CONNECT!ONS Med!aLit moments

Consortium for Media Literacy	*Volume No. 82*	*May 2016*

In This Issue…

Theme: Children and Media Literacy

In this issue of *Connections*, we continue the discussion of children and media literacy by publishing an article that calls for the introduction of media literacy skills as early as pre-school.

Preschool has long been grounded in hands-on learning experiences that contribute to children's elementary school readiness and to their social engagement. As technology is now – literally – in the hands of children with smartphones and tablets, it is essential that children be prepared to live in a globally-connected world of powerful images, words and sounds. Children need to build resiliency as they process the media mentally, emotionally and socially. Media literacy education is a global imperative for children as well as for the parents, pediatricians, caregivers and teachers from whom children learn on a daily basis.

This imperative is consonant with the call for media literacy and social/emotional literacies being at the heart of education, a call made by a blue-ribbon task force convened by the Aspen Institute and detailed in its 2014 report "Learner in the Center of a Networked World." Education structures and systems going forward are gradually changing to accommodate a networked world; perspectives and practices in preschool education need to change accordingly. What are some characteristics of the new education system that is emerging? And how will perspectives, pedagogies and practices for preschool be affected? How will educators be able to help children build the resiliency they need to cope with the opportunities and the perils that media present? And, how will such resiliency manifest itself?

A panel of four experts engaged in an online and offline commentary, which they edited collaboratively, to discuss these questions. Adding to the discussion is a visual model culminating their thinking and crafted in conjunction with an experienced media literacy visual designer and teacher, to represent how media literacy, and social and emotional literacies relate to the preschool experience and to building preschool children's resiliency.

The full article follows.

Media Literacy Education: A Preschool Imperative for Building Resiliency
By Tessa Jolls, Benjamin Hoffman, Belinha De Abreu, Andrea Tompkins and Claire Kwon

Introduction: With technology enabling ever-increasing communication, new skills are needed to manage, consume, produce and participate with the avalanche of information at hand. What are these skills, and when do we start preparing young children for the life ahead of them? Benjamin Hoffman, MD, a practicing pediatrician in Portland, OR, Tessa Jolls, a consultant specializing in media literacy education, Belinha De Abreu, an educational technology professor and K-12 digital media educator, and Andrea Tompkins, a preschool education consultant and resource developer, share a discussion informed by their daily work and their view of essential priorities for action. Based on this discussion, Claire Kwon, a visual artist, evokes a depiction of a child's interaction with the media world.

Benjamin Hoffman: The presence of media in various guises has increased to unprecedented levels, and exposure of children to multiple new stimuli and messages is a daily occurrence. Media exposure now begins earlier than ever (Nielsen Company, 2009), and it remains increasingly pervasive in the lives of children (Rideout, 2010). While we can all agree that some media can be beneficial in a child's development, we must also acknowledge that there is much that can be harmful. While we expect parents and caregivers to supervise both the quantity and quality of the media to which their children are exposed, it would be both naïve and ineffective to expect them to shield all children from all potential media hazards.

There is a growing recognition in the field of pediatrics that child health depends in large part on the resilience of the family in general and in the child specifically. This resilience must be a part of a basic skill set that children possess, an ability to recognize and utilize external and institutional supports and to increasingly internalize learned skills and incorporate native strengths to allow them to approach the world, and its myriad challenges, effectively (Grotberg, 1995).

This notion of resiliency is in keeping with newer views of models of childhood:

Models of Childhood: (Marsh, 2010)

