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# AAMA Newsletter #7      October 2008

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## AAMA EXECUTIVE MEETINGS & NEWS

- **AAMA is holding a “Branding Party” as part of Canada’s Third Annual National Media Education Week, November 4, 2008 in Calgary** — Branding is a big part of life on the prairies — but not just for cattle! People love Brands as well, and are happy to display their favourite corporate logos on their chests, running shoes, glasses, and yes, even their hindquarters. The goals of this event are: First, to teach how advertising provides Canadians with free or heavily subsidized access to much of their entertain and information, and why it is a critical part of a healthy democracy. Second, with the proliferation of marketing opportunities in our society, it’s essential that adults have the skills to help young people learn to become educated consumers and critical thinkers. This free evening for adults and young people is hosted by AAMA. For more information, location, and attendance contact Rod Gustafson, Vice-President AAMA at [rod@parentpreviews.com](mailto:rod@parentpreviews.com)
- **Canada’s Third Annual National Media Education Week, November 3-7, 2008** — Once again, the Media Awareness Network and the Canadian Teachers' Federation have partnered for the week to promote media education and encourage media literacy activities throughout Canada. Under the theme **Think Critically, Act Ethically: Inside and Outside the Classroom**, this year’s events aim to encourage young people to become thoughtful, informed and empowered cyber citizens. A cross Canada activities listing is available at the Media Awareness web site at: [www.mediaeducationweek.ca](http://www.mediaeducationweek.ca)

● **Cyberbullying: A Very Brief Summary of Advice and References** — AAMA Secretary Treasurer Henry Johns has prepared a two page summary that he used as a handout for a Cyberbullying Booth held at the T. D. Baker Junior High School in Edmonton on October 23, 2008. For a copy of the handout contact Henry at: HENRY JOHNS <aama@shaw.ca>

● **Young Children: How Media and Technology Can Influence Their Development** — a presentation by AAMA President Wayne Blair was made on October 20, 2008 to an Edmonton conference on Early Childhood Support Services. The session was described as: By the time children enter kindergarten, a great deal of the emotional and intellectual 'wiring' of their brains has been set. Whether children are on a path leading to academic success and positive social behavior or to school failure and violence is largely determined by the manner in which this 'wiring' has occurred. For the first time, we are understanding how and why these outcomes happen. This session will focus on how media and technology can influence the development of young children. Main topics explored, through examples and audience participation, will include: What do we know? What can we do? What is the best advice for parents, Early Childhood staff, and communities? What resources are available? Contact Wayne Blair for more information at: wblair@planet.eon.net

● **Adolescent Use of Pornography in Alberta** — at the AAMA AGM on May 6, 2008, Sonya Thompson spoke on the above topic. Sonya Thompson is a former high school teacher and sexual health educator who currently works in media regulation. Her detailed study of adolescent use of pornography was part of her thesis study in the Family Ecology and Practice program in the Department of Human Ecology at the University of Alberta. She indicated that, during a 30 year silence in research on adolescent use of pornography, the pornography industry has become a major influence on adolescent sexual socialization, particularly for boys. Her study was most comprehensive global findings to date about adolescent use of pornography on entertainment media (Internet, video and DVD, satellite and digital television) — by 13 and 14 year olds in their homes and homes of friends. It reveals high rates of use and major differences in use between boys and girls, and urban and rural youth. The research participants were 425 students in grade eight who completed anonymous questionnaires in a classroom setting. She included an overview of findings on rates and contexts of use of sexual explicit media content by adolescents in Alberta and a discussion of patterns of use. Child, home, peer, family and environmental factors and their effect on rates of exposure to sexually explicit media use were explained. She concluded with a discussion of parental monitoring strategies and on the media environment in the homes and bedrooms of adolescents. A copy of her Power Point presentation is available to AAMA members. Contact Wayne Blair to obtain a copy at: wblair@planet.eon.net

● **AAMA Executive For 2008/09** — At the May 6, 2008 AAMA Annual General Meeting the new AAMA Executive was elected as follows:

• President	Wayne Blair	Edmonton
• Vice-President	Rod Gustafson	Calgary
• Past President	Nicholas Spillios	Edmonton
• Secretary/Treasurer	Henry Johns	Edmonton
• Special Projects	Kerry Bennett	Calgary

For more information, go to the AAMA web site at: [www.aama.ca](http://www.aama.ca)



