



iKeepSafe™

Balance Curriculum Matrix K-12 BEaPRO™

Overall project goal

To develop a guide for building effective curricula that teach children (K-12) the skills for maintaining “Life Balance” in media and online environments.

Approach to developing the guides

To identify the most effective approaches to addressing these issues, we reviewed the literature that assesses effectiveness of various internet safety, risk prevention, and social skills curricula. This literature identifies key components of curricula that successfully achieved their goals.

We reviewed several meta-analyses and individual studies that identify elements of effective curricula aiming to teach the skills of interest, including social skills²⁻⁴ which we use in our Life Balance guide.

1. Focus on the underlying issues

Research shows that effective Internet safety messages address the underlying issues that contribute to many of the known risky and anti-social behaviors on the Internet,¹ rather than simply telling children to avoid problematic behaviors. Once those issues are identified, research recommendations indicate the importance of helping children build the skills and competencies they need to address those issues. For example, children who struggle with interacting in positive ways online due to difficulty managing their anger can learn anger management techniques, rather than simply being told to be nice.

2. Define the Program Logic¹

Reviewers recommend defining “the research-based link between the problem, intervention, and prevention or reduction of the problem.”¹ They offer an example of such program logic as follows:

“A program targeting cyberbullying might begin by researching risk and causal factors related to bullying and cyberbullying (e.g., anger management problems, social pressure

or positive feedback experienced by peers when engaging in bullying behaviors) and develop a program that uses evidence-supported strategies to improve these factors (teaching youth anger-management skills or ways to handle social pressure to ‘join in’ with negative peer behaviors)...with the expectation that these strategies will reduce cyberbullying behaviors and increase positive bystander behaviors.”¹

For this curriculum guide, the associated introduction outlines the program logic. That is, it aims to identify the problem, outline the dynamics of the problem (i.e., understand what might cause it and where intervention might help), and identify research-supported prevention strategies to help address the problem.¹

3. Incorporate research-supported educational and prevention strategies¹

The literature on risk prevention and social skills building³ indicates that effective curricula can be described as:

- Sequenced:** They break down complex skills into steps and help youth connect them
- Active:** They provide basic instruction in a skill and then provide an opportunity to practice it
- Focused:** They devote specific and sufficient time, effort, and attention to instruction
- Explicit:** They clearly identify and share the skills that youth are expected to learn

The curriculum guide aims to incorporate all four of these attributes.

4. Evaluate outcomes

To determine whether the curriculum was effective overall, evaluation must be developed alongside the curriculum. ¹ Such evaluation may include surveys completed by students, teachers, and parents before and after the complete curriculum is administered. Evaluators may also engage a control group, either in another classroom within the same school (if piloted in one classroom) or in another school (if it will be implemented in an entire school). The control group would take the same surveys at the same time points but would not use the curriculum, and outcomes would be compared.

For all classrooms where the curricula are used, in-class assessment will be necessary to determine whether students achieve the learning goals of each lesson. These assessments will need to be developed alongside the fleshed out curriculum as well; however, we have included assessment strategies for teachers for each lesson.

Approach to developing example activities

Research identified several effective strategies for achieving the goals in our activities. We incorporated those strategies into activity development.

Role-playing: Role-playing is found to be an effective means of practicing skills.¹ For role-plays, we use training examples taken directly from the students' learning environment, which can help students generalize their learning into other parts of their lives.⁵

Focus on situations that students may encounter now: In order to translate most effectively to everyday life, role-plays should focus on situations that the children engaging in them are likely to encounter now, as opposed to those they may encounter several years in the future. Children under the age of 10 typically do not use social media, and there's little evidence that teaching them directly about social media at this age will translate into behavior when they are on social media years later.¹ Thus, the lessons geared toward this age group focus not on social media or on direct online interaction but rather on in-person (but often still media-related) situations. Role-plays for children older than 10 incorporate more elements of online interaction.

Bibliotherapy: Many of our activities use books as tools to help youth work through complex social and emotional issues, such as bullying,^{6,7} social anxiety,⁸ and aggression.⁹ Specifically, bibliotherapy helps by presenting readers with literature (fiction or non-fiction) that may resemble their real-world problems. By following the characters and analyzing the scenarios within the literature, the reader can gain insight into their own problems. Bibliotherapy can be a collaborative effort, allowing teachers, school counselors, librarians, and administrators to "evaluate student writings and note personal, academic, social, and behavior areas that need to be addressed."¹⁰

Achieving and Maintaining Life Balance while Using Digital Media

As outlined in the BEaPRO™ curriculum, "While young people participate in a number of positive activities online, such as using the Internet for school work (85%), and staying in touch with friends they rarely see in person (82%), there are some downsides too. One of these downsides is spending too much time with technology."¹¹ For the purposes of this guide, we define "too much time with technology" as occurring when that time interferes with other activities that are important to a child's development, such as physical activity, family meals, adequate sleep, time for free play, school time, etc. The goal of the attached document is to guide development of a curriculum that teaches children the skills they need to manage their media use in ways that support an optimal balance between the necessary elements of a child's day and elements that aren't essential in each day.

