

Lesson plan

SUBJECT

Social studies, class hour

CLASS

Grade level I (grades 1-3)

LESSON TOPIC

Preventing the overuse of digital devices

TIME

2 x 45 min

LESSON OBJECTIVES

- The student knows why excessive use of digital devices is bad.
- The student knows how to find activities for themselves instead of using digital devices.

RESOURCES NEEDED (PREPARATIONS, MATERIALS)

Projector, slide show, group work worksheet, drawing exercise, sticky notes, homework sheet.

1. lesson

TIME

2 min

INTRODUCTION

(Frontal work) Movement break - sun salutation

The teacher asks the children to stand where they usually sit. They let the students know that they are about to do an exercise called the sun salutation.

The exercise:

1. Take a deep breath, stretch your arms towards the sky and make yourself as tall as you can, as if you are trying to touch the sun.
2. After you have touched the sun, let your arms come down and at the same time let the air rush out of your lungs and relax your body.
3. Repeat the process at least five times.

PEDAGOGICAL REASON

The aim of the introduction is to get students ready for the lesson and to focus attention on why stretching is necessary. For example: this is particularly useful if the child has been sitting in a bad position on the phone during recess.



TIME

INTRODUCTION

PEDAGOGICAL REASON

4 min

(Frontal work) Setting learning objectives

The teacher displays the objectives of the lesson and then asks two students to read them out loud. A discussion should be led with the students about what activities could be done in the lesson to reach these objectives.

Through discussion, students understand the objectives and know how to achieve them better.

10 min

(Frontal work) Discussion - introduction to the topic of the lesson

The teacher asks the students the following questions:

1. What are digital devices? Give examples.
2. Which ones do you use?
3. What do you do in digital devices?
4. What else can you use digital devices for

Teacher should point out to children that smart devices can also be used for useful purposes, such as learning new subjects.

You can also ask more specific questions:

- What can be learned with smart devices?
- Can you learn everything online?

Pupils relate the topic to their own lives and give examples from everyday life, which makes the topic practical and relatable. The questions are also displayed on the board to support understanding through visual aid.

7 min

MAIN PART

PEDAGOGICAL REASON

(Group work) Brainstorm on the overuse of digital devices

The teacher divides students into groups of 3. Then the teacher displays the worksheet on the screen and explains the task, after which the worksheets are distributed to the students. A timer should also be displayed if possible.

- How can you spot a person who uses digital devices too much?
- What is a reasonable amount of time to spend on digital devices in one day? Why?
- What advice would you give to a person who uses too many digital devices?

The aim of using a timer is to develop a self-directed student who can plan their time and organise their work in a group.

Students practice group work skills and work together to find a common understanding by getting different perspectives from each other.

TIME

MAIN PART

PEDAGOGICAL REASON

7 min

(Frontal work) Group work: sharing ideas with the class

After each question, the teacher asks each group to share one thought until all the thoughts have been expressed. The teacher asks clarifying and guiding questions to generate a meaningful and focused class discussion.

Pupils develop self-expression and reasoning skills. They become aware different ideas of and discuss them.

10 min

(Frontal work) Talking about the consequences of digital device overuse

The teacher introduces students to the downside of digital devices. At the end of the lesson plan, there is additional information that can be used to give practical examples and to give students additional knowledge. The slide show supports this introduction by showing illustrative material to help students gain knowledge through examples.

Students will get a theoretical background on the relevance of the topic. Practical examples support understanding. Parallels are drawn with the student's life, allowing them to relate real life to the topic. Theoretical information is supported by visual support in the presentation. Need of competency is supported.

5 min

(Frontal or group work) Discussion

The teacher displays a series of questions on the screen, leading the students to analyse themselves. The focus is on their own feelings about digital devices. In group work, students are given one minute to answer each question in groups. At the end, each group can share the most important thought with everyone.

1. How do you feel when you can't be on a digital device for a long time?
2. What activities do you like to do when you are bored?
3. What would happen if you couldn't use a digital device when you're bored? What would you do?
4. How can you use digital devices in a way that is healthy for you?

The activity can be carried out either frontally or in a group. Through discussion, students can talk about their feelings about boredom and digital use. Students become aware of their own habits when using digital tools.

