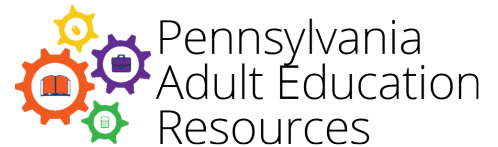


## PARENT EDUCATION WORKSHOPS

Workshop Topic:

# TV or Not TV

CREATED BY



**CCRS Reading Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### NELP Predictors of Later Success

- **Phonological memory:** the ability to remember spoken information for a short period of time
- **Oral language:** the ability to produce or comprehend spoken language, including vocabulary and grammar

**Objective:** At the end of this session, participants will be able to

- Explain the importance of asking questions that encourage critical thinking when watching a TV show or movie
- Describe one way to extend their child's learning after watching a favorite TV show or movie

### Materials:

- Chart paper or dry erase board and markers
- Internet access

### Welcome/Ice Breaker:

Greet parents as they come in. Build rapport and break the ice.

1. Ask parents what television shows they watch as a family. List those on the chart paper or dry erase board.
2. Ask parents what movies they have seen as a family recently. Chart those as well, but in a separate list.

Lead a discussion about the positives and negatives of watching these shows and movies with the idea of helping families learn about some good shows/movies to enjoy with their children. To lead into the session topic today, ask if the parents watch the shows/movies with their children.

### Topic Review:

Television can be a good tool for education. The keys to successful TV viewing are making good choices, taking time to watch together, discussing what you view, and encouraging follow-up reading.



## Opening Activity:

Introduce the YouTube video about being a good sport that you have chosen for parents to watch. (Turn off the subtitle/close caption view so parents aren't distracted by the words.) However, explain to parents that having the words on the screen may help a child with word recognition skills. <https://www.youtube.com/watch?v=0JvTJchlk48>

Ask parents to make a note of a spot or spots where they would ask their child a question or make a comment. Show the video again, pausing at the spots parents indicate. Ask what questions or comments they would make at that point. Remind parents to ask open-ended questions to encourage children's deeper-thinking when they respond.

## Central Ideas and Practice (Content and Strategies):

1. Watching TV with your children has many benefits. It not only allows you to get a taste of what content your children are watching, but it also produces feelings of closeness and positive emotions.
2. Know what your children are watching and decide what programs are appropriate for their age and personality. Stick to your rules. Choose programs that encourage creative and critical thinking and make them want to learn more.
3. Find books that extend the learning of programs your child enjoys.
4. Record your child's favorite shows so she can watch them over and over again. Remember that children learn from seeing things more than once.

Previously researchers, early childhood practitioners, and families tended to focus predominately on how much screen time young children consume. It's critical that parents, educators, and researchers continue the renewed focus on examining what young children's media experiences look like qualitatively as opposed to relying exclusively on quantitative measures that simply gauge how much time children spend with media. (Goodwin, as cited in Donohue, 2017). In other words, what is watched is more important than how much they are watching!

In planning for television viewing, it is important to think about experiences that would support language skills, facilitate social interaction, support play, and allow children to create content in addition to consuming content.

Children can learn new vocabulary when watching age-appropriate television, especially if parents are co-viewing or watching with the children. Television shows that encourage the child to participate by asking questions that the child can answer or by asking the child to repeat words or phrases would be particularly good ones.

Co-viewing helps ensure that the content being watch is appropriate and it allows the parents to help children understand what they are seeing on the screen and to extend the learning beyond the time of the show. We can help children make connections to what they are learning in school. Good questions to ask during a commercial break (or if you can pause the show/movie) are "What do you think will happen next?" and "Why do you think he did/said that?"

Children may develop what is known as a parasocial relationship with a television character. This is a one-sided relationship, but research has confirmed that such a relationship can increase the likelihood that children will learn from the character. This can influence language learning so it is important to know the characters that children are getting to know through television! Co-viewing gives parents an opportunity to talk about appropriate ways to behave and share ideas and feelings.

Co-viewing can be used to extend a child's learning and build background knowledge. For example, you have watched a program with your child about something of interest to your child. Perhaps it is an animal. You might be able to plan a visit to a zoo to see this animal, visit the library to check out a book about the animal, and then explore different facets of how the animal lives, how big it is, what it eats and the like. After viewing a program, you might encourage your child to draw a picture about what she saw or heard. Help your child make connections between what she sees on television and her everyday life.

When you are able to watch a TV show or movie with your child, talk about any new words your child might have heard. Here are some questions to help you talk about the show/movie:

- Do you agree with what the characters did? Why or why not?
- How did you feel watching the show? Why?
- What was your favorite part? Why?
- What part didn't you like? Why?
- What questions do you have?

If your child has watched a show or movie without you, you might also ask:

- Tell me what happened in the show.
- What did the characters do? What did they talk about?

### **Application:**

Give participants time to explore online videos, pictures, and text about topics that their child is interested in thereby familiarizing themselves with some of the reputable sources online and the types of media available. Encourage a visit to the local library or school library for additional resources to use to extend their child's learning after having watched a show or movie together.

Ask parents to plan to watch a TV show or a movie with their children in the next week. (Parents can watch the class YouTube video with their children if they like. Share the link with them.) Parents can ask questions about the show/movie before it begins and can have a discussion about the show when it is over. Depending on the show, parents may be able to pause it to ask questions or talk about what was viewed during commercial breaks.

### **Connection to Parent and Child Together (PACT) Time®:**

No matter the age, it is important to explore what a child might learn from watching a TV show. Will watching support language development? Can you watch the show with the child? Are you prepared to help extend the learning?

### **Wrap up/Closure:**

Children are learning about new ideas/concepts and learning new vocabulary through conversations with their parents. Encourage parents to ask questions to make sure that children understand what they have seen and understand any new words.

Ask parents:

How do you plan to use the parent-child interaction strategies we learned more about today with your children this week?

### **References**

Donohue, C. (Ed.) (2017). *Family engagement in the digital age: Early childhood educators as media mentors*. New York: Routledge