interprets information presented in a table. • Draws a line graph to represent data that demonstrates a continuous change.
<p>Science DM S2.8: Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process. DM S3.8: Develops and resolves a design task by planning, implementing, managing and evaluating design processes.</p>	<ul style="list-style-type: none"> • Develops and evaluates several ideas for a video game and board games. • Works collaboratively to evaluate the process used to design a video game.
<p>English – Writing WS2.9: Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features. WS3.9: Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p>	<ul style="list-style-type: none"> • Expresses more than one point of view in writing, with some supporting reasons or evidence, sequencing them effectively. • Discusses in writing some pros and cons of a topical issue, attempting to relate these to one another.
<p>HSIE – Change and Continuity CCS2.2: Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p>	<ul style="list-style-type: none"> • Collects and uses primary and secondary sources to investigate the history of their community.
<p>Creative Arts – Visual Art VAS2.1: Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter. VAS3.1: Investigates subject matter in an attempt to represent likenesses of things in the world.</p>	<ul style="list-style-type: none"> • Focuses on details of subject matter and areas of beauty, interest, awe, wonder and delight, for example, facial expressions, body positions and body angles. • Closely observes details of things in the world and seeks to make artworks about these using various techniques.

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 12 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. Students can add up 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 page 9.

Lesson 1:

- Explain to students that we will be doing some work on small screen recreation. Discuss with students what they think recreation means. Write some of their ideas on the board.
- wordnet.princeton.edu/perl/webwn defines recreation as:
Activity that refreshes and recreates; activity that renews your health and spirits by enjoyment and relaxation.
- In pairs have students use a dictionary or the internet to find the accurate definition of 'recreation' and select a few to read out to the class. If possible, use a few different types of dictionaries to give varied definitions.
- In small groups have students create a poster that shows how they spend their recreation time. Posters can have a combination of writing, magazine pictures, pictures downloaded off the internet and hand drawn pictures. Encourage students to think of synonyms for recreation and use these words as part of their poster. Display posters around the classroom.
- Discuss the terms 'active' and 'inactive' and have students think of pastimes that fit into each of these categories. In their groups, have students devise a list of 'active' and 'inactive' pastimes, they can refer to their posters for this activity.
- Discuss with students what they think small screen recreation means. Explain to students that inactive recreation that uses small screens such as computers 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 education. Refer students to their lists of 'inactive' pastimes and recreation posters and have them identify the small screen recreation pastimes.

Lesson 2:

- Refer students to their homework task from last week, the 'Recreation Monitoring Diary' on page 9 of their student booklet. Have students look at how many hours of small screen recreation they participated in each day. Have each student look at their pastimes and colour the 'active' pastimes red and the 'inactive' pastimes blue.
- Explain to students that to live a healthy life we have to have a balance of active and inactive pastimes. This means small screen recreation is okay to do as long as we don't do too much. Explain to students that it is recommended that we should not participate in small screen recreation for more than two hours a day. Reinforce the difference between small screen recreation and small screen use for educational purposes.
- Students complete Worksheet 1.

Extension:

- Discuss how some computer games are now 'active'. In what way are they 'active'? Divide students into groups of four and have them design a new active videogame that could be used on a computer game console. Have them draw their design and present their ideas to the class.

Lesson 3:

- Revise the recommendations for how much physical activity we should be engaged in – one hour or more a day.
- Have students think about how physical activity benefits them. Some of the benefits to be gained by children of all ages include:
 - 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
- Read through the case study on Worksheet 2. Discuss the type of physical activity that Brad engages in.
- Students complete the questions on Worksheet 3 relating to the case study.

Lesson 3: (continued)

Option 1

- Have students do an 'energiser' activity from the *Good for Kids. Good for Life* Booster Resource or play another short active game. Ask students how being physically active made them feel. Explain how physical activity can help us overcome the negative feelings of being angry, upset or stressed and that physical activity is very important for improving self esteem. Ask students to share their own experiences of how being active has helped them overcome any of these things.

Option 2

- At the bottom of Worksheet 3 students write about how physical activity benefits them when they feel angry, upset or stressed about something. Explain how physical activity is a positive way to deal with our problems and it is really important for improving our self esteem.

Extension:

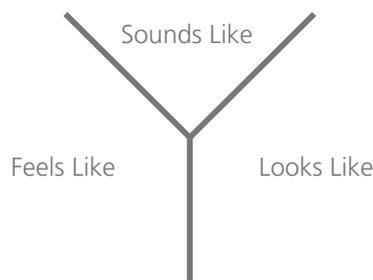
- Have students work in pairs to write their own fictitious case study involving the physical activity in their daily routine. Have them devise a list of questions to go with their case study and swap with another pair.

Lesson 4:

- Read students or have students read a story about early Australian Aboriginals. Discuss what life would have been like before people had the option to engage in small screen recreation, such as, watching television or playing the computer.

As a whole class complete a Y chart on what life was like before modern technology.

For example



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.
- Invite an Aboriginal Elder into the classroom to talk to students about what it was like growing up without modern technology. If this is not possible have students interview someone in their family or community about what life was like for them when they were young. Have students think about some questions they would like to ask. Encourage students to consider things such as:
 - Did you watch much TV when you were young?
 - What types of things did you do for entertainment when you were my age?
 - Did you play computer games?
 - How did you get to school when you were my age?
 - How far from school did you live?
 - How did you get to the shops or to town?
 - What types of physical activity did you do?
- As a class decide on a list of five or six questions they would like to ask.
- Once the students have had the chance to ask their questions, discuss what they think life was like before television. Have them think about how they would have felt living in that time period.