2. lesson

TIME

MAIN PART

PEDAGOGICAL REASON

4 min

(Frontal work) Attention exercise

The teacher gives the example of a light bulb and a laser, comparing their light distribution with attention (the laser focuses on one spot while the light bulb disperses it all around). The task is to practise "laser focus".

Directions:

- 1) Draw a spot on a piece of paper and focus on it for a minute.
- 2) With your eyes closed, focus on the same spot for one minute.

The teacher asks students for feedback. How did you feel? Was it easy or difficult to focus on one thing? Did you think other thoughts?

Concentration is practised. Students will understand why mindfulness is important and how being on a smart device affects it.

Students will be able to share their ideas, the need to connect is supported.

18 min

(Independent work) Drawing exercise

The teacher asks students to think of activities they like to do that do not involve digital devices. The teacher can choose between three worksheets, giving the students the one they are most interested in. For the faster learners, an extra exercise is provided.

Students can think of alternative activities to being on digital devices. Activities are linked to their lives. The student practices drawing skills. Autonomy is supported.

10 min

(Frontal work) Movement task - agree / disagree

The class is divided by an imaginary line. Students who agree with the teacher's statement move to one side of the class and those who disagree move to the other side. A few students can justify their position. The teacher's statements (3-4 statements could be chosen) are written as additional information at the end of the lesson plan.

E.g.: I'm bored without digital devices.

Students will have the opportunity to share their thoughts on what they have learned in class. Everyone can show their opinion and offer reasons. Self-expression and reasoning skills develop. The need for connection is supported.

TIME

CONCLUSION, REFLECTION

PEDAGOGICAL REASON

4 min

(Frontal work) Review of objectives

The teacher displays the objectives again and asks the students to read them out loud. The teacher asks the students to share which activities contributed to the achievement of these objectives.

The students use their memory to remind themselves of the lesson so that their achievement in reaching the objectives can be analysed.

5 min

(Independent work) - 3-2-1 method

The teacher hands out differently coloured pieces of sticky notes for the students to write on:

- One question that came up during the lesson.
- Two ideas you already knew.
- Three ideas that were new to you.

The students can then put them on the classroom wall.

Students will be able to reflect on what they have learned in class and reflect on what they remembered best and what seemed most important. Competence is supported. The sticky notes can remain on the classroom walls for a whole week, through this the topic can stay in the children's minds for a longer period of time.

2 min

(Frontal work) - sharing ideas

If they wish, some students can share their ideas. The teacher can ask further questions.

Students will be able to share their ideas and summarise what they have learned in class.

2 min

(Frontal work) - explaining the homework

The teacher hands students the worksheets they will need to fill out at home and explains to them in what way they should go about filling them out.

The students understand what work they need to finish up at home independently.

Further information

Because of the fast development of technology, smart devices are all around us today. Through them, we can communicate with each other, search information easily, learn what is happening in the world, take photos, watch interesting videos, and even read books. Smart devices can make our lives much easier and more interesting.

Unfortunately, every good thing has a bad side. Using smart devices is very fun and engaging. But when all our attention goes to the smart device, we can miss a lot of things that are happening out there in the real world. Playing with friends and going outside are very good for our health. Such activities make us happier. When we spend time using smart devices for too long, we can miss out on such fun activities.

We can all agree that eating candy is a pleasant activity, and eating a small amount of it is not bad. But if we eat too much candy, it is unhealthy for us (we will feel sick and get holes in our teeth).

The same is true when using smartphones. Being on the phone for too long affects our brain in a bad way. Using smart devices is fun and makes us feel good. Unfortunately, that good feeling doesn't last forever. When we play games or watch videos on the phone, the good feeling we get from it actually lasts only for a short time. Then we get used to it. After that when we want to get the same good feeling, we have to find something even more exciting and fun. While we are looking for it, we can get "stuck" on the phone. Perhaps you yourself have noticed that it is sometimes difficult to stop using your smart device.

