MINICLIPS

How to Balance Your Screen Time

Facilitate a class debate using a prompt and its suggested arguments below. Each level increases in difficulty.

Level 1: Understanding the basics

> 🎯 **Learning intention**
> Describe the differences between active screen time and passive screen time.

Debate prompt

Active screen time is always better than passive screen time.

Arguments FOR the motion:
- Active screen time helps you learn new things and connect with others.
- Active screen time requires you to pay attention, think, and problem solve.
- You can practise skills and have fun with family and friends when taking part in active screen time.

Arguments AGAINST the motion:
- Passive screen time can help you relax after a busy day at school.
- Some passive screen time can be fun and enjoyable with friends or family.
- Active screen time can make you feel tired if you do it for too long.

Level 2: Making connections

🎯 **Learning intention**
Compare ways reducing passive screen time can change your health and friendships.

Debate prompt

Reducing passive screen time will improve your health and friendships.

Arguments FOR the motion:

- Less passive screen time means you have more time to spend with friends in person.
- Less passive screen time can help you have a better night's sleep and feel happier.
- Spending less time scrolling helps improve focus and encourages other healthy habits.

Arguments AGAINST the motion:

- Some people keep friendships strong by watching shows together online.
- Reducing passive screen time leads to you missing out on news or other important information.
- Health problems can still happen with too much active screen time.

Level 3: Thinking deeper

🎯 **Learning intention**
Justify why daily screen time limits may support balancing device use in everyday life.

Debate prompt

Setting daily screen time limits is the best way to find a healthy balance.

Arguments FOR the motion:

- Daily limits help you to be mindful and encourage breaks from screens.
- Limits make it easier to try new activities and connect with others.
- They prevent you from using screens for too many hours at once by breaking sessions up into smaller blocks.

Arguments AGAINST the motion:

- Limits might not work for everyone because each person is different.
- Some days need more screen time for work or learning than others.
- Family support and off-screen activities may be effective than strict limits.

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> 🎯 **Learning intention**
> Construct a written response that uses evidence and is written in the style of the chosen text type.

Choose a writing prompt from one of the text type categories below. The prompts within each text type increase in difficulty.

Narrative:

- Imagine you are a device and describe what you see when someone uses you for active and passive screen time.
- Write a story about a day when you challenged yourself to have no screen time until evening and what the experience was like.
- Pretend you are someone who lives far from family and describe how you stay connected in creative ways, both with and without screens.
- Write from the perspective of a child convincing their family to create a screen-free zone at home, and what happens next.
- Invent a character who discovers the value of balancing screen time and shares their journey with friends.

Informative:

- Describe the difference between active and passive screen time using examples from your own life.
- Explain steps you can take to reduce passive screen time and why those steps are important.
- Outline the possible effects of too much passive screen time on your wellbeing and friendships.
- Compare and contrast activities you do on devices with activities that aren't on devices.
- Write a guide for classmates on how to balance screen time and connect with others without devices.

Opinion:

- Do you think passive screen time can be good for you? Explain your reason.
- Is it easier to connect with people using screens or in person? Give your opinion and reasons.
- Share your thoughts about having screen-free zones at home. Should every family do this?
- Why do you think finding a balance between screen and non-screen activities is important for young people?
- Write about whether schools should teach students more about balancing screen time, and back up your opinion with examples.

Persuasive:

- Convince your friend to take regular breaks from screens by listing the benefits of being device-free.
- Write to your family persuading them to set screen time limits during meals.
- Persuade classmates to join you in an after school activity that doesn't use screens.
- Create an ad campaign encouraging students to balance their screen time for better wellbeing.
- Write a letter to a technology company suggesting new features that help kids find a healthy screen time balance.

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Identify an activity below that is appropriate for the whole class, small groups, or individuals. Alternatively, read out the activities and support students in choosing an activity for themselves. The activities have been grouped into each level of Bloom's Taxonomy to support diverse learners and encourage progression to higher-order thinking.

