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# TEACH, DON'T PROTECT

Media Violence Forum  
London ON, Oct. 21<sup>st</sup>.  
Linda Millar

# Let's Talk About...

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- The Issue
- The History
- Looking at Solutions
- Where do we go from here?



# Media Violence

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- The Stats
- The Concern
- Food For Thought



# Kids and Media

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***“In this century, the mass media have come to rival parents, school, and religion as the most influential institution in children's lives.”***

~ Media and Values Magazine

# Today's children are media savvy:

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- Consumers, Creators and Distributors of content.



# Some Facts:

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- 86% have email accounts
- 89% of grade 4 play on-line video games
- 62% communicate by instant messaging
- Daily instant messaging:
  - Grade 4- 23%
  - Grade 5- 43%
  - Grade 11- 86%



# Favourite web sites

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- 33% of the 50 favourite Web sites listed by kids incorporate material that is:
  - violent 28 %
  - highly sexualized 32%
  - Kids in Grades 8 and 9 include these sites in their list of favourites most frequently.

Media Awareness Network, Young Canadians in a Wired World – Phase II , 2005

# Grades 4-11

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- 20% of Grade 4 students access the Internet through their own personal computer
- 43% of Grade 5 students and 86 percent of Grade 11 students use instant messaging daily
- 28% of students download TV shows and movies from the Internet
- 31% of Grade 11 students have a Webcam for personal use

- Media Awareness Network, Young Canadians in a Wired World – Phase II , 2005

# Cyber Bullying

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- 34% in Grades 7 to 11 report being bullied,
  - 74% at school
  - 27% on-line



- 59 % have assumed an on-line identity.
  - 17 % pretended to be someone else so “I can act mean to people and not get into trouble.”

# The Bottom Line

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- It is clear, that engagement with digital technologies is transforming learning, socializing and communication among youth who are able to access and use them.



John Palfrey, Urs Gasser and Colin Maclay of the Berkman Center for Internet & Society, Harvard University and Gerrit Beger of UNICEF.

# More Exposure to

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- All genres of media
  - Gender based violence
  - Racism, hate propaganda
  - Sensationalism
  - Adult, inappropriate content



# The Concern

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- Out of Control?
- De-sensitization?
- Erosion of Societal Values?
- Primary Influencer?



# Food For Thought

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- Who is Responsible?
- Who is listening?
- Who Cares?



# Do Rules Exist?

Do your parents have any rules about...? (MARK ONE ANSWER NEXT TO EACH ITEM)

BASE: GRADES 7-12

	Yes	No
A. How many text messages you can send	14	84
B. How much you can talk on a cell phone	27	71

GENERATION M2 Media in the lives of 8-18 yr olds. A Kaiser Family Foundation Study, January 2010

In general, how often do your parents make sure you follow the rules they have about using a cell phone?  
(ONE ANSWER ONLY)

BASE: GRADES 7-12

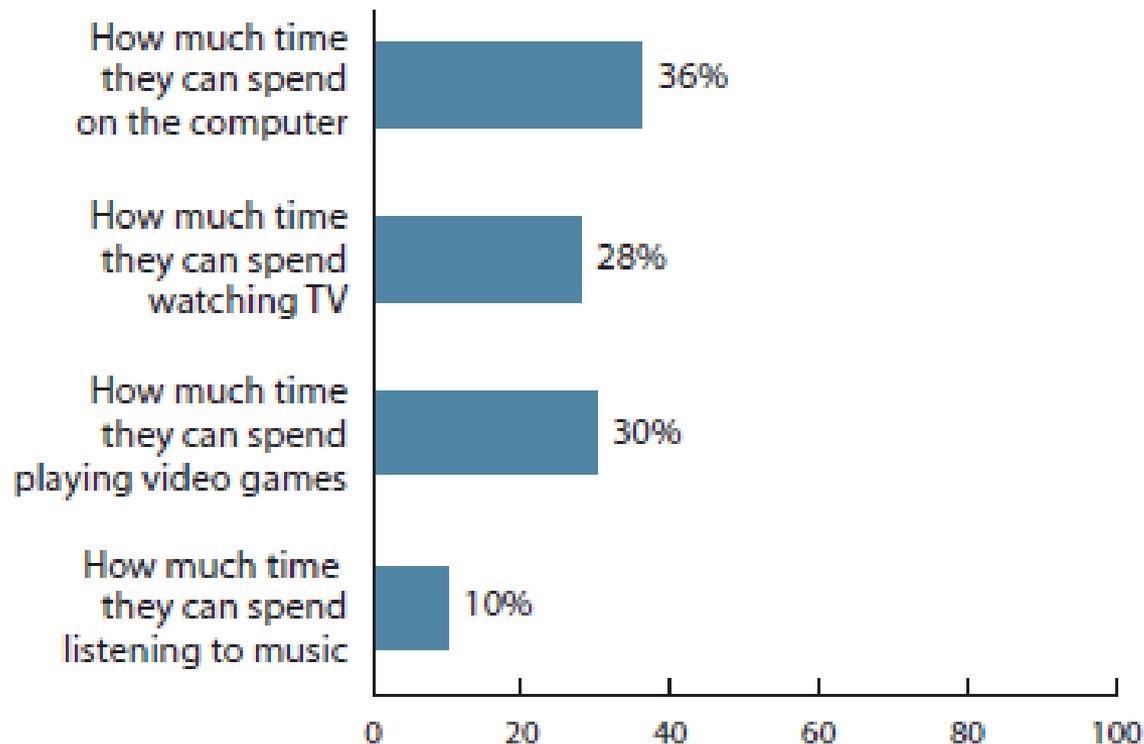
Most of the time	19
Some of the time	16
A little of the time	13
Never	7
My parents don't have rules about cell phone use	44