Our brain likes using smart devices because it's easy and it makes us feel good. After all, you can use your smartphone to see all sorts of cool pictures and videos and exciting games. Our brains love it because it is not difficult. Consider, for example, reading a book. In order to get a good feeling from reading a book, it takes much longer and you have to work harder. You have to read the whole book to find out how the story ends. Unfortunately, the more time you spend entertaining yourself on your smartphone, the harder it becomes to do other things. Schoolwork becomes more difficult and reading becomes more difficult. You may notice that it is harder to concentrate in class. It's because your brain wants to get that good feeling again, but it doesn't want to put effort into it, because it's used to getting it in an easy way. One research study found that children who use digital devices for more than 2 hours per day have more difficulty concentrating than those who use less than 30 minutes (Tamana et al., 2019).

Another thing that can become more difficult is coming up with fun activities by yourself. That means our imagination can get worse. In the past when smartphones weren't invented yet and children were bored, they made up all kinds of games and told each other stories. A good imagination is very useful in life. If you have a good imagination, you can become an artist, writer or an inventor. The more you practice coming up with things yourself, the better your imagination will become. But if you're on a smart device, you don't have to use your imagination at all. The phone thinks everything for you and all you have to do is watch. That's why it's good to take a break from electronic devices every once in a while and come up with fun activities yourself. Daily screen time should be less than 2 hours, for example 1 hour per day. Then you will have time for many other fun activities. To understand how long you have been on the phone, you can set a timer for yourself or ask your parents to start the timer for you. Try to see if you can manage to be on your smart device for 30 minutes.

Did you know that our brains love new information? It might be surprising but our brains actually really like to learn. It makes sense because the more you know, the better life can be for you because you have more opportunities. But unfortunately, our brain does not like to put in a lot of effort. It prefers to get new information quickly and easily. That's why we love being on our phones. Funnily enough, our brain does not really understand whether this information is useful for us or not. We have to figure it out ourselves. The next time you spend time on your phone or any other smart device, pay attention to whether you are learning anything new and useful. Internet is full of interesting information and a good place to learn something new. Nowadays, if you want to know for example how lava is formed, the answer is just one click away..

To summarize: What did we learn?

- Using smart devices can be compared to eating candy - too much is not good for our health.
- Our brain likes to be on a smart device because it makes us feel good and we get a lot of new information in a short amount of time. This means that it is easy to get stuck in there.
- It is possible to get a lot of useful and educational information from smart devices. Pay attention to whether what you are watching is useful for you.
- You can make your imagination better by coming up with fun activities or interesting stories by yourself.
- Try to only be on your smart device for 30 minutes at a time. Will you be able to do it?

Agree / disagree statements

- I'm bored without my digital devices.
- I feel uneasy when I don't know what my friends are doing on social media.
- I feel annoyed when I can't use my digital devices.
- I often use my digital device for longer than I initially plan to.
- When I stop using my digital device, I immediately feel the need to use it again.
- I feel the need pay attention to my device when I am chatting to someone.
- I use my digital device while eating.
- I keep my attention on my digital device during school lessons.
- I play or chat on my digital device while walking on the street.
- I use my digital device to play games or chat in the evening before I go to bed.

Source: Riin Seema (Digital devices worksheets)

Literature

Read more: peaasi.ee/arvutisoltuvus/

Sources used:

Tamana SK, Ezeugwu V, Chikuma J, Lefebvre DL, Azad MB, Moraes TJ, et al. (2019) Screen-time is associated with inattention problems in preschoolers: Results from the CHILDBirth cohort study. PLoS ONE 14(4): e0213995. <https://doi.org/10.1371/journal.pone.0213995>

Crescentini, C., Capurso, V., Furlan, S., & Fabbro, F. (2016). Mindfulness-Oriented Meditation for Primary School Children: Effects on Attention and Psychological Well-Being. Frontiers in psychology, 7, 805. <https://doi.org/10.3389/fpsyg.2016.00805>

