About Technology Overuse – Level 1 Staff Activity Guide

What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

• **Viewing the Video**

Without Student Video Viewing Guide - 4:25 minutes

With Student Video Viewing Guide - 10 minutes

• **Student Activities -**

Write About It Prompt - 5-10 minutes
Group Activity - 10 minutes
Independent Practice - 5-10 minutes
Extended Learning - 5-10 minutes

• **Brain Quiz** - 5-10 minutes

Student Video Viewing Guide Strategies:

• **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to **"pair and share"** with a classmate, and/or have a brief class discussion

Remind students to **"preview"** the Video Viewing Guide so that they know what they are listening for

• **During the video (3-5 min) -** Pause the video at times for Check Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Pause the video and discuss- How can taking lots of selfies be risky? How can it change the way we think about ourselves?

Pause the video and discuss- What should your digital self-care or Brain Balance Plan include?

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Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**
  a. Technology is everywhere, even in some of our pockets! The information on our screens may seem constant, there is always more to see or do and may feel stressful. What are some ways you can practice mindfulness, slow your brain down, and focus on one thing at a time? (Students may include responses such as- use a fidget, go for a walk, take care of my pet, listen to music, ride my bike, etc. Considering what you know about your students, offer them feedback on their thoughts and maybe 1-2 more ideas you think they would enjoy to demonstrate mindfulness.)

- **Independent Practice Activity (5 minutes) -**
  a. **Materials needed:** Pencil, Chart (may be a half sheet or done on student's own paper)
  b. **Criteria for Success:** Students successfully sort the words into the appropriate columns to demonstrate positive VS negative tasks for your growing brain.

- **Group Lesson Activity (10 minutes) -**
  a. **Materials needed:** White board or chart paper, marker
  b. **Criteria for Success:** Completed list with collaborative student responses. Each student should be offered the chance to add 1-2 ideas to support mindfulness to the list.

- **Extended Learning Activity (5-10 minutes at home) -**
  a. **Materials needed:** None
  b. **Criteria for Success:** Student completes discussion at home with grown-ups. They may pair & share the following day, recapping the conversation with a peer. Select 4-5 students to share to the whole class about their at home conversation.

- **Brain Quiz Answer Key (5-10 minutes)**
  1. **True or False:** Using too much technology may be risky to your brain. **(True)**

  2. **True or False:** Focusing your brain cells on screens instead of connecting with yourself or others may lead to less skills for communicating. **(True)**

  3. **Fill in the blank:** This happens when our brain cells get used to 'popping' or reacting to stimuli from being plugged into technology too much _____ _____. (Supernormal Stimuli OR Popcorn Brain)

  4. **Fill in the blanks:** Research says that people who overuse technology experience less _____ and more_____. (happiness, depression)

  5. **Free response:** 'Brain Balance Rule,' which says for every hour of screen time, we engage in an hour of something else to balance out what our brain is using and losing. What can you do to BALANCE your screen time? (EX- read, listen, play a sport, do a craft, ride my bike, talk with my sister, etc.)