

TECHNOLOGY-10

SELECTIVE UNIT 1 (S01)

(Media Literacy – Addiction)
(July 2017)

Unit Statement: The student is given the opportunity to explore what it means to be addicted, and how media consumption may affect his/her friendships, relationships with family members, and schoolwork.

Essential Outcomes: (must be assessed for mastery)

1. **The Student Will** describe symptoms of addictive behaviour with regards to technology.
2. **TSW** investigate and interpret data showing the different types of media available in children’s homes and the amount of time children spend with media each day.
3. **TSW** analyze addiction from the perspective of the addict, their friends, family, and other community members who may be affected by it.
4. **TSW** describe the effect that videogames can have on users and those around them.

Introduced and Practiced Outcomes:

1. **The Student Will** select and use applications effectively and productively.
2. **TSW** advocate and practice safe, legal, and responsible use of information and technology.
3. **TSW** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
4. **TSW** identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services.
5. **TSW** apply existing knowledge to generate new ideas, products, or processes.

Suggested Materials/Software:

- Refer to the article on positive and negative effects of video games - <http://www.raisesmartkid.com/3-to-6-years-old/4-articles/34-the-good-and-bad-effects-of-video-games>
- Learn to analyze contemporary propaganda at this new website where users can upload, analyze and evaluate propaganda in a wide variety of forms: youtube videos. The site contains several topic related videos.

- Frontline has an excellent website called [digital_nation: life on the virtual frontier](#) which has fantastic online resources, including the entire 90 minute program.
- Here is a [BBC Slideshare](#) showing the spread of the internet around the world in the last twenty years.
- When students are all responding to the same writing prompt, it is sometimes helpful to have them respond on [Etherpad](#), so that responses can then all be read through without the need for a projector.

Suggested Websites:

- [Destiny Webpath Express](#) (found on QSI schools Library site) use this search engine to find age-appropriate websites that align with this unit.
- www.raisesmartkid.com
- <http://www.medialit.org/>
- <http://www.video-game-addiction.org/>

Suggested Activities, Assessment Tools and Strategies:

(TSW 1) - Students can create a poster or a brochure describing the term addiction and possible behavior symptoms.

(TSW 2) - The Pew Research Center has an [excellent site](#) that gives valuable background on the demographics of the Millennial Generation’s technology use patterns. Students and the teacher [should take this online survey](#) at the beginning of the unit to investigate what being a member of the millennial generation really means.

(TSW 2) - Students can create a response journal where they can track (for a chosen period of time) the amount of time they are engaged with different media activities and types of media.

(TSW 3) - Students can create a journal of a” medical worker” who observes a person with an addictive behavior. Notes about symptoms, participants’ points of view (everyone who is around the person with addicting behavior), an addicted person actions and a day schedule are recorded in the journal. At the end, students as “medical workers” give an addicted person a prescription: stating the “disease” and possible treatment. Students can include images of all involved characters in their journals and be creative with their notes.

(TSW 4) - Refer to the video about the boy who likes to play video games: [Kenan’s Video is here](#). Students can hold a discussion speaking from the point of view of one person who is around the person with addictive behavior. Students can create a T-diagram and analyze all possible effects.

ASSESSMENT RUBRIC FOUND ON FOLLOWING PAGE.....

Assessment Rubric – S01 – Media Literacy – Addiction

Student Name: _____ **Date:** _____

To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)

To receive an ‘A’, the student must show ‘A’ level mastery on 2 of 3 available and ‘B’ level mastery on all remaining TSW’s.

TSW	‘A’ Level Mastery	‘B’ Level Mastery	‘P’ Comments
1. The Student Will describe symptoms of addictive behaviour with regards to technology.	The student is able to identify symptoms of addictive behaviour in others or themselves.	The student is able to describe the symptoms of addictive behaviour with regards to technology.	
2. TSW investigate and interpret data showing the different types of media available in children’s homes and the amount of time children spend with media each day.	The student is able to investigate and interpret data about different types of media and the time spent with them, and related it to their own media consumption habits.	The student is able to investigate and interpret data about different types of media and how much time is spent with them.	
3. TSW analyze addiction from the perspective of the addict, their friends, family, and other community members who may be affected by it.		The student can analyze addiction from the perspective of the addict, their friends, family, and other community members who may be affected by it.	
4. TSW describe the effect that videogames can have on users and those around them.	The student can evaluate the effects of a video game on users and those around.	The student can describe the effect that videogames can have on users and those around them.	