Lesson 4: (continued)

- Teach the students a game that was popular before television was invented. Explain to them that physical activity and sport was a very popular recreational pastime. Also explain that it still is today but before television people didn't have the options that we do today. Some examples of games include:
 - Skittles
 - Conkers
 - Marbles
 - Skipping
 * 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 evolved from the traditional games of the past. Ensure to 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 facilitation of a game.

Some examples from the Yulunga Traditional Indigenous Games Resource include:

 - Boogalah
 - Buroinjin
 - Edor
 - Woomera
 * Instructions on how to play these games and many more can be found at http://www.ausport.gov.au/participating/indigenous/games/traditional_games
- Discuss with students how they felt about the game they learnt.
- Round robin activity – Take three A3 coloured sheets of paper and label each one with one heading, 'Morning', 'Afternoon' and 'Evening'. Divide students into three groups and give each group a labelled sheet of paper. Each group has three minutes to brainstorm a list of activities, that does not involve small screens, that they could do at the particular time of day on their paper. After three minutes ring a bell or play some music and have students, in their group, move onto the next paper, for example, morning group leave their paper and move onto afternoon. Continue with this until all groups are back at their original paper. Now have each group present some of the activities on their list to rest of the class. Explain to students that physically active recreation opposed to small screen recreation is much healthier for our bodies and makes us feel better about ourselves.

Lesson 4: (continued)

Homework activity

- Have students report back to the class about one activity they did after school that did not include small screens.

Extension:

- Remind students of the structure of a narrative. Have students write a narrative based on life without small screen recreation. Some examples could be, “The day the television blew up”, “I stepped into a time machine and found myself in the year 1770” or “My friends and I got lost in the desert”. Students could publish their narrative onto coloured card and display around the classroom and/or in the school newsletter.

Lesson 5:

- Revise previous lessons by identifying some active leisure pastimes students can engage in that are not small screen recreation. Refer students to their ‘Recreation Monitoring Diary’ they completed for homework. They can use this as a guide to setting their goals for the ‘Power Down Challenge Day’ on Worksheet 4.
- Have students think about what goals they can set for themselves in order to minimise the amount of small screen recreational activities 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.
- Students individually complete Worksheet 4.

Lesson 6:

- Discuss with students the types of situations that may make achieving their goals more difficult. They would have begun to think of these when completing Worksheet 4. On the board, brainstorm a list of some of the difficulties students think they may encounter.

Some examples 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.
- In pairs or small groups have students think about a solution or solutions to one or more of the difficulties and share their ideas with the class.

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 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 12 of their student booklet. 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 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' 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 students write a report about their 'Power Down Challenge'. They can write about what their personal challenge was, how their family felt about the challenge and did they join in, any problems they had and what they did to overcome them. Encourage students to include a description of activities they did instead of using small screens and how they felt after the challenge.

Lesson 8:

- Discuss the effects that physical activity has on the body. Have students take their resting heart rate. Once they have their resting heart rate they can:
 - a) record it on the graph on Worksheet 5.
or
 - b) construct a graph on graph paper and record their heart rate. Teacher to refer to Worksheet 5 for x and y axis.

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 that 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.

- Take the class outside for a game, this can be one they already know or a new one from the Yulunga Traditional Indigenous Games Resource. Ensure the game is vigorous enough to raise their heart rate. Have students take their heart rate straight after exercising, then one, two and three minutes later. Have students record each measurement on the graph. Discuss the changes to their heart rate before and after exercise.

Lesson 8 (continued)

- Discuss what other changes students 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 endorphins 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

- Divide the class into two groups, positive and negative. Give each group a coloured sheet of A3 paper. The positive group brainstorms a list of positive effects of physical activity and the negative group a list of negative effects. Allow three to five minutes for brainstorming. When completed have each group present their answers. Explain to students that even though there are negative effects of physical activity the positives far outweigh them. Reinforce the long term positive effects and that we are making our bodies stronger and having fun at the same time!

Option 2

- On the board, brainstorm a list of the positive and negative effects of physical activity. Students to complete Worksheet 5.

Extension

Option 1

- Hold a class debate. Have the affirmative team argue that 'physical activity is important for everyone' and the negative team argue that 'physical activity is not important'. Students can refer back to the positive/negative brainstorming activity to help support their argument.

Option 2

- On Worksheet 6 students write a discussion about physical activity. This could be used as a draft copy and students could publish a final copy to be displayed in the classroom or published in the school magazine or newsletter.

Lesson 9:

- Revise the content taught so far in this unit.
- Photocopy the 'Recreation Monitoring Diary' on page 12 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' pastimes red and the 'inactive' pastimes blue. Students can now add up how many hours of small screen recreation they participated in each day and record this on their diary. Students paste these into their student booklet on page 10.
- 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'.

Extension:

- Hold a class debate. Have the affirmative team argue that 'we should follow the recommendations and only participate in two hours or less of small screen recreation each day and the negative team argue that 'it does not matter how much small screen recreation someone engages in'.

Lesson 10

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

Option 1

- Have students give a short report to the class on how their first small screen recreation monitoring diary was different to their second. They should discuss if and how their lifestyle has changed after completing all of the small screen recreation activities and how they plan to sustain this change and make future improvements. If there has been no improvement have students discuss why this is and what they might need to do to make future changes.

Option 2

- Students to complete Worksheet 7.

Reflection activity

- As a reflection activity, have students work in small groups to design a board game based on physical activity versus small screen recreation. Have them think of the benefits of physical activity but also think of the importance of having a balance between active and inactive pastimes.