



Vale Julie Gale 1963 – 2018



The life and works of Julie Gale, caring wife and mother, artist, comedian, and campaigner were celebrated at a memorial service in Melbourne on Saturday 24 February. She died after a long encounter with cancer.

Increasingly concerned about the sexualisation of children in and by the media, Julie formed the advocacy group Kids free 2B Kids and made her first public forays in March 2007. She was supported in her early endeavours by an alliance with ACCM, and in a series of seminars and conferences presented by ACCM between 2009 and 2011, Julie brought her message to parents and professionals nationwide, and to the World Summit on Media for Children in Sweden in 2010. A talented actress, Julie always dressed for the occasion (the theme was Bratz, Britney and Bralettes) and used her special brand of humour to ensure the audience's full attention and to raise their awareness of the harms to which children were being exposed.

Julie played a significant part in the establishment of the 2008 Senate Inquiry into the Sexualisation of children and young people in contemporary society. The outcome - "let's see if self-regulation can fix it" - was not what was wanted by the community.

Julie was diagnosed with breast cancer in April 2013, but continued her advocacy for some time until it recurred. She defied her medical advisers' predictions by about 18 months, showing her indomitable spirit to the end.

In recent months, the cumulative pressure

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created by her and other advocates has resulted in the Australian Association of National Advertisers deciding to amend its Advertising Code of Ethics. From 1 March 2018, Para 2.2 of the Code will require that

2.2 Advertising or Marketing Communications shall not employ sexual appeal:
(a) where images of Minors, or people who appear to be Minors, are used; or
(b) in a manner which is exploitative or degrading of any individual or group of people.

The seemingly small change in (b) from "exploitative AND degrading" to "exploitative OR degrading" is a much stronger prohibition. No ads that are either exploitative of women, or degrading will be permitted. ACCM has dubbed it the "Julie amendment".

A fitting legacy.

Cybersafety training for preschoolers?

In response to rising concerns about the sexual exploitation of children via the internet, the Hon Angus Taylor MP, federal Minister for Law Enforcement and Cybersecurity has announced that he's asked the Australian Federal Police and the E Safety Commissioner to extend their cybersafety training to children as young as 4 and 5.

He is quoted as saying "Our law enforcement agencies are seeing shocking incidents of children as young as four producing sexually explicit material, uploading it to social media, and subsequently engaging with online child sex offenders. ..."

ACCM has written to the Minister expressing our interest in this initiative, but pointing out that such training for very young children needs specialised knowledge.

Two of ACCM's Executive Committee are academics who have researched young children's understanding of the risks, and their abilities to recognise them and to act appropriately when confronted by them. (Ey; Cupit 2018)

They found that four year old children do not have the cognitive ability to read

.....Continued P2

Tots and Tech: challenges for early childhood in a digital age



Friday 18 May, 2018, 9am-4:30pm
Hedley Beare Centre
51 Fremantle Drive, Stirling ACT

Confirmed Speakers:

- Assoc. Professor Michael Nagel
University of the Sunshine Coast
Topic: *Tots and Technology – A toxic combination?*
- Professor Leon Straker
Curtin University
Topic: *The potential impact of increasing media use on young children's physical health and development*
- Professor Sarah Blunden Appleton
Institute
Topic: *Screen time or dream time?*
- Rita Princi - Psychologist
Topic: *Children and Technology! The effect on social and emotional well-being*
- Professor Sheena Reilly
Griffith University
Topic: *Promoting child language development via healthy screen time*
- Professor Susan Danby
Queensland University of Technology
Topic: available soon

MORE INFORMATION

[childrenandmedia.org.au/
events/accm-seminars](http://childrenandmedia.org.au/events/accm-seminars)

VALE JULIE GALE

CYBERSAFETY TRAINING
FOR PRESCHOOLERS?

EDITORIAL:

MASS SHOOTINGS & VIOLENT
VIDEOGAMES

TOTS & TECH SEMINAR

RESEARCH: FAST PACED
MEDIA & CHILDREN



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EDITORIAL

Mass shootings and violent videogames: is there a connection?

In the wake of yet another tragic school shooting carried out by an alienated and disaffected youth (who had easy access to a lot of guns) some of the US public is calling yet again for greater controls on guns.

Others want to lay the blame for this and earlier perpetrators' actions on easy access to violent media including video games- the US National Rifle Association (NRA) and President Donald Trump among them.

Is such blame warranted?

In my view, the debate about violent video games (VVG) and mass shootings is at cross purposes. Surely the real issue is society-wide attitudes to violence which can play out in a whole range of different ways. Mass shootings can be just the tip of the iceberg.

The US might well benefit from careful reflection on the desensitising impact on its people of the culture of glamorised* violence that permeates most of its entertainment media – and that it exports to the rest of the world.

It is well accepted that ongoing exposure to violent media can result in desensitisation to the use of violence in real life [link 4 below]; and that it encourages a "mean and scary view of the world". Raising the prevalence of such attitudes cannot be good for society and can surely feed a belief that one needs to have and keep one's guns, and also to be less shocked when real life violence occurs.