## EVENTS DATES OF INTEREST

- **November 3-7; 2008 — 3<sup>rd</sup> Annual National Media Education Week** — For more information on how you can take part in National Media Education Week 2007, visit the Web site at: [www.mediaeducationweek.ca](http://www.mediaeducationweek.ca). - The **Media Awareness Network** is a Canadian not-for-profit centre of expertise and excellence in media education. MNet's vision is to ensure children and youth possess the necessary critical thinking skills and tools to understand and actively engage with media.
- **November 6-9, 2008 — The 27th Global Visions Film Festival, Edmonton, Alberta** — More information at: <http://www.globalvisionsfestival.com>



## ARTICLES & BOOK REVIEWS

- **The Simpsons: A Window On the World (2008)** — University College of the Fraser Valley (UCFV) Professor Darren Blakeborough poses in his Chilliwack living room, dominated by a jumbo TV. He's pumped to be teaching a course at UCFV this semester called Sociology of the Simpsons. Looking at the world through the wonky lens of The Simpsons is part of a new course being offered at University College of the Fraser Valley. For more information see the article by Jennifer Feinberg of the Chilliwack Progress - at <http://www.bclocalnews.com/entertainment/17508064.html>
- **National Film Board 'Citizen Shift' (2008)** — Newly redesigned for 2008, **CitizenShift** is the National Film Board of Canada's participatory Web platform exploring today's crucial issues through films, photography, articles, blogs and podcasts. This social media network is a space to share media, voice opinions and explore unique content from active citizens, independent filmmakers and multimedia artists. **CitizenShift** is inspired by Challenge for Change - a 1960s experimental NFB initiative that involved communities in the documentary filmmaking process. Over forty years later, **CitizenShift** offers a participatory online platform giving users a forum to share their media, debate the issues and encourage social change. For more information go to: <http://citizen.nfb.ca/about>
- **Media, Learning, and Sites of Possibility (2008)** — Reviewed by Ryan M. Rish ó April 04, 2008. In February, the National Council of Teachers of English (U.S.) Executive Committee adopted a position statement, *Toward a Definition of 21st Century Literacies*, in which they state,

“Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. (NCTE, 2008)

The conceptual terrain of these many literacies can prove difficult to navigate for teachers and educators who use media and technology to mediate activities with real students in real learning environments.

In *Secondary School Literacy: What Research Reveals for Classroom Practice*, published by NCTE and marketed to teachers, Don Leu (2007) and members of the New Literacies Research Team at the University of Connecticut present the conceptual terrain of new literacies as:

“Highly contested space...the construct means many things to many people. To some, new literacies are new social practices (Street, 1995; 2003) that emerge with new technologies. Others see new literacies as important new strategies and dispositions, required by the Internet, that are essential for online reading comprehension, learning, and communication (Coiro, 2003; Leu et al., 2004). Yet others consider new literacies to be discourses (Gee, 2003) or new semiotic contexts (Kress, 2003; Lemke, 2002) made possible by new technologies. Still others see literacy as differentiating into multiliteracies (New London Group, 2000), or multimodal contexts (Hull & Schultz, 2002), or view new literacies as a construct that juxtaposes several of these orientations (Lankshear & Knobel, 2003).  
(pp. 41-42)

While there are many descriptive studies written by researchers who use these theoretical orientations as heuristics to understand how educators and learners are using media and technology in- and outside of the classroom (e.g., Brass, 2008; Chandler-Olcott & Mahar, 2003; Kist, 2005; Ranker, 2008), there are fewer descriptive studies written by practitioners themselves who describe how they take up these theoretical orientations to mediate their students' (and their own) learning with media and technology (e.g., Hull & Katz, 2006; Whitin, 2005).

*Media, Learning, and Sites of Possibility* serves as a contribution to this work. This edited collection contains six ethnographic case studies presented by practitioners who are teaching and learning in a range of in-, out-of-, and of-school urban spaces. Each study is followed by two scholarly responses. The collection is the 22<sup>nd</sup> volume in the New Literacies and Digital Epistemologies series edited by Colin Lankshear, Michele Knobel and Michael Peters. The series is devoted to the exploration of emergent literacies and knowledges that are oftentimes absent from classrooms in this global informational age. The series and this edited collection inform educational theory and practice in constructively critical ways.