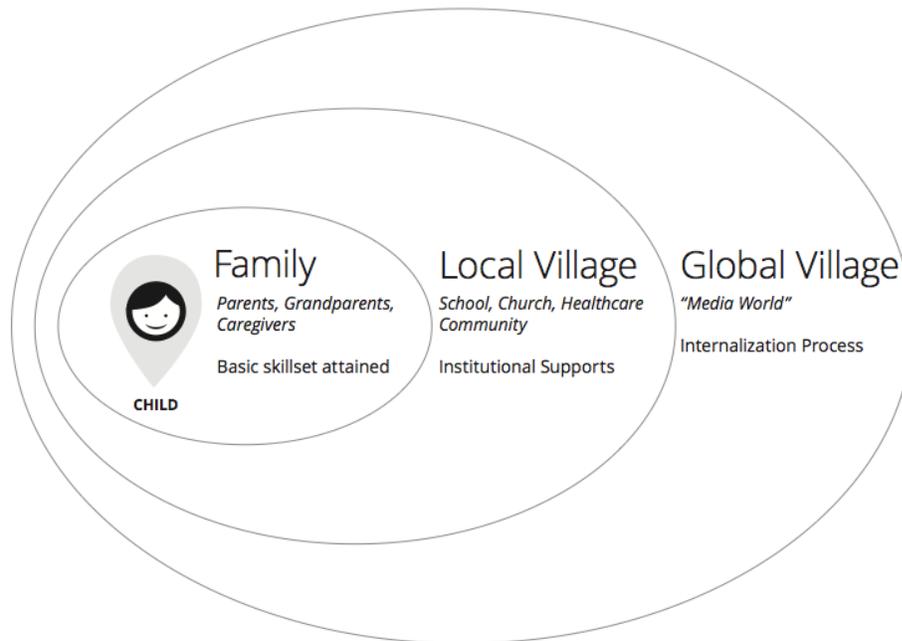| Traditional Models of Childhood	New Models of Childhood
Child as dependent upon adults	Child as agent
Child as developing through various stages of immaturity on way to becoming adult	Child as being, not becoming
Child as an object of adult study	Child as active participant in, and impacting upon, wider social world

In turn, these newer models of childhood are facilitated by children's access to more robust media technology that provide access to a wider world and to the possibilities of increased participation with that wider world. Yet whether young children are consumers or producers of media, media exposure has potential negative impacts, especially with young children. Everyone who cares for a child must actively participate in protecting that child from harmful experiences while building the child's resilience through the development of a healthy relationship with media. This concept is not dissimilar to the way we might think of parents allowing a child's autonomy in dealing with others, from other children, to trusted adults and eventually strangers.

The Russian psychologist, Lev Vygotsky, developed the concept of "scaffolding" as a construct conceptualizing the support necessary for learners to become autonomous and self-sufficient. In this paradigm, we must acknowledge the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level." (Raymond, 2000). The operative principle is not unlike the use of scaffolding in the construction of a building. A builder must employ temporary supporting structures that are easily changeable and adaptable in the early stages of construction to provide external support to an inherently unstable edifice. As construction progresses, the building requires less and less external support, becoming intrinsically stable and self-supporting.

Using this approach in conceptualizing the development of media resilience in children, parents and caregivers of children must "scaffold" children as they use media via supervision and both executive and shared decision making to support children's media use in a progressive and protective way. Over time, they may withdraw levels of supervision, allowing the child to interact with media more autonomously, but with the appropriate oversight, until the child can be trusted. Thus, parents and caregivers may build resilience in their charges in a way that can promote healthy and positive relationships with various forms of media.

It is incumbent upon pediatricians and other child health providers to help parents navigate the positive and negative aspects of media and utilize evidence based approaches to collaborating with families to help build strong, resilient children (1). We need not fear media. We must, however, acknowledge its potential impacts, both positive and negative, and help children develop healthy and beneficial relationships with the media in all its forms.

Scaffolding for Resiliency

Family
Parents, Grandparents, Caregivers

Basic skillset attained

CHILD

Local Village
School, Church, Healthcare Community

Institutional Supports

Global Village
"Media World"

Internalization Process

Tessa Jolls: Ben's comments on characteristics of resiliency are on-target for helping parents understand the need for media literacy. Children born today immediately begin interacting in their local world, inhabited by parents, family, friends and caregivers, and the mediated world, personified through smartphones, tablets, television, and radio. Though babies and toddlers and preschoolers may not perceive a difference in these worlds – witness a toddler kissing an iPad screen as he "FaceTimes" with his grandmother -- the difference is there, and the Global Village foreseen by H. Marshall McLuhan is ever present in our lives today (Barnes, 2001; McLuhan, 1972; McLuhan & Powers, 1989).

In this media world, media are often the parents and teachers, and parents and teachers are often absent. Media are unfettered by local custom or local control, and influenced by values, lifestyles and points of view from throughout the globe. Rather than learning to navigate their face-to-face relationships, children must learn to navigate their relationship with the global village from an early age: an imperative which can't be denied. (Jolls, Walkosz & Sund, 2008).

