

## Television

### “I Choose Positive Television Shows”

**Overview:** A recent trend for children is multiple media use, or “media multitasking.” This involves the use of one or more media technologies at the same time such as surfing the internet while watching television or texting a friend while watching television. As children are exposed to more media types, they are at higher risk for exposure to inappropriate content, particularly sexual and violent content. According to a 2008 Kaiser Family Foundation report, young people today spend an average of six and a half hours a day with media.

#### Learning Outcomes:

Students Will:

- Demonstrate an understanding of the link between violence on television and their acceptance of violence.
- Demonstrate an understanding of the importance of choosing positive television shows and movies.

**Preparation & Materials:** Copy student and parental handouts.

#### Lesson Delivery Steps:

##### **1. Introduction & Guided Discussion:**

- Ask the class for a show of hands of who likes to watch television.
- Ask the students to share names of the various television programs they like to watch.
- Have students think about some of the television programs they like as they answer the following questions.
  - In the television shows you watch, have you ever seen someone hit, punched or kicked?
  - If you witnessed the same thing happening to a friend of yours in real life, would you feel differently? How do you think you might feel?
  - If the same thing happened to you in real life, how do you think you would feel? What might happen to you in real life?

The community educator will then talk to the class, using the answers elicited from the questions above, about how media violence and the impact/consequences of media violence is much different than what would really happen in real life. The community educator will point out that although it might seem exciting or even funny to watch TV programs, movies or video games that portray violence, it is important to realize that in real life such actions are harmful and have serious consequences. Conflicts, disagreements and anger should be handled in a different manner in real life. Everyone has a responsibility to treat others with respect and help others who are being hurt.

## 2. Skills' Identification: Write on the board or overhead and review with students.

- I choose positive television shows.
- You can be influenced by television shows.
- Choose positive television shows where people are courageous and kind.

## 3. Skills' Modeling:

- Community educator portrays a child the same age as class members and has a student role play watching an R-rated movie since her parents are asleep. The community educator models appropriate responses, such as:
  - "That sounds like fun, but what I'd really like to watch is...."
  - "I'm not sure about that. What else is on?"
  - "We've watched lots of TV tonight, let's play a game."

## 4. Role-Play Activity:

- Divide the class into groups of 4 to 5 and have each group pick a scene or series of events from a movie or TV program they watched where violence occurred.
- Have each group devise a skit of what would happen in real life if the same thing occurred. Tell the students that they are not to hit one another or re-enact anything dangerous.
- Remind the class to consider the following as they consider the real life possibilities.
  - Would someone get physically hurt in real life? Would the injuries require medical attention? What kind of medical treatment might the person/character need? Who would be responsible for paying for any medical treatment?

Currently wrestling is very popular with young children. Be on the lookout for kids who are re-enacting wrestling to monitor their safety.

- Is it possible that in real life someone could die as a result of what happened in the example you picked? Who would go to the funeral? Who would pay for the funeral? Who might be sad or left alone if the person/character died?
  - What kind of feelings might the person/character or persons in the role play be feeling before, during or after the violence occurred? What might be the long term consequences physically and emotionally?
  - Would emergency personnel such as ambulance, police or the fire department need to be called to help?
  - What kind of mess might be made? Who would have to clean it up?
  - What kind of property damage might happen in real life? How would the damaged property be fixed or replaced? Who would be responsible for the cost of damaged property?
- Discussion: After each role play, the community educator will identify and compliment all correct behavior as well as redirect any inappropriate behaviors during the role play. If necessary and if time permits, have student re-enact all or part of the role play with corrected behaviors.

#### **5. Individual Activity:**

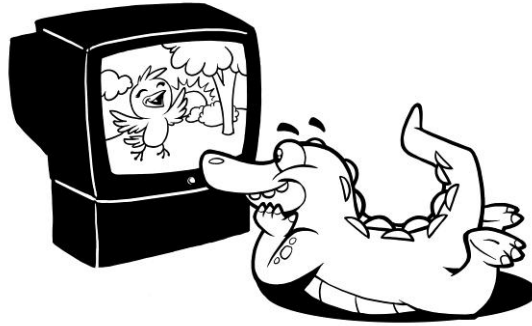
- The community educator will pass out “Television and You” worksheet and have the students complete the worksheets individually.

#### **6. Guided Discussion:**

- Once students have completed the worksheet, have students share their responses with the class.
- Guide the discussion, reinforcing the correct behaviors identified and providing alternatives for incorrect behaviors mentioned.

#### **7. Parental Handout Activity:**

- Pass out the “Television & Media Use” homework sheet and discuss how students can start a discussion with their parents or guardians about television and media use.



## **Television & You**

When you watch people on television have sad things happen to them, how do you feel?

When you watch people on television laugh and have a good time, how do you feel?

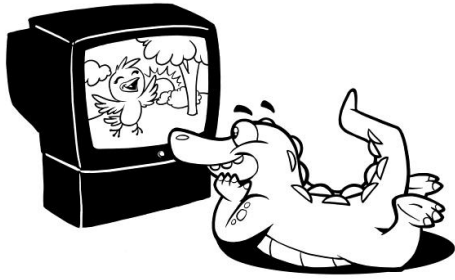
When you watch people hit, kick, and shoot people on television, how does that make you feel?

Why does watching things on television affect how we feel?

What types of television shows would Gator Goodfellow and Gator Goodheart like to watch? Keep in mind – smart kids have minds that are courageous and kind.

**Remember: I choose positive television shows.**

- **you can be influenced by television shows.**
- **Choose positive television shows where people are courageous and kind.**



# Care-ageous Kids!

Smart kids have a mind that's courageous and kind!

## Television & Media Use Homework Sheet

- Tell your parent or guardian about what you learned in class today about television and media use:
  - I choose positive television shows.
  - You can be influenced by television shows.
  - Choose positive television shows where people are courageous and kind.
  
- After you have discussed today's class, then when it's convenient for them:
  - Discuss the rules in your family about media use when you are at home as well as your parents' rules and expectations for your media use when you somewhere else. Together, write the rules you discuss in the appropriate place below.
  - Discuss with your parents how they would like for you to respond when away from home.

<b>Media Type</b>	<b>Rules at Home</b>	<b>Rules Away from Home</b>
Television		
Movies		
Internet		
Music		
Cell Phones		