The students presented in *Media, Learning, and Sites of Possibility* work with a variety of media, including writing, photography, a literary/art magazine, digital poetry and storytelling, and recordings of music and speech, as they negotiate their identities, their relationships to each other and their community, and their use of space. In several of the case studies, students are invited to participate in the project as co-researchers.

The studies are guided by fundamental questions posed by the volume editors: “What is at stake when media texts play a central role in teaching and learning processes?” (p. 199), “What possibilities exist for engaging school learning differently when media and media texts are part of the learning fabric?” (p. 201), and what “types of relationships...are enabled and

constrained as a consequence of the recognized presence of media and media texts?" (p. 201). These questions frame the central themes to which the case studies correspond.

Chapters 2, 3 and 4 address how images and other media are nearly always socially produced. Chapters 5 and 7 present the creation of particular kinds of space for the production of media texts. Chapter 6, as well as 2 and 4, discusses relationships between and amongst students and teachers, youth, and adults.

In Chapter 2, "This Is What I See": (Re)envisioning Photography as a Social Practice, Kelly Wissman examines writing and photography produced by young women of color within an alternate in-school space. Situating herself within the traditions of practitioner inquiry and feminist research, Wissman uses a "praxis-oriented inquiry" to explore "the kinds of pedagogical practices and relationships that can emerge when photography is viewed as a social practice" (p. 14). Wissman's students, a group of young women who called themselves the Sistahs, used photography and writing to craft self-portraits. For Wissman, two of the Sistahs' self-portraits are both socially situated and counter-hegemonic as their work took issue with "the inaccurate ways in which they believed they were being characterized and consistently asserted their own power to name, represent, and define their own identities and realities" (p. 35). The identity work of the Sistahs represents possibilities for literacy pedagogies and visual arts education. As respondents Katie Hyde and Valerie Kinloch agree that when students are given opportunities to use media technologies in student-centered spaces to explore self-representation, they are positioned as experts to critique and understand their relationship to the dominant discourses around them. Wissman states that for Maria, one of the Sistahs, this meant challenging "these deficit and deviancy discourses circulating in the educational field that reinforce images of all urban young women of color as living in the midst of crisis and despair" (p. 28).

Chapter 3, "Are We Our Brothers' Keepers?": Exploring the Social Functions of Reading in the Life of An African American Urban Adolescent, features an after-school community of students designated as "disengaged readers" by their teachers. Jeanine Staples and her students selected media, including movies, television shows, Internet websites and periodicals, and chose writing and discussion activities to learn more about the way students read media as popular culture narratives in relation to their lives. Staples works from a Freirean conception of reading to understand a student named James' social functions of reading using "theories of adolescent literacies, critical black feminism, and critical race theory" (p. 61). Central to this approach, Staples encouraged James and his fellow students to take lead roles in conducting the research and member checks of participants' transcripts, journals and field notes. For James, participation in this ethnographic inquiry afforded him an opportunity to reflect on his own words, pulling them out of transcripts, rewriting them, and eventually juxtaposing them with other voices, including the words of his teacher, Staples. Respondent Renee Hobbs understands this use of bricolage as "an adolescent and a teacher both discovering and clarifying their ethical positions through the reassembling of their own voices, a process that demands time—and provides an opportunity for self-reflection and questioning" (p. 75). Creating space for the social function of this practice is what Staples sees as most useful and transformative for students. Similar to James' sampling of his own words, Gil, a fifteen-year-old turntablist, sampled music, sounds, and historic speeches to create multimodal compositions as political acts.

Chapter 4, *Influencing Pedagogy through the Creative Practices of Youth*, features Leif Gustavson's case study of the social functions of Gil's turntabalism in after- and out-of-school contexts. Gustavson explains with ethnographic detail Gil's practices and philosophy of turntabalism; for Gil the way he lives informs his practice, and his practice influences the ways in which he lives. Far from "indiscriminately dropping the needle...Gil had the power to resurrect [Malcolm X and Martin Luther King, Jr.'s] voices *and* embody their messages in the life he lived" (pp. 96-97). For Gustavson, Gil's case begs questions of how "teachers can open their practice to these forms of youth work in two interconnected ways: as an ethnographer in his/her classroom and then as a conscious designer of the learning experience" (p. 101). Respondent Decoteau Irby finds the turntable metaphor appropriate because "the future of what happens in education is largely dependent on how learning is rearticulated through mixing, sampling, and fading...to create something new" (p. 118).

