NAVIGATING TODAY'S TECHNOLOGY CHALLENGES

Grade 5-8 Parent Session

Katie Shefren, *middle school assistant principal*
Colin Bridgewater, *middle school technology coordinator*

23 October 2018 • 6:30 pm

AGENDA

A. Overview of Data Protection at ASL

B. What's the latest research?

- Common Sense Media
- Pew
- ASL Family Survey

C. Teaching students the skills they need

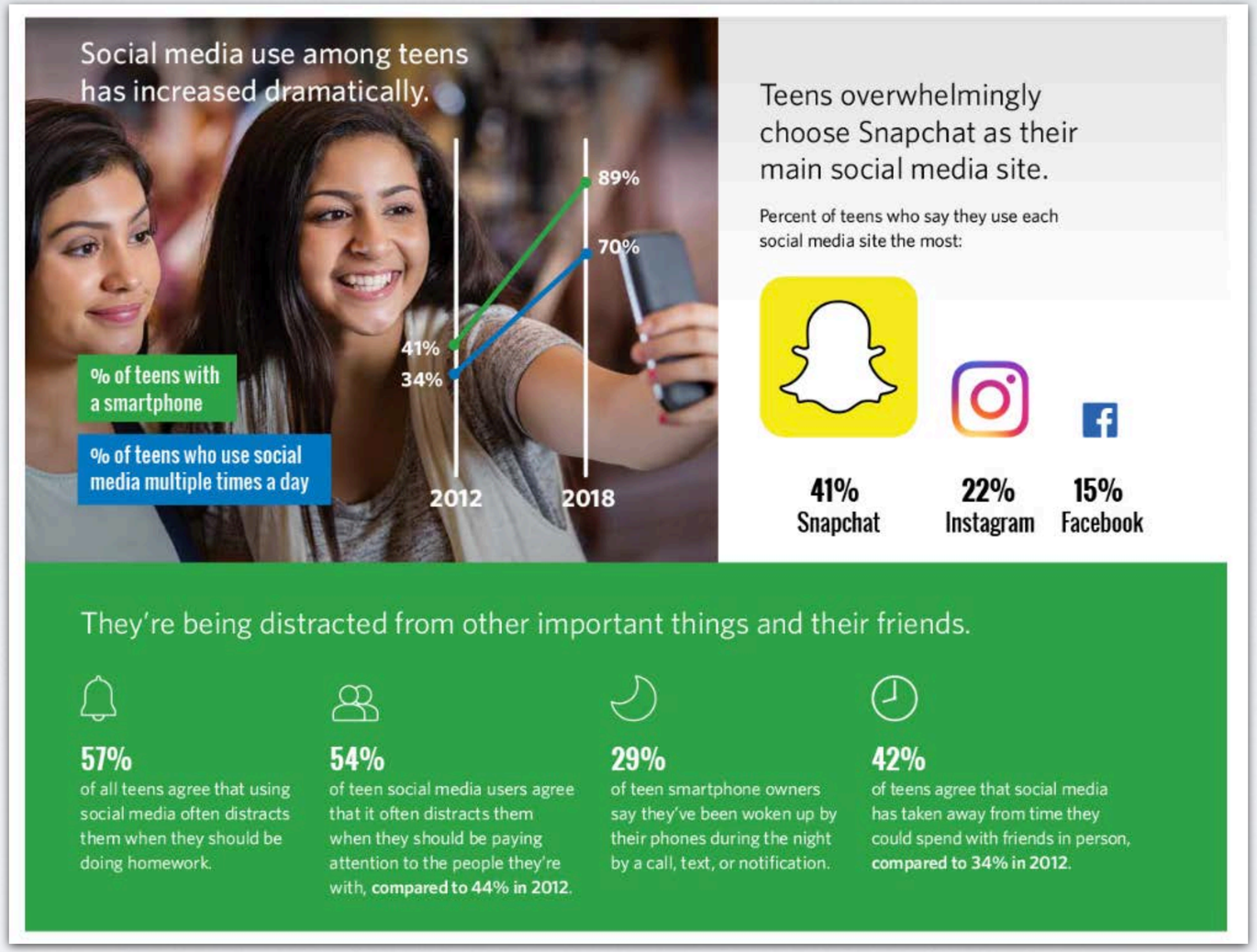
- What's done at ASL
- Available resources
- Home strategies / decisions

