THE SUMMER of DIGITAL CITIZENSHIP

Summer is coming, the days will be longer and the nights warmer. Fond memories of summer nights spent with neighbor kids playing hide and seek, kickball or red-rover way past sunset. The fun usually ended when moms called us in for the night. Will your summer fun involve getting outside, camping in the backyard or playing with your friends? Too many of us are tied to our devices and spend hours in front of a screen, living a virtual existence. **How about planning some time to unplug from technology this summer?**

UNPLUGGING THIS SUMMER

Many parents are concerned about their teens spending too much time online and on their devices. Here's what the data says:

Results of a 2016 Common Sense Media Report found

- 50 percent of teens "feel addicted" to mobile devices
- while 59 percent of parents surveyed believe that kids are addicted to their devices
- 72 percent of teens and 48 percent of parents feel the need to immediately respond to texts, social-networking messages, and other notifications
- 69 percent of parents and 78 percent of teens check their devices at least hourly

A 2018 Pew Research Report showed

- 45 percent of teens said they use the Internet "almost constantly,"
- Another 44 percent said they go online several times a day
- 50 percent of teenage girls are "near-constant" online users, compared to 39 percent of teenage boys
- 95 percent of teens have access to a smartphone

Source: https://www.psycom.net/cell-phone-internet-addiction or http://go.gstric.org/210-psycom

Here are a few suggestions for limiting our kids' screen time during the summer:

Sign them up for summer camps	Do family activities together	Be a role model	Set time limits
It's not too late! One of the best ways to "win" the fight about screen time is to not have it in the first place. When kids are at some activity camp, they will naturally be engaged in enjoyable activities that focus their attention. Hopefully, at the same time, they are learning that great fun can be had, and friendships forged off the screen.	Take your kids bowling, play putt-putt, go hiking, try kayaking, do family board game night … try new things! You might need to plan so that you have options ready. Your kids will learn that there are many fun activities IRL (in real life). Also, we are modeling curiosity and an openness to new experiences.	We must practice what we preach and be a positive role model for our kids. If we are on the screen frequently, even if it is mainly for work, our kids pick up on that. Then setting limits on their screen time doesn't hold much weight. We can't ask them to do things that we are unwilling to do.	Screens cannot be turned on before a certain time in the morning and must be turned off by a certain time at night. Also, it is a good idea to set a limit for how much screen time is allowed per day. While there is debate about how much is too much, a ballpark figure would be about 2-3 hours of screen time per day.

Sign Up to receive this newsletter in your email inbox

Scan this QR code with your phone, or go to http://go.gstboces.org/dcnews-signup in your browser.

Unplug and Play

Last year we sponsored an Unplug and Play Weekend - view the poster for more info on unplugging. http://go.gstric.org/210-poster

MORE ON UNPLUGGING THIS SUMMER

Establish tech free zones - Have certain rooms/areas in the house and circumstances in which no tech is allowed. For instance, no screens are allowed at mealtimes or in the bathroom. As a default, don't allow screens when traveling in the car on errands and short trips.

One screen at a time - If you are doing a family movie night or your kids are watching a show, set a rule that other screen use is not allowed. We want our family screen time to be a shared experience. For parents, this means that we need to be off our phones and laptops while watching a show with our family...or even when it just with our partner.

It is fine to allow kids to enjoy age-appropriate screen time over the summer. However, unfettered access to the screen can cause a lot of problems, which could include diminished attention, sleep deprivation, and insufficient physical activity. Moreover, too much screen time means that other need-satisfying activities are getting displaced, such as face-to-face interactions. As parents, we need to help children learn that wondrous experiences and friendships are waiting for them off the screen. With a little help from us, we can help ensure that they are experience the best of both worlds.

Unplugging from technology doesn't just mean turning off your smartphone, it also means turning off the television, powering down your computer and shutting down any other electronic device. It's all about enjoying and appreciating the world around you.

Source: http://go.gstric.org/210-unplugged

SCREEN TIME: HOW MUCH IS TOO MUCH? OR ENOUGH?

Have you noticed that it seems like you can do just about anything from a cell phone? Do you ever forget your cell phone at home and panic about how you are going to make it thru the day without it? Screen time can become just as addictive as drugs and alcohol and do just as much damage. However, we need this technology to perform basic daily tasks.

