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For	Ages
Educators	**7-11**

Screen Time & Healthy Balance Quick Activities

Target audience

For use with 7-11 year olds, but adaptable for other ages.

This resource has been produced to support teachers and other professionals working with young people to introduce the topic of screen time and healthy balance.

It includes the following:

- Quick activities about spotting the signs of too much screen time
- Quick activities about finding a good balance of online and offline activities

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Spotting the signs

Get learners to reflect on the signs they experience when they've been online for too long. This could be through discussion or using the examples below.

Why not ask them to sort the signs they've found into two categories?

- Signs from the world around you
- Signs from your own body

This could be done by drawing a table like the one below, or by using the grid on the next page and colour coding it.

Remind learners that they won't experience these signs every time they go online. These are only the signs we get if we're online too often or for too long.

Sign from the world around you	Signs from your own body
Mum and Dad make me put the tablet away I notice it's got dark outside	My eyes hurt I need a drink

Can your learners think of examples of their own?

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Spotting the signs

Headache	Finding it difficult to fall asleep	The device feels hot	Feeling moody or grumpy
Constantly thinking about being online	Family members mention how long you've been online	Sore eyes	The device runs out of battery
Feeling hungry or thirsty	Looking at the clock and realising lots of time has passed	A message on the screen asking if you're still watching	Neck ache
Feeling tired	Screen time notifications popping up	Sore hands	

Get creative! Learners could draw the outline of a body and then label where they experience signs they've been online too long, or you could create posters to give advice about the warning signs.

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Finding a balance

Once learners are familiar with the signs they might experience, it's time to start thinking about how they can respond to them.

This all comes back to finding a healthy balance of online and offline activities.

You could give your learners the opportunity to come up with solutions to the signs they might experience.

Mind mapping

They could create a mind map showing all the different offline things they could do in response to these warning signs.

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Finding a balance

Learners as experts

Give learners the opportunity to respond to letters asking for advice about spending too much time online.

For example: "I love playing online but sometimes I get a really bad headache. I find myself thinking about gaming all the time and sometimes I even forget to eat. What should I do?"

Balancing scales

Give learners an image of some scales and ask them to note down all the things they enjoy doing online on one side, but to always balance them with the things they enjoy doing offline on the other.

If you have access to balancing scales, you could get them to do this in groups physically. Using cubes, they add one to each side whilst explaining to their peers something they enjoy doing online and an equivalent they enjoy offline.

Doctor, doctor

Use drama by getting learners to roleplay as healthy balance doctors. One is the patient who spends lots of time online – the other is the doctor. What treatment will they prescribe?

For younger children it can be difficult to manage their own time online. Make sure they know that if they're every struggling to find a healthy balance, they can speak to a trusted adult for help and support or contact Childline.

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