D. Wrap-up

DATA PROTECTION AT ASL

1. Data Protection is…
    1. Required by law
    2. Handling personal data responsibly
    3. Protecting from unauthorized access
2. Personal Data includes…
    - Name, Email, Address, Telephone number, Images in a photo or video
3. Private / Sensitive Data includes…
    - Race, Religion, Health records (including allergies), Donor information
4. Purpose and care of your data
    - Data is always collected for a specific, limited purpose(s).
    - Data cannot be processed for a different purpose after it is collected.

COMMON SENSE MEDIA SURVEY



Click the image to go to the Common Sense Media Survey online

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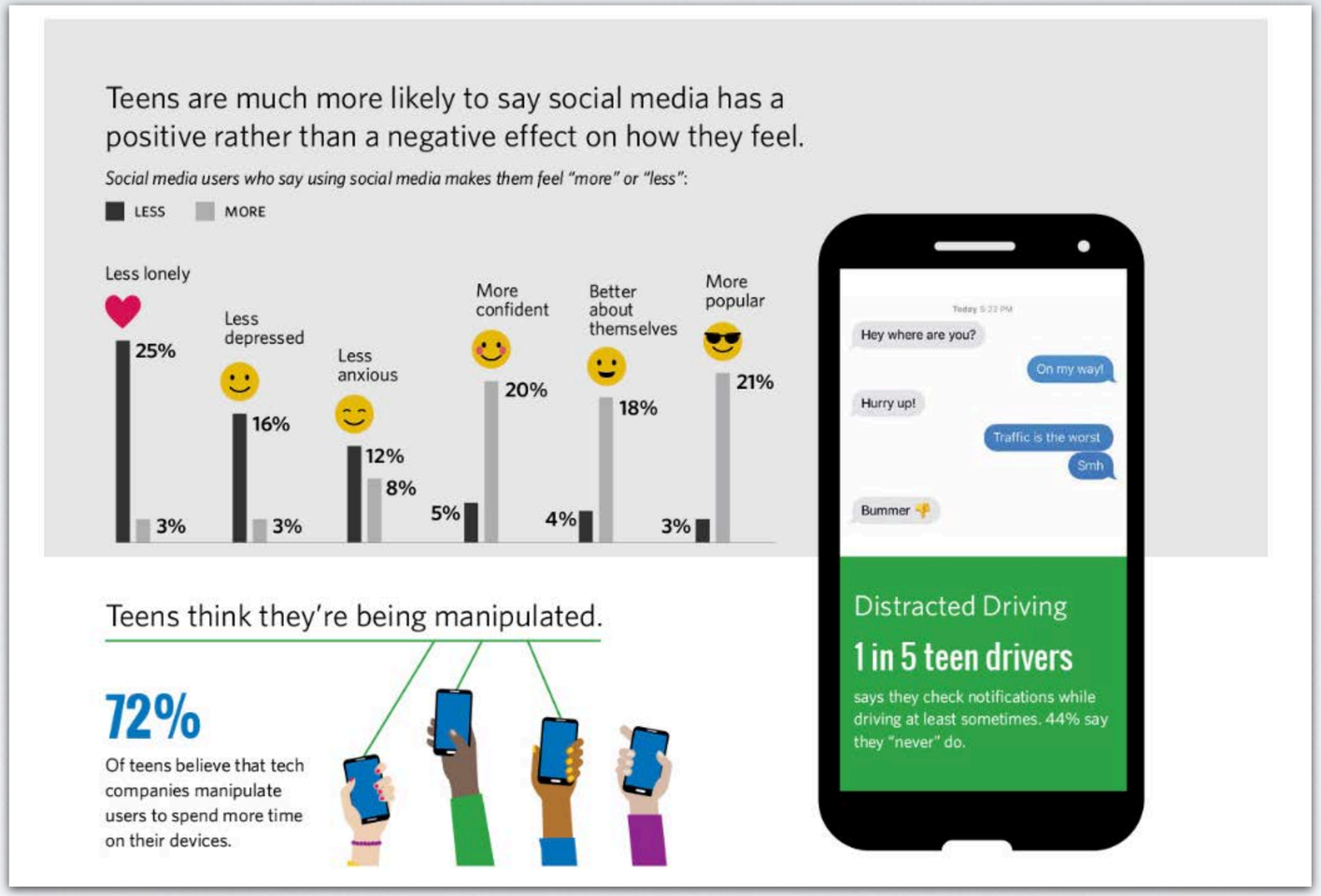

