PARENT'S GUIDE

We believe in the importance of parents helping children find a healthy balance with screen time. This is challenging! Our *Screenagers* team is made up of parents who know this all too well. We hope you find the ideas below helpful. You can also consult many resources at *www.screenagersmovie.com*. We would love to hear from you. Please share your ideas on Facebook (@screenagersmovie).

FAMILY SCREEN TIME CONVERSATIONS

To be effective in influencing your children on this issue, begin by committing to have many short, calm and caring conversations. Start with this guide and continue by participating in **Tech Talk Tuesdays** using conversation prompts from the *Screenagers* website.

Some things to consider before you begin

1. There may be a lot of built-up tension about these topics in your home. That is normal! Parents often express anxiety and frustration, and children may feel defensive.
2. Keep in mind that a big goal is to help everyone become more conscious of when and why they use technology and how it affects self-esteem, social skills, relationships, work, academics and more. Being conscious is key to making realistic use guidelines.
3. Start conversations by encouraging everyone to share positive aspects of technology in their lives. Then move on to ideas about when screens should be turned off.
4. Include your own technology behavior goals in the conversations. Finding balance is a joint family project, not one of adults versus kids.
5. Stick with it — over time, these conversations build trust and understanding so behaviors can really change.

Some discussion questions

- **How much time** do you think kids in the US spend looking at a screen on average? (Kids spend an average of 6.5 hours a day on screens, not including classroom or homework screen time, according to a 2015 Common Sense Media report.)
- How much time do adults spend on their phones? How about teens?
- How much time do you think you spend every week on screen-related activities? (Turn this into a non-judgmental **tech-use inventory** family game and guess what each person wrote.)
- How often do you **multitask**? Do you think it affects you in any way? (A study by Common Sense Media reports that nearly ⅔ of teens do not think watching television, texting or using social media while doing homework has an impact on them. Meanwhile research has shown that when people "task-shift" — tackle multiple tasks simultaneously — they are less effective than when they do one task at a time. The brain is not capable of focusing on two mental activities at once, and thus the idea that multitasking boosts performance is a myth.)
- What activities do you like that don't involve screens? (Think of **offline activities** that are valuable and fun like playing outside, sports, music, reading, hobbies, community service, family time and even chores.)

- Does using screens **change your brain**? (The film featured a study in which baby mice exposed to screen time developed fewer cells in the areas of learning and memory than non-exposed mice. Could this prove true for humans too?)
- Why do so many **video games** involve violence? (First-person shooter games were first developed by the military to decrease sensitivity to shooting people. What are some popular games that don't involve violence?)
- Have you seen **social media** affect our behavior? (Have you experienced people using screens to avoid face-to-face interactions or make comments they would not make in person?)

FAMILY ACTION ITEMS

Strengthen Self Control (read more about this at our website)
Research shows that strong self control is a better **predictor of academic and other success** than is IQ. To help kids "strengthen the muscle" of self control, clear guidelines around technology are needed. Instructions like, "Don't be on your phone so much" sets them up for failure because they are too vague. When you connect with your children to decide together **how much screen time** is acceptable, such as 30 minutes for video games every other day, **and when** to be off a cell phone, like at dinner or in the morning before school, success is much more attainable.

Recognize situations when self control is not working for your child. It often makes sense to remove screens or use software that limits screen time. For example, Delaney, the filmmaker, used the app OurPact to turn off her daughter Tessa's apps at night when Tessa was having a hard time getting off the phone on her own.

Create A Contract / Family Agreement (find examples and templates at our website)
A contract is where you put into writing the guidelines you create together based on your conversations about what are the acceptable amounts of time, times of day and situations to be on screens and be off screens.

Some contracts limit screen use in the car, after certain hours at night, in the bedroom, at the dinner table or during homework except for periodic tech breaks. Different families do it differently, but it is **not too late** to do something.

Build in **rewards** for success in sticking to the contract. Rewards have been proven to be much more effective in creating behavior change than punishments. And be **flexible** about adjusting the contract as you learn what works best.