# Rules (Cont.)

## Media Rules, Time

Among all 8- to 18-year-olds, percent who say they have rules about:



GENERATION M2 Media in the lives of 8-18 yr olds. A Kaiser Family Foundation Study, January 2010

# The Jury is Out

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- “...exposure to media violence causes children to behave more aggressively and affects them as adults years later.” (Professor L. Rowell Huesmann, University of Michigan)
- “The scientific evidence simply does not show that watching violence either produces violence in people, or desensitizes them to it.”
  - (Jonathan Freedman, University of Toronto)
- Media-Awareness Network

# Many Studies, Many Conclusions

“The lack of consensus about media effects reflects three grey areas”

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1. Media violence is hard to define and measure
  - Are cartoons violent?.
2. Researchers disagree over relationship the data supports.
  - Is there a causal connection between violence and aggression?
3. Even those who agree that there is a connection disagree about how the one effects the other.
  - Is agression psychological? physiological?A pre-existing condition?

Andrea Martinez, University of Ottawa,  
“Review of the scientific literature for the  
Canadian Radio-television and Telecommunications  
Commission (CRTC) in 1994.”

# The History

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- Violence a public policy issue by the 70s
- Early 90s, (CRTC)-consultations on television violence with the broadcasting, cable and program production industries,
- 1993, the Canadian Association of Broadcasters (CAB) strengthened voluntary code on violence in broadcasting.
- CAB established the Canadian Broadcast Standards Council (CBSC), an industry self-regulatory body mandated to respond to complaints from the public about violence and other matters.



# History (continued)

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- 1994 V-chip
- 1997 classification system, using on-screen, age-related icons
- Industry codes and a public education initiative –
- All remain in place today.
- CBSC reviews and adjudicates complaints
- Voluntary industry codes remains a condition of CRTC licensing.



# Our Regulatory System

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- CBSC- non-governmental, self-regulatory organization which administers standards established by Canada's private broadcasters.
- CBSC administers the Violence Code, which includes:
  - a prohibition on airing programs that are gratuitously violent or programs that glamorize violence;
  - establishes a “watershed hour” of 9:00 p.m. after which only violence suitable for adults can be aired;
  - a program classification system.
- CBSC also accepts consumers' complaints regarding violations by broadcasters of the Violence Code ([www.csbsc.ca](http://www.csbsc.ca))

# Canadian Broadcast Standards Council

<http://www.ccnr.ca/english/codes/violence.php>

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- **CAB Violence Code**
  - [Content](#)
  - [Children's Programming](#)
  - [Scheduling](#)
  - [Classification System](#)
  - [Viewer Advisories](#)
  - [News & Public Affairs Programming](#)
  - [Violence Against Women](#)
  - [Violence Against Specific Groups](#)
  - [Violence Against Animals](#)
  - [Violence In Sports Programming](#)



# CRTC Recommendation

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- 1999 CRTC rejected a strategy of regulating content on the Internet and endorsed the approach to foster critical use of all media.
- The CRTC recognized that, in the hands of new media users, "awareness and knowledge can be a powerful tool."
- **The V-chip, classification systems and regulatory systems = 25% of the solution to media violence.**
- **Media literacy= 75%**

