

## Lesson 2: Budgeting Screen Time

Grade 6 Math

**LESSON DESCRIPTION:** After participating in the Screen-Free Challenge, students learn how to create a budget for weekly screen use. They follow their budget and stay within the limit for three weeks.

Teacher's Note: Habit formation takes at least 20 days. Now that students have participated in Screen-Free Challenge week, they need to work on forming good habits about screen use. Without this lesson, the chance of impacting long term behavior is slim.

Teacher's Note: This lesson is present in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade units. The materials include different kinds of budget circles that will challenge students at different levels. Adapt the lesson to the level of your students.

**FOCUS QUESTIONS:** How do you budget time? How do you keep track of your budget? How do you evaluate your goals and your budget?

**OBJECTIVES – Students will:**

- prepare a circle graph budget for weekly screen time
- participate in three week budget period, evaluating budget each week
- reflect on the experience

### COMMON CORE STATE STANDARDS

- **MATHEMATICS**
  - \* **CCSS.6.SP.4** Develop understanding of statistical variability. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
  - \* **CCSS.6.SP.5** Summarize numerical data sets in relation to their context.

**LENGTH OF LESSON:** one class period and portions of 3 class periods to collect slips.

### MATERIALS NEEDED:

- copies of your choice of circle graph template(s), 1 per student plus some extras
- transparency of chosen circle graph template(s)
- crayons, colored pencils, or markers for students
- a few copies of the Circle Graph rubric posted around the room
- one page of Budget Success slips for each student
- 3 week budget participation chart

**INVOLVING FAMILIES/COMMUNITIES:** Parents will sign the weekly slips. Have students ask their families about the family budget and why budgets are important. Family budgets will not be discussed in class.

## PROCEDURES

### Activity 1: Anticipatory Set: Students will think about what a budget is.

1. **Tell students:** Imagine that you earn a certain amount of money, say \$500 per week. There are many ways to spend \$500, but you have to stay within that amount. What do you do? (Make a budget.)

**Imagine that you want to lose some weight and decide eat only 1500 calories per day. There are so many kinds of delicious food that you could eat way more than 1500 calories per day. What do you do?** (Make choices – you make a food plan and count calories; you go on a diet.) **How are a diet and a budget alike?**

**You only have 24 hours in a day. There are things you have to and things you want to do that add up to more than 24 hours, but that is all you have. What do you do?** (Make a schedule and prioritize how you spend your time.) **How is a schedule like a budget?**

**A budget isn't just for money. It is also a way to think about calories, time, and other things.**

2. Tell students: **Now that you have participated in the Screen-Free Challenge, it is important not to go back to old screen use habits, if you had too much screen time before. For the next three weeks, you are going to create a budget for your screen use.**

Teacher's Note: The weekly budget could be seven or ten hours, depending on your sense of what students will be willing to do or what your school has decided. Giving students a choice may be a good idea. Circle graph templates for seven and ten hours have been provided.

### Activity 2: Students will prepare a budget.

1. Decide how many hours of weekly budget time (seven or ten or student choice) and choose circle graph templates appropriate for your students. Distribute one copy to each student.
2. Students should think about the coming week and how they would like to use screen time. You may decide that a word processing or Internet research is acceptable, while recreational time should be budgeted. On scrap paper, have students begin organizing their budget: how much game time, which television programs, how much surfing, etc. Suggest a T-chart: 

Type of Screen use	Time in Hours
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 As they plan, circulate to ask and answer questions.
3. Show them how to convert their budget notes to the circle template you have chosen. Students may use colored pencils to create and label their budget. A rubric for a circle graph has been included as a guideline.
4. On the back of their graphs, students should write a pledge for the first week.

**Activity 3: Students will learn to follow a budget by participating in the three budget weeks.**

1. On Day 1 of the Budget Week, distribute one sheet of Budget Success Slips to students and explain the procedures. At home, they should post their budget in a prominent place. Each day, take one or two minutes to encourage participation.
2. Give students a blank circle graph template on Day 5 or 6 of each Budget Week. Their homework is to evaluate their week budget and create a new one for the next Budget Week. They may need to renew or change their pledge. They may also decide, if you give them the option, to change the number of hours of budget time. On day 1 of the new Budget Week, they should bring the new and old budgets and their Week 1 slip to school.
3. An optional activity is to use the 3 Week Budget Participation chart to track participation. This data can be analyzed in the same way the Screen-Free Challenge week participation was analyzed.