WE WANT TO HEAR FROM YOU AND YOUR KIDS! The filmmaker and producers can all be reached at *info@screenagersmovie.com*.

Warmly,
Delaney and the whole team!

Resources/Information for Parents

WEBSITES:

Loveandlogic.com: sign up to receive common sense and compassionate responses to the challenges parents can face when raising kids

Commonsensemedia.com: look up reviews on movies/TV/Books/Video Games. Ratings are given as to age-appropriateness and individual aspects are assessed. Use this site to review items before you allow your child to view/read/play. Violence, nudity, language, commercialism and more are reviewed for items.

Screenagers.com: learn more about tonight's topic and sign up for regular Tuesday Tech Tips

www. screenagersmovie. Com

WHAT THE LAW SAYS:

RCW 9.61.260

Cyberstalking.

(1) A person is guilty of cyberstalking if he or she, with intent to harass, intimidate, torment, or embarrass any other person, and under circumstances not constituting telephone harassment, makes an electronic communication to such other person or a third party:
(a) Using any lewd, lascivious, indecent, or obscene words, images, or language, or suggesting the commission of any lewd or lascivious act;
(b) Anonymously or repeatedly whether or not conversation occurs; or
(c) Threatening to inflict injury on the person or property of the person called or any member of his or her family or household.
(2) Cyberstalking is a gross misdemeanor, except as provided in subsection (3) of this section.
(3) Cyberstalking is a class C felony if either of the following applies:
(a) The perpetrator has previously been convicted of the crime of harassment, as defined in RCW 9A.46.060, with the same victim or a member of the victim's family or household or any person specifically named in a no-contact order or no-harassment order in this or any other state; or
(b) The perpetrator engages in the behavior prohibited under subsection (1)(c) of this section by threatening to kill the person threatened or any other person.
(4) Any offense committed under this section may be deemed to have been committed either at the place from which the communication was made or at the place where the communication was received.

(5) For purposes of this section, "electronic communication" means the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic communication" includes, but is not limited to, electronic mail, internet-based communications, pager service, and electronic text messaging.
[2004 c 94 § 1.]

9A.86.010
Disclosing intimate images.

(1) A person commits the crime of disclosing intimate images when the person knowingly discloses an intimate image of another person and the person disclosing the image:

(a) Obtained it under circumstances in which a reasonable person would know or understand that the image was to remain private;

(b) Knows or should have known that the depicted person has not consented to the disclosure; and

(c) Knows or reasonably should know that disclosure would cause harm to the depicted person.

(2) A person who is under the age of eighteen is not guilty of the crime of disclosing intimate images unless the person:

(a) Intentionally and maliciously disclosed an intimate image of another person;

(b) Obtained it under circumstances in which a reasonable person would know or understand that the image was to remain private; and

(c) Knows or should have known that the depicted person has not consented to the disclosure.

(3) This section does not apply to:

(a) Images involving voluntary exposure in public or commercial settings; or

(b) Disclosures made in the public interest including, but not limited to, the reporting of unlawful conduct, or the lawful and common practices of law enforcement, criminal reporting, legal proceedings, or medical treatment.

(4) This section does not impose liability upon the following entities solely as a result of content provided by another person:

(a) An interactive computer service, as defined in 47 U.S.C. Sec. 230(f)(2);

(b) A mobile telecommunications service provider, as defined in RCW 82.04.065; or

(c) A telecommunications network or broadband provider.

(5) It shall be an affirmative defense to a violation of this section that the defendant is a family member of a minor and did not intend any harm or harassment in disclosing the images of the minor to other family or friends of the defendant. This affirmative defense shall not apply to matters defined under RCW 9.68A.011.

