***GLS10 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Documentary: “Screenagers”***

***Teenagers love their cellphones, but many parents worry their children spend so much time interacting with screens that they begin to ignore the real world.***

**Minds on: Answer the following questions before watching the video.**

1. At what age do you think children should get a smartphone? Justify your reasoning.
2. Do you think you spend too much time on your smartphone? What about your computer? Explain.
3. How do you think your brain is affected by screen time? Explain.

**While watching the video, take notes on the most important information.**

**Note:**  dopamine — a neurotransmitter, one of the chemicals that transmits signals in between the nerve cells, or neurons, of the brain



**After watching the video, answer the following questions.**

1. What do you think the rules should be around screen time for teenagers?
2. Do you think it’s possible to become addicted to your cellphone or other electronic devices? Explain.
3. This story raised concerns about kids spending too much screen time on their phones, but do you also know adults who spend too much time on their phones?

**Curriculum Expectations: Students will…**

Select and uses strategies to improve their performance in school (e.g., take notes); Identify their personal management skills (e.g., time management) and describe how they affect learning performance; Analyze the importance of personal-management skills in school, work, and daily life (e.g., managing time to accomplish multiple tasks, persisting with work-related tasks until completion) and their impact on success; Identify and describe personal lifestyle strategies that enhance health and wellness and improve one’s readiness to learn (e.g., limiting screen time, balancing priorities); Identify internal and external factors that affect behaviour and school performance (e.g., over-use of cell phones) to improve learning in difference environments.