Remembering	Understanding	Applying
Students could: - Define active and passive screen time by making a labelled poster. - List ways they can use screen time both actively and passively in their daily life. - Describe the effects that passive screen time might have on their body and mind. - Outline the steps for setting screen time limits on a device. - Recall three ways for connecting with others without screens from the video.	Students could: - Summarise the differences between active and passive screen time. - Explain why balancing screen time is important, using real examples from their own life. - Discuss how screen-free zones at home can help improve wellbeing. - Compare three activities they can do with and without screens. - Interpret screen time data from a device and describe what it shows about habits.	Students could: - Use their device to track screen time for a day and produce a chart of their usage. - Write a recount or narrative about a day spent connecting with friends without using devices. - Try out some of the suggested strategies for healthier screen use and display the results in a timeline.

Analysing	Evaluating	Creating
Students could: • Compare the impact of active versus passive screen use by organising pros and cons. • Analyse their own screen time habits and connect them to their feelings or wellbeing. • Deconstruct a typical day and categorise moments spent in active and passive screen time. • Organise ways of connecting with friends into device-based and non-device-based methods. • Differentiate between screen time that is helpful and screen time that is harmful.	Students could: • Decide which screen-free activities are most enjoyable and support their choices with reasons. • Defend the importance of having device-free times or places at home in a persuasive text or debate. • Conclude why active screen time might be better for them than passive. • Compare strategies for reducing passive screen time and decide on the best one for their needs.	Students could: • Devise a new family plan for balancing screen time, recording the steps and anticipated outcomes. • Invent a new social event to help friends connect without screens, and create promotional material to get others interested. • Create a comic strip showing a character finding their balance with screens and activities. • Produce a digital or analogue (e.g. poster, flyer, banner) campaign promoting healthy screen habits for their school community. • Compose a song, rap, or poem about enjoying life both online and offline.

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🎯 **Learning intention**

Describe and justify strategies for balancing active and passive screen time.

Facilitate small group or class discussions using the prompts below. Each level increases in difficulty.

Level 1: Understanding the basics

- What is active screen time?
- What is passive screen time, and why is it seen as less healthy?
- How can tracking screen time help you find balance?
- What screen-free activities were suggested in the video?
- How do devices connect us to family and friends?

Level 2: Making connections

- How would you recognise when you are having active vs. passive screen time?
- How might setting screen-free zones at home change your daily routine?
- What are the signs that it's time to put away your device?
- What could you do if passive screen time is making you feel sad or tired?
- How could you use your device to support learning or personal growth, rather than just passing time?

Level 3: Thinking deeper

- What are the benefits of balancing screen and non-screen activities?
- How could you design a schedule for healthy screen time each day?
- How could you encourage your family to create screen-free times together?
- What advice would you give to someone struggling to reduce their passive screen time?

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> 🎯 **Learning intention**
> Identify and define key vocabulary linked to healthy screen time habits.

Below is a list of words and their definitions from the video.

Word	Definition
screen time	The time you spend using devices like phones, tablets or computers.
active screen time	Using your device to learn, play or connect with others.
passive screen time	Watching or using a device without being engaged with what you're doing on it.
device	A piece of technology like a phone, tablet or computer.
limit	A set amount of time or rule for using something.
feature	A special part or tool your device can use.
balance	Finding the right mix between different things.
connect	To reach out and talk or spend time with others.
screen-free zone	A place where you do not use devices.
activity	Something you do, like a game, sport or music.

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🎯 **Learning intention**

Recall and explain what is already known about the topic to support new learning.

Use the following activities to hook students' curiosity, activate their prior knowledge, and identify misconceptions.

Hook

On the board, list a selection of common devices, such as a smartphone, tablet, and laptop. Ask students to share one way they use each device in daily life. Record their responses under each device on the board.

Questions:
- What are some ways you use screens or devices each day?
- Which device do you use the most and why?
- Can you think of a time when using a device made you feel really happy or excited?
- What other emotions do you feel during or after using devices?

Activate prior knowledge

Conduct a class brainstorm about the concept of 'screen time'. Invite students to contribute words, phrases, and ideas they have about the concept. As students share their ideas, ask them to consider if they think all screen time can be considered "equal" and justify their reasoning.

Questions:
- What do you think 'active' and 'passive' screen time mean?
- Is all screen time made "equal"? Why or why not?
- How do you know when it's time to take a break from your screen?
- What are some activities you enjoy that don't involve screens?
- How do you feel after spending lots of time on a device?

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