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Ed movie parents guide

Comments Share Community Content is available under CC-BY-SA unless otherwise stated. The film's primary message is that luck is in your heart and head, and not in any external force, such as a happiness talisman. The film also advocates messages of loyalty, friendship and doing the right thing. Number 10 October 1994 WHAT IS GOING ON IN THIS AREA? Parents, teachers and many others are concerned about the quality of the programs - especially the amount of violence - children watch TV, and they have brought increasing pressure on the TV industry to curb program content. Recent studies of the causes of violence in society provide additional support for these concerns. (1) A compelling amount of research shows that children watch a large amount of TV and that exposure to violent images is associated with antisocial and aggressive behavior. (2) In response to these concerns and research evidence, the TV industry seems willing to provide more information to the public, through violence assessments and other warnings about programs, for example. They are also considering a technology to help parents monitor TV viewing. The technology known as a v-chip would enable parents to block out TV shows they don't want their kids to watch. Other voluntary measures to reduce media violence, such as violence-free family screening classes, are also being discussed. Parental monitoring is an important factor, as research studies show that increasing guidance from parents is at least as important as just reducing media violence. Children can learn negative patterns of behaviour and values from many other experiences as well as TV shows, and parental guidance is needed to help children sort out these influences and develop the ability to make good decisions on their own. While it's important to have parents review program content, competing parental requirements often make this approach impractical. In many households, the children come home before their parents and are left unattended by adults for part of the day or evening. In these and many other situations, families can benefit from a technology for parents to block out abusive programs. The more flexible