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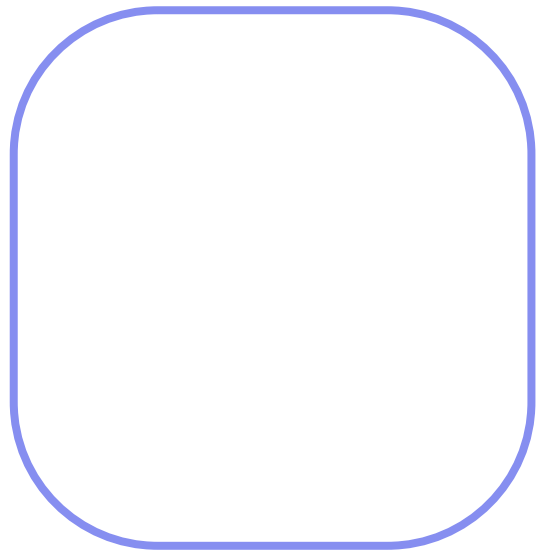
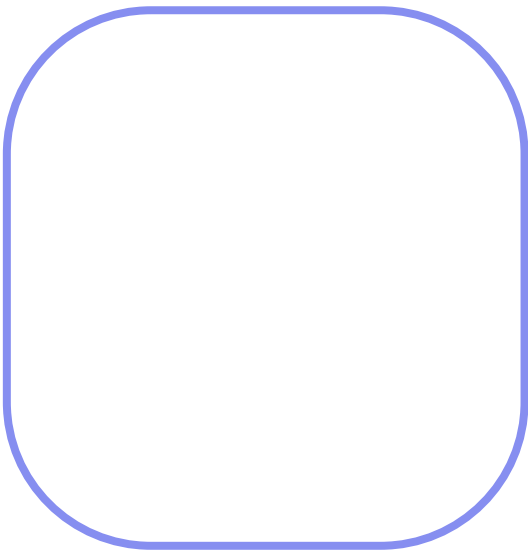
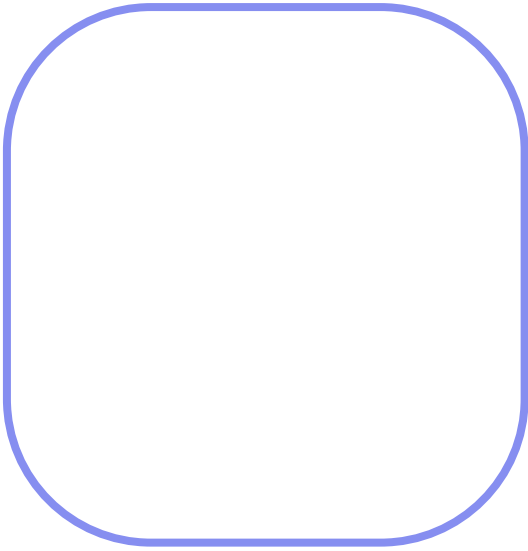
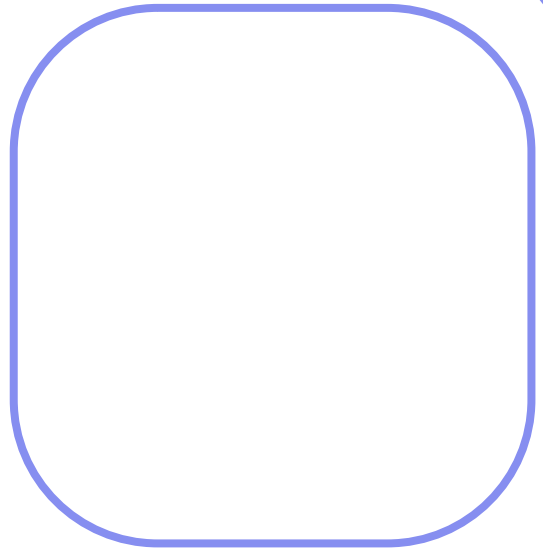
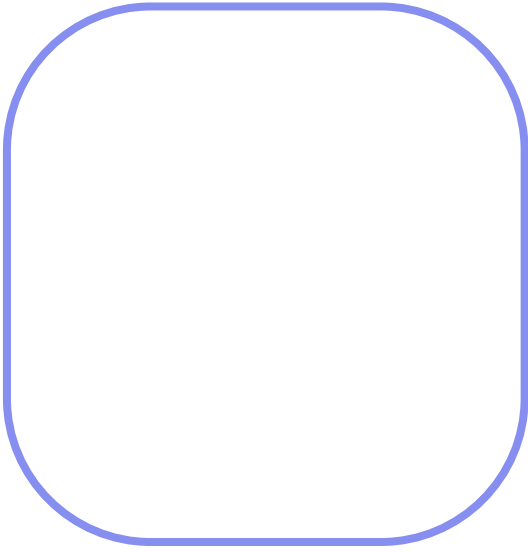
The lesson plan and the teaching materials have been developed in the framework of the 2023 Tallinn University course ELU.

