



# Benefits of Media and the Learning Triangle<sup>®</sup>

## Activities

### Quiz Yourself! Do You Think These Statements Are True or False?

- **Television can be harmful to children.**

Television can be a positive, educational force in your child's life. Studies also show that watching too much TV can be harmful. Too much of any activity, including TV, doesn't allow enough time for children to develop mental, physical, and social skills.

- **Most parents are aware of what their children are watching.**

It may be difficult to know what children are watching all of the time. A recent study suggests that when children are prohibited from watching a specific program, they will seek out that program at a friend's house. Parents may have a better idea of their children's media consumption when they coviev and engage in discussions with their children.

- **Most children are capable of distinguishing fantasy from reality.**

This depends on the child's developmental stage. Young children do not know the difference between programs and commercials. This can be especially difficult when a commercial uses a cartoon character to sell a product. Young children who watch the news may become fearful of the world because they do not know if something is happening out in the world or in their own backyard.

- **I can feel safe allowing my child to watch anything that is animated or a cartoon.**

Many of these shows teach violence as a way to solve problems. Children who watch violent programming are more likely to act more aggressively and less sensitively.

- **Face it, the television is a great babysitter.**

Most people occasionally use the TV as a babysitter. It is important to know what your child is watching and to view it with him or her when possible. However, over 90 percent of children's viewing time is spent watching programs designed for adults. Make sure you are making the best choices for your children, especially when you are not able to view with them.

- **Children learn from television.**

Television educates! Children are impressionable and learn through imitation and repetition. Television can teach unacceptable behaviors, such as stereotypes, conflict resolution through violence, etc. It can also be a positive and educational tool. It can take your child to places he or she could not otherwise visit: the moon, the top of a volcano, or back in time!

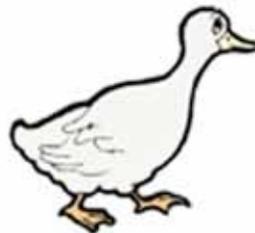
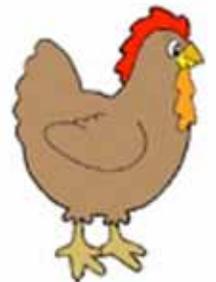
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## Activities

### Cut and paste!

Which animals belong in the zoo?

Which animals belong on a farm?

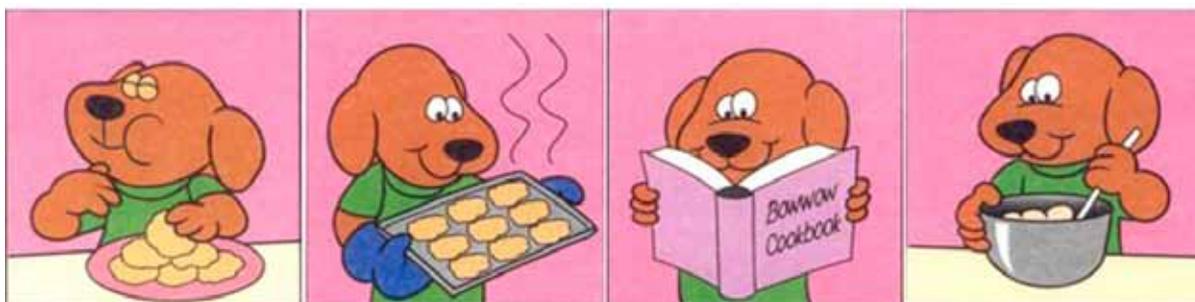


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## Activities

### Cut and paste!

Using the picture on the next page, put these cards in order.  
What happens first? What happens last?



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## Activities

Put the cards in order.  
Check.  
Write.

MUSEUM  
GIFT SHOP

TAKE A LOOK!

MAX

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## Activities

### Robin Williams and Elmo video clip

[www.youtube.com/watch?v=n0v5TIbTG9Q](http://www.youtube.com/watch?v=n0v5TIbTG9Q)



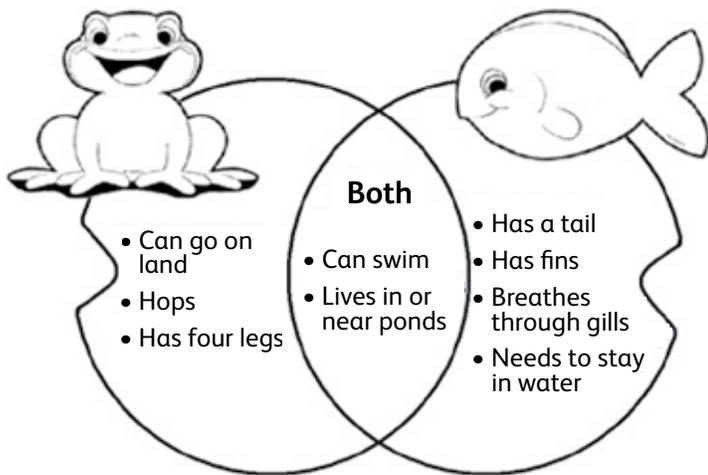
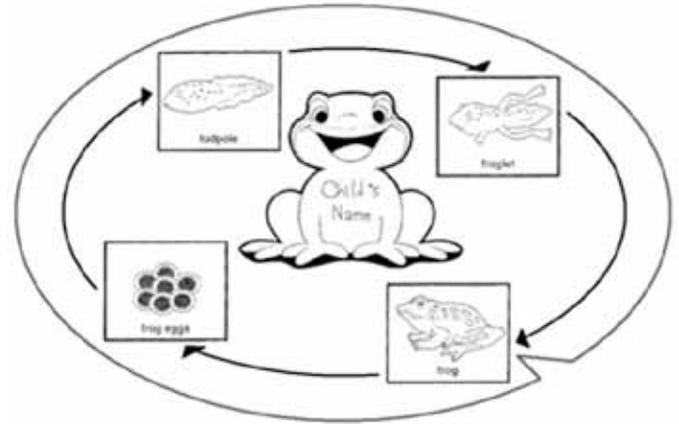
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## Activities