Yet, children are still children. They continue to need guidance and they continue to need to learn the skills to become critically autonomous and now, to be capable of navigating these global waters - to have the resiliency skills to respond appropriately to the surrounding media landscape. In this global village, where media are often called "the other parent," children need to be taught an age old learning process in a new way:

> "In their creative productions, children are making critical judgments constantly as they remix and mash-up modes and media, in whatever form that is -- playground games, mobile filming or uploading pictures to Twitpic. Nevertheless, not all children will have ready access to a repertoire of critical practice and there will always be a need to develop the skills children already utilise,

which is why it is important that early years educators attend to this issue...Criticality needs fostering and cannot simply be left to chance." (Marsh, 2010)

Children need to learn in a conscious and systematic way what was once a "given" in a face-to-face world: a set of internalized skills for questioning their experiences and a quick process for becoming more discerning and more independent in making their own decisions about who and what to trust as they explore. Where parents and teachers aren't present – in the media world – children must acquire and use an internalized process through which they can parent themselves, and through which they can negotiate their relationship with media on a lifelong basis.

Media literacy is this discernment process which becomes internalized and provides a means for children to move more safely and confidently through the global village. Children enjoy questioning and learning to interrogate the media is a key lifelong habit that can be instilled from an early age. The Center for Media Literacy (CML) has developed Key Questions to guide young children, based on the Core Concepts of media literacy. Parents, caregivers and teachers can easily insert these questions into everyday play and media time, and help their children develop skills of inquiry that provide the basis for lifelong learning. These Core Concepts and Key Questions for media literacy are (Center for Media Literacy, 2008):

1. Concept: All media messages are constructed. Questions: What is this? How is this put together? *OR when making media*: What am I making? How do I put it together?

2. Concept: Media messages are constructed using a creative language with its own rules. Questions: What do I see or hear? Smell? Touch or Taste? What do I like or dislike about this?

3. Concept: Different people experience the same media message differently. Questions: What do I think and feel about this? What might other people think and feel about this? *OR when making media:* Who do I want to get this?

4. Concept: Media have embedded values and points of view. Questions: What does this tell me about how other people live and believe? Is anything or anyone left out? *OR when making media*: What am I sharing about how people live and believe? Have I left anything or anyone out?

5. Concept: Most media messages are organized to gain profit and/or power. Questions: Is this trying to tell me something? Is this trying to sell me something? *OR when making media*: What am I telling? What am I selling?

Certainly, these questions serve only as points of departure – there are many ways to uncover the big ideas. But they are a place to start, a beginning of more beginnings for young children to explore their media world. Children have the ability to employ a critical process: research has shown that they are able to choose appropriate communication modes for specific purposes; employ skills that enable them to decode, understand and interpret, engage with and respond to and create and shape texts; make judgments about value, purpose, audience and ideologies; relate texts to their social, cultural, historical contexts and literary traditions; select and use appropriately other texts for use in the design process;

and collaborate in text production, analysis and response (Marsh, 2010). Given the presence of these abilities, it is imperative to give children the technology tools, the education and the experience they need to empower them and propel them to engage effectively and healthfully with their world.