In Chapter 5, "Kind of Like Emerging from the Shadows": Adolescent Girls as Multiliteracy Pedagogues, Rachel Nichols, participating as a teacher-researcher, describes the literacy work of adolescent girls on a literary/art magazine within an urban parochial high school for girls. She explores the social construction of the magazine production processes and "the relationships between the girls' literacy practices and their evolving identities as learners and participants in the [production] process" (p. 121). To do this, she uses a host of theoretical lenses, including multiliteracies, practitioner inquiry, intertextuality and hybridity, and portraiture. Nichols further defines the community of practice using six emergent pedagogical dimensions: dialogue, structure, negotiation, collaboration, critique and representation. Aside from a lack of empirical evidence to ground the conceptual work, Nichols demonstrates how the adolescent girls negotiated their identities and relationships with each other and the school community to define themselves and their production processes. As respondent Michele Knobel reminds readers, Nichols' contribution is useful as it raises interesting questions for the research community and practitioners who are attempting to put theory into practice.

Korina Jocson examined her own learning processes when participating in digital poetry production at DUSTY: Digital Underground Storytelling for Youth, an out-of-school, university and community collaborative. In Chapter 6, *Situating the Personal in Digital Media Production*, Jocson shares her experience from the perspective of a teacher/learner and "extend[s] the concept of 'agentive self' by examining what it means for teachers to be active learners and agents in accessing, valuing, and utilizing digital stories and poems" (p. 171). For Jocson, digital media production can serve as a pedagogical "third space" that allows "for hybrid literacies to intertwine various types of texts, resources, and experiences...[that lace] personal, social, and historical experiences" (p. 185). While the written text of this volume does not afford the reader an opportunity to experience Jocson's digital poem, we do get a glimpse of how Jocson came to know what she knows and plans to teach – "one of the least understood aspects of teaching," according to respondent Anne Burns Thomas (p. 195).

In the final chapter, *Negotiating Identity Projects: Exploring the Digital Storytelling Experiences of Three African American Girls*, Heather Pleasants considers the digital storytelling experiences of three African-American girls, Tonisha, Monique, and ReShonda, who participated in a two-year project. Pleasants and the girls worked in an out-of-school space at the Carrolton House Community Center. Pleasants understands the girls'

participation in the creation of the digital stories as enacted identity negotiations. Pleasants explains, if identity is indeed, as Bakhtin and others assert, relational and viewable through discourse, then the multimodal stories and discourse of Tonisha, Monique, and ReShonda can be explored as an artistic rendering of the way that centrifugal and centripetal forces of language reveal identity negotiation in action. (p. 210)

Pleasants also considers the digital stories as representative of important points of reflection and reevaluation, momentarily lifting them out “of the maypole of centripetal/centrifugal language activity” (p. 211). For Tonisha, this meant internalizing her grandmother and other adults’ opinions that she was academically talented and a leader. For Monique and ReShonda this meant (re)negotiating their relationship with each other while working on their digital story and their relationship with adults and younger children at the community center. This work took place in an in-between space where relationship and identity boundaries were regularly tested and explored. Pleasants uses her case studies to emphasize “that engaging adolescents in multimodal literacy activities within after-school contexts is always more complex than providing kids with opportunities to tell their stories through computers and digital media” (p. 230). For respondent Glynda Hull, these relationship and identity complexities capture the spirit of Bakhtin’s notion of “carnival.” Hull advises readers “to think about the role of the carnivalesque in learning—of energetic play, of raucous laughter, of imagination, emotion, and the subversive” when thinking about taking digital media to school (p. 237).

These six case studies and the accompanied responses are important contributions for theorists, researchers, teacher educators and practitioners interested in “youth as producers of new media texts, new mediated spaces, and new media-influenced practices” (p. 5). These descriptive studies can help us understand how practitioners and learners use tools found on the conceptual terrain of literacies to co-create opportunities for students. However, the challenge for the reader is not to read these case studies as celebrations of media and technology coming to the rescue of urban youth. Rather, these accounts should be read as invitations “to consider new modes of learning, new media spaces in which to learn, and new media texts from which to learn” (p. 2).