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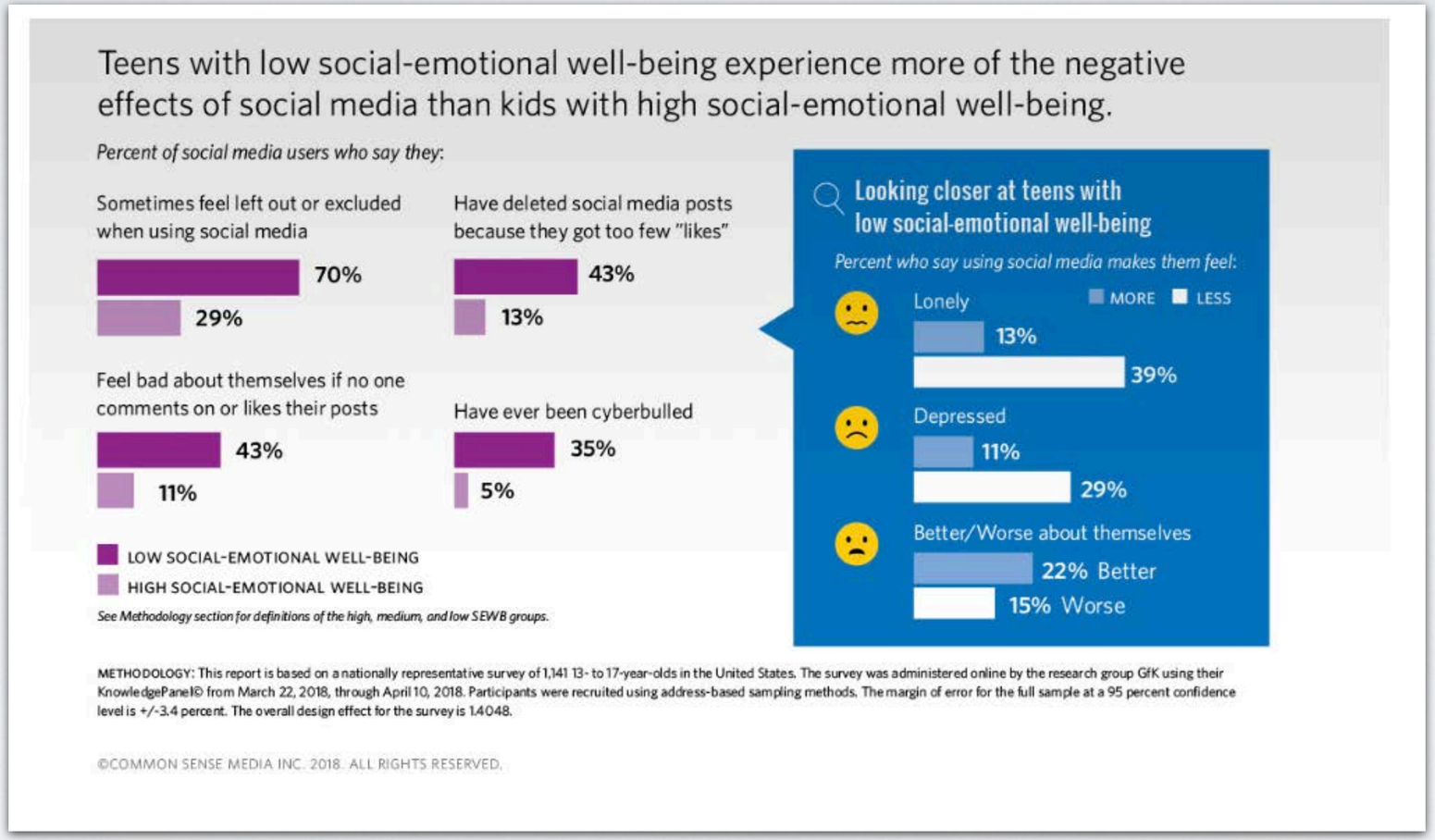