Program Logic

As recommended by research,¹ we aim to identify the problem, outline the dynamics of the problem (i.e., understand what might cause it and where intervention might help), and identify research-based prevention strategies to help address the problem.

Problem: Media is integral in the lives of most American children today.¹² Whether they want to learn more about specific subjects, stay connected with friends and family, or just be entertained, children use media for a plethora of reasons and often reap benefits from this use. However, there are times when media can begin to interfere with other important parts of life, and that concerns groups such as the American Academy of Pediatrics¹³: There is evidence that spending too much time with media can negatively affect children's mental and physical health and subsequently interfere with other life activities and goals.¹⁴

Dynamics of the problem: There are many reasons that children may use media in ways that interfere with other parts of their lives: They may have TVs in their bedrooms, which is associated with increased screen time and sleep problems. They may live in homes where adults have screens turned on at all times. These kinds of issues are best addressed directly with parents and caregivers, and many studies¹⁵ and programs¹⁶ have focused on family and parental media monitoring as a means of achieving such balance.

But another reason for this problem may be that children themselves lack both the understanding of what activities they should engage in to optimize their health and development and the skills to prioritize and manage their time. These skills can be taught directly to children and can empower them to manage media time throughout their lives. There is ample longitudinal research that indicates the importance of mastering self-control (which is related to time management) at an early age,¹⁷ and there are also studies¹⁸ indicating that self-regulated students possess effective time management skills, a positive predictor for future academic and other life successes. Thus, this curriculum guide aims to teach the skills that children need to best prioritize and plan their time in order for them to balance their media use with the other important elements of their lives.

Prevention strategies to address the problem: Evidence¹⁹⁻²¹ suggests that recording behaviors (such as through keeping a journal or diary) is a skill that children can use to monitor their own behavior and to help them initiate and maintain behavioral changes in order to reach predetermined goals. Providing students with the skills they need to self-monitor and self-reflect can support them in their ability to effectively manage their time with media and other life activities. Challenging older students to set both long- and short-term goals and to monitor and change their behaviors in light of achieving those goals can help them self-regulate, prioritize, and effectively balance their time.²²

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (instruct on skills)	Sample Activity 2 (Practice skills)	
Balance daily activities and explain the importance of physical activity					
K	<p>1) Students will learn how to balance their daily activities by recording their time.</p> <p>2) Students will be able to explain the importance of daily physical activity.</p>	<p>1) Journaling will provide children with the basic ability to self-monitor their behavior, which can help them change their behavior.¹ Through the monitoring of their activities via journaling, children will begin to develop their metacognitive skills and knowledge which they can then build upon and hone in ways that can help them reach planned goals as they continue to develop.²</p> <p>2) Sleep, imaginative play, physical activity, social activity and family meals are crucial components of optimal growth and development for students of this age and should be an essential part of a child's balanced diet of activities.</p>	<p>Part 1: The teacher will read a journal- or diary-based narrative story to students (such as <i>Diary of a Worm</i> by Doreen Cronin) and discuss how the students will keep diaries of their own using words and pictures. The teacher will ask the students to record their daily activities outside of school (such as playing with friends, watching TV, completing homework, etc.) and include how long they spend on each activity (note: this can be coupled with learning about time).</p> <p>Part 2: As part of a class project, students will be asked to define 3 categories of activities: 'Musts', 'Should', and 'Extras'. 'Musts' will be explained as activities that are necessary for survival and include activities such as eating and sleeping. 'Should' will be explained as activities that aren't essential for survival but are important for optimal development. 'Should' activities include completing homework and sharing family meals. 'Extras' will be explained as chosen extracurricular activities, such as playing a video game or making play dough.</p>	<p>Part 1: After journaling for a set amount of time (e.g., over the weekend or during one school week), students will be asked to read through their journals and sort their activities using the defined 3 categories. This can be done individually and as a class. Once the activities have been sorted, discuss as a class how the categories look and where it appears that students are spending the majority of their time. Also discuss what wasn't recorded (e.g., students may have neglected to write about their family dinner time).</p> <p>Part 2: The teacher will challenge students to journal/record all of their activities (including time spent) outside of school and to focus on balancing their activities so that their 'Musts' are completely full, their 'Shoulds' as full as possible, and their 'Extras' are the leanest category but are activities the students feel good about spending their time on.</p>	Teachers will assess whether students met learning goals based on their journals and on their participation in classroom conversation.

