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UNIT 6: KENAN'S WORLD

Unit Overview

This unit provides an opportunity for teachers and students to talk about the complex role of video games, computer games, video rental tapes, the Internet, music, and other media in their lives.

Students can explore how media consumption may affect their friendships, their relationships with family members, and their schoolwork.

Children analyze the role of video games in the life of a fictional character, Kenan, who is depicted on the videotape. They read data graphs to learn more about how American children and youth use media. They create a journal for the fictional character, exploring whether or not he is addicted to video games.

This unit provides opportunities to explore Character Education concepts, including **responsibility, caring, self-control, trust, and loyalty.**

The “essential questions” of this unit are:

- **What are the pleasures and satisfactions of media and technology use for children and young people? What are the disadvantages?**
- **Can people become addicted to certain kinds of media use, such as video game playing or TV viewing?**
- **How does a person's media-use habits affect their social relationships with friends, their family relationships, and their schoolwork?**
- **What are healthy alternatives to media use?**



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UNIT 6: KENAN'S WORLD

Learn about the important role of different types of media—video games, TV, music—in the lives of children and young people. Use math skills to interpret charts showing children's media use, and create a journal for a character shown in the video who may or may not be addicted to video games.

CLASSROOM ACTIVITIES

6.1 Kenan's World

Watch a video about Kenan and list the ways video games affect this boy's life and social relationships.

6.2 Media Math

Interpret two charts about media usage habits.

6.3 What is Addiction?

Learn different definitions of "addiction," and test your reading comprehension and critical thinking skills.

PRODUCTION ACTIVITY

You Write Kenan's Journal

Students create a journal for the character in the video who may or may not be addicted to video games.



UNIT 6: KENAN'S WORLD

CONNECTIONS TO MARYLAND STATE CONTENT STANDARDS

The *Assignment: Media Literacy* curriculum has been designed to align with Maryland State Content Standards. Many of the activities and lessons are modeled upon the structure and format used in the MSPAP tests for language arts and social studies.

For each unit, the Grade 3 standards are listed first for each subject area, followed by the Grade 5 standards. The numbers at the end of each line refer to specific instructional goals identified in the Maryland Content Standards.

Use the chart below to identify the specific instructional objectives developed in each unit of the program.

ELEMENTARY LANGUAGE ARTS

Grade 3 Content Standards

| | |
|-------|------------------------------------------------------------------------------|
| 1.3.5 | Comprehension and Interpretation of Informational Text (all) |
| 1.3.6 | Evaluation of Informational Text (all) |
| 2.3.2 | Comprehension, Interpretation, and Analysis of Text (#1,2,3,5) |
| 3.3.1 | Organization and Focus |
| 3.3.3 | Revision and Evaluation of Writing (all) |
| 3.3.4 | Personal Narrative Writing |
| 3.3.6 | Informational Writing (all) |
| 3.3.7 | Persuasive Writing (all) |
| 4.3.1 | Acquisition and Application of New Vocabulary (all) |
| 4.3.2 | Comprehension and Application of Standard English Language Conventions (all) |
| 5.3.1 | Active Listening Strategies (all) |
| 5.3.2 | Comprehension and Analysis (all) |

ELEMENTARY HEALTH

Grade 3 Content Standards

| | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome 2 | Students will demonstrate the ability to access, analyze, and evaluate health information, products, and services in order to become health-literate consumers. (#3.2,1.3) |
| Outcome 3 | Students will demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives. (#3.4,5.3,1.2) |
| Outcome 4 | Students will demonstrate the ability to effectively use communication skills to enhance personal, family, and community health. (#1.1,1.5) |
| Outcome 5 | Students will demonstrate the ability to use goal-setting and decision-making skills to address issues related to personal, family, and community health. (#1.3, 3.4) |