With regard to the issue of the contribution of violent media to violence in society, there are few if any reputable researchers in the field of media violence who would suggest that exposure to VVG will cause berserkers to go berserk, or even that it is the cause of violent crime.

Cybersafety training.....Continued from P1

ill-intentions or think abstractly. Children of this age are not able to recognise internet risk when presented in a positive manner.

The researchers report that the greatest protection we can provide for very young children is supervision. We need to:

- explicitly teach them the risks by providing a range of grooming scenarios – we cannot expect them to be able to make links or apply what they have been taught to a different scenario;
- directly teach them not to face-time, skype or speak with people who can see them;
- remember that we cannot tell them not to talk to people they don't know and expect them to understand the concept of strangers. They think they know someone they've played a game with. Directly teach them about not sharing or posting photos online; and
- teach them to tell a trusted adult if some-

However, with some of the blame being laid at the door of VVG, a small group of researchers has sprung to their defence, as they usually do. They claim there's no proof of harm from playing VVG and that they may even be beneficial.

[links 2 and 3]

But these defenders go further, denigrating the work of mainstream researchers with a long track record of research into the impacts of violent media which shows strong links with increased risks of using aggression to solve conflict. [link 1] Such findings have the support of the major paediatric, medical, psychiatric and psychological professional bodies in the US. [link 5]

These findings are important; parents can and should rely on them. It's unhelpful that such defenders get so much media space.

And to end: in Australia we have the experience of knowing that gun control can help a great deal in preventing such massacres.

*glamorised means the heroes use violence to achieve their ends; are the best at it, are justified, rewarded and applauded.

Links

1. www.researchgate.net/publication/230759138_Report_of_the_Media_Violence_Commission
2. theconversation.com/its-time-to-end-the-debate-about-video-games-and-violence-91607?utm_source=facebook&utm_medium=facebookbutton
3. www.rollingstone.com/glixel/features/video-games-school-shootings-w516863
4. www.ncbi.nlm.nih.gov/pmc/articles/PMC4522002/
5. www.apa.org/pi/families/violent-media.aspx

one tries to contact them The explicit teaching required to fully protect very young children will require educators/parents to have a wide knowledge of the tricks and strategies predators use to try to get to children and also to provide children with a very wide range of concrete risky scenarios. Young children take everything literally and will not be able to transfer a concept to a situation that they have not explicitly been taught.

ACCM is seeking to explore whether these findings have been incorporated in the planned extension of the ThinkuKnow programs to children as young as 4 yrs.

Ey, L. A., & Glenn Cupit, C. (2011). Exploring young children's understanding of risks associated with Internet usage and their concepts of management strategies. *Journal of Early Childhood Research*, 9(1), 53-65.



Barbara Biggins
OAM
Hon CEO

NEW PUBLICATIONS

ADVERTISING

Pitt, H., et al. 2017.

What do children observe and learn from televised sports betting advertisements? A qualitative study among Australian children.

Australian and New Zealand Journal of Public Health 41, 604–610.

HEALTH

Ferrara, P., et al. 2017.

Internet addiction: starting the debate on health and well-being of children overexposed to digital media.

The Journal of Pediatrics 191, 280–281.

Müller, K.W., et al. 2018.

Insights into aspects behind internet-related disorders in adolescents: the interplay of personality and symptoms of adjustment disorders.

Journal of Adolescent Health 62, 234–240.

Nathanson, A.I., Beyens, I., 2018.

The relation between use of mobile electronic devices and bedtime resistance, sleep duration, and daytime sleepiness among preschoolers.

Behavioral Sleep Medicine 16, 202–219.

Soneji, S.(2018)

Online tobacco marketing and subsequent tobacco use.

Pediatrics, 41: 2

INTERNET

Edwards, S., et al 2018.

Young children's everyday concepts of the internet: A platform for cyber-safety education in the early years.

Br J Educ Technol 49, 45–55.

Hannaford, J., Beavis, C., 2018.

When will the Internet be connected? Digital worlds and belonging in the lives of globally mobile children.

Literacy 52, 47–54.

MEDIATION

Beyens, I., Beullens, K., 2017.

Parent-child conflict about children's tablet use: The role of parental mediation.

New Media & Society 19, 2075–2093.

Brown, A., Smolenaers, E., 2018.

Parents' interpretations of screen time recommendations for children younger than 2 years.

Journal of Family Issues 39, 406–429.

Nelissen, S., Bulck, J.V. den, 2018.

When digital natives instruct digital immigrants: active guidance of parental media use by children and conflict in the family.

Information, Communication & Society 21, 375–387.

Stiller, A., et al. 2017.

Involving teachers in reducing children's media risks.

Health Education 118, 31–47.

MOBILE PHONES

Coyne, S.M., et al. 2018.

A six-year longitudinal study of texting trajectories during adolescence.

Child Dev 89, 58–65.

Fisher, P.G., 2017.

Put down that smartphone and read to me!

Journal of Pediatrics 191, 1–2.

Gelman, S.A., et al., 2018.

Developing digital privacy: children's moral judgments concerning mobile GPS devices.