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			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
Self-Monitor and explain the importance of physical activity					
1	<p>1) Students will use self-monitoring skills to identify strategies for self-regulating the amount of time they spend on their activities.</p> <p>2) Students will be able to explain the importance of daily physical activity.</p>	<p>1) Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions.³</p> <p><u>Note:</u> Students at this age watch more than 3.5 hours of video content per day, on average.⁴</p> <p>2) Physical activity for this age group is crucial for optimal growth and development as children at this stage are continuing to develop their coordination skills, develop stamina, and master their bodies. It is recommended that students in this stage participate in at least 60 minutes of physical activity per day.⁵</p>	<p>Part 1: The teacher will read a journal- or diary-based narrative story (preferably one that also details physical activity, such as <i>Diary of a Spider</i> by Doreen Cronin) and ask students to keep a journal that focuses on their own physical activities. The teacher will explain that students' journals should include details regarding the type of activity (walking, playing video games, running, playing soccer) and the amount of time spent. Words and pictures can be used.</p> <p>Part 2: The teacher will explain the importance of physical activity as it relates to the students and their optimal development. Students will be asked to define 4 categories of physical development: 'Light', 'Moderate', 'Intense', and 'Not Physically Active'. 'Light' will be explained as 'physical activity that doesn't get your heart pumping above normal' and include activities such as walking, exergaming, leisurely scooting, etc. 'Moderate' will be described as 'activities that get your heart pumping above normal', which include jogging, swimming, climbing a tall tree, etc. 'Intense' will be described as 'activities that get your heart racing', such as sprinting, playing hard in soccer, etc. 'Not Physically Active' will be explained as 'activities' that don't move the body very much and don't increase your heart rate', such as reading, watching TV, taking a nap, etc.</p>	<p>Part 1: After journaling for a set amount of time (e.g., over the weekend, for one school week, etc.), students will be asked to read through their journals and sort their activities using the 3 defined categories. This can be done individually and as a class. Once the activities have been sorted, discuss as a class whether students are generally able to fit in 60 minutes of physical activity a day and whether their physical activity is mostly moderate, light, or intense. Also discuss what wasn't recorded (for example, students may have neglected to write about their daily walk to school).</p> <p>Part 2: The teacher will challenge students to continue to journal/record all of their physical activities (including time spent) and to focus on getting at least 60 minutes of moderate physical activity each day (or 30 minutes of light activity and 30 minutes of intense activity). If students are having difficulties meeting the 60-minute goal, the teacher will ask them to record their other activities as well so that they can brainstorm ways to make time for physical activity, given its developmental importance. For example, instead of watching TV for 30 minutes while a parent makes dinner, the teacher (and class) can brainstorm indoor physical activities for a student to do, such as playing an exergame or jumping rope in the basement.</p>	Teachers will assess whether students met learning goals based on their journals and on their participation in classroom conversation.

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2	<p>1) Students will use self-monitoring skills to identify strategies for self-regulating the amount of time they spend on their activities.</p> <p>2) Students will be able to explain the importance of daily physical activity.</p>	<p>1) Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions.³Note: Students at this age watch more than 3.5 hours of video content per day, on average.⁴</p> <p>2) Physical activity for this age group is crucial for optimal growth, and development as children at this stage are continuing to develop their coordination skills, develop stamina, and master their bodies. It is recommended that children in this stage participate in at least 60 minutes of physical activity per day.⁵</p>	<p>Part 1: The teacher will read a journal- or diary-based narrative story, (preferably one that also details physical activity, such as <i>Diary of a Fly</i> by Doreen Cronin) and ask students to keep a journal of their own focusing on their own physical activities. The teacher will explain that students' journals should include details regarding the type of activity (walking, playing video games, running, playing soccer) and the amount of time spent. Words and pictures can be used.</p> <p>Part 2: The teacher will explain the importance of physical activity as it relates to the students and their optimal development. Students will be asked to define 4 categories of physical development 'Light', 'Moderate', 'Intense', and 'Not Physically Active'. 'Light' will be explained as 'physical activity that doesn't get your heart pumping above normal' and include activities such as walking, exergaming, leisurely scooting, etc. 'Moderate' will be described as 'activities that get your heart pumping above normal', like jogging, swimming, climbing a tall tree, etc. 'Intense' will be described as 'activities that get your heart racing', which include sprinting, playing hard in soccer, etc. 'Not Physically Active' will be explained as 'activities' that don't move the body very much and don't increase your heart rate', such as reading, watching TV, taking a nap, etc. As a class, students will talk about the activities they perform at school each day, such as walking, playing in the gym or on a playground for recess, using a tablet, etc. and assign each activity to one of the described three categories. The teacher will then challenge students to participate in 60 minutes of moderate physical activity each day outside of school (or 30 minutes of light and 30 minutes of intense activity) and to record all of their activities in their journals.</p>	<p>Part 1: After a set amount of time journaling (5 days or more), students will be asked to read through their journals. They will use some light math to see how much time they spend on activities throughout their day and to see whether they were able to meet the 60 minute challenge goal. Students will record their collective hours as a class in a pie chart (or other graph) to see how close they came to meeting or exceeding their collective goal.</p> <p>Part 2: Students will discuss what activities they enjoy doing and whether they involve a level of physicality. When discussing sedentary activities (such as playing video games or watching TV), the teacher will brainstorm with the class how to manage their time on those activities so that they are also able to meet their 60-minute physical activity challenge goal. For example, instead of playing a sedentary video game for an hour, students could mix it up by playing the sedentary game for 30 minutes and an exergame for 30 minutes.</p>	<p>Teachers will assess whether students met learning goals based on their journals and on their participation in classroom conversation.</p>