ELEMENTARY LANGUAGE ARTS**Grade 5 Content Standards**

| | |
|-------|------------------------------------------------------------------------------|
| 1.5.1 | Concepts of Print and Structural Features of Text (#1) |
| 1.5.5 | Comprehension and Interpretation of Informational Text (all) |
| 1.5.6 | Evaluation of Informational Text (all) |
| 2.5.2 | Comprehension, Interpretation, and Analysis of Text (#1,2,3,5) |
| 3.5.1 | Organization and Focus |
| 3.5.3 | Revision and Evaluation of Writing (all) |
| 3.5.4 | Personal Narrative Writing |
| 3.5.6 | Informational Writing (all) |
| 3.5.7 | Persuasive Writing (all) |
| 4.5.1 | Acquisition and Application of New Vocabulary (all) |
| 4.5.2 | Comprehension and Application of Standard English Language Conventions (all) |
| 5.5.1 | Active Listening Strategies (all) |
| 5.5.2 | Comprehension and Analysis (all) |

ELEMENTARY HEALTH**Grades 4 and 5 Content Standards**

| | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome 2 | Students will demonstrate the ability to access, analyze, and evaluate health information, products, and services in order to become health-literate consumers. (#3.2,3.3,3.6) |
| Outcome 3 | Students will demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives. (#3.4,5.3,1.2) |
| Outcome 4 | Students will demonstrate the ability to effectively use communication skills to enhance personal, family, and community health. (#1.1,1.2,1.5,3.5) |
| Outcome 5 | Students will demonstrate the ability to use goal-setting and decision-making skills to address issues related to personal, family, and community health. (#1.3, 3.4) |

ELEMENTARY MUSIC**Content Standards**

| | |
|------------|--------------------------------------------------------------|
| Outcome IV | Aesthetic Criticism: Expectation A, Indicator 1, 2, 3, 4, 5. |
|------------|--------------------------------------------------------------|



TEACHER NOTES

UNIT 6 | ACTIVITY 6.1 | KENAN'S WORLD

This activity helps students examine the role of video games in the life of a boy and his family. After viewing the case study, children describe how video games are affecting Kenan and suggest different endings to the story.

Getting Started

This activity works best with a cold opening—just ask the children to watch the story on the video. When the story is completed, you might ask students to provide ideas about “what will happen next.”

After discussing possible endings to the scene, pass out Activity Sheet 6.1 and ask children to read the questions. Then explain that they’ll watch the show again, looking for clues to answer the questions.

After viewing, you may want students to work individually or with a partner to complete the activity sheet. It’s important to allow plenty of time for a discussion of these questions. Many children have a lot of questions about the appropriate role of video games in their lives. Using the Character Education concepts, including **caring**, **responsibility**, **trust**, **loyalty** and **self-control**, can be valuable in this discussion. You may want to list a few of these on the blackboard as you listen to students’ ideas.

Listening to Students’ Ideas

More important than giving advice, you can adopt a stance of open listening. You can encourage children to reflect on a wide range of ideas about video games and media by careful listening to others. You may want to articulate your point of view about video games but it’s important to be sure to encourage children to develop their own opinions.

Children may be acutely aware of adults’ displeasure with video games. At the same time, they are also aware of the genuine pleasure that many children get from playing video games, as a source of shared experience with friends, and as a chance to feel “good at something.”

Exploring the complex role of video games in children’s lives is an important dimension of strengthening children’s social skills and problem-solving skills.

Name _____ Class _____ Date _____

UNIT 6 | ACTIVITY 6.1

KENAN'S WORLD

Instructions: After watching the video, describe how media and video games may be affecting Kenan's life and relationships with his friends and family members.



- 1. Describe how video games affect Kenan's relationship with his grandmother.

- 2. Describe how video games affect Kenan's relationship with his best friend, Jason.

- 3. Describe how video games may be affecting Kenan's schoolwork.

- 4. Describe how video games may be affecting Kenan's pride in himself.



TEACHER NOTES

UNIT 6 | ACTIVITY 6.2 | MEDIA MATH I AND II

This activity provides two different data-analysis activities, asking children to interpret the meaning of the numbers presented on the data chart. The data show the different types of media available in children's homes and the amount of time children spend with media each day.

