

Lesson Plan - Time management and screen time

Target Audience

Students aged 11-12 (Year 8)

Keywords

Online/offline balance, choices, wellbeing, time management

Resources

Case studies
Quiz
PSCD Reflective Workbook
Power point (as info for teachers)

Time

80 minutes
(2 lessons)

Learning Outcomes

- I can discuss how I manage different activities in my life.
- I can talk about the importance that leisure plays in my life.
- I can explain the value of making decisions that help me to be well and stay well.

Success Criteria

1. I can explain what I understand by screen time.
2. I can mention 2 reasons why too much screen time is not good for me.
3. I can explain why I need to learn to manage my time better.
4. I can list 2 things that I can engage in as an alternative to screen time.

Introduction - Safer Internet Day

Instructions:

Show the clip on SAFER INTERNET DAY to the students.

Discuss:

Why is the internet important in our lives?

What is the internet being used for?

Why does the world celebrate safer internet day every year?

Activity 1

Instructions:

Divide the class into four groups.

Group A and D are given the case studies of Marco and Lawrence.

Group B and C are given the case studies of Alisia and Maria.

They have to:

List the different activities of each character in the case studies.

Discuss and process.

Activity 2

Instructions:

Give the student the quiz related to screen time

Discuss:

How much is too much?

Why does excessive screen effect one's physical and social wellbeing?

How does this relate to what we have discussed earlier?

Why is it difficult to switch off from your gadgets?

How can you manage your time better?

Where can you seek help or support?

Concluding activity

Ask your students to fill in the TIME MANAGEMENT sheet on the reflective workbook p.62, so they would reflect what are the most important things to them and reflect whether they should change something in their attitude or behaviour.

NOTA BENE - This lesson can be delivered in conjunction with the material already found in the PSCD reflective workbook for year 8.

LAWRENCE

As soon Lawrence gets back from school, he drops his bag by the door and rushes to switch on the **Playstation**. He spends a good eight hours playing on his **console**, neglecting his need to eat, and forgetting the need to go to the toilet just until he finishes his missions. He always says “soon” or “later” and by the time he realizes what time it is, he rushes to eat something quickly and jumps into bed. Even when he is in bed, he ends up **chatting** with friends from his **mobile** until late hours into the night.



MARCO

When Marco gets home, he takes his time relaxing a bit [in front of TV](#), while his mother prepares lunch. After eating with his mum, he does [his homework](#) so that he can then rush off for his [basketball training session](#). On week-ends, when he has more time on his hands, he loves to play [Minecraft](#), [riding his bike](#), and [browsing the internet](#) to learn about new and different things.



MARIA

Maria is passionate about **dancing** and attends dancing lessons regularly after having finished her **homework**. She browses the **internet** to find dancing clips and **chats** with her friends about them. On weekends when she is not occupied with dancing performances, she likes to **meet up** with her friends and go out in the countryside for **walks** with her dog.



ALISIA

When Alisia arrives home from school she picks up her mobile and goes on **Facebook** to see if she has received any likes or comments on her new profile pic. Whilst eating she begins **chatting** with her friends. As she chats with her friends she goes on **Tiktok** to look at the latest trending clips. During the weekends she sometimes meets up with her friends, they stay comparing photos on their **mobile**, **listening to music online** and talking about the latest trending **Tiktok** clips.