Keith Spicer, former Chair, CRC



# So what can we do?

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*“Pediatricians and other child health care providers can advocate for a safer media environment for children by encouraging media literacy, more thoughtful and proactive use of media by children and their parents, more responsible portrayal of violence by media producers, and more useful and effective media ratings.”*



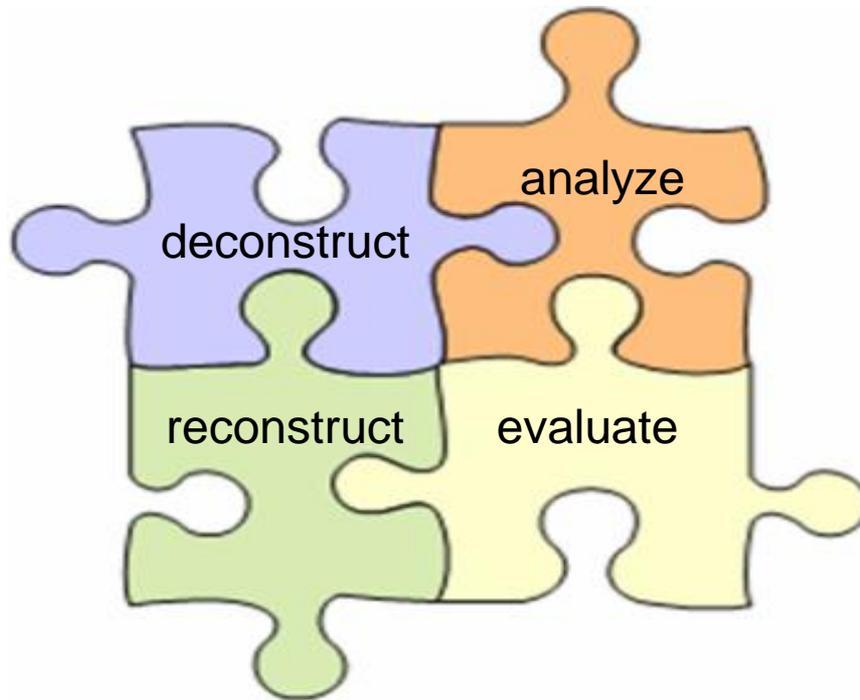
Published online November 1, 2009  
American Academy of Pediatrics, PEDIATRICS Vol. 124  
No. 5 November 2009, pp. 1495-1503 (doi:10.1542/peds.2009-2146)

# Education:

## *Media Literacy - Putting The Pieces Together*

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Understand, interpret, ask questions



# Media Literacy

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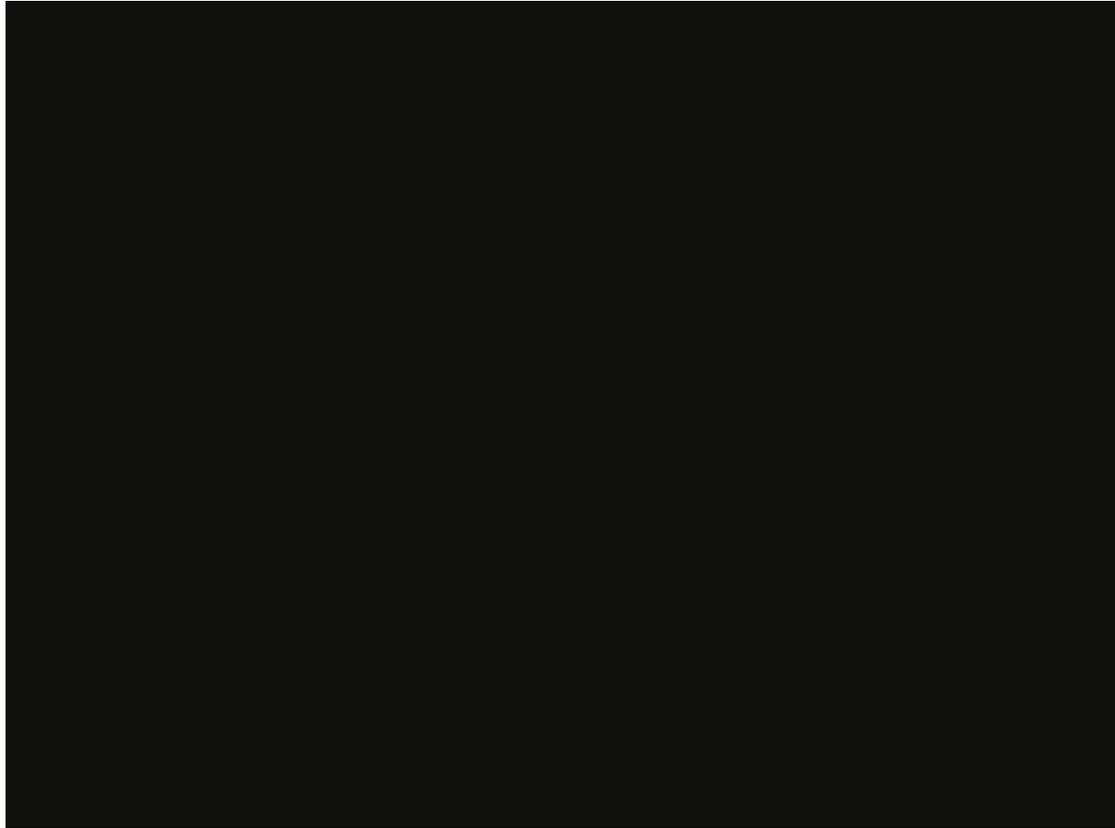
- Media literacy isn't about having the right answers—it's about asking the right questions. The result is lifelong empowerment of the learner and citizen.