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3	<p>1) Students will use self-monitoring skills to identify strategies for self-regulating the amount of time they spend on their activities.</p> <p>2) Students will be able to explain the importance of daily physical activity.</p>	<p>1) Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions.³</p> <p><u>Note:</u> Students at this age watch more than 3.5 hours of video content per day, on average.⁴</p> <p>2) Physical activity for this age group is crucial for optimal growth and development as children at this stage are continuing to develop their coordination skills, develop stamina, and master their bodies. It is recommended that children in this stage participate in at least 60 minutes of physical activity per day.⁵</p> <p><u>Note:</u> Research has shown that photographic food diaries can alter attitudes and behaviors associated with food choices more so than written diaries because they capture the moment when the dietary decision is made.⁶</p>	<p>Part 1: The teacher will assign students to read a journal- or diary-based narrative story of their choice and instruct them to keep a journal of their own that focuses on their physical activities. The teacher will explain that students' journals should include details regarding the type of activity (walking, playing video games, running, playing soccer) and the amount of time spent. Journals will be primarily word based, but students will also include photographs, sketches, or other pictures (such as cutting out pictures from a magazine or printing pictures from the internet) of their activities.</p> <p>Part 2: The teacher will explain the importance of physical activity as it relates to the students and their optimal development. Students will then be asked to include pictures of all their hourly activities (both physical and sedentary) outside of class for one week. (For example, before they eat, students will take a picture of their food; before they watch TV, students will take a picture of their TV).</p>	<p>Part 1: Students will post all of their photos as a class on either a digital board or a physical bulletin board. As a class, students will sort their activities into 'physically active' (such as walking, exergaming, swimming, etc.) and 'non-physically active' (such as eating dinner, playing a computer game, etc.). Students will then remove the activities that they must do every day (such as homework eating, etc.) so they can focus on those activities they choose to do. Once their chosen activities are isolated, students will compare how many physically active activities they chose vs. non-physically active activities.</p> <p>Part 2: Students will look at their pictures of chosen activities and identify those that look the most fun and physically active and brainstorm as a class what activities they could cut or spend less time on in order to include more physically active and enjoyable activities in their daily routines.</p>	<p>Teachers will assess whether students met learning goals based on their journals, photos, sketches, or other pictures, and on their participation in classroom conversation.</p>

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4	<p>1) Students will use self-monitoring skills to identify strategies for self-regulating the amount of time they spend on their activities.</p> <p>2) Students will be able to explain the importance of daily physical activity.</p>	<p>1) Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions.³</p> <p><u>Note:</u> Students at this age watch more than 3.5 hours of video content per day, on average.⁴</p> <p>2) Physical activity for this age group is crucial for optimal growth and development as children at this stage are continuing to develop their coordination skills, develop stamina, and master their bodies. It is recommended that children in this stage participate in at least 60 minutes of physical activity per day.⁵</p> <p><u>Note:</u> Research has shown that photographic food diaries can alter attitudes and behaviors associated with food choices more than written diaries do because they capture the moment when the dietary decision is made.⁶</p>	<p>Part 1: The teacher will assign a journal- and diary-based narrative story (preferably one that contains commentary on both media (TV) and physical activity, such as I'm Too Fond of my Fur by Geronimo Stilton). The teacher will lead a discussion about the writing format and style of the book, TV watching, and physically challenging adventures. The teacher will ask students to keep an adventure journal of their own by simply writing about their own daily physical activities in a way that is compelling and exciting. Students must include photos from their adventures as well as a record of how long each adventure/activity lasted.</p> <p>Part 2: The teacher will explain the importance of physical activity as it relates to the students and their optimal development. As a class, the students will talk about some of the challenges they face when it comes to being able to have physical adventures. For example, students may live in an urban area with limited access to outdoor space, or may have numerous extra-curricular activities such as piano lessons or a religion class that may not leave them with much time for physical activity. After discussing some of their challenges, the class will brainstorm solutions, such as exergaming when outdoor space is limited or asking a parent if they can walk to their piano class instead of driving or taking the train. The teacher will encourage students to pay particular attention to the physical components of their adventures that they record in their journals and to think creatively about the ways in which they can be the most physical, given the space, time, and resources they have.</p>	<p>Part 1: At the end of the journaling period, students will be asked to share select adventures with the class as well as selected photographs that correspond with each adventure. Students will be asked to comment on each other's adventures and ask questions about how physically challenging and enjoyable (or unpleasant) each adventure was. Students will also be asked to reflect on the amount of time they spent having daily physical adventures and brainstorm ways that they can include daily adventures in their everyday lives in the future.</p>	<p>Teachers will assess whether students met learning goals based on their journals, pictures, and participation in the collaborative class comparison project and discussion.</p>