**Activity 4: Students will gain an appreciation of setting a goal and meeting it.**

1. At the end of the budget weeks, many teachers like to reward the effort of staying with a budget. Plan a brief ceremony and award certificates.
2. OPTIONAL: For homework, have students write about their numbers. They should compare their goals with their actual screen use, writing specifically about the data. They should then write about why it was easy or difficult to meet their goals and why budgets are important.

## BUDGET SUCCESS SLIPS

(Cut, fill in, and turn in one Budget Success Slip each week you stay within your budget.)

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### BUDGET SUCCESS SLIP - Week One

I stayed within the weekly screen budget for Budget Week One, \_\_\_\_\_ (dates)

Student Name: \_\_\_\_\_ Team/Class: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Students should keep track of screen time the seven days of each budget week and bring their Budget Success Slips to school on the next day for each week they stayed within the budget.

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### BUDGET SUCCESS SLIP - Week Two

I stayed within the weekly screen budget for Budget Week Two, \_\_\_\_\_ (dates)

Student Name: \_\_\_\_\_ Team/Class: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Students should keep track of screen time the seven days of each budget week and bring their Budget Success Slips to school on the next day for each week they stayed within the budget.

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### BUDGET SUCCESS SLIP - Week Three

I stayed within the weekly screen budget for Budget Week Three, \_\_\_\_\_ (dates)

Student Name: \_\_\_\_\_ Team/Class: \_\_\_\_\_

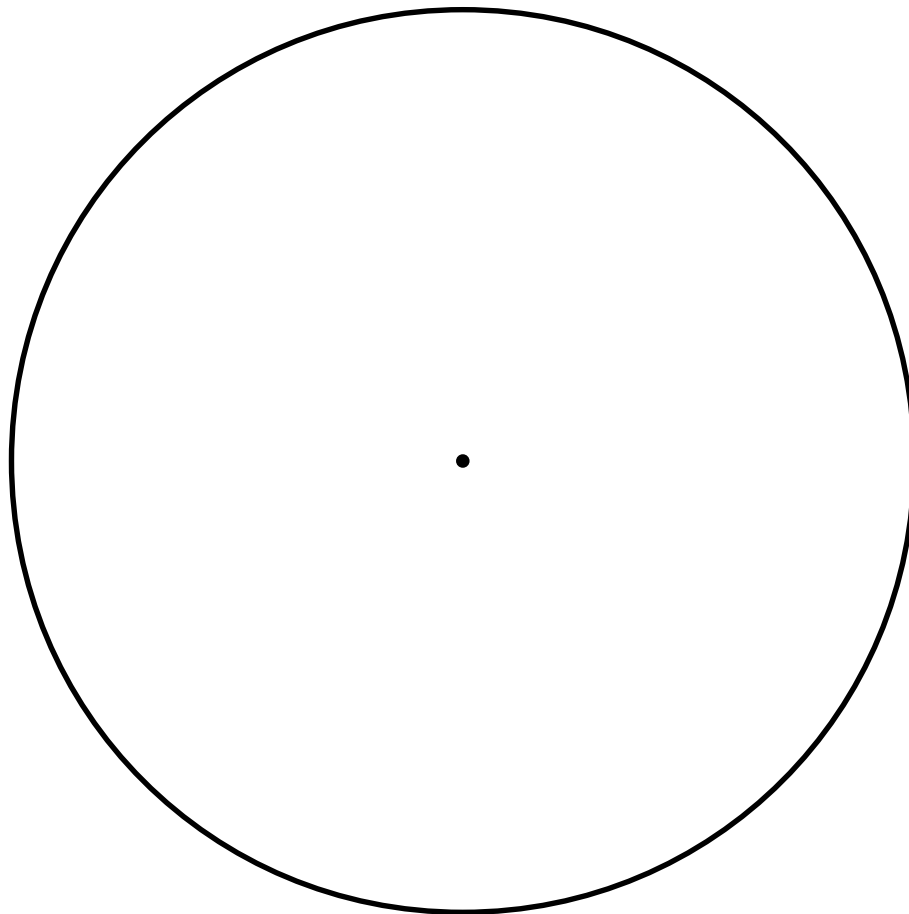
Parent Signature: \_\_\_\_\_

Students should keep track of screen time the seven days of each budget week and bring their Budget Success Slips to school on the next day for each week they stayed within the budget.

Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Math Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

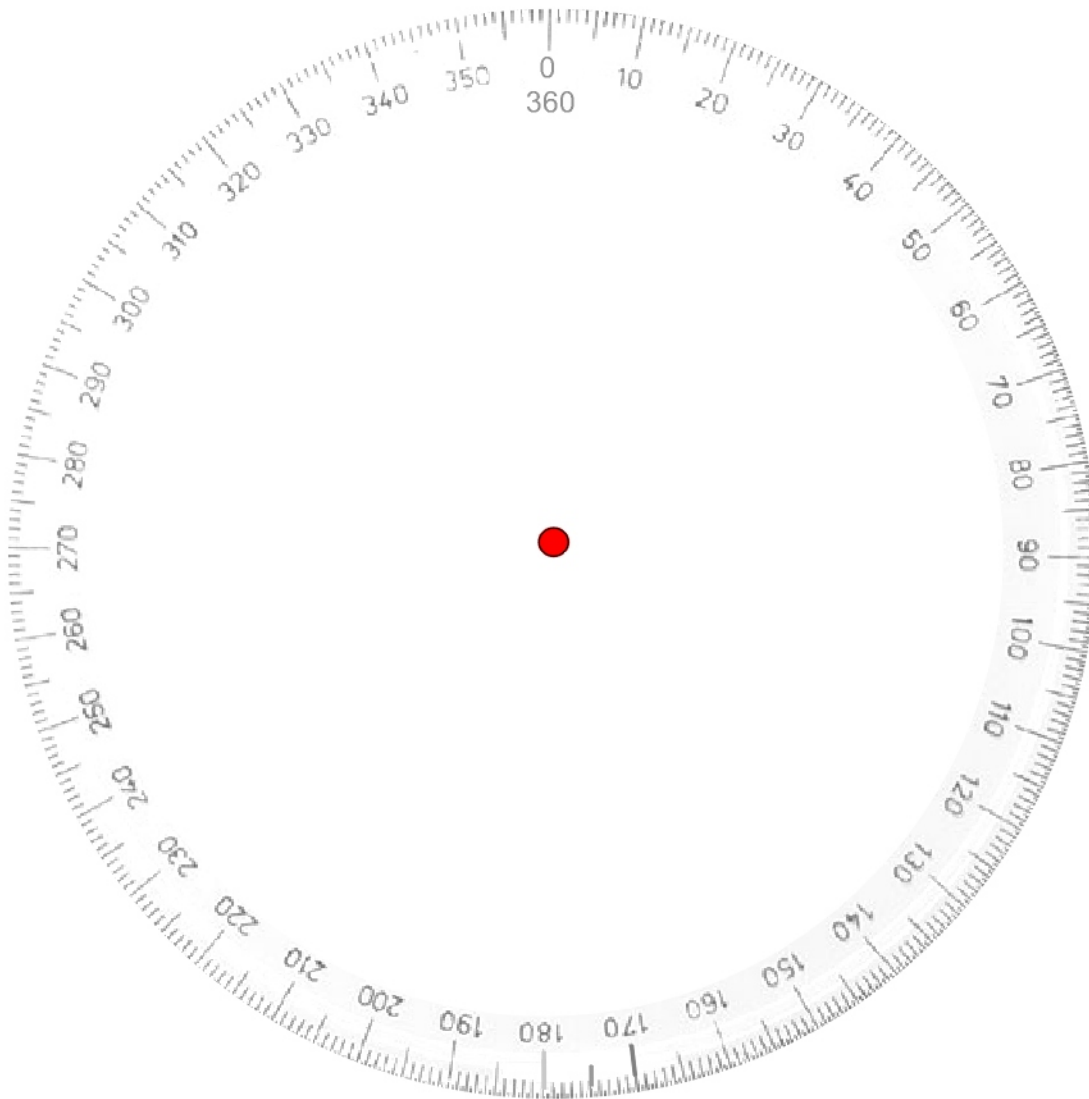
*7 Hour Screen Budget for Week #* \_\_\_\_\_



Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Math Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

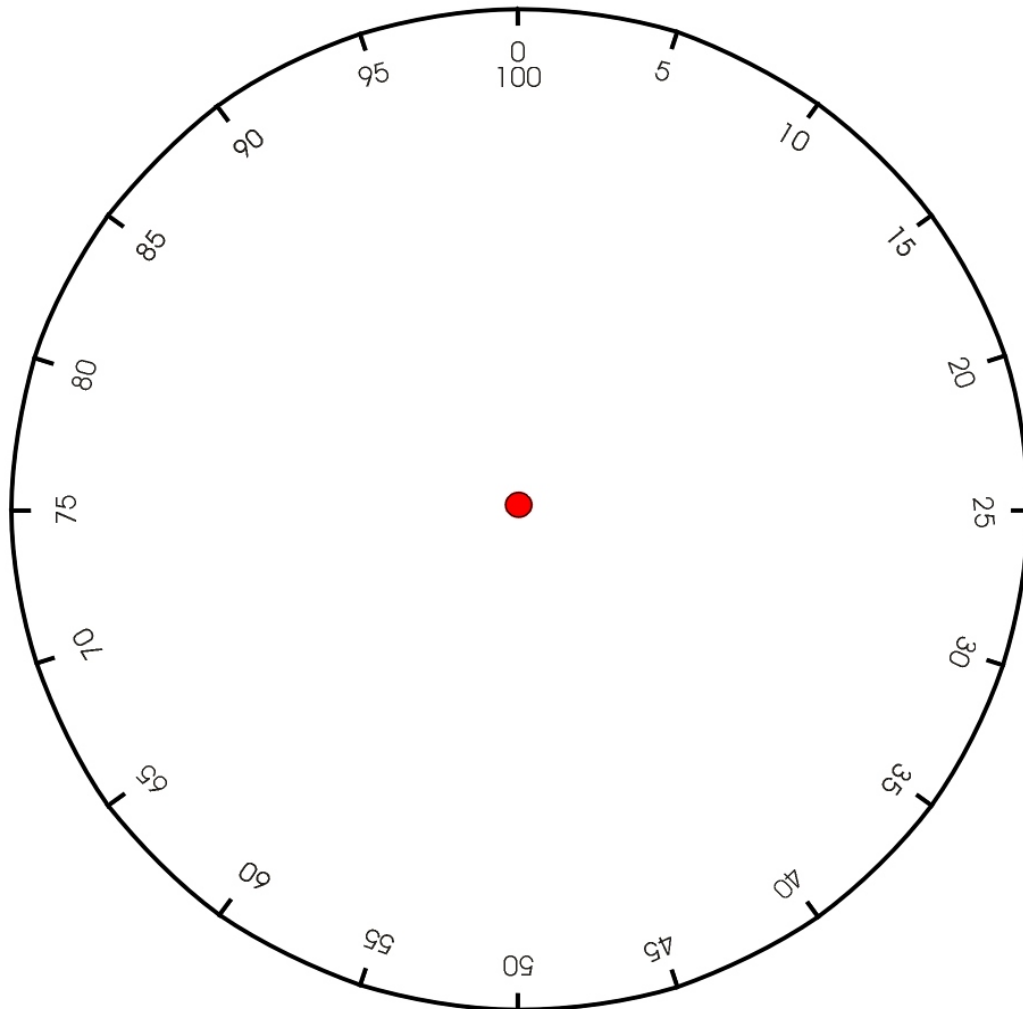
*7 Hour Screen Budget for Week # \_\_\_\_\_*



Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Math Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