# Public Service Message:

## *House Hippo*

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# Why Teach it?

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- “If you can’t reach them, you can’t teach them!”

## Technology can:

- Educate, empower and promote positive decision-making
- Act as a spring board for discussion on values, empathy and tolerance
- Encourage critical thinking skills

# A Scenario

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## The Busy Street

**Danger?**

**Responsibility?**



**Confusion!**

# Three Choices

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- The Ostrich



The Catalyst



The Fatalist



# Teach Don't Protect

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# *Where can we go to for current, research-based and reliable support?*

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# Concerned Children's Advertisers

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- Not-for profit organization:
  - Government
  - Industry
  - NGO's
  - Advertising Agencies
  - Broadcasters
  - Issue experts
  - Educators, Parents and Care-givers



# Our Members



# Concerned Children's Advertisers Partners

Canada

active  
healthy  
kids  
CANADA  
The Power to Move Kids™

ACTIVE LIVING ALLIANCE  
FOR CANADIANS WITH A DISABILITY  
ALLIANCE DE VIE ACTIVE  
POUR LES CANADIENS/ CANADIENNES AYANT UN HANDICAP

Boys & Girls Clubs of Canada  
Clubs Garçons & Filles du Canada

CAAWS ACAFS

Canadian Association for the Advancement of Women and Sport and Physical Activity  
Association canadienne pour l'avancement des femmes du sport et de l'activité physique

CCFN/CCAN  
Canadian Council of Food and Nutrition  
Conseil canadien des aliments et de la nutrition

CANADIAN DIABETES ASSOCIATION | ASSOCIATION CANADIENNE DU DIABÈTE

COALITION ACTIVE LIVING  
Active communities, healthy Canadians

Dietitians of Canada  
Les diététistes du Canada

Lions Quest Canada  
The Centre for Positive Youth Development

MEDIA AWARENESS NETWORK | RÉSEAU ÉDUCATION MÉDIAS

1 800 668 6868  
Kids Help Phone  
kidshelpphone.ca

PARTICIPACTION

PHE Canada  
Physical & Health Education Canada

EPS Canada

We build strong kids, strong families, strong communities.  
Plus de vie à la vie des jeunes, des familles et de la communauté.  
YMCA

YWCA CANADA | A TURNING POINT FOR WOMEN  
UN POINT TOURNANT POUR LES FEMMES

# Concerned Children's Advertisers

What We  
Do:

## CCA MANDATE:

- To contribute to the health and media literacy of Canadian children through innovative and effective social marketing and education programs and to promote ethics and responsibility in advertising to children.

## CCA OBJECTIVE:

- To create a focused and collective approach to addressing media, social and health issues that affect children in Canada.



# CCA's Bullying Trilogy

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- Walk Away
- Words Hurt
- Tell Someone



# Our Campaigns Include...

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## Social Marketing

- National multi-lingual child-directed PSAs
- Print, online, out-of-home

## Audiences

- **Primary Audience:** Children ages 6 to 12
- **Secondary Audience:** Parents, educators, influencers, and childcare and health care workers as key stakeholders/gatekeepers to Canadian children.

