

TOPIC

Healthy Eating

AUDIENCE

Parents of Middle School Students

TIME NEEDED

60 minutes

HEALTHY PEOPLE 2030 OBJECTIVES

- Overweight and Obesity - Reduce the proportion of children and adolescents with obesity - NWS-04
- Child and Adolescent Development - Increase the proportion of children aged 2 to 5 years who get no more than 1 hour of screen time a day – PA-13

LEARNING OBJECTIVES

By the completion of the program,

1. At the completion of this lesson, participants will be able to list two negative effects of too much screen time (more than two hours a day) on a worksheet.
2. At the completion of this lesson, 75% of the participants will be able to identify 3 alternative activities to screen time on a worksheet

MATERIALS NEEDED

- Wi-Fi
- 1 computer
- 1 PowerPoint presentation
- Zoom
- 2 Menti questions
- Screen Time: Guided worksheet
- Case studies worksheet
- Breakout rooms
- YouTube Video

PREPARATION

Prior to the lesson, load the PowerPoint onto the computer. Open worksheets that will be used during the lesson and keep them on standby till they are needed. Log onto menti.com to load the questions and keep on a separate tab. The video will also be loaded on a separate internet tab.

PROCEDURE:

1. Introduction

PowerPoint Slides 1, 2, 3, (7 minutes)

1. Introduce yourself to the audience and state that you will discuss what screen time is and how to reduce excessive amounts of screen time
2. Next, you will ask the class “Do you enjoy using your phone for social media” wait 7 seconds for a response than follow up with the next question “ Do you check your phone frequently to look at social media?” wait 7 seconds for a response and discuss the answers that were given,
3. State the overall objectives
 1. Participants will be able to list two negative effects of too much screen time (more than two hours a day).
 2. Participants will be able to identify 3 alternative activities to screen time.
4. Introduce the topic of Screen time by going over the basic definition
 1. Screen time is the amount of time your child spends using a device that has a screen. It includes time spent watching television, browsing the internet, using a cell phone and playing video games. Screen time often limits a child’s opportunity to get active or spend time outdoors.
5. Talk about how screens are part of our everyday lives. We use laptops, phones, scroll through social media, watch videos, shows. Briefly talk about binge watching
6. Provide the guided worksheet to be used to fill out slides

2. Activity 1: Negative Effects of Screen Time

PowerPoint Slide 4, 5, 6, 7 & 8 (15 minutes)

1. Instruct parents to take out a smart device to answer the poll on menti.com
2. Allow students time to answer the poll question, “What do you think the acceptable amount of screen time is for your children?”
3. Go over a few responses that appear on Menti
4. Discuss what the recommended amount of screen time is
 1. “The recommended amount of screen time is 2 hours, this includes watching television, messaging friends, playing computer games etc.”
 2. Indicate that the parents may want to take a look at their worksheet
5. Explain how much time the youth ages 11-14 spend on screen time.
 1. “The youth ages 11-14 spend 9 hours a day using screens! Can you imagine how much more screen time they actually have since this does not include the time spent for school or homework?”
 2. “Nearly 5 of these hours are spent watching television, and this can actually be in the form of binging on Hulu, Netflix, or even YouTube.”
 3. “Keeping all of this in mind, over an entire year that adds up to 114 full days watching a screen just for fun”

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6. Explain negative effects of screen time. Indicate that the audience may want to look at the guided worksheet.
 1. “Now that you know how many hours a day most children spend using screens, it’s important to know the negative effects of screen time. Screen time can cause sleep problems, weight problems, mood problems, impaired social skills, and lower grades in school”
 2. “Too much screen time forces children to spend less time outside and with friends, and they also do not receive adequate physical activity.”
7. Play a short video - Screen Time Rules for Kids, NPR
 1. https://youtu.be/wtbdqIds_3c
8. Reflect on the video and ask parents to think for a moment about the 3 questions
9. Ask one question at a time and allow for parents to respond. Make sure to acknowledge their responses and thank them for responding.
 1. What are the effects of too much screen time?
 2. Why is it important to reduce screen time?
 3. What makes it difficult to reduce screen time for your children?

3. Activity 2: Controlling Screen Time

PowerPoint Slide 9, 10, 11 12 &13 (10 minutes)

1. Discuss that there are different types of screen time. Active screen time vs passive screen time. Remind audience about the worksheet to fill out
 1. “Active screen time allows children to engage mentally or physically. This will help them in developing language, social and physical skills. Examples of using active screen time is by playing educational games, editing pictures, coding a website etc.”
 2. “Passive screen time means children are passively absorbing information, their brain is not processing and using that information for their development. No thought, creativity, or interaction is required in passive screen time. Examples of this are mindlessly scrolling through social media, watching videos on YouTube, binge watching shows, etc.”
2. Explain that parents need to monitor their own screen time as well because it influences their children and total family screen time → Be a good role model
 1. “The amount of time you spend on your own screens has a huge impact on your child. Your child is more likely to mirror your actions, so if you set a good, healthy example of limiting your own screen time, it can be super impactful and helpful for your child!”
 - i. Explain what a screen time log is
3. Instruct parents to take out a smart device to answer the poll on menti.com
4. Allow students time to answer the poll question, “Ask the question “are you more concerned about the amount of screen time your child participates in or what your child is consuming through that screen time?”
5. Go over a few responses that appear on Menti
6. Explain to parents the statistic that most parents are more concerned about screen time rather than what their children are consuming while using their devices

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1. Talk about “we are what we eat”, meaning that it is just as important to be aware of what children are consuming through their screen time as it is to pay attention to how much time they are spending doing it
 - i. “Similar to food, the content that is taken in through screens has a direct effect on things like how we act, how we speak, how we dress, what we do recreationally.”
2. Emphasize the importance of monitoring “what” as well as “how much” since the “what” is the reason why people get addicted to using electronic devices
 - i. “Monitoring what your child is consuming is just as important as limiting their screen time because what they are consuming is the reason why they want to spend more time on a device. For example, Tik Tok, Snapchat, or YouTube are common in this age group. The instant gratification that these applications give off can become addictive causing an increase in screen time.”