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**Title:** Media, Learning, and Sites of Possibility

**Author(s):** Marc Lamont Hill and Lalitha Vasudevan (Eds.)

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● **Teens with bedroom TVs report falling grades, poor diet: study** — April 7, 2008, CBC News

Keeping a television out of a teenager's bedroom may help him or her stay on track with schoolwork, physical activity and eating habits, a new U.S. study suggests.

Researchers at the University of Minnesota School of Public Health surveyed 781 adolescents, and 62 per cent of them reported having a television in their bedrooms.

"This study found a strong association between having a TV in the bedroom and a number of concerning behaviours," lead author Daheia Barr-Anderson said in the study published in the journal *Pediatrics*.

"It may be that having a TV in the bedroom makes it easier for teenage girls to displace active time with TV viewing time or teenage boys to displace homework time with TV viewing time."

Researchers said girls with a bedroom television set spent 5.5 hours more per week watching programs than their counterparts. The study also noted lower vegetable intake (1.7 vs. 2.0 servings per day) and fewer family meals (2.9 vs. 3.7 meals per week) between the two groups.

Meanwhile, boys with a bedroom set reported spending four hours more per week watching television, compared to boys who did not have a TV in their bedroom. Boys with TV sets also shared fewer family meals (2.9 vs. 3.6 meals per week) and reported lower grade point averages (2.6 vs. 2.9), the study said.

Advertising and sharing less time with the family may influence teens' dietary habits, the study said.

But, the researchers noted, they were surprised to find no link between obesity and bedroom televisions, as shown in earlier studies. The authors said the self-reported height and weight data in their study may have been faulty.

Barr-Anderson said while more research is needed, the study's findings bolster the American Academy of Pediatrics' recommendation that teenagers should not be given bedroom televisions.

● **For Generation M, world without computers unimaginable** — By Kelly Kazek , CNHI News Service, Eagle-Tribune

<[http://www.eagletribune.com/punews/local\\_story\\_280093850?page=0](http://www.eagletribune.com/punews/local_story_280093850?page=0)>[http://www.eagletribune.com/punews/local\\_story\\_280093850?page=0](http://www.eagletribune.com/punews/local_story_280093850?page=0)<[http://www.eagletribune.com/punews/local\\_story\\_280093850?page=1](http://www.eagletribune.com/punews/local_story_280093850?page=1)>

ATHENS, Ala. - From the moment she wakes, 17-year-old Hannah Cole is connected to the world by a series of invisible wires. Her cellular telephone is her alarm clock. She shuts off the alarm and checks her phone for any messages that might have been left while she was sleeping. When she arrives at Clements High School, where she is a senior, she and other students have their phones in hand - talking to whomever -- before the first bell rings. When she gets home from school, she logs on to the computer and goes to her MySpace page to check new messages, friend requests or comments. She simultaneously begins sending instant messages to her friends in another window on the computer. If her cell phone rings while she's typing, she feels compelled to answer it and talk while she continues to send IMs. At some point, she'll eat dinner and do homework, but when she lays her head down on the pillow for the night, the blue-purple neon light of her cell phone casts a glow upon her face. Sometimes, the phone rings after she's asleep. She answers it, groggily, and tells the caller to call back in the morning. Welcome to a day in the life of Generation M.

Hannah's routine is repeated daily by kids across the country, those who are assigned the label Generation M, for millennial kids. Born within a decade or so of the millennium, children ages 8 to 18 have adapted to a new world filled with technology. They have fast fingers that type small letters on small phone screens, they have the ability and creativity to create Web pages for their personal sites, their minds are capable of paying attention to a movie on DVD while sending instant messages from the computer.

This saturation of screen time has led some experts to say Generation "M" stands for media.

### **How many hours in a day?**

A 2004 study by the Kaiser Family Foundation backs this label: Kids are spending six hours and 21 minutes each day using various media, but are being exposed to eight hours and 33 minutes of media messages because, 26 percent of that time, they are often using more than one media at the same time, the study found.

Usage breaks down into these categories:

- TV, videos, DVDs: four hours, 15 minutes
- Radio, CDs, MP3s: one hour, 44 minutes
- Computer (instant messaging, Internet): one hour, two minutes
- Video games: 49 minutes

The study also found kids are spending 49 minutes on recreational reading, including magazines, books and newspapers. If kids are spending eight hours each day at school and eight hours sleeping, how is there time for all this media exposure? "The answer, of course, lies in the growing phenomenon of media multi-tasking," according to the study synopsis. "More and more, kids report using two, three or even more media at the same time."

