1.IC.2 Impacts of Computing

> *The student will describe tasks and activities that use screens and categorize them based on their use. (a) Identify daily routines and activities that can be completed with or without screens. (b) Classify the different uses of screen time as learning, entertainment, or communication.*

Understanding the Standard

Computing technologies are an important part of our daily lives. However, it's important to recognize that not all tasks require the use of a computer and that we should take care to use computers in a healthy way. To help students develop a deeper understanding of the role of technology in their daily lives they should examine various tasks that involve computing devices and decide whether the task would be considered learning, entertainment, or communication. To be responsible computer users, they can also practice screen time management by limiting excessive computer use, demonstrate online safety by protecting personal information, and model digital citizenship by being respectful toward others. Incorporating these healthy habits into our daily routines can facilitate a positive and safe experience with technology.

Term	Definition
Screen	An output device that is used to show text, images, and videos on computers.
Learning	The process of acquiring knowledge, understanding, or skills.
Entertainment	An activity that interests, gives delight, or holds the attention of an audience.
Communication	The act of giving, receiving, or sharing information. (from Common Sense Media)

Prerequisite Knowledge

Students should possess a familiarity with computing devices and be able to identify a screen. They should also have basic knowledge of what is healthy, including eating nutritious foods, getting regular exercise, and building interpersonal relationships.

Integration Opportunities

Physical Education 1.4f Discuss the importance of a balanced daily routine that includes time for physical activity. Have students list screen-free physical activities (including calming mindful practices) and demonstrate how they help improve mood and brain function.

English 1.C.1a Have students identify how often they use screens during the day or week and categorize the activities into learning, entertainment, and communication. Then have students work collaboratively to brainstorm ways to accomplish these tasks without screens.

Math 1.PS.1 Conduct a screen time survey in which students identify daily routines and activities they perform. Categorize each activity as learning, entertainment, or communication, and then create tables to organize and represent the data collected from their classmates.

Summary of a Lesson

As a class, watch the video My Online Neighborhood from Common Sense Media and have students signal (1) each time the narrator shows them an activity that they have done online before and (2) each time they see the narrator do something online that they have never done before but would like to try. Have students list the activities that the narrator engages in, such as: edit photos, talk to Grandma, play a basketball video game, draw pictures, share pictures with friends, go to a dinosaur website. Introduce and define the categories of "learning," "entertainment," and "communication." For each example from the video, have students decide which of these categories the activity involves. Some activities may relate to more than one category. Students should then choose one activity to write about, describing what the narrator did and whether it could be considered "learning," "entertainment," or "communication.