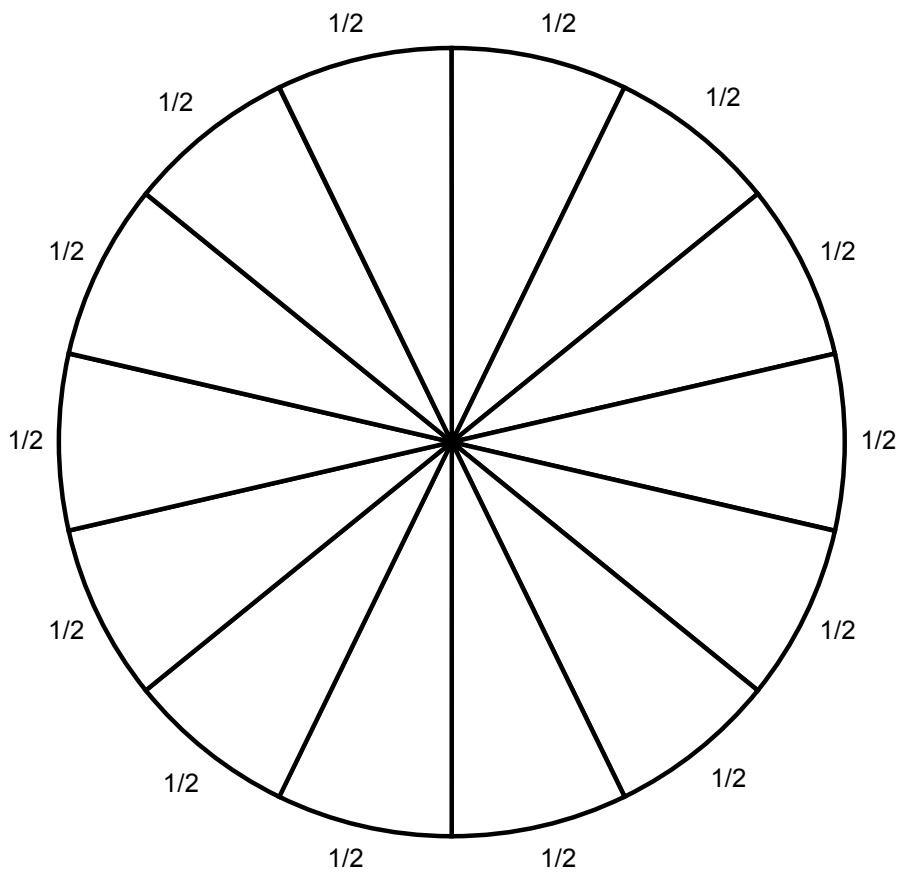
*7 Hour Screen Budget for Week #* \_\_\_\_\_



Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Math Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