Child Dev 89, 17–26.

Hardell, L., 2018.

Effects of mobile phones on children's and adolescents' health: a commentary.

Child Dev 89, 137–140.

Marchiori, M., 2017.

The secure mobile teen: Looking at the secret world of children,

in: *2017 IEEE 13th International Conference on Wireless and Mobile Computing, Networking and Communications (WiMob)*. pp. 341–348.

Mohammed, B., et al. 2017.

Evaluation of children's exposure to electromagnetic fields of mobile phones using age-specific head models with age-dependent dielectric properties.

IEEE Access 5, 27345–27353.

Vernon, L., et al. 2018.

Mobile phones in the bedroom: trajectories of sleep habits and subsequent adolescent psychosocial development.

Child Dev 89, 66–77.

Yan, Z., 2018.

Child and adolescent use of mobile phones: an unparalleled complex developmental phenomenon.

Child Dev 89, 5–16.

SOCIAL IMPACTS

Kleemans, M., et al. 2017.

Children's responses to negative news: the effects of constructive reporting in newspaper stories for children.

J Commun 67, 781–802.

Lawrence, S.M., 2018.

Preschool children and ipads: observations of social interactions during digital play.

Early Education and Development 29, 207–228

Yang-Huang, J., et al. 2017.

Socioeconomic differences in children's television viewing trajectory: A population-based prospective cohort study.

PLOS ONE 12, e0188363.

VIDEO GAMES

Greitemeyer, T., 2018.

The spreading impact of playing violent video games on aggression.

Computers in Human Behavior 80, 216–219.

Kim, H., et al. 2018.

Detection of craving for gaming in adolescents with internet gaming disorder using multimodal biosignals.

Sensors 18, 102.

EVENTS

Early Childhood Australia Reconciliation Symposium

11–12 May 2018

Fremantle, WA

ecareconciliationsymposium.com.au/register/

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WORLD NEWS

NZ research shows fast-paced media not harmful to children

University of Otago researchers have found that fast-paced, fantastical media such as Spongebob Squarepants are not harmful for children.

The impact of the pace of media (such as cuts and scene changes) on children's executive function - which includes self-regulation, working memory and problem solving - has been a subject of study since the 1970s.

In a paper published in the medical journal *Pediatrics*, the authors reviewed previous studies and found they failed to find evidence of harmful ramifications on children's executive function.

Chief researcher, Damian Scarf said that parents need not be concerned about letting their child watch SpongeBob or any other fast-paced children's programmes. Although these programmes may not have any educational content, they do no harm in that regard.

The findings are consistent with recent longitudinal studies in which it was demonstrated that, when taking into account other factors that do shape children's executive function, such as the negative impact of extensive media use and the positive impact of a strong vocabulary, media form is not an important contributing factor.

Scarf, D; Hinted, A. **Television format and children's executive function** *Pediatrics* Feb 2018

<http://pediatrics.aappublications.org/content/early/recent>

Effects of online tobacco marketing on teens

US researchers report that teenagers who engaged with online tobacco marketing were more likely to try and use tobacco products more frequently, and less likely to stop using the products. Their research suggests that active engagement with online marketing - such as watching videos or using social networking sites to view tobacco products - may place adolescents at higher risk for tobacco use than traditional marketing methods.

The researchers analyzed data from 11,996 adolescents sampled in the nationally representative Population Assessment for Tobacco and Health Study. They assessed the teens' engagement with online marketing of tobacco products in 2013-2014 and then followed up with participants in 2014-2015 to determine whether the teens had initiated tobacco use, increased their frequency of use, or stopped using tobacco.

After accounting for other risk factors, they found engagement with online tobacco marketing raised the likelihood of tobacco initiation by 26%, and increased the frequency of use by 58%, while lowering the likelihood of cessation by 29%.

The research authors suggest that marketing regulation and the cooperation of social-networking sites could limit engagement.

Soneji, S.(2018) **Online tobacco marketing and subsequent tobacco use.** *Pediatrics*, 141; 2

<http://pediatrics.aappublications.org/content/141/2/e20172927>

Violent game play affects player's social network.

Violent video game exposure has been shown to increase aggression in the player. Now new Austrian research examines the idea that violent video game play does not only have an impact on the player, but also on the player's social network.

The researcher, Dr Tobias Greitemeyer, reports that egocentric social networking analyses showed that playing violent video games is associated with increased aggression, which then spreads among connected individuals. Even participants that do not play violent video games themselves reported more aggression when their social network consists of individuals who do play violent video games.

Greitemeyer points out that psychologists and the public alike have been concerned that violent video game exposure has the potential to increase aggression on a societal level. As his latest study shows, not only players of violent video games but also their social network may contribute to this phenomenon.

He hopes that future research may reveal that prosocial video game play does not only positively influence the player, but spreads across the player's social network in that the player's friends become more helpful.

Greitemeyer, T. (2018). **The spreading impact of playing violent video games on aggression.** *Computers in Human Behavior*, 80, 216-219.

<https://www.sciencedirect.com/science/article/pii/S074756321730660X#!>