So how do we avoid the addiction? One suggestion is to have a device parking lot in a common location in the house. Anywhere outside of the bedrooms is a good idea. This way you are not distracted by devices while you should be sleeping. Another idea is to limit the amount of screen time and to be sure that it is high quality content.

American Academy of Pediatrics (AAP) Screen Time Recommendations	
< 18 months	No screen media other than video-chatting
18-24 months	High quality programming and apps used with adults
2-5 years	No more than 1 hour of high-quality programming that is co-viewed or co-played
6+ years	Should have constant screen time limits at parent discretion

DIGITAL CITIZENSHIP ADOPTION GROWS SLOWLY IN SCHOOLS

Despite the fact that schools know how important digital citizenship is to their school cultures, many still find it difficult to implement because of three fundamental reasons.

The first reason is the **lack of knowledge**. Many educators shy away from technology because they feel they don't understand enough about it. Often they don't have the opportunities to learn how and where technology tools can fit into their curriculum or learning experiences in their classrooms.

The second is the **lack of time**. Teachers are busy already with all of the other things that they have to teach. The limited professional development training and constantly changing new technology makes it difficult for teachers to develop new skills.

The third is the **lack of support**. Teachers often don't have enough (or any) instructional support to learn how best to implement digital citizenship programs into the curriculum.

What can schools do to encourage digital citizenship?

- Host a week of digital citizenship activities featuring guest speakers.
- Encourage a "grassroots" approach, where individual teachers share ideas and information about appropriate technology use.
- Encourage students to create banners, public service announcements, and presentations to share with other grade levels.
- Include parents, community members, and law enforcement officials in conversations about what they would like to see their children able to do with technology— in schools as well as in the larger community.

http://go.gstric.org/210-growth

What is DQ (Digital Intelligence)?

Digital Intelligence (DQ) is a comprehensive set of technical, cognitive, meta-cognitive, and socio-emotional competencies that are grounded in universal moral values and that enable individuals to face the challenges and harness the opportunities of digital life. DQ has three levels, eight areas, and 24 competencies composed of knowledge, skills, attitudes, and values.

View full-size graph on the website

The Three Levels:

1

Digital Citizenship

The ability to use digital technology and media in safe, responsible, and ethical ways.

2

Digital Creativity

The ability to become a part of the digital ecosystem, and to create new knowledge, technologies, and content to turn ideas into reality.

3

Digital Competitiveness

The ability to solve global challenges, to innovate, and to create new opportunities in the digital economy by driving entrepreneurship, jobs, growth and impact.

DQ with its three levels goes beyond digital citizenship to address future readiness and overall well-being in a global society. It is well worth exploring in more detail.

Visit the DQ Institute website - http://go.gstric.org/210-dq

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common sense education

Common Sense Media has updated their digital citizenship Lessons for grades 3 - 8

New videos, lesson slides, and customizable resources can be filtered by the following categories:

Media Balance & Well-Being	Privacy & Security
Digital Footprint & Identity	Relationships & Communication
Cyberbullying, Digital Drama & Hate Speech	News & Media Literacy

Visit their website to view and download the resources. **http://go.gstric.org/210-newsense**

Follow up on: **Online Gaming**

FORTNITE

Last month we featured an article about a group of young people who use gaming as a positive way to show digital citizenship to others. This month we will focus on one game and provide a few links for parents whose children may be playing this game.

Fortnite Battle Royale is hugely popular among young people. Many of them play for several hours a day. Use the links below to view two articles from YourTeenMag.com for parents of Fortnite players.

Fortnite For Parents: What Is It - And Why Your Kids Love It - http://go.gstric.org/210-fortnite1

Setting Limits On Video Games: Too Much Fortnite - http://go.gstric.org/210-fortnite2

I AM A DIGITAL CITIZEN

THE SUMMER of DIGITAL CITIZENSHIP

Get out and enjoy your summer without being tied to technology.
We guarantee that the online world will still be there when you get back.

Happy Summer! from the GST BOCES Digital Citizenship Initiative - http://dc.gstboces.org

I AM A DIGITAL CITIZEN