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
5	<p>1) Students will use self-monitoring skills to identify strategies for self-regulating the amount of time they spend on their activities.</p> <p>2) Students will be able to explain the importance of daily physical activity.</p>	<p>1) Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions.³</p> <p><u>Note:</u> Students at this age watch more than 3.5 hours of video content per day, on average.⁴</p> <p>2) Physical activity for this age group is crucial for optimal growth and development as children at this stage are continuing to develop their coordination skills, stamina, and master their bodies. It is recommended that children in this stage participate in at least 60 minutes of physical activity per day.⁵</p> <p><u>Note:</u> Research has shown that photographic food diaries can alter attitudes and behaviors associated with food choices more than written diaries do because they capture the moment when the dietary decision is made.⁶</p>	<p>Part 1: The teacher will assign a journal- to diary-based narrative story, (preferably one that details daily decision-making as it relates to school and time outside of school, such as Diary of a Wimpy Kid by Jeff Kinney). The teacher will lead a discussion about the book and its style and then ask students to keep a journal of their own focusing on their activities both in and outside of school. The students will also be asked to include pictures of their 'active' activities (such as playing basketball, going swimming, exergaming, etc.).</p> <p>Part 2: The teacher will explain the importance of physical activity as it relates to the students and their optimal development. The teacher will also encourage students to pay particular attention to the time they spend outside of class on their own physical activity.</p>	<p>Part 1: At the end of the journaling time period, students will be asked to read their journals and write a reflection paper based on their experience of journaling as well as what they learned about how they spend their time. In particular, students will be asked to reflect on the choices they made about how they spend their time outside of school and whether they feel they spent an optimal amount of time on 'active' activities. Finally, students will be asked whether and how they can endeavor to spend their time differently in the future in order to allot more time for physical activity.</p>	<p>Teachers will assess whether students met learning goals based on their journals, pictures, and on their participation in the collaborative class comparison project and discussion.</p>

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
Using time optimally and explaining the importance of physical and social activities					
6	<p>1) Students will analyze how they use their time and apply logic in order to determine whether they are utilizing their time optimally.</p> <p>2) Students will be able to explain the importance of spending time outside of school on activities that are physical and social.</p>	<p>1) Students at this stage in development now have the cognitive ability to think logically, apply reason, and apply judgment.⁵ Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions. Taking time to apply further analysis once the behaviors have been recorded and outcomes have been assessed can lead students to think about their behaviors more intensely and help them discriminate between effective and ineffective behaviors when it comes to achieving their goals.³</p> <p><u>Note:</u> Students at this age consume the most television of any age group, watching more than 5 hours of video content in a day, on average.⁴</p> <p>2) Physical activity for this age group is crucial for optimal growth and development as students at this stage rapidly developing body shape and composition.</p> <p><u>Note:</u> Video games that include a physical component can encourage students to be active.⁷</p>	<p>Activity 1: Students will be challenged to learn a teacher-determined physical activity that can be performed on their own, in class, and using technology (such as the Wii gaming console). Examples include running, hula hooping, and jump roping. The teachers will provide instruction and allow students class time to do the activity both with and without technology. The teacher will also explain the importance of physical activity and ask students to pay close attention to the differences between performing the activity with technology vs. performing the activity without technology.</p>	<p>Part 1: Students will be asked to do the teacher-determined physical activity outside of class for at least 30 minutes a day (both with and without technology if possible) and record the challenges they face meeting that goal as well as the differences between doing the activity with technology and without technology.</p> <p>Part 2: As a class, students will discuss what they recorded in their journals and whether they found the activity to be more physically engaging with or without technology as well as the advantages and disadvantages of each. For example, students could discuss how using a console for hula hooping is great when you need to stay indoors, but being able to hula hoop outside makes the activity more physically engaging (as it is more challenging than a virtual hoop) and interesting (as the natural environment is constantly changing).</p>	<p>Teachers will assess whether students met learning goals based on their journals, their performance in the physical activity, and their participation in the class discussion.</p>

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
Using time optimally and explaining the importance of physical and social activities					
7	<p>1) Students will analyze how they use their time and apply logic in order to determine whether they are utilizing their time optimally.</p> <p>2) Students will be able to explain the importance of spending time outside of school on activities that are physical and social.</p>	<p>1) Students at this stage in development now have the cognitive ability to think logically, apply reason, and apply judgment.³ Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions. Taking time to apply further analysis once the behaviors have been recorded and outcomes have been assessed can lead students to think about their behaviors more intensely and help them discriminate between effective and ineffective behaviors when it comes to achieving their goals.³</p> <p><u>Note:</u> Students at this age consume the most television of any age group, watching more than 5 hours of video content in a day, on average.⁴</p> <p>2) Physical activity for this age group is crucial for optimal growth and development as students at this stage rapidly developing body shape and composition. Students at this age also begin to focus more attention and place more importance on their peer relationships, amplifying the importance of their learning optimal social skills.⁵</p> <p><u>Note:</u> Video games that include a physical component can encourage students to be active.⁷</p>	<p>Activity 1: Students will be challenged to learn a teacher-determined physical activity that is team-based and can be performed with or without technology (such as the Wii gaming console). Examples include activities such as ping pong and frisbee golf. The teachers will provide instruction and allow students class time to do the activity both with and without technology. The teacher will also explain the importance of physical activity and ask students to pay close attention to the differences between performing the activity with technology vs. performing the activity without technology.</p>	<p>Part 1: Some class time will be dedicated to allowing students to practice their chosen sport and meet with their teammates. Students will journal about the activities and be asked to make note of what it is like to work as part of a team in a physical activity as well as record the differences between doing the activity with and without technology. Students will also be challenged to create a practice schedule with their teammates that is based on their real-world schedules and includes obstacles such as transportation, procuring a facility for practice, and finding a time to meet that works with each student's schedule.</p> <p>Part 2: As a class, students will discuss both their journals and their calendars. The teacher will lead the discussion about balancing schedules and ask the students what particular challenges they faced and whether/how they were able to overcome them. Students will also be asked to discuss whether they found the activity to be more physically engaging with or without technology as well as the advantages and disadvantages of each. For example, meeting up online to practice ping pong is much easier for students to coordinate with their schedules, but it may be less physically engaging.</p>	<p>Teachers will assess whether students met learning goals based on their journals, their performance in the physical activity, their level of cooperation with their peers, and their participation in the class discussion.</p>