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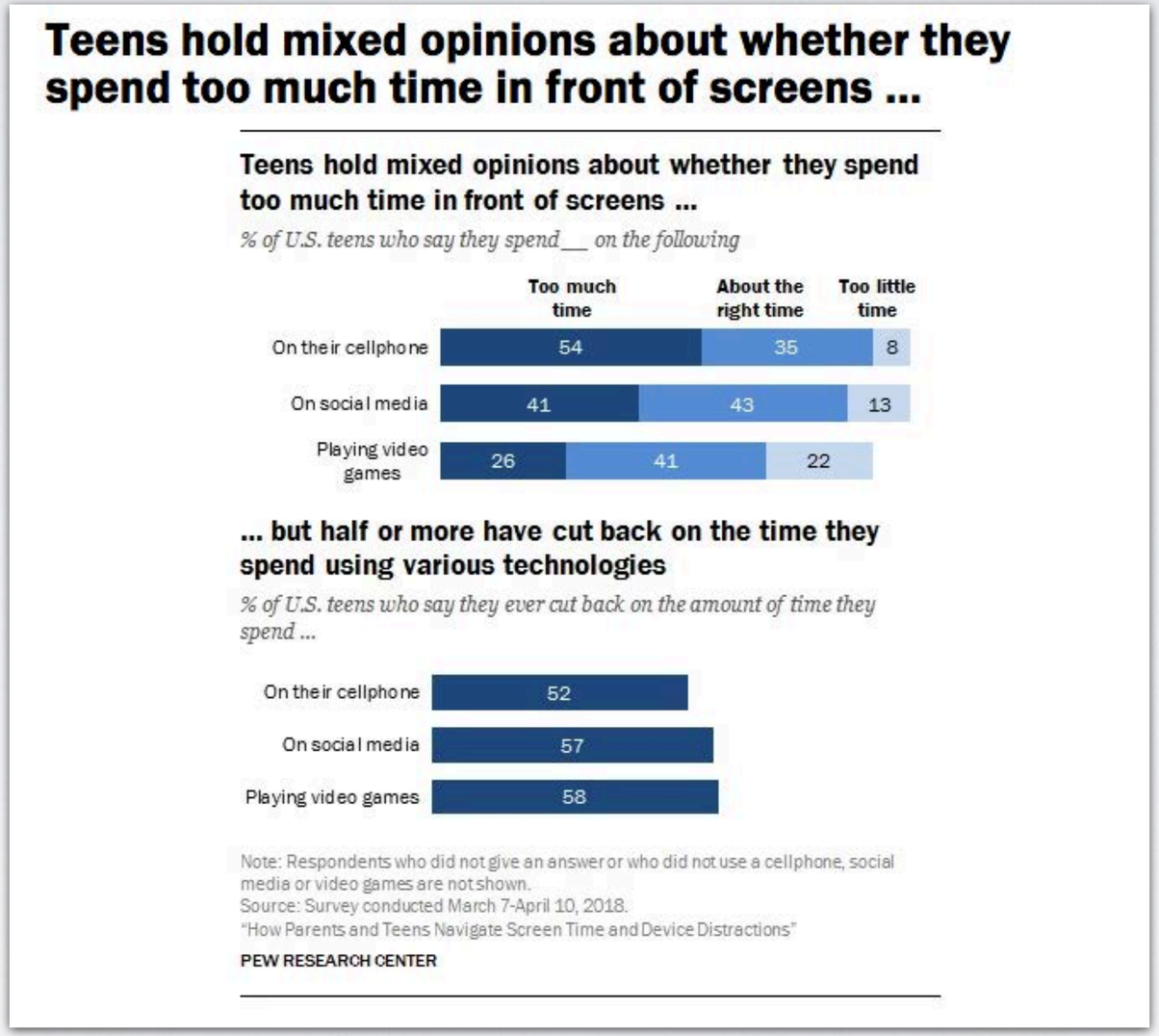
PEW SURVEY