4. Activity 3: Alternatives to Screen Time

PowerPoint Slide 14,15 &16 (15 minutes)

1. Ask the participants “What strategies have you used that have helped to get your child off screens for a little while?”
 1. Ask participants to think about their answer and allow them 2 minutes to answer in the chat
 2. Go over answers and shout out some of the participants
2. Discuss that there are many alternatives to screen time.
 1. Playing outside with friends, learning an active hobby, etc.
 - i. “Thank you for your participation and your thoughtful answers! Alternatives to screen time are important to engage your child in other activities. Examples of alternate activities are riding a bike, hiking, or playing in a sports league. As you can see on the slide there are other alternatives than those that we have discussed.”
 2. Turn off the TV during family meals and instead talk with your children
 - i. It is crucial to engage in family time without the use of electronics. Playing board games without screen time or having screen-free meals are just two examples that can allow your family to enjoy each other's company!”
3. Discuss ways to prevent screen time
 1. “You can also set limits to your child's screen time, create a paper log to write out active time vs passive screen time, or most importantly, engage your children in the alternative activities!”
 2. “Remember, children mirror their parents. The way that you are using your screens and how much time you are spending on it can influence your child.”
4. Introduce the parents to the case study
5. Explain what it is and how they are to answer the case study questions

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6. Explain what breakout rooms are and how they are going to interact with each other virtually
7. Explain that they are expected to share their answers with the group if they are comfortable and to keep note of what number breakout room that they are in
8. Create 8 breakout groups and provide each group with the case study through the chat
 1. If a parent cannot access the case study through the chat, they will be emailed the case study individually
 2. Parents will read through the case study and come up with a strategy to talk to their children about screen time and provide examples of alternative methods
9. After about 6-8 minutes, parents will return from the breakout groups and share their plan.
 1. Once parents return from breakout rooms, they will be asked to share their answers
 - i. “Now that you all have read and answered the questions to the case study, we are going to talk about your answers. I will ask each breakout room to share their answers. If you are not comfortable, that is ok. If you have any questions, you can ask now!”
 2. Go through breakout room answers, respond to each answer with an encouraging or engaging statement.

5. Conclusion

PowerPoint Slide 17 & 18 (13 minutes)

1. The lesson will conclude with a brief overview of the content that was provided
 1. Restate the negative effects of screen time and the importance of controlling it and providing alternatives to it
 - i. “Controlled screen time can be educational and beneficial, but it is important to know when children are on their devices too much. Excessive amounts of screen time pose risks to children's health which is why it is important to keep an eye on your children, talk to them about screen time, and offer alternatives to screen time that they can engage in and enjoy!”
2. Initiate question and answer section
 1. “If anyone has any questions, please feel free to unmute yourself and ask or type your question in the chat!”
3. Provide further resources
 1. “Center City Pediatrics offers a blog about screen time where parents can submit posts about the struggles of screen time, or simply read and find comfort in relating to other parents. There is a link on the slide that will also be provided to you after this program if you would like to look into it!”
4. Conclude the presentation
 1. “First and foremost, thank you for attending this presentation! I hope that each of you can take something away from this program! If you have any additional questions, please feel free to ask them! Thank you again!”

Lesson Extension/Plan B (optional)

1. Discuss screen time log and how to track screen time of each family member
2. Provide a worksheet and fill out one column with parents as an example

Screen Time: Guided Worksheet

1) The recommended amount of screen time: _____

2) List negative effects of too much screen time

3) Examples of Active screen time

Examples: playing educational games, editing pictures, coding a website etc

4) Examples of passive screen time

Examples: scrolling through social media, watching videos on YouTube, binge watching shows

5) List alternatives to screen time:

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Case 1

Daniel is 12 years old and is currently in 7th grade. Everyday after school, he spends 2 hours gaming and then gets started on his schoolwork. Daniel spends many hours in his room working on his homework, but his grades are getting worse. He is also spending a lot of time browsing through social media, saying he's taking a break from studying. His parents want him to know that they trust him, but are beginning to get concerned that he is spending too much time on his phone and not enough time on his homework.

If you were Daniels' parent, how would you address this problem and what alternatives would you offer Daniel?

Case 2

Emma is 14 years old and has recently started watching a new show and is excited that it has 8 seasons. She loves the show so much and cannot stop watching it. She takes her food up to her room so that she can continue watching, and sometimes she even watches her show on her phone at the dinner table. This is a normal routine since her parents are usually busy. Emma's dad is usually watching the news and Emma's mom browses through the web to shop online.

As a parent, what changes can you make in the families routine to demonstrate a better example for Emma?

<https://www.nhlbi.nih.gov/health/educational/wecan/downloads/screen-time-log.pdf>

^ Screen time log in sheet for the lesson extension

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