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Draw activities you enjoy,



Draw activities you enjoy.

Alone

A large, empty rounded rectangular box with a blue border, intended for drawing an activity enjoyed alone.A large, empty rounded rectangular box with a blue border, intended for drawing an activity enjoyed alone.

With friends

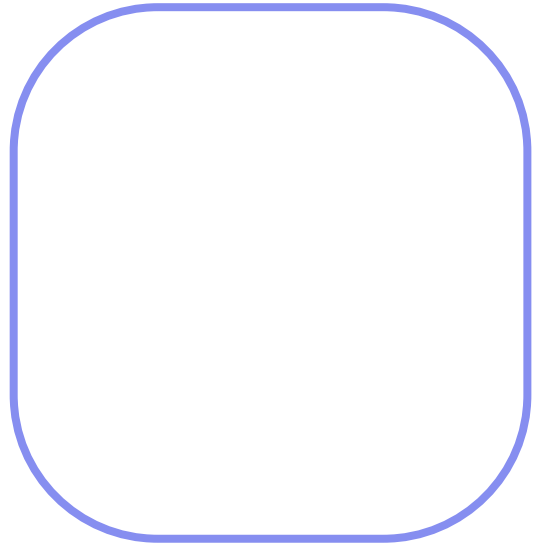
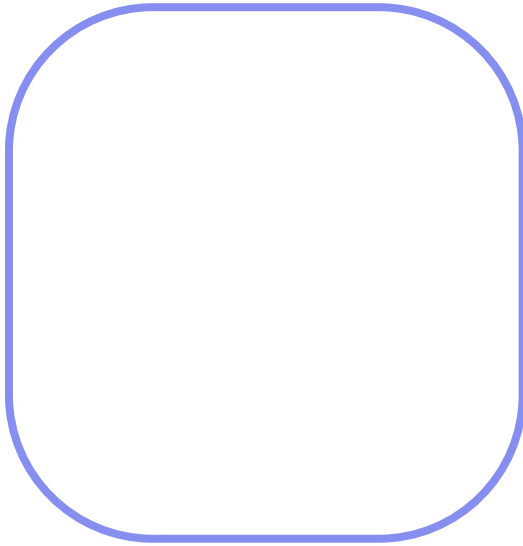
A large, empty rounded rectangular box with a blue border, intended for drawing an activity enjoyed with friends.A large, empty rounded rectangular box with a blue border, intended for drawing an activity enjoyed with friends.

With family

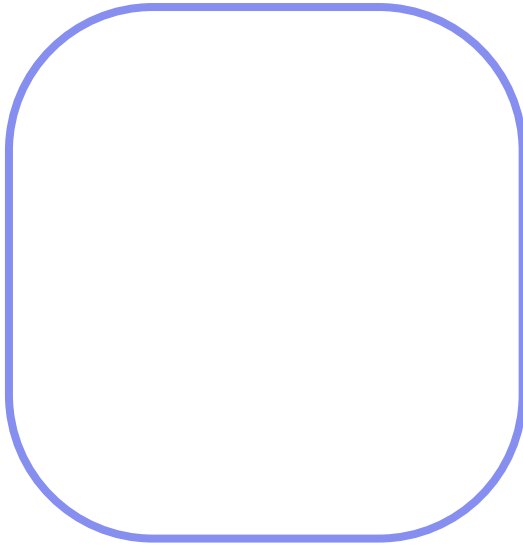
A large, empty rounded rectangular box with a blue border, intended for drawing an activity enjoyed with family.A large, empty rounded rectangular box with a blue border, intended for drawing an activity enjoyed with family.