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
8	<p>1) Students will analyze how they use their time and apply logic in order to determine whether they are utilizing their time optimally.</p> <p>2) Students will be able to explain the importance of spending time outside of school on activities that are physical and social.</p>	<p>1) Students at this stage in development now have the cognitive ability to think logically, apply reason, and apply judgment.⁵ Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions. Taking time to apply further analysis once the behaviors have been recorded and outcomes have been assessed can lead students to think about their behaviors more intensely and help them discriminate between effective and ineffective behaviors when it comes to achieving their goals.³</p> <p><u>Note:</u> Students at this age consume the most television of any age group, watching more than 5 hours of video content in a day, on average.⁴</p> <p>2) Physical activity for this age group is crucial for optimal growth and development as students at this stage rapidly developing body shape and composition. Students at this age also begin to focus more attention and place more importance on their peer relationships, amplifying the importance of their learning optimal social skills.⁵</p> <p><u>Note:</u> Video games that include a physical component can encourage students to be active.⁷</p>	<p>Activity 1: Students will be challenged to learn a teacher-determined physical activity that is team-based and can be performed with or without technology (such as the Wii gaming console). Examples include activities such as ping pong and frisbee golf. The teachers will provide instruction and allow students class time to do the activity both with and without technology. The teacher will also explain the importance of physical activity and ask students to pay close attention to the differences between performing the activity with technology vs. performing the activity without technology.</p>	<p>Part 1: Some class time will be dedicated to allowing students to practice their chosen sport and meet with their teammates. Students will journal about the activities and be asked to make note of what it is like to work as part of a team in a physical activity as well as record the differences between doing the activity with and without technology. Students will also be challenged to create a practice schedule with their teammates that is based on their real-world schedules and includes obstacles such as transportation, procuring a facility for practice, and finding a time to meet that works with each students' schedule.</p> <p>Part 2: Students will compete in their small groups against each other, both with and without technology, and record their outcomes. Students will discuss as a class which tournament was more physically challenging and why (for example, frisbee golf may be more challenging without technology because it expends more energy when you need to run to each location to retrieve the frisbee instead of only needing to virtually throw it when using the Wii). The teacher will ask students to also discuss the challenges they faced trying to balance their and whether/how they were able to overcome them.</p>	<p>Teachers will assess whether students met learning goals based on their journals, their performance in the physical activity, their level of cooperation with their peers, and their participation in the class discussion.</p>

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
Devise plans for using time optimally and explain the importance of a varied diet of experiences					
9	<p>1) Students will devise plans for how to use their time optimally based on goals they want to achieve and their reflections on their own behaviors.</p> <p>2) Students will be able to explain the importance of having a varied diet of experiences in order to support their overall development and, in particular, their social development.</p>	<p>1) Students at this stage in development now have the cognitive ability to self-reflect in a broader context, seeing their own actions as part of the world they live in and as affecting more than just their present selves.⁵ Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions. Taking time to apply further analysis once the behaviors have been recorded and outcomes have been assessed can lead students to think about their behaviors more intensely and help them discriminate between effective and ineffective behaviors when it comes to achieving their goals.³ Additionally, self-reflection coupled with evaluation procedures such as comparing one's actions with their goals can lead to valuable insight such as altering behaviors in order to successfully achieve specific goals.⁸</p> <p><u>Note:</u> Students this age consume more than 4 hours of video content per day, on average.⁴</p> <p>2) Students at this age are often introspective, forming identity and developing their self-concept. Students are close to reaching their adult forms physically and are identifying themselves through their peer groups and social interactions. Mastering social competence at this stage will help students optimally navigate through their adult interactions and achieve their goals.⁵</p> <p><u>Note:</u> 81% of all online teens use some form of social media.¹⁰</p>	<p>Activity 1: The teacher will explain, demonstrate (using real rocks, sand, etc.), or read "The Big Rocks of Life" by Stephen R. Covey and lead the class in an interactive version of the story. Grains of sand represent life's 'extras' or those little things students choose to do with their time almost every day, such as using social media, texting, playing video games, etc. Pebbles represent those tasks that students should do and that carry consequences if they neglect to do them, such as homework, chores, spending time with friends and family, etc. Large rocks will represent life goals such as becoming a lawyer, writing a cookbook, traveling the world, having a family, etc. During class discussion students will be challenged to think about their overall life goals and to devise a plan to achieve those goals. They will then be asked to strategize about how they will also complete their required tasks and have time for their life 'extras'.</p>	<p>Activity 2: Students will be asked to make a session, semester, or school year-long goal and journal about their plan for achieving that goal while balancing their efforts in order to fulfill their other life tasks. They will then journal (daily, weekly, monthly) about how they are spending their time in order to prioritize their long-term goal. At the end of the semester/time period, students will assess if they were able to meet their long-term goal and reflect on what they did well in terms of optimizing their time to ensure that their main tasks were fulfilled, their long-term goal reached, and their free time spent in ways that helped (whether directly or indirectly) them achieve their desired outcomes.</p>	<p>Teachers will assess whether students met learning goals based on their journals and their participation in the class discussion.</p>

