

How 'soundbite TV' is driving children to disruption in school

Laura Clark, Associated Press | Friday, April 10, 2009

Children's ability to concentrate during lessons is being eroded by TV soundbites, a teachers' leader claimed yesterday. Youngsters' attention spans are tuned to the fast pace of TV and they struggle to focus when a teacher delivers an in-depth lesson, according to Julian Chapman. Pupils can become disruptive when denied their usual diet of 'sound and vision bites', he warned.



Mr. Chapman, president of the NASUWT teaching union, said school inspectors had tried to blame low-level classroom indiscipline on dull teachers. But he said that teachers were forced to compete with the visual appeal of multi-resourced programs.

Market research involving approximately 1,800 children aged five to 16 last year found they spend an average of 2.7 hours a day watching TV, 1.5 on the internet and 1.3 playing on games consoles. In some cases these activities are simultaneous. In contrast, youngsters spend just over half an hour a day reading books, according to the survey by ChildWise. Almost a third take a games console to bed rather than a book, while a quarter never read in their own time. Instead of playing football, more than a quarter of boys regularly meet in an online games 'environment' where they discuss tactics and technical problems.

Children as young as five were found to be turning their bedrooms into multi-media 'hubs' with TVs, computers, games consoles, MP3 players and mobile phones all within easy reach.

Mr. Chapman also claimed teachers have become trapped on a 'treadmill' of trying to achieve numerical targets. 'To risk failing is to jeopardize school's position in league tables and then having to endure an inquiry to explain the reasons why,' he said. 'If a teacher is forever trying to satisfy criteria laid down by others, it leaves precious little room for experiment and innovation in one's own delivery style.' The union will this week debate a conference motion claiming that teachers are 'buckling under the weight of the burdens of excessively bureaucratic workload-intensive systems of assessment, lesson planning, recording and reporting'.

1. In appropriate paragraph form, analyze and evaluate the pros and cons associated with students deeply immersed in multi-media. What is symbolic about the word "treadmill?" How might parents and teachers tactfully combat this dilemma without negatively impeding upon a child's development and/or exposure to an ever-changing technological world? Explain. **(GPS – Grades 6 – 8: MRC a, d; Grade 8: ELAR1gii)**
2. In simplest form, write a ratio or comparison of two numbers by division comparing the number of children surveyed who preferred watching TV to the total number of children surveyed. Use a proportion to describe relationships and determine the number of children who prefer invest time on the internet over playing on games consoles. Communicate your mathematical thinking clearly and coherently and thoroughly explain the information provided via the ratios and percentages.
(GPS - Grade 6: M6P1 – M6P5; MRC; M6A1; M6A2 c, g) Addressed Nov. 10 – Dec. 19, 2008
3. Create a table which represents, describes, and analyzes relations containing data identified throughout the survey conducted by ChildWise. Describe how change in one variable or figure affects and/or impacts the other variable. Plots the points on a coordinate plane and neatly label its critical components (i.e. x-axis, y-axis, quadrants, origin, etc.). Thoroughly explain in detail what is meant by each point on the graph. Communicate your mathematical thinking clearly and coherently in each of your response.
(GPS Grade 7: M7P1 – M7P5; MRC; M7A3 a - c) Addressed Nov. 10 – Dec. 19, 2008
4. Create and represent three specific given situations (question three) using algebraic expressions or equations in one variable in terms of others. Simplify and evaluate the results.
(GPS Grade 8: M8P1 – M8P5; M8A1 a - e) Addressed Nov. 10 – Dec. 19, 2008
5. Upon completion of this assignment, how far have we progressed through the 2008-09 series of *The Daughtry Times*®? Express your answer interchangeably as a fraction, decimal, percentage, and circle graph.
(GPS – Grade 6: M6N1 f, g; M6D1c; Grade 7: M7D1 f)
6. Using contextual clues only, define the following italicized words: *assessment*, *jeopardize*, *simultaneous*, *console*, *inquiry*, *innovation*, and *bureaucratic* obtained from the passage above. Additionally, use each word in a complete sentence to demonstrate further comprehension. **(GPS – Grades 6 –8: MRC a, c, d)**

Georgia Performance Standards (GPS) adapted from georgiastandards.org. Standards specifically addressed in this edition are strategically aligned with the curriculum map and annotated adjacent to the respective grade level inquiry.

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