Draw activities you enjoy.

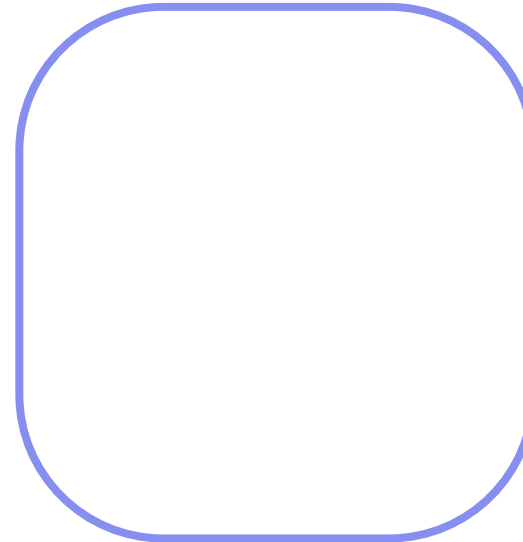
Outside


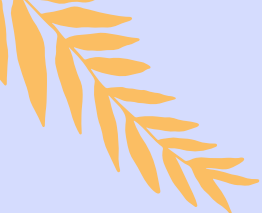


In school

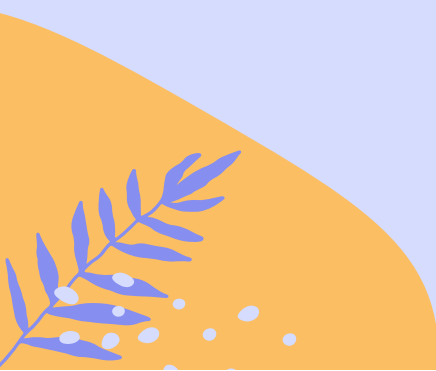
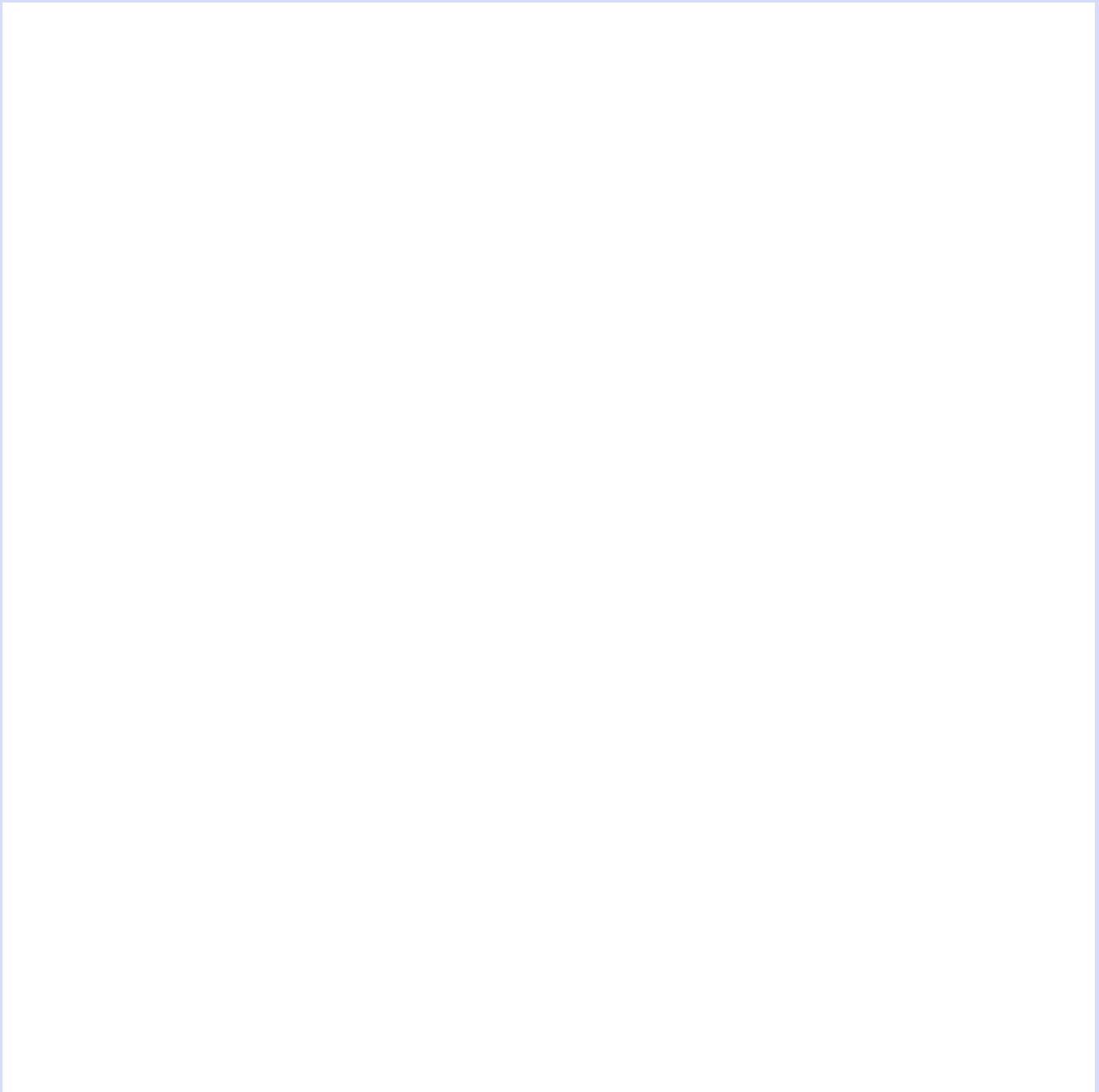