Click the image to go to the Pew Survey online

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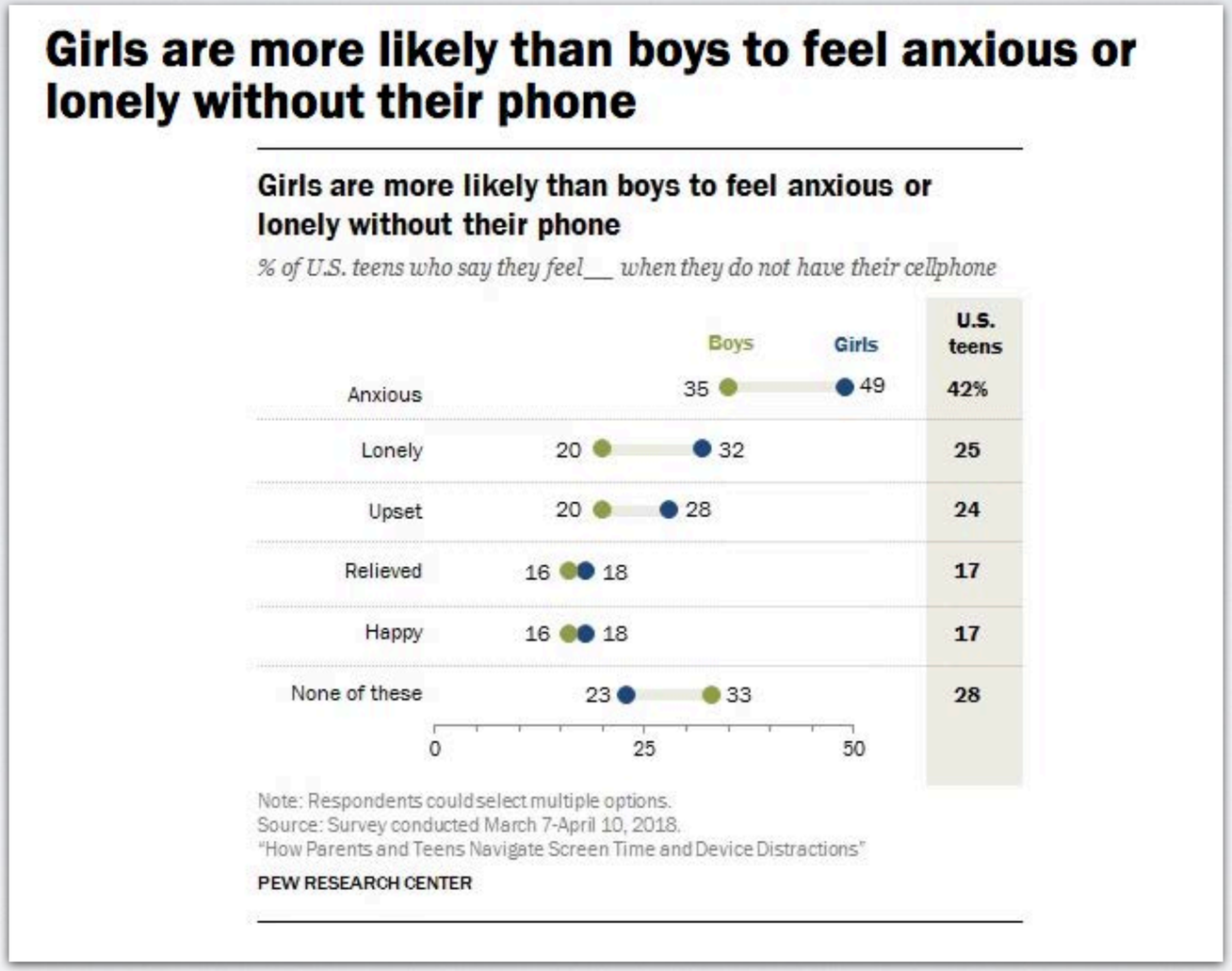