Getting Started

This activity provides data for children to analyze. These statistics come from the Kaiser Family Foundation report, "Kids & Media @ the New Millennium," published in late 1999.

These activities can be used for individual seatwork or to be completed with a partner.

Media Math I

Pass out Activity Sheet 6.2 (A), which shows the percentages of children who have different types of media and technology in their homes.

After completing the questions, encourage students to discuss the meaning of the data. Some children will feel sorry for children who do not have all the different types of media and technology. You might explain that families make choices about how to spend their money and not having these media and technology might be a deliberate choice.

Media Math I

Questions and Answers:

1. Which types of media are in 90% or more of children's homes?
Television, CD player.
2. What percentage of children aged 14 to 18 have Internet access?
54%
3. What percentage of children aged 2 to 7 have access to a video game player? **52%**
4. What percentage of 14 to 18 year olds do not have access to cable or satellite TV? **(100% - 74% = 26%)**
5. **100% - 99% = 1%**
1% = 200,000 = .01
20,000,000 x .01 = 200,000

Media Math II

This activity is ideal for students to complete in pairs or small teams. Encourage students to answer the questions and then ask them to make a pie chart on the back of the page showing how much time is spent for different activities. You may need to review or teach about a pie chart's design.

Ask children to share their ideas about which of the data seemed most unusual, unexpected, or surprising. Building self-reflection on and awareness of our media use habits and choices is an important component of becoming media literate.

Media Math II

Questions and Answers:

1. Which age group uses the computer the most each day?
8 to 13 year olds
2. Which age group spends the most time with books outside of school? **8 to 13 year olds**
3. Children who are 8 to 13 years old use TV more than other media. What is the second most popular medium for them to use? **Books and magazines**
4. How much time do children aged 5 to 7 spend listening to the radio? **23 minutes**
5. Which age group uses video games the least?
5 to 7 year olds
6. Which age group goes to the movies most frequently?
8 to 13 year olds

UNIT 6 | ACTIVITY 6.2 (A)

MEDIA MATH I

Instructions: Read the chart below and answer the questions.

| | 2-7 year olds | 8-13 year olds | 14-18 year olds |
|--------------------|---------------|----------------|-----------------|
| CD Player | 83% | 92% | 97% |
| Video game Player | 52% | 82% | 81% |
| Computer | 62% | 74% | 74% |
| Cable/Satellite TV | 73% | 74% | 74% |
| Internet Access | 40% | 44% | 54% |
| CD-ROM | 52% | 58% | 69% |
| Television | 99% | 99% | 99% |

1. Which types of media are in 90% or more of children’s homes?

2. What percentage of children aged 14 to 18 have Internet access?

3. What percentage of children aged 2 to 7 have access to a video-game player? _____

4. What percentage of 14 to 18 year olds do *not* have access to cable or satellite TV? _____

5. There are twenty million teens aged 14 to 18 in the United States. How many of these teens do *not* have a TV in the home? Set up the math problem on the back of this page and show how you calculated the answer. Write the answer here: _____

UNIT 6 | ACTIVITY 6.2 (B)**MEDIA MATH II**

Instructions: Using the chart, answer the questions below.

AVERAGE TIME EACH DAY CHILDREN USE MEDIA OUTSIDE OF SCHOOL

4:10 = four hours and ten minutes per day

Taped TV Shows

| Medium | 5–7 years | 8–13 years | 14–18 years |
|-----------------|------------------|-------------------|--------------------|
| Television | 2:00 | 3:37 | 2:43 |
| Videotapes | :21 | :29 | :29 |
| Movies | :02 | :26 | :11 |
| Video Games | :13 | :32 | :20 |
| Books/Magazines | :40 | :50 | :37 |
| Radio | :23 | :35 | 1:05 |
| CDs and tapes | :19 | :47 | 1:29 |
| Computer | :08 | :32 | :30 |
| Total Time | 4:10 | 8:08 | 7:35 |