At home





Invent and design a machine that limits the use of digital devices.



Name, grade: _____

Evaluating my use of digital devices

Fill in the worksheet with a parent. A parent can help you understand the questions.



1. Do you feel "stuck" in your digital device and find it hard to get out?
Make a dot on the scale.



2. Do you use digital devices when you should be doing homework?
Make a dot on the scale.



3. How often do you miss homework because you used a digital device?
Make a dot on the scale.



4. What do your parents/caretakers think about your use of digital devices? Tick the boxes that apply to you.

- I'm not allowed to use digital devices at home.
- They think I use them too much, they are not happy.
- Sometimes, they say I should use less digital devices.
- They haven't told me that I use digital devices too much.
- They are happy with my use of digital devices.
- They don't know how much I use digital devices.

5. Have you ever had any digital device banned / taken away? Tick the box.

- Yes
- No

5.1. *Answer if you answered "Yes" to the previous question.

What did you feel at that moment? Make a circle around the suitable face.



anger



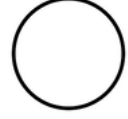
sadness



discomfort



didn't feel anything, I
wasn't affected by it



something else
.....
(write)

6. How do you feel when you can't be in a digital device? Make a circle around the suitable face.



anger



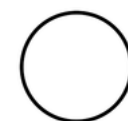
sadness



discomfort



didn't feel anything, I
wasn't affected by it



something else
.....
(write)

7. What do you think about your use of digital devices? Tick the box that applies to you.

- I use them too much, I would like to use less.
- I have no problem, I use them a normal amount.
- I use them too little, I would like to use more.

8. Would you like to do something else instead of using digital devices?
Tick the box that applies to you.

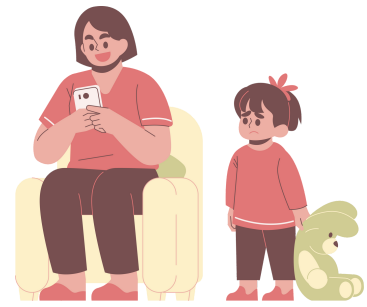
- I would like to, but I don't know what.
- I would like to, and I know what I would like to do, but I don't have the chance to do it.
- If I want to do something else, I do it.
- I don't want to do anything else.



9. What do you think about your parents' use of digital tools?

Tick the box applies to you.

- They use digital devices too much.
- I want them to use digital devices less.
- I would like to use digital devices with them.
- They don't use digital devices a lot.
- They hardly use any digital devices.



10. Do you have any rules in your home about the use of digital devices?

What are they? Write.

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