Building Resiliency in the Global Village
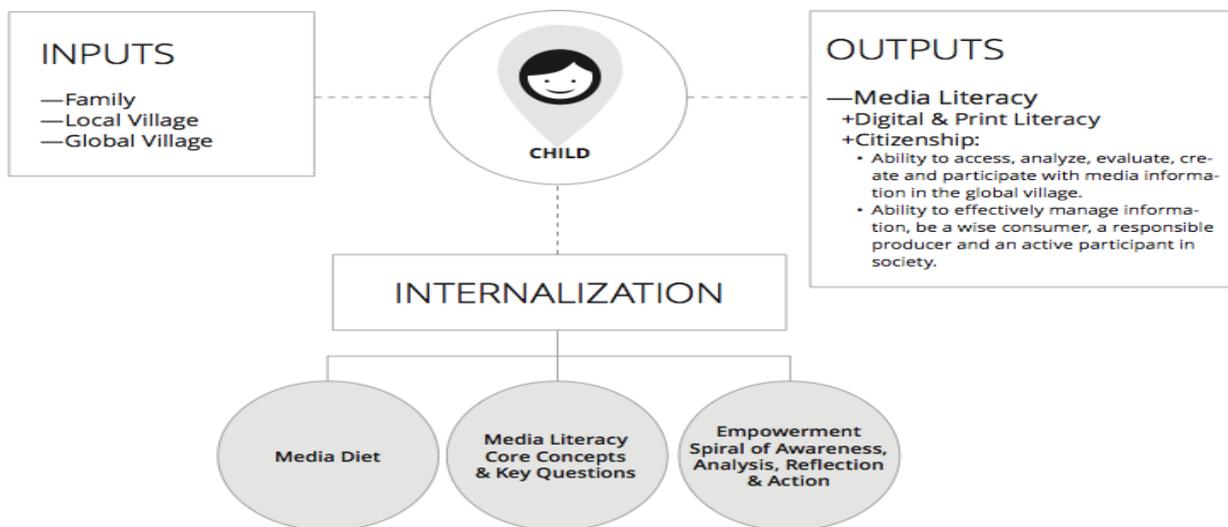
Belinha De Abreu: Agreed, the key questions for young children that Tessa cited are a strong foundation for lifelong learning and for building resiliency, but it's up to the adults in their lives to seed these questions and to help children apply them in different contexts. Parents need to be informed about the different media relationships that exist within their children's lives. They also need to know what to address regarding media literacy education for their children, and what to expect from educators. This point is corroborated by the joint position statement set forth from the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College:

> Digital and media literacy for educators means that they have the knowledge and experience to think critically about selection, analysis, use, and evaluation of technology and media for young children in order to evaluate their impact on learning and development. Digital and media literacy for children means having critical viewing, listening, and web browsing skills. Children learn to filter the messages they receive to make wise choices and gain skills in effectively using technology and media based information. These habits of inquiry transfer to all areas of the curriculum and to lifelong learning (Fred Rogers Center, 2012).

The media literacy framework that CML offers exemplifies an approach that encourages habits of inquiry – and these internalized habits provide a resiliency that allows children to more confidently interact with the larger world. We have an unprecedented opportunity with young children – a generation who has lived with technology since the day they were born. However, seizing this opportunity relies on the

know-how of parents, caregivers and educators to help impart media literacy skills. Further, before they can teach it, they must first understand media literacy for themselves. This is an ongoing challenge.

There is evidence to suggest that adults fascination with the technology along with their belief that the younger generation is more technologically knowledgeable creates a disconnect with the idea of literacy and play. Meaning that what students enjoy when using technology and their actual ability to process information, critically analyze or even use specific tools are in conflict. To understand this statement, let's back up to when the Internet was introduced into our lives. Around 1995, the Internet began to truly take shape in the public domain; however, it was very flat. Most of the interaction had online was for searching information or for emailing. In 1997, America Online offered its users an opportunity to chat and interact with others. However, it wasn't until 2005 that the social networking world emerged with sites such as MySpace and Facebook (Press, 2014).

Why the history lesson? When the early part of the online exchanges started to happen, most of the technology was new and exciting. In educational circles, students and teachers were chatting online. It wasn't very long for problems to start arising with conversations that were inappropriate or with bullying incidents. The awareness that students and teachers should not interact online became an extended conversation in faculty rooms. Discussions related to online services and what students were doing or saying to each other were dominant. 'Cyberbullying' became a term used for some of the more serious interactions between students. Understanding the impact of these media services and the media itself could be evidenced in the exchanges and interexchanges of conversation among parents, educators, administrators, and policymakers. And, it took an even longer time for adults to start to talk about media literacy or digital media literacy.

In looking at the growing relationship between media services, providers, and creators, it is important for adults to approach the topic of media literacy through scaffolding their own experiences into teachable moments that are relatable to their children's lives. To do this, parents and guardians need to have an understanding of media literacy education and how this process of understanding and analyzing can help children distinguish fact from opinion, reality from fantasy, and truth from fiction.

When young children transition to the cyberworld, they experience a virtual reality that is limitless but precarious. The cyberworld requires new definitions of limits and boundaries because the physical world is replaced by a symbolic world, and the consequences of actions within this space are different and oftentimes amplified. Mundane moments become extraordinary and hurtful moments become exacerbated.