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
Devise plans for using time optimally and explain the importance of a varied diet of experiences					
10	<p>1) Students will devise plans for how to use their time optimally based on goals they want to achieve and their reflections on their own behaviors.</p> <p>2) Students will be able to explain the importance of having a varied diet of experiences in order to support their overall development and, in particular, their social development.</p>	<p>1) Students at this stage in development now have the cognitive ability to self-reflect in a broader context, seeing their own actions as part of the world they live in and as affecting more than just their present selves.⁵ Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions. Taking time to apply further analysis once the behaviors have been recorded and outcomes have been assessed can lead students to think about their behaviors more intensely and help them discriminate between effective and ineffective behaviors when it comes to achieving their goals.³ Additionally, self-reflection coupled with evaluation procedures such as comparing one's actions with their goals can lead to valuable insight such as altering behaviors in order to successfully achieve specific goals.⁸</p> <p><u>Note:</u> Students this age consume more than 4 hours of video content per day, on average.⁴ Additionally, research has shown that personality traits correlate with specific gameplay behaviors in the Sims 2.⁹</p> <p>2) Students at this age are often introspective, forming identity and developing their self-concept. Students are close to reaching their adult forms physically and are identifying themselves through their peer groups and social interactions. Mastering social competence at this stage will help students optimally navigate through their adult interactions and achieve their goals.⁵</p> <p><u>Note:</u> 81% of all online teens use some form of social media.¹⁰</p>	<p>Part 1: The Teacher will review the principals outlined in "The Big Rocks of Life" by Stephen R. Covey and the importance of planning life goals while still allowing time for daily tasks and optional activities.</p> <p>Part 2: The teacher will explain gameplay for the Sims 2 (or other open-ended life goals, multi player virtual game) and challenge each student to attain a set-list of goals for their Sim avatar to achieve by the end of the unit. (Gameplay will be conducted and monitored in class for a set amount of time, e.g., one hour everyday for a week, or 3 hours a week for a semester). Students will be instructed to keep a journal of their Sim avatar's progress, struggles, and plans for accomplishing goals. The journal will be primarily written but can also include screenshots. The teacher will ask students to note specifically what activities help the Sim avatar achieve his/her goals and maintain optimal morale, as well as what activities detract from both morale and goal achievement.</p>	<p>Part 1: Students will play Sims 2 with their created avatar in hopes of achieving the set list of (teacher-generated) goals throughout the specified amount of in-class game time. Students will keep a journal of their Sim avatar's experience, noting how the Sim avatar spends his/her time and what outcomes result. They will also be asked to reflect on their overall experience of playing a computer game in school and whether they felt that they were able to learn from engaging with the game.</p> <p>Part 2: At the conclusion of the unit, students will submit their journals as well as write a reflective essay on how successful they were at achieving their Sim avatar's goals and why. During class discussion, students will examine what activities helped them achieve their goals, what activities detracted from their goals, and how they were best able to manage their Sim avatar's time. The discussion will culminate with a look at how students can use the same optimal time-management and prioritization skills in their own lives and what limitations the game imposes on them that they can overcome or should allot for in the real world.</p>	<p>Teachers will assess whether students met learning goals based on their journals, in-class gameplay, and reflective essays.</p>