### Not a Fish

#### Frog Life Cycle

The tadpole is thrilled when he starts to look like an adult frog! To recap his transformation, have your child color and cut out a copy of the frog pattern and life-cycle cards. Then give your child a green sheet of construction paper that is in the shape of a lily pad. Have your child write his or her name on the frog and glue it in the middle of the lily pad. Then have your child glue the cards in order around the lily pad. Instruct your child to draw arrows between the cards.

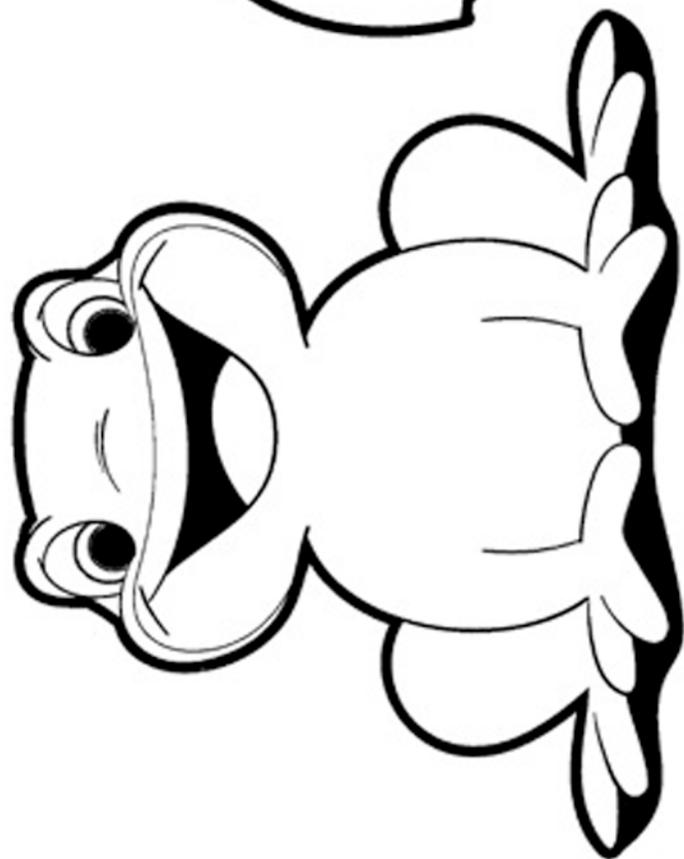
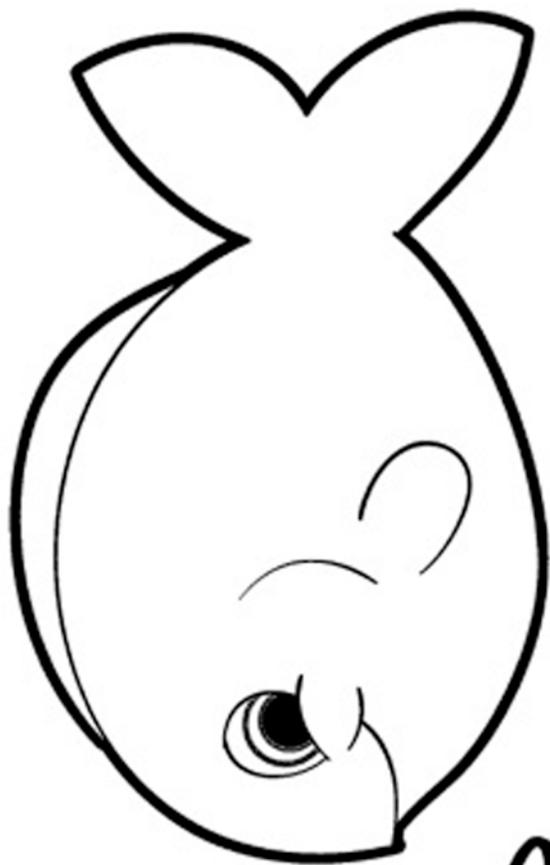


Referenced from *Fish Is Fish*, by Leo Lionni

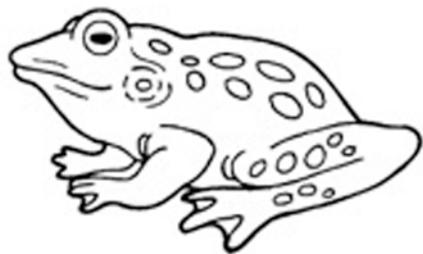
### Pondering Similarities

#### Comparing and Contrasting

Draw two overlapping lily pads on a large sheet of paper to make a modified Venn diagram. Glue a fish cutout at the top of one lily pad and a frog cutout at the top of the other lily pad. Label the middle section “Both,” and draw water around lily pads. To begin, have your child name characteristics of adult fish and frogs. Read *Fish Is Fish*, by Leo Lionni, to guide his or her brainstorming. Write in the correct section of the diagram each characteristic your child names. After you review each group of characteristics, ask your child to tell you whether he or she thinks people are more like frogs or fish. This is a great way to stretch your child’s imagination!



tadpole



frog



frog eggs



froglet