To help students navigate the digital technologies in their lives, educators realize that students must understand the positive and negative nature of these powerful tools thus building resiliency. We have to help even preschoolers to understand that "stranger danger" doesn't just apply to face-to-face interactions, but also to relationships that present themselves via the computer screen. We must help them to understand that words really matter and that words live on in cyberspace as part of their digital footprint. Preschoolers need to be taught that saying nasty things in person is hurtful and that words hurt just as badly when they come across a computer screen as through emails, chats, app exchanges, and any other new tools. Being literate in a digital society today means being a responsible citizen of a world

that is inclusive of digital platforms.

Media literacy provides a progression of learning which is continuous and must be reinforced throughout students' educational careers, from preschool through college. Students' digital footprints will live with them forever; maintaining these footprints properly will be an ongoing process for them. Moreover, further training and professional development needs to be in place for both parents and educators for progress to be made, and for us to have hopes for future digitally literate citizens who have the resilience to respond to life's demands.

Progression: Scaffolding for Adults
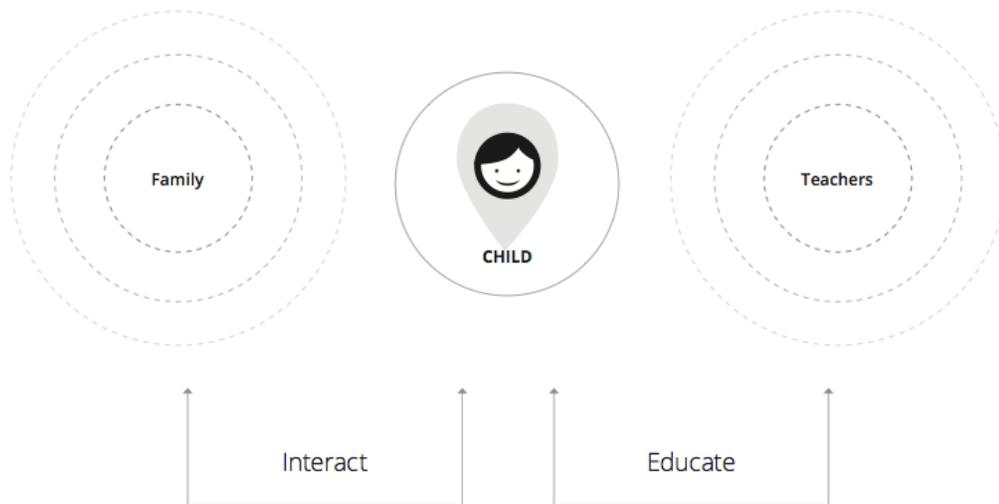
Andrea Tompkins: *Children's experiences with technology and interactive media are increasingly part of the context of their lives, which must be considered as part of the developmentally appropriate framework.* (Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8; A joint position statement issued by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College; Position Statement adopted January, 2012).

As a preschool curriculum developer, media consultant, and educator with over 20 years of experience, I'm excited to track the convergence between early education and media; to see what this powerful confluence might look like; and to predict how educational media might optimally be used by early educators and parents. Media literacy is the critical (yet seldom used) tool needed to build media resilience in young children and securely bridge the gaps between early education domains,

developmentally appropriate practice (DAP), and media and technology (Council on Communications and Media, 2013).

A clear definition and understanding of media literacy varies widely in the United States. Up to this point, the U.S. (as opposed to other countries) has not emphasized awareness of it in the ways it has other "key" early literacies, such as language arts. Lack of knowledge has led to a great deal of misunderstanding...so much so that media and media literacy are interchangeable in the minds of many.

This confusion is quite common. It's rooted in research that often highlights the negative impacts of digital and screen-based media. But what's not as frequently discussed is that these outcomes tend to focus on media as related to overexposure; inappropriate themes; overuse of "screened" content; a disconnect in knowledge about how media, health, and education are interconnected; a general lack of understanding about how to utilize media literacy; and few inexpensive, accessible, easy-to-use, practical media literacy guidelines.