(6) For purposes of this section:

(a) "Disclosing" includes transferring, publishing, or disseminating, as well as making a digital depiction available for distribution or downloading through the facilities of a telecommunications network or through any other means of transferring computer programs or data to a computer;

(b) "Intimate image" means any photograph, motion picture film, videotape, digital image, or any other recording or transmission of another person who is identifiable from the image itself or from information displayed with or otherwise connected to the image, and that was taken in a private setting, is not a matter of public concern, and depicts:

(i) Sexual activity, including sexual intercourse as defined in RCW 9A.44.010 and masturbation; or

(ii) A person's intimate body parts, whether nude or visible through less than opaque clothing, including the genitals, pubic area, anus, or post-pubescent female nipple.

(7) The crime of disclosing intimate images:

(a) Is a gross misdemeanor on the first offense; or

(b) Is a class C felony if the defendant has one or more prior convictions for disclosing intimate images.

(8) Nothing in this section is construed to:

(a) Alter or negate any rights, obligations, or immunities of an interactive service provider under 47 U.S.C. Sec. 230; or

(b) Limit or preclude a plaintiff from securing or recovering any other available remedy.

[2016 c 91 § 1; 2015 2nd sp.s. c 7 § 1.]

Subject: Does your family know the 4 key rules to help reduce screen time?

From: Screenagers/Tech Talk Tuesday (delaney@screenagersmovie.com)

To: jenowenabby@yahoo.com;

Date: Tuesday, February 7, 2017 1:14 PM

My obsession with helping families parent around screen time is emotion-laden (this is about our kids so of course, it's emotional) but also data-driven.

Before I went to medical school, I was a researcher at the National Institutes of Health. After my medical training I did more research in communications and ethics. I love good data. We need good data.

That said, we recently conducted a small survey of people from our *Screenagers* email list and I will be the first to say this is a biased sample. Respondents were not chosen at random but were found through their interest

in *Screenagers*. But, the good thing is we can still glean insights from this data about family rules.

Prior to the survey, I had ideas on rules based on my experience, interviews with hundreds of kids, teens, and parents and extensive research review. I have come up with 4 rules that I think households should strongly consider implementing. (Even if you have older teens, know that it is never too late). Here they are, and below them, you will find the results of our survey:

4 KEY SCREEN TIME RULES

- No screens in bedrooms when kids and teens go to sleep (for younger kids keep screens out altogether)
- Setting time goals for studying without multitasking and then taking breaks (my kids study for about 30 minutes and then go on their phones for about 15 minutes)
- Eating meals together without devices
- Establishing time rules for video games

For TTT this week talk with your family (or students) about these rules:

1. How should we handle screens in the bedroom?
2. How long do you think you should do focused study without taking a break?
3. How should we handle devices during meals?
4. What are best rules for video game time?

Survey of *Screenagers* email list—200 parents responded

1. Question: Can devices be in the bedroom?

92% of respondents allow devices in their children's rooms at night. There is clear data how devices in bedrooms negatively affect sleep.

2. Question: Do you allow your kids to respond to texts, messages, Snapchats while doing homework?

30% of the respondents allow their kids to respond to texts, messages, Snapchats while doing homework.

One respondent wrote:

> "Yes [they can use computers and phones], but they are both very diligent workers so they usually ignore their phones in order to get the homework done."

Another wrote:

> "No devices while doing homework. But as the kids age and need access to information, I imagine this will change."

3. Question: Can you have your device out at meals?

20% of respondents said that they allow devices out during meals. Here are some of the rules that people shared:

> "If devices are brought to the table, they have to be stacked face down and the first person to touch their device has to wash up."

> "[We don't] but the husband/father [in our house] does some, claiming he is still working as we eat at 6 PM and he works from home, and he always seems to have an excuse to pull out his iPhone in the 20 minutes we sit down to a meal and it is a sore spot for the wife and kid."

> "We make exceptions when a family discussion leads to a question and we look something up on Google, IMDB, etc. (We're a family that also keeps a dictionary and world atlas near the dinner table for the same reason.)"

4. Question: Are there rules around amount of screen time and or type of gaming?

75% of parents responded that they do not have rules around the amount of time and or type of gaming their kids do.

Here are some examples they shared with us:

> "Gaming is only allowed Fridays-Sundays, but no limits on those days. Gaming is in living areas. Games of all ratings are allowed, but M ratings are previewed and any with sexual or drug content are not allowed."