# Our Campaigns Include...

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## Education

- Curriculum (K-8) aligned to provincial guidelines, nationally
  - Health, physical education, language, media literacy, science
- Parent/Community Component
  - Tips, tools and strategies

## Audience

- Educators, Parents, Health Care Providers, Child Care Organizations, Pre-service teachers

## Delivery

- Education microsite
  - Free downloadable lesson plans/parent program
  - Interactive games and activities for kids
- Keynotes, workshops, training sessions
- Partner Support



# Long Live Kids Initiative

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- A partnership that brings together industry, issue experts, NGOs, advertisers, broadcasters, education, parents and government.
- Encourages kids to make positive behavioural changes through:
  - Healthier eating;
  - Increased physical activity; and
  - Improved media literacy:

***Eat smart, move more and be media wise.***

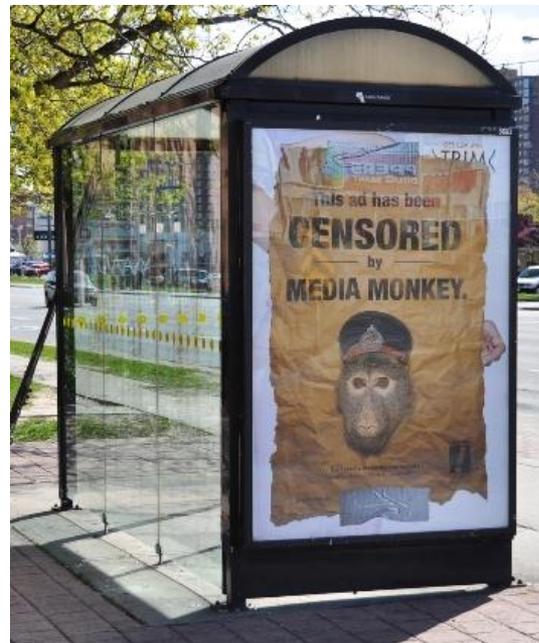
# Long Live Kids III

- CCA partnered with Canada's foremost issue expert on media literacy, Media Awareness Network (MNet)
- "Media Monkey" empowers young people to make safe, balanced and healthy choices that are right for them and opens the door for meaningful discussion about media, health and planning for healthy futures.



# Campaign Objective

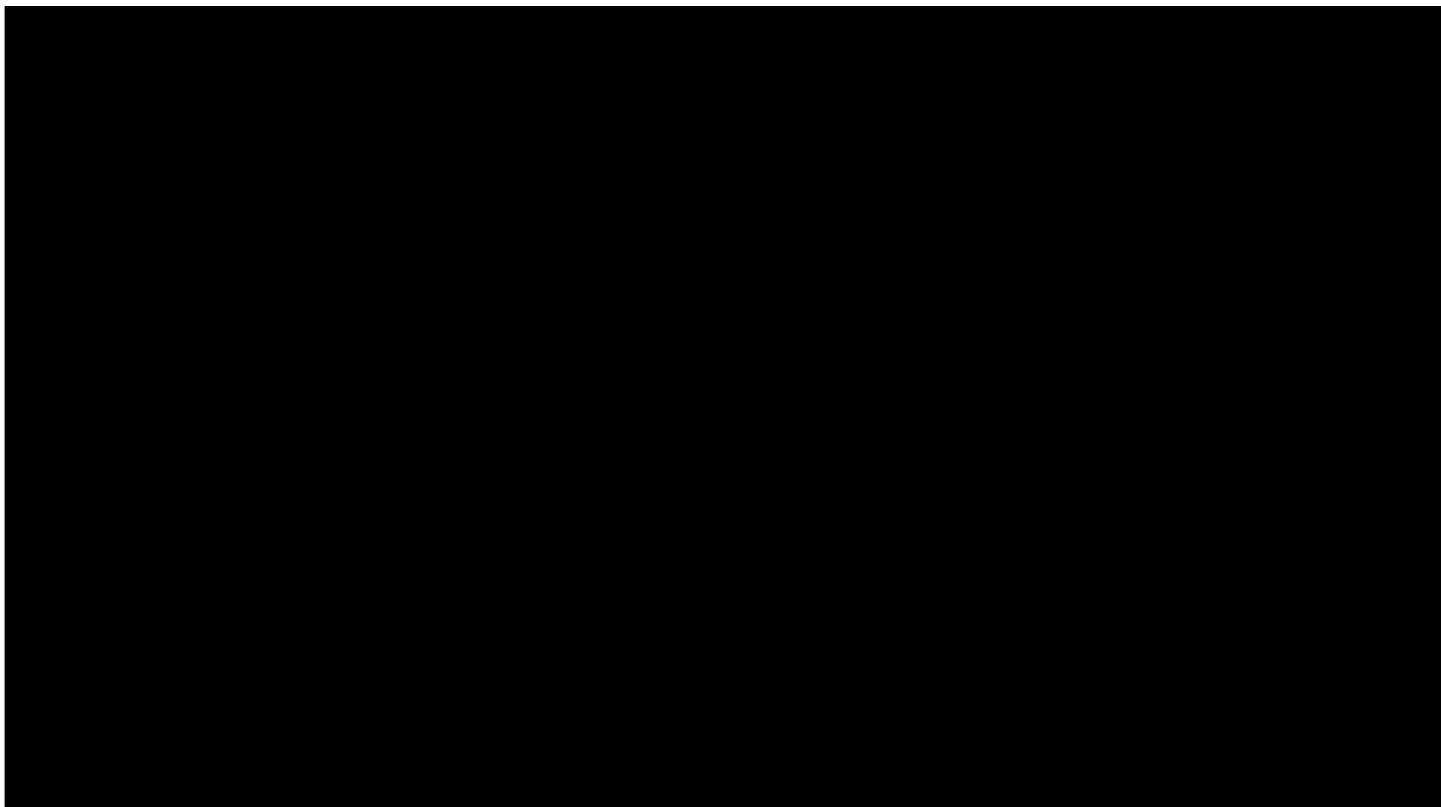
- To encourage kids to develop the confidence to make healthier choices when faced with compelling messages from the media.