*7 Hour Screen Budget for Week # \_\_\_\_\_*

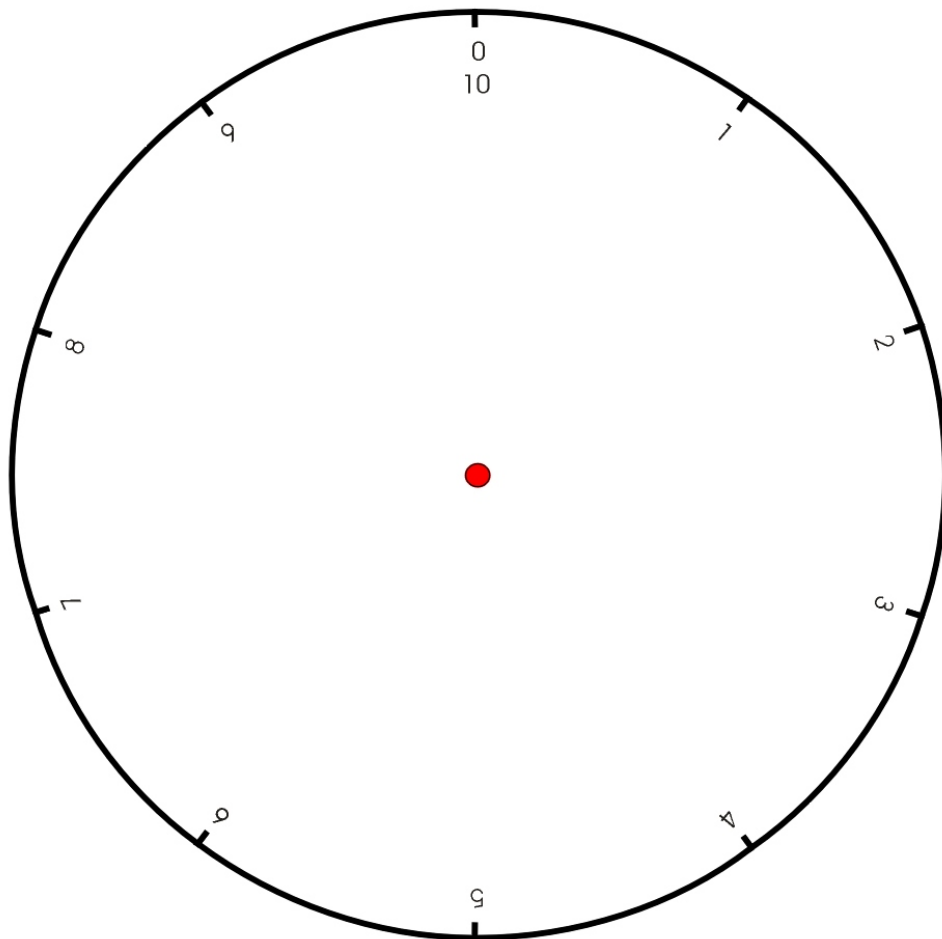




Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Math Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

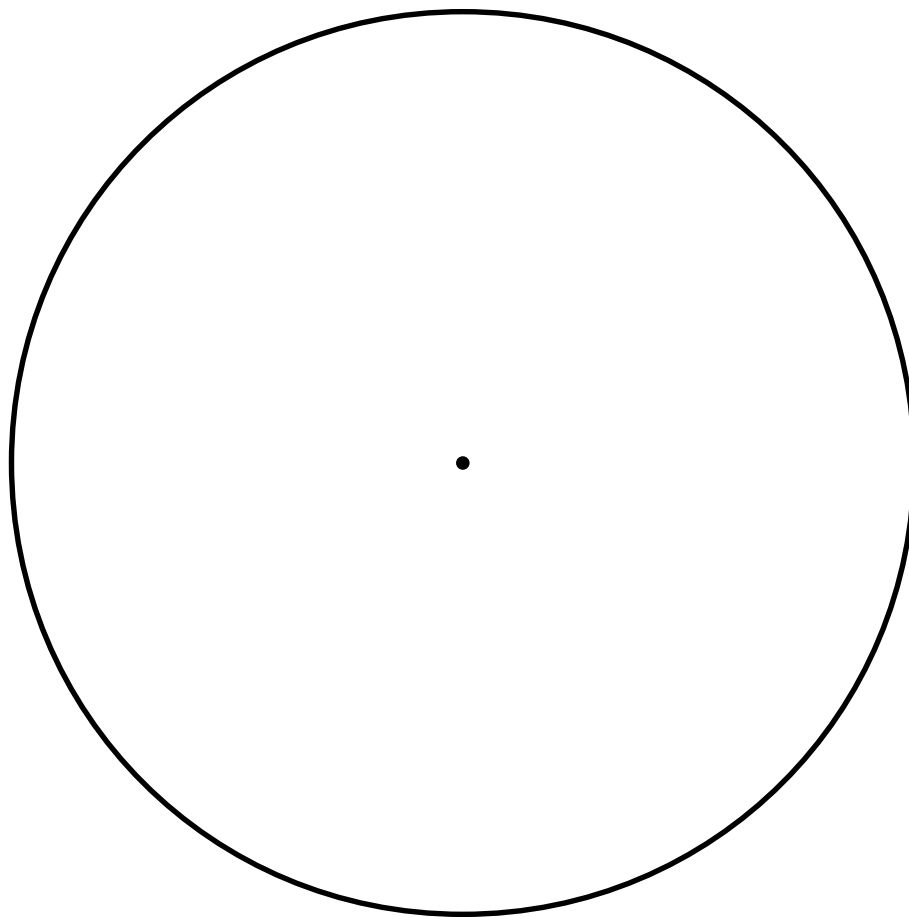
*10 Hour Screen Budget for Week # \_\_\_\_\_*



Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Math Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

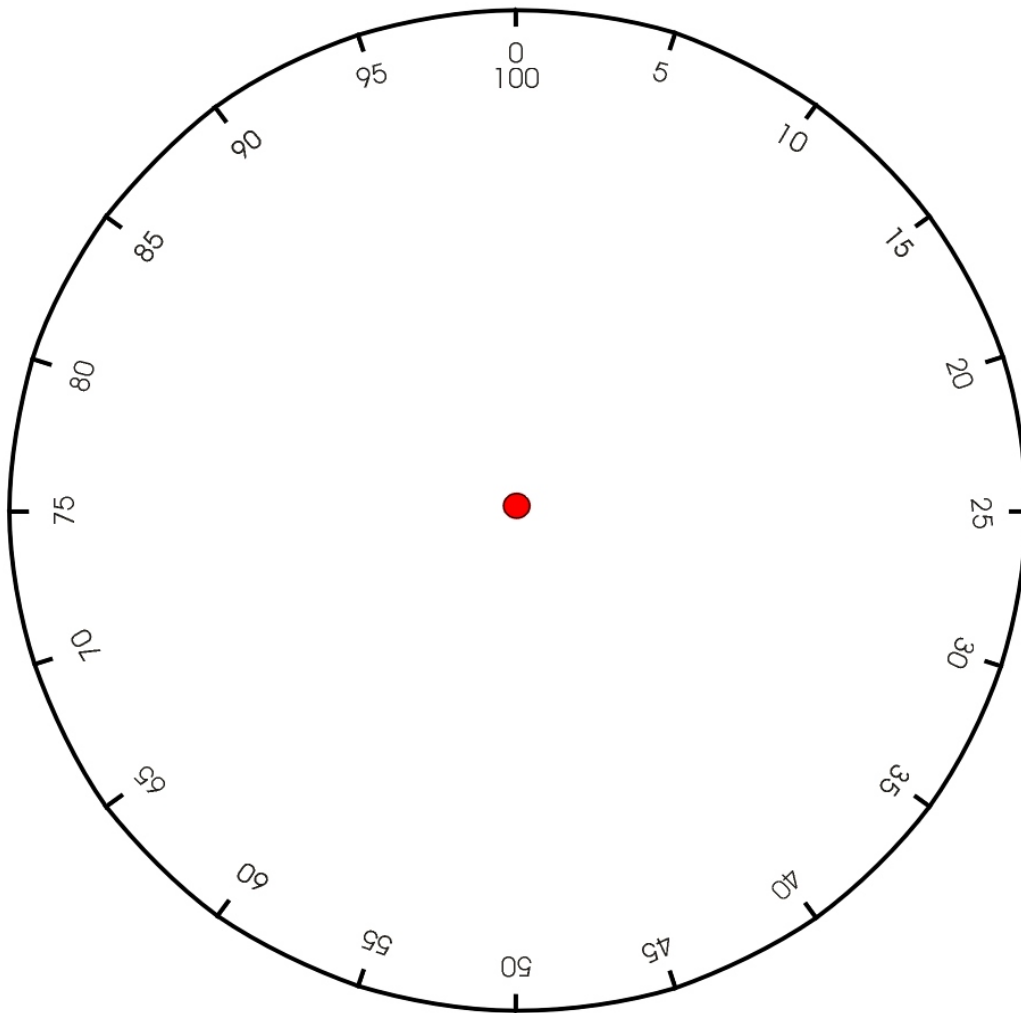
*10 Hour Screen Budget for Week # \_\_\_\_\_*



Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Math Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