1. Which age group uses the computer the most each day? _____
2. Which age group spends the most time with books outside of school? _____
3. Children who are 8 to 13 years old use TV more than other media. What is the second most popular media for them to use? _____
4. How much time do children aged 5 to 7 spend listening to the radio? _____
5. Which age group uses video games the least? _____
6. Which age group goes to the movies most frequently? _____

CREATE A PIE CHART. Most children aged 8 to 13 sleep for about eight hours per day. They go to school for about six hours per day. On the back of this page, make a pie chart showing how sleep, school, and media use fit into a twenty-four hour day. Label your chart clearly.



TEACHER NOTES

UNIT 6 | ACTIVITY 6.3 | WHAT IS ADDICTION?

This activity provides a critical reading activity about different meanings of the term “addiction.” It provides an opportunity for children to learn more about the problem of alcoholism in American society and explore whether or not people can be addicted to TV viewing and video game playing.

Background and Rationale

Children need opportunities to talk about complex concepts, and “addiction” is one of the most challenging ideas for children to comprehend.

It’s important to provide a forum for children to share their developing understanding of this concept. This reading and discussion activity provides the opportunity to talk about media-use addictions in relation to one of the most serious substance-abuse addictions—alcoholism.

Be aware of the fact that some children in your classroom will have had first-hand experience with alcoholism—this activity should provide a safe space for them to share their perceptions on addiction in a way that is respectful and sensitive.

Getting Started

Pass out copies of Activity Sheet 6.3 and use this reading as a read aloud with discussion, as silent reading with discussion, or as a large group discussion.

Questions and Answers:

1. **How many adults are addicted to alcohol?** One in ten adults.
2. **What does it mean when people say that someone is addicted to alcohol?** It means that the person is dependent on it, feeling a strong need to drink.
3. **Do you think people could be addicted to watching TV in an obsessive way?** Children's answers will vary.
4. **Do you think people could be addicted to video games in an obsessive way?** Children's answers will vary.
5. **What are the major problems of being addicted to alcohol?**
Alcohol causes people to lose self-control, which gets in the way of their work life, family life, and relationships. Unstated inference: Alcohol is destructive to the body's organs and is one of the leading causes of death.

UNIT 6 | ACTIVITY 6.3 (A)**WHAT IS ADDICTION?**

People use the word “addiction” in many different ways. Sometimes, people use the word to describe something they really like. People may say, “I’m addicted to hot dogs” if they mean they think that hot dogs are their favorite food. Sometimes, when people use the word this way, they mean they like hot dogs so much that they may eat too many of them at one time or eat them every day. That would be bad for your health!

Often, people use the word “addiction” when they are describing something that people do obsessively. Kids may say, “I’m addicted to buying Pokemon cards” when they mean that they have gotten into a habit that makes them spend too much money on them. Most addiction experts agree that any kind of addictive behavior becomes a problem when it 1) takes up vast amounts of time, money, and energy, 2) creates uncomfortable feelings, and 3) begins to control one’s life.

Most often, people use the word “addiction” to mean people’s use of alcohol, tobacco, and illegal drugs. One kind of addiction is addiction to alcohol. People who are addicted to alcohol are dependent on it. They are called alcoholics. People who are addicted to alcohol have a strong need to drink. For *alcoholics*, drinking beer, wine, or hard liquor causes them to lose their self-control and gets in the way of work life, family life, and relationships.

Many people are addicted to alcohol. Some estimates suggest that more than one out of ten adults in the United States is addicted to alcohol. Alcoholism is one of the most serious health problems in the United States. People who are addicted to alcohol need treatment from medical professionals.

UNIT 6 | ACTIVITY 6.3 (B)

WHAT IS ADDICTION?

Instructions: Answer the following questions using what you learned from the reading.