Yet, early childhood is the ideal time to address limits and boundaries on children's use of media, what we call "the media diet." Like a food diet, the media diet relates to how much media is consumed, of what type, and for how long. And like learning to read or count, it's impossible to develop the skill if media-related experiences are excluded. In our society's rapid-fire exchange of information, educators and parents can be overwhelmed by "best practices" suggested to enhance children's health and well-being. Until now, adding another "layer" of media literacy might have seemed a bit daunting. But as exposure to media is everywhere and increasingly permeates our daily lives...so, too should media literacy.

Below are some propositions that might make supporting media literacy more enticing:

What if the answer to how we prepare children to become informed, empowered, 21st century citizens can be interwoven as part of our everyday home and classroom practices? What if it's not as narrow as sitting in front of digital and screen-based media? What if it could be used in early childhood (even under the age of three) —while simultaneously supporting DAP, cognitive development, social development, and emotional intelligence (including a key attribute of resilience)? What if it expands upon school readiness domains and uses common materials and equipment such as digital cameras, photographs, books, stories, and music —*in addition to* limited, intentional, age and stage-appropriate screened media? And what if this idea isn't as radical as it sounds?

What if media literacy could join traditional literacies and domains as part of a holistic approach to child development and early childhood education? Though media literacy has not been the focus of many large-scale ECE studies, those working in both fields, have experienced that the answer to all of these questions is a resounding, "yes!" The climate is now ready for media literacy to start in the early years (Council on Communications and Media, 2013). Many national ECE efforts already incorporate various aspects of it —even if they don't realize it. But ultimately, media and technology must be mediated individually by caregivers, educators and children.

Common Core Framework and Testing

Starting in kindergarten, the Common Core math and English Language Arts framework and standards place a stronger emphasis on depth of understanding—and the ability to compare and contrast ideas, analyze, reason, think critically, and communicate using different forms of media. Common Core testing will be conducted using technology (Common Core State Standards, 2010). Media and technology can support depth of understanding.

Inquiry Based Learning and STEM

"Habits of inquiry" are foundational to the national push to produce a diverse population of students ready for 21st Century careers —particularly in STEM-related fields. This push is supported by the Next Generation Science Framework and Standards. Disciplinary ideas within the framework are grouped into four domains: physical science; life science; earth and space science; and engineering, technology, and applications of science (National Academies Press, 2015). Media and technology can strongly support habits of inquiry related to scientific investigation.

Quality in ECE: Access to Opportunity and Resources

The White House and state departments of education currently support early childhood education through groundbreaking campaigns and funding opportunities, such as Race to the Top, Preschool for All, and Preschool Development Grants (Obama, 2013). These efforts not only expand preschool and child care availability—but also "quality" in the form of bridging opportunity gaps and providing differentiated learning strategies and curriculum. A primary goal is to support every child being cognitively and socially ready for kindergarten—and this should include honing both media resilience and literacy skills. Access to such opportunities and resources enhances education quality. Media and technology can provide such access.

Developmentally appropriate practice leading toward kindergarten readiness is supported by research and best practices from The National Association for the Education of Young Children and National Head Start. These organizations now have guidelines for using media or technology in developmentally appropriate ways to enhance learning (through standards, position papers, and targeted campaigns). (Joint Position Statement, 2012; U.S. Dept. of Health and Human Services Administration for Children and Families Office of Head Start, 2010). Even for our youngest children, Zero to Three recently released *Screen Sense: Setting the Record Straight—Research-based Guidelines for Screen Use for Children Under 3 Years Old* (Lerner & Barr, 2014)).

The scene is now set for teachers and parents to use media literacy to support inquiry-based teaching, "deeper" learning, STEM, access to rich learning opportunities and resources, and school readiness across the domains. Media literacy should be embedded in educational pedagogy, curriculum and professional development as a foundation to teaching and learning (Fred Rogers Center, 2012). Yet, for this to happen, teachers and caregivers must start "catching up" to the daily media messages that children encounter. They must immediately begin to help children develop awareness of media,

resilience toward its messaging, skills to "read" and analyze it, and the ability to use and manipulate it.