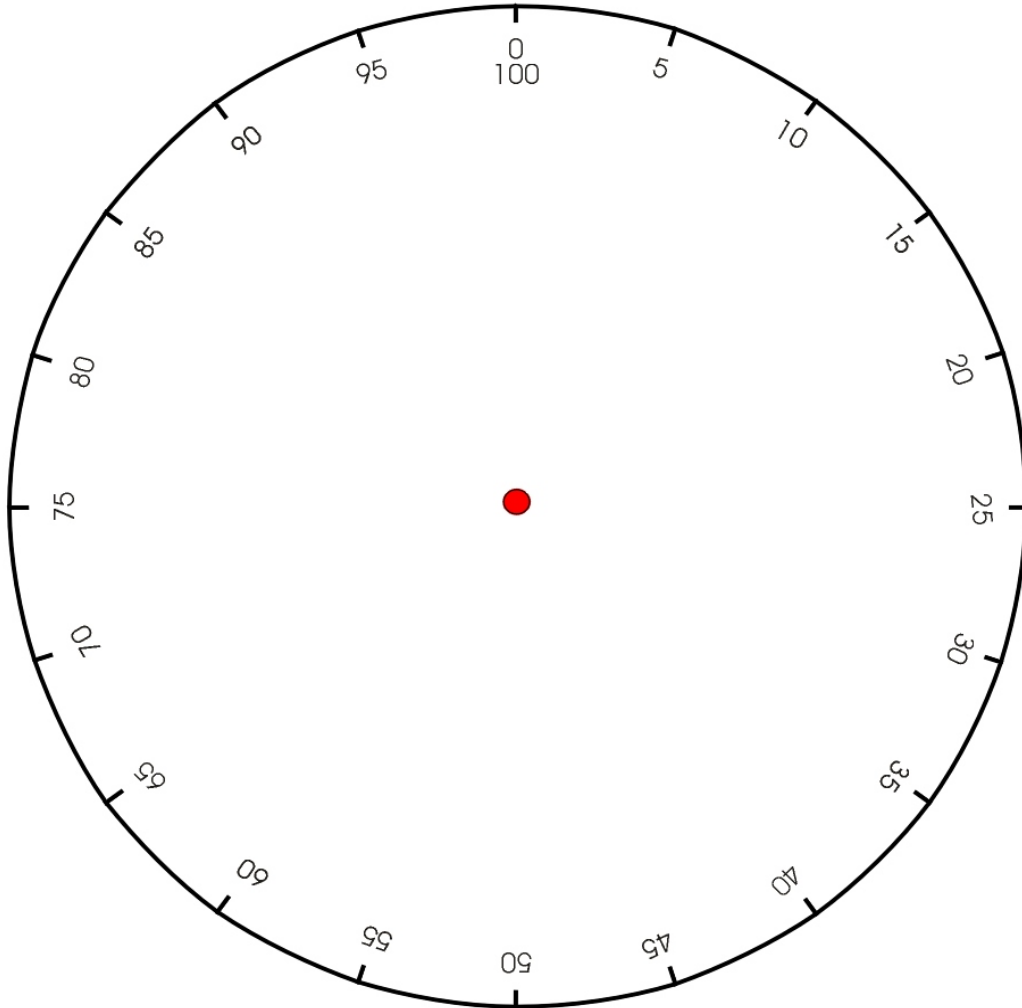
*10 Hour Screen Budget for Week # \_\_\_\_\_*



Student Name: \_\_\_\_\_ Team: \_\_\_\_\_

Math Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

*Your Weekly Screen Budget for Week # \_\_\_\_\_*



## Circle Graph Rubric

Element	Possible Points	Earned Assessment	
		Self	Teacher
<p><b>Title</b>            The title is bold, top and centered, and briefly states what the graph is about.</p>			
<p><b>Accuracy</b>            The graph shows the data accurately and completely.</p>			
<p><b>Wedge Labels</b>            Each wedge of the circle must be labeled with the portion it represents.</p>			
<p><b>Lines and Printing</b>            Lines and printing are clear and dark. If there is more than one line, the lines are different and there is a key. The lines do not rely on color. The graph would photocopy well.</p>			
<p><b>Mechanics (C-U-P-S)</b>            There are no errors in capitalization, usage, punctuation, or spelling.</p>			
<p><b>Layout and Design</b>            The overall organization, design, use of pattern, neatness, and use of space help to make the graph easy to understand.</p>			

## 3 Week Budget Participation Chart

Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Student Name	Week 1	Week 2	Week 3
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
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20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
Total Number Successful Each Week:			