The Kaiser Report found that "despite concerns that parents often express about the impact of media on their children, the kids themselves do not report much parental effort to monitor or curb their media consumption." Coupled with the phenomenon of media saturation is the fact that children are also spending more time doing activities outside the home.

In a study conducted by William J. Doherty of the University of Minnesota, children ages 3 to 12 have lost 12 hours per week of free time in the past 25 years. "They play less and their unstructured time has declined significantly," he said. Tom and Sabrina Holt of Athens saw

this trend developing when their sons were young and hoped to ensure family time by setting limits. Alex, 13, and Clinton, 11, have a Game Boy, but Sabrina allows them to use it only in the car. The Xbox, banned from the house for years, finally made its way inside last summer, but she unplugs it on Sunday nights and does not plug it in again until Saturday mornings. "Don't get me wrong," she said. "They spend plenty of time on the computer. But we didn't want them to be obsessed about it." The Holts also do not subscribe to cable television, a rarity these days, and rent DVDs to watch as a family. "That eliminates a lot of TV watching, and when they do watch, I know what it is they are watching," she said.

The Kaiser Family Foundation study determined that in homes where limits are set "kids watch less TV, play video games less, listen to music less and spend less time on the computer. They also read more." This has been true in the Holt house, said Sabrina, who left her job when Alex was born to raise the children and is a member of the local school board. Tom is a computer engineer. "I think they read more books and play outside. They play board games and card games," she said. "And we eat dinner together every night." She admits, however, there is not much time at home because Alex and Clinton both play sports: Alex is on the Athens Middle School soccer team and Clinton plays recreational league baseball. "There's just not that much time for doing other things," she said.

### **The power of family meals**

Doherty said the Holts are helping their children by having family meals. "It is the one time in the day when the family can gather, share a pleasurable activity (eating), and have conversation as a family," he said. "Family meals build a sense of connection and they are where the family transmits its unique culture." But Doherty said scheduled activities such as sports, dance classes, piano lessons and more can cause children to be overscheduled. "They become fatigued and stressed," he said. "If everything revolves around their schedules, they can also become self-oriented - 'It's all about me' - and not family oriented." He said it is clear that a higher proportion of kids are stressed nowadays.

"They lack enough time to be kids and to be with their families," he said.

In his study, Doherty also determined (in the past 25 years):

- Children's structured sports time has doubled.
- Their time spent on the sidelines watching siblings and others play has increased five-fold.
- Their time in religious participation has declined by 40 percent.
- Families' household conversations (talking together as a family, with no other activity going on) have declined from infrequent to non-existent, on average.

In the last 35 years, Doherty found:

- Family vacations have declined by 28 percent.
- Although TV watching has increased in American homes, watching TV as a family has declined by nearly 25 percent. TV has become a more solitary activity.
- Family dinners have declined by one-third, based on the number of families who report that their whole family usually eats dinner together. But the rebound may have begun. A poll that tracked adolescents from 1998-2004 found a 28 percent increase in families having dinner together five or more times per week.

Doherty stated: "For young children, meal time at home is a stronger predictor of academic achievement and psychological adjustment than time spent in any of the following activities: school, studying, sports, church/religious activities, or art activities. For teens, having regular dinners with parents is a strong predictor of academic success, psychological adjustment, and lower rates of alcohol use, drug use, early sexual behavior, eating disorders, and risk for suicide."



## AAMA NEWSLETTER INFO.

The **AAMA Newsletter** is sent to all AAMA Members. As a service to all Albertans, past AAMA Newsletters are available free about three to four months after initial distribution to members. Previous Newsletters are archived on the AAMA Website. Please pass AAMA Newsletters on to others who may be interested in information on media literacy/education/awareness.

Join AAMA and the media awareness/literacy/education conversation, discussion, and action — join, support and contribute to the Alberta Association for Media Awareness (AAMA).

For information and/or membership, please contact Wayne Blair, Editor of the AAMA Newsletter at:

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**NOTE:** Back issues of the **AAMA Newsletter** are available on the AAMA website at: <http://www.aama.ca>.

**NOTE:** If you wish to have your name removed from the **AAMA Newsletter** e-mail list, please contact Wayne Blair.

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