Since the interplay of education and media is already taking place in the lives of our children, we in the field of media literacy must now collaborate with parents and early educators to train and inform developmentally appropriate practice. It's up to us to recognize this interplay, mediate it, expand learning opportunities, position it as a valid research subject, and build a much-needed body of data. *The time is past due for a focused, intentional implementation of media literacy in the lives of young children and daily ECE practices.*

Resiliency for Global Village

· Strengthen the tools
· Extend the interaction
· Carry out and apply

References:

American Academy of Pediatrics Council on Communications and the Media. (2013, October 28). Children, adolescents, and the media. *Pediatrics,* Retrieved from http://pediatrics.aappublications.org/content/early/2013/10/24/peds.2013-2656.full.pdf+html.

Aspen Institute (2014). Learner at the Center of a Networked World. Retrieved from http://csreports.aspeninstitute.org/Task=Force=on-Learning-and-the-Internet/2014/report/details/0054/Task-Force-Download-PDF

Campaign for a Commercial Free Childhood, Alliance for Childhood, & Teachers Resisting Unhealthy Children's Entertainment. (October, 2012). Facing the screen dilemma: Young children, technology, and early education. Retrieved from http://www.commercialfreechildhood.org/screendilemma.

Center for Media Literacy. (2005). Five key questions that can change the world. Retrieved from http://www.medialit.org/reading-room/reading-room-article-index?combine=Five+key+questions+that+can+change

Fred Rogers Center. (April 2012). A framework for quality in digital media for young children: Considerations for parents, educators, and media creators; Quality Framework Statement.

Grotber, E.H. (1995). A Guide to Promoting Resilience in Children: Strengthening the Human Spirit. *The International Resilience Project from the Early Childhood Development: Practice and Reflections series Bernard Van Leer Foundation.*

Guernsey, L. (2014, November 13). Common sense, science based advice on toddler screen time. *Future Tense* (a partnership between New America, Arizona State University and Slate magazine).

Lerner, C. and Barr, R. (2014). Screen sense: Setting the record straight research based guidelines for screen use for children under 3 years old. *Zero to Three.* Department of Psychology and Director of Georgetown Early Learning Project at Georgetown University. Retrieved from https://www.zerotothree.org/search?q=Screen+Sense

Marsh, Jackie (2010). Childhood, culture and creativity: a literature review. Retrieved from http://www.creativitycultureeducation.org/wp-content/uploads/CCE-childhood-culture-and-creativity-a-literature-review.pdf

McLuhan, M. and Fiore, Q. (1967). *The Medium is the Message.* NewYork, NY: Bantam Books.

The National Academies Press. (2015). Next generation science standards: For states, by states. *NGSS Lead States.* Washington D.C.

National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (January 2012). Technology and interactive media as tools in early childhood programs serving children from birth through age 8. A Joint Position Statement.

National Governors Association Center for Best Practices. (2010). Common core state standards. *Council of Chief State School Officers*; Washington D.C.

Nielsen Company. (2009). Television, internet and mobile usage in the U.S.: *A2/M2 Three Screen Report*. New York, NY: Nielsen Company.

Press, G. (2014, June 18). A very short history of the internet of things. *Forbes.* Retrieved from http://www.forbes.com/sites/gilpress/2014/06/18/a-very-short-history-of-the-internet-of-things/.

Radesky, J.S., Silverstein, M., Zuckerman, B., and Chrisakis, D.A. (2014). Infant self-regulation and early childhood media exposure. *Pediatrics*.

Raymond, E.B. (2000). Cognitive characteristics in learners with mild disabilities: A characteristics approach. Boston, MA: Allyn and Bacon.

Rideout, V. (2010). Generation M2: Media in the Lives of 8-to 18-Year-Olds. Menlo Park, CA: *Kaiser Family Foundation*.

State of the Union Address. (2013). Education: Knowledge and skills for the jobs of the future. *Early Learning Section.* Retrieved from www.whitehouse.gov.

Walkosz, B.J., Jolls, T., & Sund, M.A. (2008). Global/Local. Media literacy for the global village. Paper presented at the *Ofcom International Media Literacy Research Forum* Inaugural Meeting, London.

U.S. Department of Health and Human Services. (2010). The head start child development and early learning framework: Promoting positive outcomes in early childhood programs serving children 3–5 Years Old. *Administration for Children and Families Office of Head Start*. Washington D.C.