# Public Service Message:

## *Media Monkey*

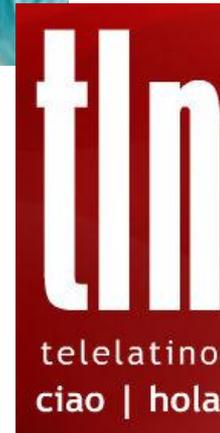
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# Public Service Messages:

## *Cultural Marketing*

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# New Education Tool

- In 2010, to coincide with and complement the Media Monkey campaign, CCA launched a microsite that houses:
  - Curriculum for teachers
  - Interactive activities for use in class or at home
  - Tips, tools and strategies for parents

[www.longlivekids.ca/play](http://www.longlivekids.ca/play)



# CCA's new Educational Micro-site

[www.longlivekids.ca/play](http://www.longlivekids.ca/play)

The screenshot displays the 'Long Live Kids' website interface. At the top, there are navigation links: 'EDIT PROFILE', 'LOG OUT', and 'FOR PARENTS & TEACHERS: ABOUT THIS SITE', 'CONTACT US', 'PRIVACY'. A central banner shows '1 003 674 552 000 MINUTES OF TELEVISION WATCHED BY CANADIANS THIS MONTH'. Below this is a main navigation bar with 'HOME', 'PLAY', 'POST', 'LEAD', 'LEARN', 'CREATE', and 'SHARE'. The main content area features a video player titled 'MEDIA MONKEY - PLAY VIDEO' dated 'FEBRUARY 23, 2010'. The video shows a child reading a newspaper. To the left of the video is a poll: 'How much time do you spend outside a day?' with options: '15 minutes or less', 'About half an hour', '1 hour', and 'More than 1 hour'. Below the poll is a 'VOTE!' button and a 'See results!' link. To the right of the video is a 'CREATE YOUR OWN MUSIC VIDEO!' section with a 'CREATE IT NOW!' button. Below that is a 'LEARN CURRICULUM BASED LESSON PLANS' section, 'MODULE ONE: Learning About The Media', with a 'CHECK IT OUT!' button. Further down is a 'LEAD LEAD BY EXAMPLE' section with a 'Read more' link. At the bottom left, there is a 'FACTS YOUR HEART BEATS AN AVERAGE OF 30 MILLION TIMES A YEAR!' section. At the bottom center, there is a 'PLAY GAMES!' section with a 'SEE MORE GAMES' button and a 'Find out if you are a PRO or JOE?' link. At the bottom right, there is a 'SHARE SEND US YOUR STUFF!' section with a 'SHARE' button and a photo of a child.

EDIT PROFILE LOG OUT

FOR PARENTS & TEACHERS: ABOUT THIS SITE CONTACT US PRIVACY

1 003 674 552 000 MINUTES OF TELEVISION WATCHED BY CANADIANS THIS MONTH

LONG LIVE KIDS CONCERNED CHILDREN'S ADVERTISERS

HOME PLAY POST LEAD LEARN CREATE SHARE

**MEDIA MONKEY - PLAY VIDEO**

FEBRUARY 23, 2010

**POLL**

How much time do you spend outside a day?