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
11	<p>1) Students will devise plans for how to use their time optimally based on goals they want to achieve and their reflections on their own behaviors.</p> <p>2) Students will be able to explain the importance of having a varied diet of experiences in order to support their overall development and, in particular, their social development.</p>	<p>1) Students at this stage in development now have the cognitive ability to self-reflect in a broader context, seeing their own actions as part of the world they live in and as affecting more than just their present selves.⁵ Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions. Taking time to apply further analysis once the behaviors have been recorded and outcomes have been assessed can lead students to think about their behaviors more intensely and help them discriminate between effective and ineffective behaviors when it comes to achieving their goals.³ Additionally, self-reflection coupled with evaluation procedures such as comparing one's actions with their goals can lead to valuable insight such as altering behaviors in order to successfully achieve specific goals.⁸</p> <p><u>Note:</u> Students this age consume more than 4 hours of video content per day, on average.⁴</p> <p><u>Note:</u> Personality traits correlate with specific gameplay behaviors in the Sims 2.⁹</p> <p>2) Students at this age are often introspective, forming identity and developing their self-concept. Students are close to reaching their adult forms physically and are identifying themselves through their peer groups and social interactions. Mastering social competence at this stage will help students optimally navigate through their adult interactions and achieve their goals.⁵</p> <p><u>Note:</u> 81% of all online teens use some form of social media.¹⁰</p>	<p>Part 1: The Teacher will review the principals outlined in "The Big Rocks of Life" by Stephen R. Covey, and the importance of planning life goals while still allowing time for daily tasks and optional activities.</p> <p>Part 2: The teacher will explain gameplay for the Sims 2 (or other multi-player virtual game with open-ended life goals) and challenge each student to create a set list of realistic goals for their Sim avatar to achieve. (Gameplay will be conducted and monitored during class for a set amount of time, e.g., one hour everyday for a week, or 3 hours a week for a semester.) Students will be instructed to keep a journal of their Sim avatar's progress, struggles, and plans for accomplishing goals. The journal will be primarily written but can also include screenshots. The teacher will ask students to note specifically what activities help the Sim Avatar achieve his/her goals and also maintain optimal morale and what activities detract from both morale and goal achievement.</p>	<p>Part 1: Students will play Sims 2 with their created avatar in hopes of achieving the set list of (student-selected and teacher-approved) goals throughout the specified amount of in class game time. Students will keep a journal of their Sim avatar's experience, noting how the Sim avatar spends his/her time and what outcomes result.</p> <p>Part 2: At the conclusion of the unit, students will turn in their journals as well as write a reflective essay on how successful they were at achieving their Sim avatar's goals and why. During class discussion, students will examine what activities helped them achieve their goals, what activities detracted from their goals, and how they were best able to manage their Sim avatar's time. The discussion will culminate with a look at how students can use the same optimal time-management and activity-choice skills in their own lives and what limitations the game imposes on them that they can overcome, or should allot for in the real world.</p>	<p>Teachers will assess whether students met learning goals based on their journals, in-class gameplay, and reflective essays.</p>

Grade Level	Explicit learning goals for lesson (what students will learn)	Philosophy (Why we chose these goals; How we envision the interventions and messages resulting in program objectives)	LESSON		Assessment of student learning
			Sample Activity 1 (Instruct on skills)	Sample Activity 2 (Practice skills)	
12	<p>1) Students will devise plans for how to use their time optimally based on goals they want to achieve and their reflections on their own behaviors.</p> <p>2) Students will be able to explain the importance of having a varied diet of experiences in order to support their overall development and, in particular, their social development.</p>	<p>1) Students at this stage in development now have the cognitive ability to self-reflect in a broader context, seeing their own actions as part of the world they live in and as affecting more than just their present selves.⁵ Self-monitoring behavior focuses attention and can lead students to think about their actions. Asking students about a specific behavior while they are self-monitoring can highlight the importance of a topic and can subsequently lead students to think about what they are doing and modify or specify their actions. Taking time to apply further analysis once the behaviors have been recorded and outcomes have been assessed can lead students to think about their behaviors more intensely and help them discriminate between effective and ineffective behaviors when it comes to achieving their goals.³ Additionally, self-reflection coupled with evaluation procedures such as comparing one's actions with their goals can lead to valuable insight such as altering behaviors in order to successfully achieve specific goals.⁸</p> <p><u>Note:</u> Students this age consume more than 4 hours of video content per day, on average.⁴</p> <p>2) Students at this age are often introspective, forming identity and developing their self-concept. Students are close to reaching their adult forms physically and are identifying themselves through their peer groups and social interactions. Mastering social competence at this stage will help students optimally navigate through their adult interactions and achieve their goals.⁵</p> <p><u>Note:</u> 81% of all online teens use some form of social media.¹⁰</p>	<p>Activity 1: Students will be assigned to read the full text or excerpts from a book that describes an unhealthy life balance as it relates to technology, such as <i>Very LeFreak</i> by Rachel Cohn. The teacher will lead a class discussion of the book, with a particular focus on life balance and how underlying issues can manifest into sub-optimal habits such as spending too much time on a certain activity and neglecting other important life activities.</p>	<p>Activity 2: Students will think of a time when media has gotten in the way of other important things in their lives and reflect on why they used it that way and whether there might be another option for managing the emotions or challenges they were dealing with at the time. Talk about resources available for difficult situations (like talking to school counselors, teachers, etc.), as well as using other tools to manage difficult emotions (such as exercising, writing, or talking with friends). Also talk about ways of noticing when things feel out of balance and how to address the underlying issues.</p>	<p>Teachers will assess whether students met learning goals based on their journals, participation in class discussion, and overall role-play.</p>

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