CML News

Media Literacy Article Published in Spanish by Eduteka
The New Curricula: How Media Literacy Education Transforms Teaching and Learning by CML's Tessa Jolls was translated and published in Spanish by Eduteka.
http://www.eduteka.org/articulos/tessa-jolls-alfabetismo-en-medios-1

Voices of Media Literacy
Want to read all 22 interviews from CML's Voices of Media Literacy project? Dr. Victor C. Strasburger is the most recent contributor to this important history. Read about the media literacy pioneers here.

About Us…
The Consortium for Media Literacy addresses the role of global media through the advocacy, research and design of media literacy education for youth, educators and parents.

The Consortium focuses on K-12 grade youth and their parents and communities. The research efforts include nutrition and health education, body image/sexuality, safety and responsibility in media by consumers and creators of products. The Consortium is building a body of research, interventions and communication that demonstrate scientifically that media literacy is an effective intervention strategy in addressing critical issues for youth.

Resources for Media Literacy

Resources for Children and Media Literacy

Please see Page 13 for additional references from the featured article on young children and media literacy.

Center for Media Literacy (http://www.medialit.com)
Articles, activities, and lessons from the MediaLit Kit are just some of the sources available on the CML website to help parents become confident, thoughtful media literacy educators in their homes and communities.

Center on Media and Child Health (www.cmch.tv)
CMCH has been featured in more than one resources article in *Connections*, but it's the only organization we know of which applies current pediatric research to the questions and concerns of parents about their children's electronic media use. The site includes short, easy to understand articles which explain the health effects of children's media use over a variety of media, advice to parents, and links to current research. "Ask the Mediatrician" column features CMCH founder Dr. Michael Rich.

Common Sense Media (http://www.commonsensemedia.org/)
Common Sense Media's first contribution to the field was a wide selection of movie and DVD reviews written to help parents decide what to watch with their children. That selection has expanded to a wide range of games, television content, mobile apps and more. Now the site also presents basic information to parents on the entire spectrum of new media technologies which children are using today, tip sheets on individual topics, and advice for parents on each topic with specific parenting suggestions for children of all age levels.

Connect Safely and Net Family News (www.connectsafely.org , www.netfamilynews.org) Connect Safely, directed by Anne Collier is one of the few internet safety organizations which emphasizes the capacity for children to create positive online experiences rather than focusing on those experiences which children should avoid. Net Family News offers intelligent, insightful commentary on new developments in the tech world and their relationship to children, parents, education and digital citizenship.

Net Cetera (www.onguardonline.gov/topics/net-cetera.aspx)
Net Cetera, a project of the Federal Trade Commission, is a comprehensive guidebook intended to help parents talk and "raise issues" with kids about living their lives online. The guidebook includes safety information on new media technologies and resources online.

Vodafone Digital Parenting Magazine (www.vodafone.com/parents)
Vodafone, one of the largest mobile phone service providers in Europe, offers Digital Parenting magazine. Articles cover the entire range of issues relating to children and their use of new media technologies, from data security to cyberbullying to teens' use of the Internet to search for health information. These include contributions from nearly two dozen widely recognized experts, and each is accompanied by graphics and tip sheets that can help families formulate concrete, reasoned strategies for parenting in a digital age.

Purrfect Delivery

In this MediaLit Moment, students are entertained by a recent anti-smoking PSA that has received more than three million views on YouTube. Use the clip for a mini-deep deconstruction exercise where students watch, listen, and evaluate the techniques used to create the message.

Ask students why this particular clip went viral

AHA! This message made me laugh so I'm sharing it will all of my friends

Grade Level: 6-9

Key Question #2: What creative techniques are used to attract my attention?
Core Concept #2: Media messages are constructed using a creative language with its own rules.
Key Question #5: Why is this message being sent?
Core Concept #5: Most media messages are organized to gain profit and/or power (in this case, power of persuasion).

Materials: Computer with internet access and projector. Here is the link to the PSA:
https://www.youtube.com/watch?v=tLtschJxRy8

Activity: Show the video three times without giving any explanation to students except to watch and listen without commenting. Play the video on a big screen for the class. Then play it again without the sound – just video. The third time, play the sound only – no video. Ask students to comment on the creative techniques used to make this film. Would the clip have been as effective without all of the elements coming together? Was the message clear? Were students persuaded not to smoke? What was the most compelling part of the message? Cats, music, text…Would it have been better to use humans? Was YouTube the right platform for releasing this video? Why or why not?