

# Finding My Media Balance

## Essential Question: What does media balance mean for me?

*Helping children learn what makes different media choices healthy or not is a good start. But how do we help them actually make responsible choices in the real world? Give your learners the opportunity to create a personalised media plan.*



### Learners will be able to:

- Reflect on how balanced they are in their daily lives.
- Consider what "media balance" means and how it applies to them.
- Create a personalised plan for healthy and balanced media use.



Estimated time: 45 mins.

## What You'll Need



Lesson Slides



Video: My Media Balance



My Perfect Day



My Media Plan



Lesson Quiz:

Learner Version

Teacher Version

## Take-Home Resources



Family Activity



Family Tips



Family Engagement Resources



## Key Vocabulary

- **balance:** all of the parts are in the correct -- though not necessarily equal -- proportions
- **media:** all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.)
- **media balance:** using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)



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## Warm Up: My Perfect Day

15 mins.

1. **Distribute** the **My Perfect Day handout** and allow learners 10 minutes to complete it. (**Slide 4**)
2. **Invite** learners to share their responses. For each learner who shares, follow up by highlighting any activities involving:
  - Digital media (TV, movies, video games, texting, etc.)
  - Non-digital media (books, magazines, etc.)
  - Friends and/or family
  - The outdoors
  - Alone time
  - Hobbies
3. **Ask:** *Now imagine that your perfect day will be granted -- it's going to happen -- but it has to happen for a week straight. For seven straight days, you will do the same thing -- all the things in your perfect day. Given that, would you change anything in your perfect day? If so, what? Share your ideas with your partner. (Slide 5)*
4. **Invite** learners to share their responses. Highlight any changes that result in more balance between the types of activities listed in step 2. For learners whose perfect days involve only one or two types of activities, follow up by asking how they'd feel missing out on the other types. For example, how would they feel not seeing their family for a week? Or not having any alone time? Or not spending time outdoors?

## Watch: What Is Media Balance?

15 mins.

**Please note:** This activity includes the **My Media Balance** video, which is also included in the Year 5 Lesson **My Media Choices**. Even if learners have previously seen the video as part of that lesson, it still may be useful to show it again, as the discussion question and context are different in this lesson.

1. **Project Slide 6** and ask: *What do you think of when you see these images? What do they show?* Share your ideas with a partner.

Invite learners to share their responses. Explain that they show **balance**, which is when *all of the parts are in the correct -- though not necessarily equal -- proportions*.



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For example, for a scale to be balanced, it needs to have equal weights on both sides. Or, for life to feel balanced, it might mean spending time doing different things (time with friends, time with family, time for work, time for hobbies, etc.) but maybe not all in the exact same amount. (Slide 7)

2. **Say:** *Today we're going to talk about balance in terms of how we use media. This includes how we use devices, like phones or laptops or television, and also things that are non-digital, like books or magazines. **Media** includes all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.). (Slide 8)*
3. **Show** the **My Media Balance** video (Slide 9) and ask: *According to the video, what is media balance? Take turns sharing your ideas with a partner.*

Invite learners to respond. Prompt learners to support their answers by referring to the *What? When? How Much?* framework (Slide 10) and considering how different activities make them feel.

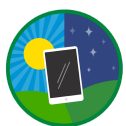
- Define **media balance** as *using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.). (Slide 11)*

4. **Ask:** *Do you think your perfect day -- which you'll be experiencing for a week -- was balanced? Why or why not?*

Invite learners to share their responses. Prompt learners to support their answers by referring to how much they included different types of activities:

- Digital media (TV, movies, video games, texting, etc.)
- Non-digital media (books, magazines, etc.)
- Friends and/or family
- The outdoors
- Alone time
- Hobbies

You can also ask learners to support their answers by referring to whether or not their choices made them feel positive and healthy.



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## Create: My Media Plan

15 mins.

1. **Distribute** the **My Media Balance handout** and say: *Now that we've talked about balance and the activities that make you feel positive and healthy, you're going to make a media balance plan.*
  2. **Read** the directions from the handout and allow learners time to work individually to complete their media plan, including the reflection questions. (**Slide 12**)  
  
If time permits, invite a few learners to share their media plan with the class.
  3. **Collect** handouts and use them to assess learning.
  4. **Have** learners complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.
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## Additional Resources

1. **Before the lesson:** As an optional activity, have learners play the **Twalkers game** in **Digital Passport™** by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the **Digital Passport Educator Guide**.
2. **Extend the lesson:** Have learners design and create a poster-like version of their media plan to share with parents.