> "No midweek gaming unless you have straight As. Unlimited gaming on weekends if you haven't lost the privilege."

For more discussion ideas, you can peruse past Tech Talk Tuesdays. If you are interested in seeing Screenagers, you can find event listings on our site and find out how to host a screening.

Stay in touch with the Screenagers community on Facebook, Twitter and at www.screenagersmovie.com.

Warmly,

Delaney Ruston
Screenagers' Filmmaker
www.screenagersmovie.com
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**photo by Lauri Levenfeld/The Project For Women

MailChimp

Guns, not lightsabers, are ubiquitous in "Rogue One: A Star Wars Story," an omnipresence that reflects a trend in Hollywood over the past 30 years toward increasing gun violence in superhero/fantasy/comic book-type action flicks aimed at children and young teens. And in PG-13 movies, the gun violence usually lacks consequence, researchers found in a study published in Pediatrics.

TAKING AIM AT

PG-13

Movies that bear that rating showcase the most – and the most unrealistic – gun violence, study shows

By Melissa Healy
Los Angeles Times

The last three years' worth of Hollywood blockbusters represent an escalation of gun violence depicted in film, and have exposed more families and younger teens to mayhem devoid of consequence, a team of researchers has found.

Gun violence, albeit largely bloodless and free of such troubling effects as dismemberment, death or psychological trauma, remains a prominent staple of films bearing the PG-13 rating, media analysts from the University of Pennsylvania's Annenberg Public Policy Center have concluded.

But since 2013, when the team last reported its measurement of violent content in popular films, those PG-13-rated films have become an increasing share of the nation's top-grossing movies. As a result, more children and families are being exposed to consequence-free gun violence in film, they said.

"What increasingly differentiates the instances of gun violence in PG-13 films from those rated R is not only the higher frequency in the PG-13 category, but also these films' erasure of the consequences (e.g., blood and suffering)," wrote the three authors of a "Perspectives" essay published last week in the journal Pediatrics.

The researchers suggested that filmmakers intent on making movies that would garner a PG-13 rating don't stint on portraying violence. But in a bid to adhere to standards established in the 1980s for allowable violence in such movies, they're careful not to dwell on scenes of gore and prolonged mayhem.

Recent years have seen the rise of animated and fantasy violence in PG-13 movies as one way to keep such violence light. Compared with R-rated films, movies that bear a PG-13 rating were more likely to feature "violence perpetrated by or on comic book-inspired heroes and antiheroes," including Batman,

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GUN VIOLENCE

Avengers and X-Men, the trio wrote.

Such findings, wrote Daniel Romer, Patrick E. Jamieson and Kathleen Hall Jamieson, "should give us pause."

"Research on content that portrays smoking or drinking without featuring the harmful consequences demonstrates that some adolescents, as a result of repeated exposure, are prone to imitate such screen behaviors," the researchers observed.

"Why," they asked, "would acceptance of gun violence be any different?"

In a 2009 policy statement, the American Academy of Pediatrics cited "extensive research evidence" indicating that "media violence can contribute to aggressive behavior, desensitization to violence, nightmares, and fear of being harmed."

The new Perspectives essay focuses particularly on the numbing effect that persistent and repeated violence in films marketed to families may have on children and their parents.

"Movie-going families are now undergoing an experiment in which children of any age can enter a theater to watch a PG-13 film in which the protagonists gain power, settle conflicts, and kill or are killed by lethal weapons," they wrote. "At the same time, tolerance for such fare is being heightened."

Parents become inured to the level of violence they see, and are less likely to steer a child from such movies, they say. Children, meanwhile, are increasingly consuming a steady visual diet of killing and fighting.

Until more is known about the effects of film violence on young viewers, "pediatricians should consider advising parents to be cautious about exposing their children to the gun violence in PG-13 movies," they conclude.