and efficient the blocking mechanism for tv, the more useful it will be to accommodate individual family values and choices. The national broadcast networks - CBS, ABC, NBC and Fox - and the cable TV networks have agreed on the development of systems for assessing the violence in TV shows. Ratings would be developed by independent panels, not beholden to the networks. As the ranking systems and application blocking technologies develop, more problems need to be solved. Firstly, it is not yet decided whether all parties will accept the same rating system, or whether different ratings will be used by the major network broadcasters and cable networks. Secondly, the broadcast networks have not yet agreed on a technology that Give parents a simple, one-step command to block all programs rated as violent en masse or on an individual basis. However, the cable networks support the use of v-chip technology. On a more detailed level, the TV industry must come to terms with the question of what the ratings will measure - violence, nudity and offensive language, possibly all combined in a single rating - and whether the ratings for individual programs will be made available within a reasonable time before broadcast. If so, the TV ratings may be similar to those used for movies. The Motion Picture Association of America (MPAA) provides movie ratings - G, PG, PG-13, R and N-17 - that appear in ads and movie reviews. The American Medical Association (AMA) and others have called for a system of more explicit warnings, especially with regard to violent content, that would be applied evenly to movies, TELEVISION and other forms of video entertainment. What does research say? The amount of TV watching. The amount of tv children watch varies enormously. Viewing habits range from the child who watches no TV at all to the child who is in front of the TV almost all waking hours. On average, children aged 2 to 11 watch about 23 hours of TV per week, and teens watch about 22 hours per week. While these 1992 numbers are down significantly - they were 28 hours per week and 23.5 hours per week, respectively in 1986 - the hours spent watching videotapes and video games are not included. This means that over the formative years, children spend more time in front of a TV set than they do in classrooms. (3) In about half of the viewing times, children watch TV alone or with other children; The other half is used with one or more parents or other adults. (4) About 90 percent of the time children see programs that are not specifically designed for them. (5) The decision to watch TV is influenced by several factors, including lack of preferred or necessary alternative activity; penchant for specific programs or characters; habit; and mood. The longer a child has spent watching TV at all times, the harder he or she is to distract. (6) Learning. Given a pattern of extensive TV watching, it is important to understand how TV affects learning. Children, especially young children, can and do a lot of TV shows. Some programs combine entertainment and education to help children learn to identify characters and shapes, sequence numbers and letters, learn the vocabulary and sounds of songs and foreign languages, and more. As a consequence, today's children enter kindergarten with much greater vocabulary than pre-TV generations. And older children are able to remember sequential events and have developed improved skills in spatial relationships from TV watching. However, children usually learn far less from TV than they do of a comparable amount of time spent reading. They are also likely experience more problems with TV compared to reading in identifying the most important ideas of a story or themes of a feature theme. This may be because their level of intellectual involvement in TV shows in general is quite low or because they perceive TV as a relaxing activity rather than a mind. (7) Violence and use of time. Unfortunately, not all that children learn from TV is beneficial. TV shows often present a highly selective view of life, with glamour in stark contrast to the real people children come into contact with. Children also learn at a very young age to laugh at violence. About 80 percent of all programs contain some violence with an overall average of just over 5 violent acts per hour. (8) Settings and time patterns are often contrived and condensed into a time slot. Problems are often solved quickly and violently, and the violent or other antisocial behavior often goes unpunished and without comment. And good-guys are often not much better role models than the bad guys. As a consequence, many children are far more familiar with violent, antisocial approaches to problem solving and conflict resolution than they are with nonviolent and prosocial. The problem is not only that children learn inappropriate behavior, but they also tend to adopt the evaluative standards that programs project. (9) Perhaps most worryingly, what goes unscheated is because of the time lost to tv. TV displaces other activities. For example, most children need more time to play with others, learn how to build friendships, to resolve real disagreements and develop their own imagination and abilities. One researcher put it this way: Doing other things can teach children more about their world and promote the development of talents, intellect and physical abilities. (L0) Research shows that parents can protect their children from potentially harmful influences and can even use television for learning and other age-appropriate developmental activities. Parents (and schools) can teach children critical viewing skills. Children, for example, can be taught to recognize stereotypes, distinguish fictional from factual portrayal, identify scenes that depict behaviors and values that conflict with their own and family values, and think about and describe alternative, nonviolent methods of solving problems. (II) What the research does not provide is a lot of factual information about assessment systems for TV shows, movies or other media. The information available is anecdotal and primarily applies to MPAA movie ratings. While many parents find the MPAA film ratings useful, many also say they often disagree with the ratings awarded. Others ask for more specific information about violence, nudity and offensive language instead of just a composite classification. Who works in this area? *The Federal Communications Commission (FCC) is responsible for the approval and renewal of operating licenses for broadcasters public airwaves. The FCC also enforces all laws related to broadcasting. * Children's TV Workshop has developed TV shows for children and researched the impact of these programs on children over the past 20 years. *The National Cable Television Association is pursuing an industry-wide anti-violence initiative through the development of standards aimed at reducing violence in cable programming, developing a system for program content assessment, and support from viewer discretionary technology. *The National Association of Elementary School Principals (NAESP) has produced a number of reports to parents offering practical advice on parents. The NAESP report on TV violence highlights being a good example, planning schedules for other activities as well as TV watching, and working with the child to develop good judgment and other interests. *The national prosecutor works with parents and teachers through their regional and local associations and has been actively involved in exploring media violence and other political issues in the field of child programming. *The National Association for the Education of Young Children (NAEYC), as the country's largest association of early childhood professionals, develops resource and training books, videos, materials and other services about children's development and early education. *The Centre for Media Competence has produced teaching resources and workshop sets to teach children, teens and adults skills in understanding and evaluating how images, words and sounds are used in all types of mass media. Where can I get more information? *Federal Communications Commission (FCC) 1919 M Street, NW Washington, DC 20554 *Children's TV Workshop One Lincoln Plaza New York, NY 10023 *The National Cable Television Association 1724 Massachusetts Avenue, NW Washington, DC 20036 *The National Association of Elementary School Principals (NAESP) 1615 Duke Street Alexandria, VA 22314 *National PTA P.O. Box 88964 Chicago, IL 60603 *The National Association for the Education of Young Children 1509 16th Street , NW Washington, DC 20036 *Center for Media Literacy 1962 South Shenandoah Street Los Angeles, CA 90034 How parents can turn off TV violence The National Association of Elementary School Principals (NAESP) has offered ten suggestions to parents:(12) Set an example: Don't leave your TV on all the time, even when eating or engaging in other activities. Select specific programs for information or entertainment, and don't watch adult programs when children are present. Don't use TV as a babysitter: Keep interesting items practical as an alternative to TV, such as puzzles, board games, crayons, pencils, paper, books and magazines. Reject all other violent media: Make it a family rule that violence has no place in your home, whether on videotapes, video games, radio shows, music lyrics or reading materials. Plan daily activities: Teach your child to plan a daily after-school where tv fills only a small block of time—or maybe none! Schedule a weekly TV schedule: Sit down every week with your child and choose appropriate children's and family shows from the weekly TV listings. Use TV to teach: Children interpret what they see differently than adults. They may not be able to distinguish fiction from fact, and something you find funny can scare a child. Therefore, it is advisable to watch programs with your child and explain the difference between news and entertainment, reality and make-believe, education and exploitation. Discuss programs with your children and compare your family values with those shown on TV. Keep an eye on the tube: Find your family TV in a central location where you can monitor who sees what. Children should not have TVs in their bedrooms, although radios may be allowed and books are encouraged. Watch and evaluate new programs — even comics — before letting your child tune in. Encourage other activities: The average American child watches TV for almost as much time as is spent at school! You can reduce your TV time by requiring or promoting other home activities, such as training, hobbies, crafts, reading, playing tannes, grooming pets, helping out with household tasks, doing homework, keeping a diary and writing letters. Look for good TV: There are many nice shows on TV that you can watch with your kids, including concerts, acting, sports events, nature and wildlife shows, animated movies and movies suitable for kids. Join forces to oppose TV violence: Work with teachers and other parents to reduce TV violence by writing or calling local and network TV officials, government regulators, and congressional leaders. Let them know that you are concerned about TV violence and promote the development of quality programs for children. Notes: (1) National Academy of Sciences/National Research Council. (1993). Understanding and preventing violence. Washington DC: National Academy Press. The American Psychological Association. (1993). Violence and youth: Psychology response, Volume I. New York: Author. The American Medical Association. (1994). Mass media violence and film ratings: Redress is lacking in the current system. Washington DC: Report from the board. (2) Donnerstein, E., Slaby, R., & Eron, L. (1994). Mass media and youth aggression. In the American Psychological Association, Violence & Youth: Psychology Response, Volume II. Washington, DC: Author. Screen violence: It kills us. 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(12) National Association of Elementary School Principals (NAESP). (1993). Report to Parents: How Parents Can Turn Off TV Violence. Alexandria, VA: Author of David Sweet and Ram Singh Office of Educational Research and Improvement (202) 219-1748 or (202) 219-2025 This is the tenth Education Consumer Guide - a series published for teachers, parents and others interested in current education topics. OR 94-3001 ED/OERI 92-38 This consumer guide is produced by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. Richard W. Riley, Education Secretary Sharon P. Robinson, Assistant Secretary, OERI -#- #####

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