1. How many adults are addicted to alcohol? _____

2. What does it mean when people say that someone is addicted to alcohol?

3. Do you think people could be addicted to watching TV in an obsessive way? Explain why or why not.

4. Do you think people could be addicted to video games in an obsessive way? Explain why or why not.

5. What are the major problems of being addicted to alcohol?



TEACHER NOTES



UNIT 6

YOU WRITE KENAN'S JOURNAL

Students create a journal for the character in the video who may or may not be addicted to video games.

Getting Started

Watch the video from Activity 6.1 again. Encourage students to pay careful attention to Kenan, including his personality and his problems.

Use the Production Activity checklist to introduce the activity to children. Encourage students to look carefully at the activity sheet that shows Kenan's calendar for the month of January.

You might want to review the concept of **first-person writing**, where students adopt the voice and point of view of the character, Kenan. This type of writing can be challenging for children and you may need to model this and provide an example.

Evaluation

Provide the evaluation rubric so that students can see how this assignment will be evaluated. You might want students to evaluate each other's work using this evaluation sheet or you might want to use this as an evaluation tool yourself.

Publishing Student Work on www.AssignmentMediaLit.com

See the Resources section on page 151 to learn how you or your students can send completed journal entries to be published on the *Assignment: Media Literacy* website.

ASSIGNMENT



UNIT 6

YOU WRITE KENAN'S JOURNAL

(**ASSIGNMENT:** *Imagine that you have been transported inside Kenan's brain. You've got his calendar for last month but you need to re-create his memories. Create five journal entries for Kenan. Is he addicted to video games or not? Use the journal entries to show what you think about this character's point of view.*

CHECKLIST TO COMPLETE THIS ACTIVITY:

First, review the video and the calendar to imagine Kenan's point of view.

- Study the calendar entries for clues to Kenan's life.
- Review the video to look closely at clues to his personality.

Next, write the journal entries describing events that happen in Kenan's life.

- Use descriptive writing to give details of events and activities.
- Create imaginary but plausible details to add to your journal entries.
- Clearly show how Kenan uses video games in his life.
- Check to be sure words are spelled correctly.

Finally, get feedback from classmates and post the journal entries online.

- Share your journal writing with other students.
- Send your journal entries to the *Assignment: Media Literacy* website to share your ideas about Kenan's life with video games.

EVALUATION



UNIT 6

YOU WRITE KENAN'S JOURNAL

Student Name: _____

Journal entries show Kenan's point of view.

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | You use first-person point of view, put a date on each journal entry, and use specific details and description, including how Kenan feels. |
| 3 | You use first-person point of view, but dates, details or feelings are not included. |
| 2 | You didn't use first person point of view consistently. |
| 1 | Your writing is doesn't use first person point of view. |

Sentences are well written.

| | |
|---|-------------------------------------------------------------------------|
| 4 | The writer uses correct sentence structure with no spelling errors. |
| 3 | The writing has some spelling errors. |
| 2 | The writer has not edited the document to correct many spelling errors. |
| 1 | The writing is hard to understand and confusing to read. |

Comments:

Grade:

YOU WRITE KENAN'S JOURNAL

ASSIGNMENT: *Imagine that you have been transported inside Kenan's brain. You've got his calendar for last month but you need to re-create his memories. Create five journal entries for Kenan. Is he addicted to video games or not?*

You've found Kenan's calendar for the month of January. Use your imagination to get inside the mind of the character. Select dates from the calendar and write what happened on that day from Kenan's point of view.

JANUARY 2001

| S | M | T | W | TH | F | S |
|-----------------------------------|---------------------------|----------------------------------|--------------------------|----|----------------------------|----------------|
| 2 | 3 | 4 Snow Day No school! | 5 | 6 | 7 | 8 |
| 9 went to the mall | 10 | 11 Almost in a fight today | 12 | 13 | 14 Games at my house | 15 |
| 16 | 17 stayed home sick | 18 | 19 Games and pizza | 20 | 21 | 22 Grounded |
| 23 | 24 | 25 My Birthday! | 26 | 27 | 28 went to the mall | 29 |
| 30 Over at Chris's house | 31 | | | | | |