ASK THE DOCTORS

Challenge family to spend less time on devices

By Eve Glazier, M.D., and Elizabeth Ko, M.D.
ANDREWS MCMEEL SYNDICATION

DEAR DOCTOR: Our neighbor's kids, who don't have access to computers, video games or other technology, spend a lot of time playing together outdoors. How can we wean our own kids from their screens without causing a family rebellion?

DEAR READER: You're facing a real challenge that has crept up on parents in the last decade or so.

When the Kaiser Family Foundation conducted a study about screen time six years ago, its research showed that children between the ages of 8 and 18 spend more than $7\frac{1}{2}$ hours each day in front of screens of one kind or another. And that didn't include homework.

Children who spend that much time immobilized in front of a screen, whether it's the TV, a computer, smartphone or video game console, are at significantly greater risk of obesity. There is evidence that kids who play a lot of video games are more likely to display aggressive behavior. Sleep problems due to sustained screen use are common. And a preference for the immersive world of a tech device over the companionship of siblings or friends can lead to antisocial behavior.

So how do you win the battle for your kids' attention? The biggest challenge may be that, first, you need to set a good example.

Once you've got your own screen time under control, you're on solid footing to address your children's habits.

The American Academy of Pediatrics recommends no media use for children younger than 18 to 24 months old. One hour per day of high-quality programming is deemed to be OK for children 2 to 5 years old. Although the academy no longer makes a specific recommendation regarding children 6 and older, two hours per day of screen time is a reasonable goal.

● For best results, start with a family discussion. Tell your children what you're doing and why.

● Create screen time limits and take a few weeks to ease into them.

● Make a weekly chart to log screen time.

● Create screen-free bedrooms for everyone in the family.

● Plan alternate activities, like taking a family hike or bike ride, baking cookies together or having a game night.

Curriculum and Training Resources
for Internet Safety and Digital Citizenship

Common Sense Media	www.commonsensemedia.org
	They have a free, K-12 curriculum aligned with both the NETS technology standards, as well as Common Core. Includes online curriculum training.
Cyberbullying Toolkit	www.commonsensemedia.org/educators/cyberbullying-toolkit
Web Wise Kids	www.webwisekids.org
	The Web Wise Kids mission is to teach kids, parents and the community the value of making safe and wise choices in a technologically evolving world.
	Contact: Esther Cookson, estherc@webwisekids.org
NetSmartz	www.netsmartz.org
	This site has resources on a variety of topics for kids, teens, tweens, parents, educators and the community-at-large. There are handouts, video, lessons.
NetSmartz 411	www.netsmartz411.org
Ad Council	psacentral.adcouncil.org/psacentral/
	A free acount to PSA Central is required to download streaming video, posters and handouts. *Textual Harassment* video under Dating Abuse Prevention Campaign.
If you wouldn't say it in person...	www.youtube.com/watch?v=YRznvxQUYXc
	Previous Ad Council videos may be available on YouTube
Digizen	www.digizen.org
Edutopia	www.edutopia.org/cyberbullying-internet-digital-citizenship-resources
	Articles, videos, and resources on cyberbullying, netiquette, and internet safety.
Get Net Wise Kids	kids.getnetwise.org/
iKeep Safe	www.ikeepsafe.org/digital-citizenship/
Internet Smarts	powertolearn.com/internet_smarts/interactive_case_studies
Onguard Online	www.onguardonline.gov
OSPI	www.k12.wa.us/EdTech/InternetSafety/
	Includes links to WSDDS model policies, sample AUP, research compilation report
Stay Safe Online	www.staysafeonline.org/in-the-classroom
Thinkfinity: Anti-bullying	www.thinkfinity.org/anti-bullying
	You will find resources that address both in-school and online bullying.
Wired Safety	wiredsafety.org/ or http://goo.gl/hM4F7
NEWESD Website	www.esd101.net/digitalcitizens
	These and other resources will be listed on our website and updated over time.

These are just a few of the resources you can find online and is not intended to be an all-inclusive list.

NEW ESD 101

NorthEast Washington ESD 101 • Ed Tech Support Center Program
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