15 minutes or less

About half an hour

1 hour

More than 1 hour

VOTE!

See results!

**CREATE YOUR OWN MUSIC VIDEO!**

CREATE IT NOW!

**LEARN CURRICULUM BASED LESSON PLANS**

MODULE ONE  
Learning About The Media

CHECK IT OUT!

**LEAD LEAD BY EXAMPLE**

Parents, as a role model it is important that you lead by example.

Read more

Watch the Video!

CHECK IT OUT!

**PLAY GAMES!**

SEE MORE GAMES

Find out if you are a PRO or JOE?

**SHARE SEND US YOUR STUFF!**

# Long Live Kids: Media Literacy Educators

## LEARN

### Curriculum based lesson plans

As educators you are an important role model for your students. To help you, we have created this website and curriculum based lesson plans that focus on media literacy and health and physical education.

We suggest that you join the online action and play along with your students. This will allow you to experience the fun and educational aspects of our program.

Also, click on the icons below to download the classroom ready lesson plans.



#### Module One - Learning About the Media

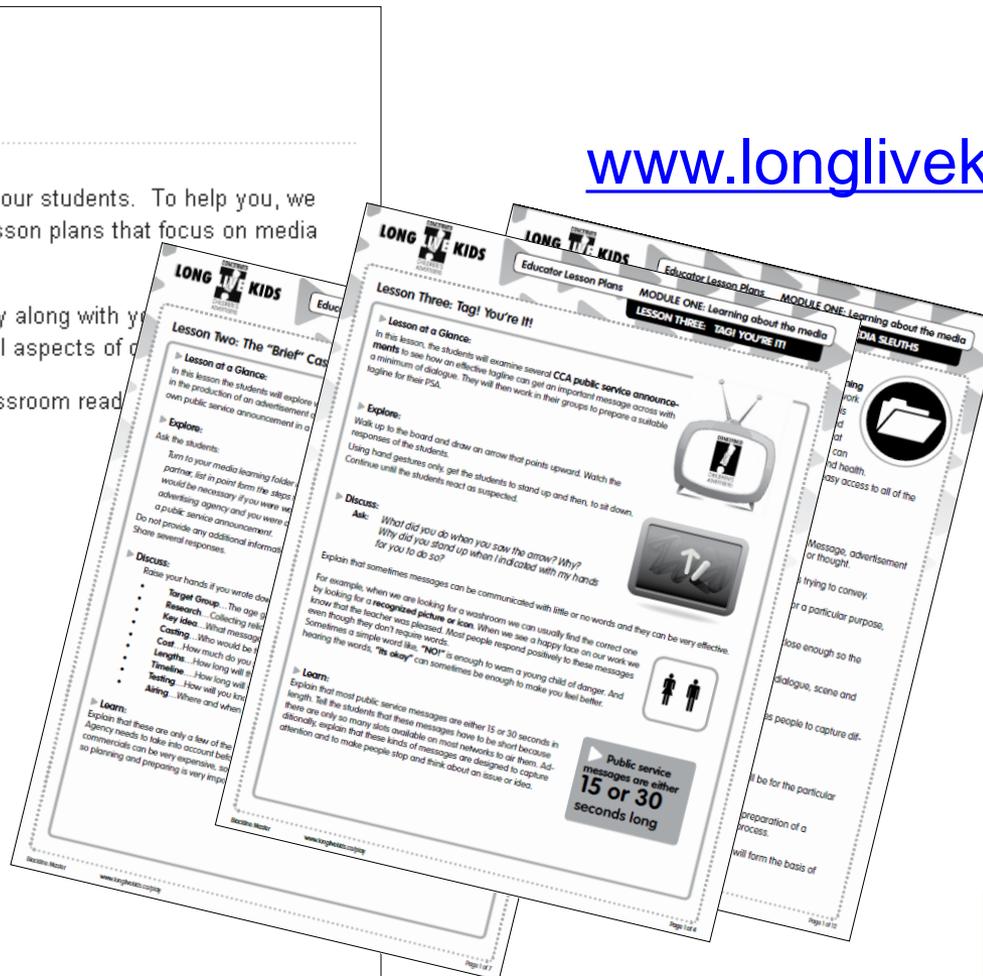


#### Module Two - Improving Self-Confidence



#### Module Three - Planning for the Future

[www.longlivekids.ca/play](http://www.longlivekids.ca/play)



# Parents & Community

[www.longlivekids.ca/play](http://www.longlivekids.ca/play)

## LEAD

### Lead by example

Parents, as a role model it is important that you lead by example.

To help your child live a healthier lifestyle, we have created this website and tip sheet for you to use as a resource. We suggest that you join the online action and play along with your kids.

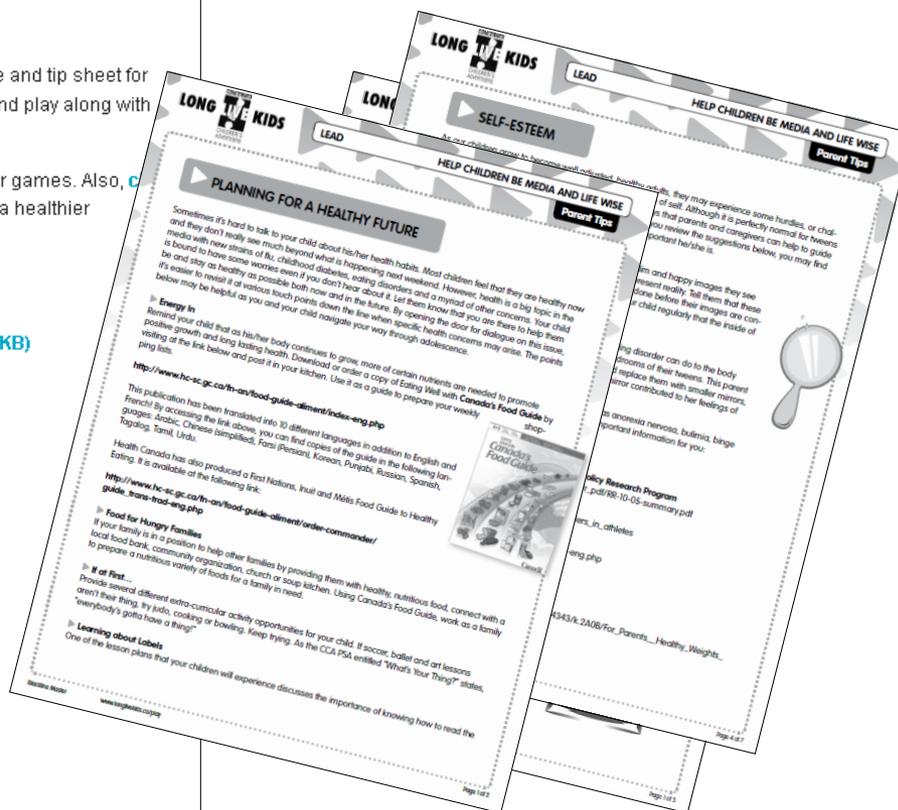
This will allow you to experience the fun and educational aspects of our games. Also, [click here](#) to download our tip sheet that will help you and your child to lead a healthier lifestyle.

 [Parent Tips 1-3: Help Children Be Media And Life Wise \(473.4 KB\)](#)

 [1\) Parent Tips, Media Literacy \(286.8 KB\)](#)

 [2\) Parent Tips, Self Esteem \(127 KB\)](#)

 [3\) Parent Tips, Healthy Future \(149.8 KB\)](#)



# What Can we do?

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- **Connect**
  - Ask questions
  - Express interest
- **Co-learn**
  - Explore together
  - Push the envelope
- **Communicate**
  - Discuss safety, values, impact, balance, usage
- **Contribute**
  - Set reasonable limits
  - Monitor regularly



# What Role do You Play?

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- Educators
  - Embrace Technology as a teaching tool
  - Co-learn with your students
  - Teach empathy, tolerance, the power of choice
  - Explore present regulations, codes and guidelines
  - Discuss and reward creative thinking
  - Empower CHANGE!

# Roles (cont.)

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- As Parents and Care-givers
  - Ask questions
  - Co-learn
  - Communicate
  - Set limits
  - Encourage kids as change agents
  - Model empathy, kindness and family values
  - Be aware of danger signals

# So, what's Next?

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- Work in Progress
  - More research into health and media habits of young people
  - Exploring the importance of mental health AND STRESS
- No 'instant' cure
- Parent's and Educators hold the keys

# Education:

*Critical Thinking = Smart Choices*

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# Education:

## *Long lasting Implications*

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# Collaborative Approach

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