Click the image to go to the Pew Survey online

TAKE AWAYS

Positives:

- What is lost vs what is gained
- Attempts to reduce usage
- Feeling positive by interactions

Adult Awareness and Action needed:

- vulnerable students are more vulnerable with social media
- Group chats- adults need to be monitoring/checking in (especially 5th/6th)
- What does non-screen time look like for families?

ASL FAMILY SURVEY

K-12 resources

Community directory (Veracross)

ACCESS FAMILY AND EMPLOYEE CONTACT DETAILS

VERACROSS | POWERSCHOOL | PCA

Veracross

Use Veracross to access the community directory, student schedules and more.

PowerSchool

Access pages created by teachers for student learning in various courses.

ASL wifi details

Network: ASL-WiFi
Password: takecare1819

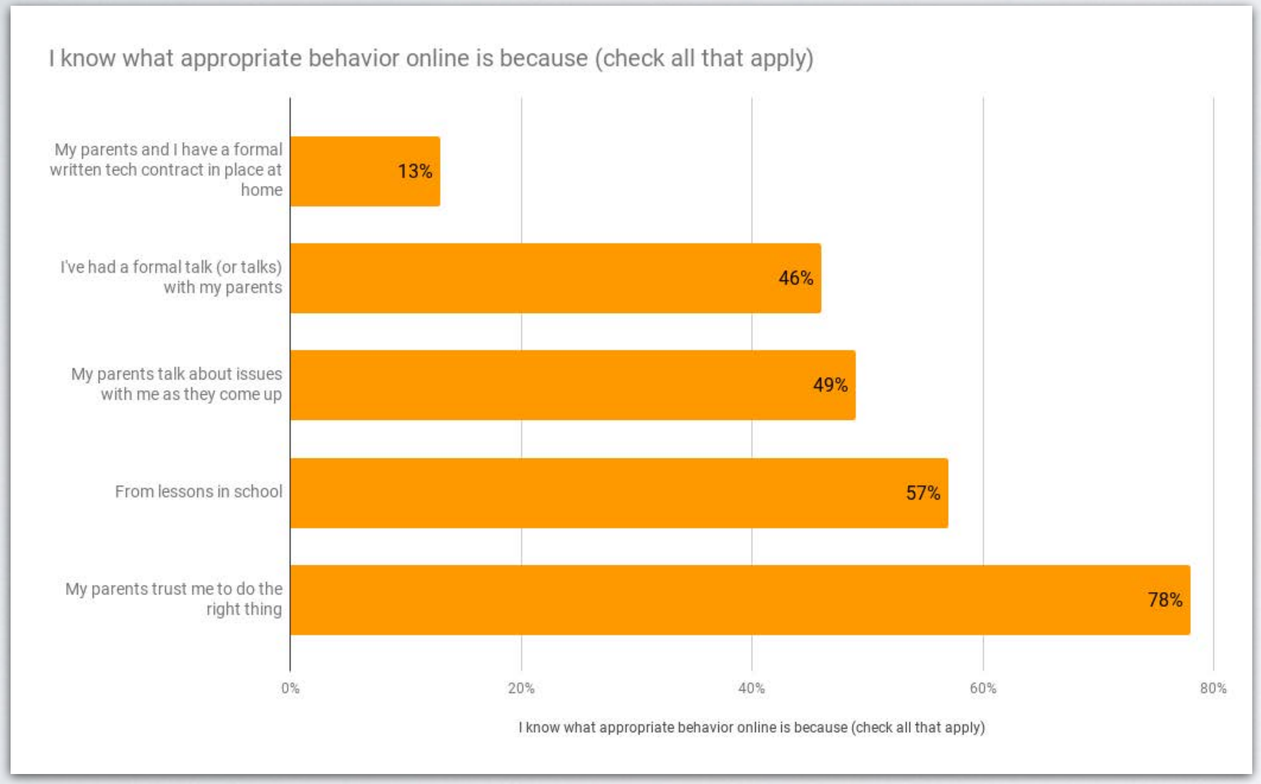
Divisional resources

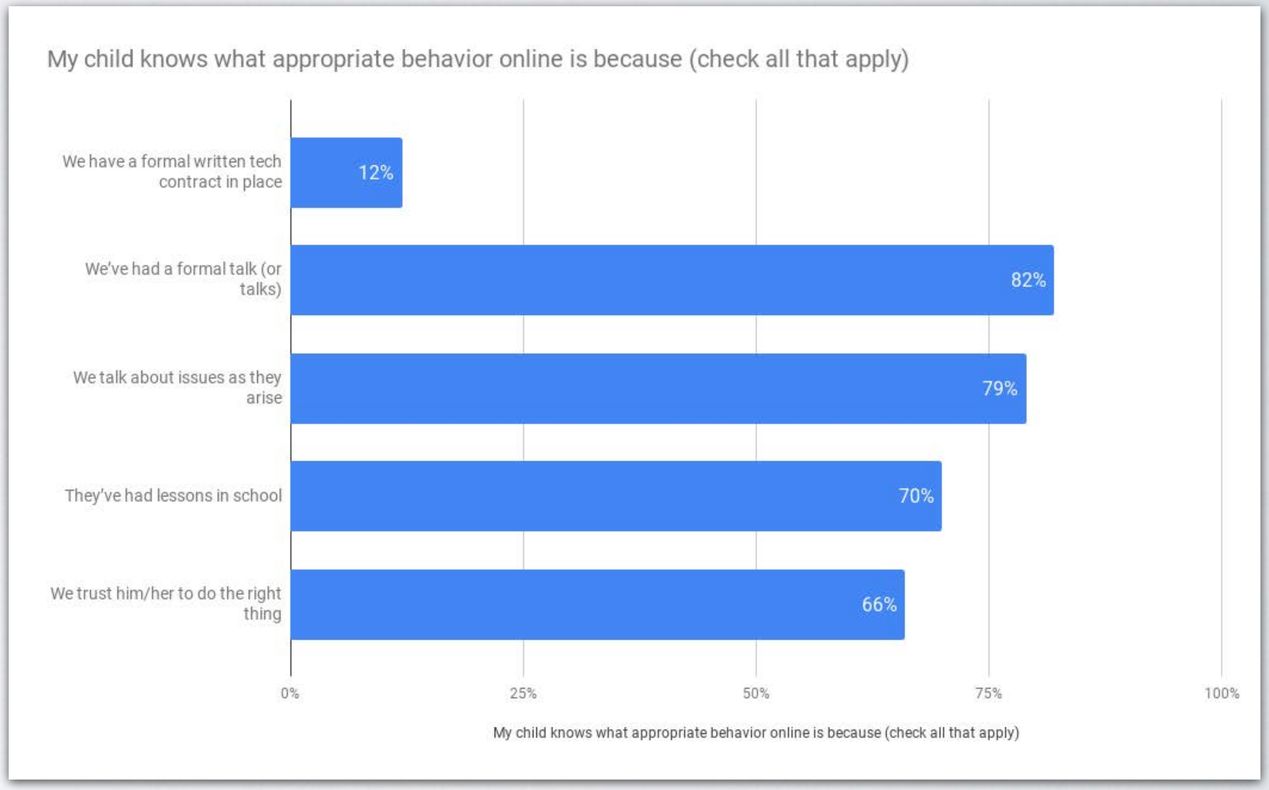
Lower School | Middle School | High School

- ▶ Middle school forms and documents
- ▶ Contact us
- ▶ Parent-teacher conferences
- ▼ Parent survey results

Middle School parents were given the opportunity to participate in a survey pertaining to raising an adolescent in London, establishing healthy routines, and navigating the ever-evolving realm of technology and social media. Results are available below in the form of downloadable pdf files, and can be viewed for the MS as a whole and by grade.

STUDENT SURVEY & ASL FAMILY SURVEY





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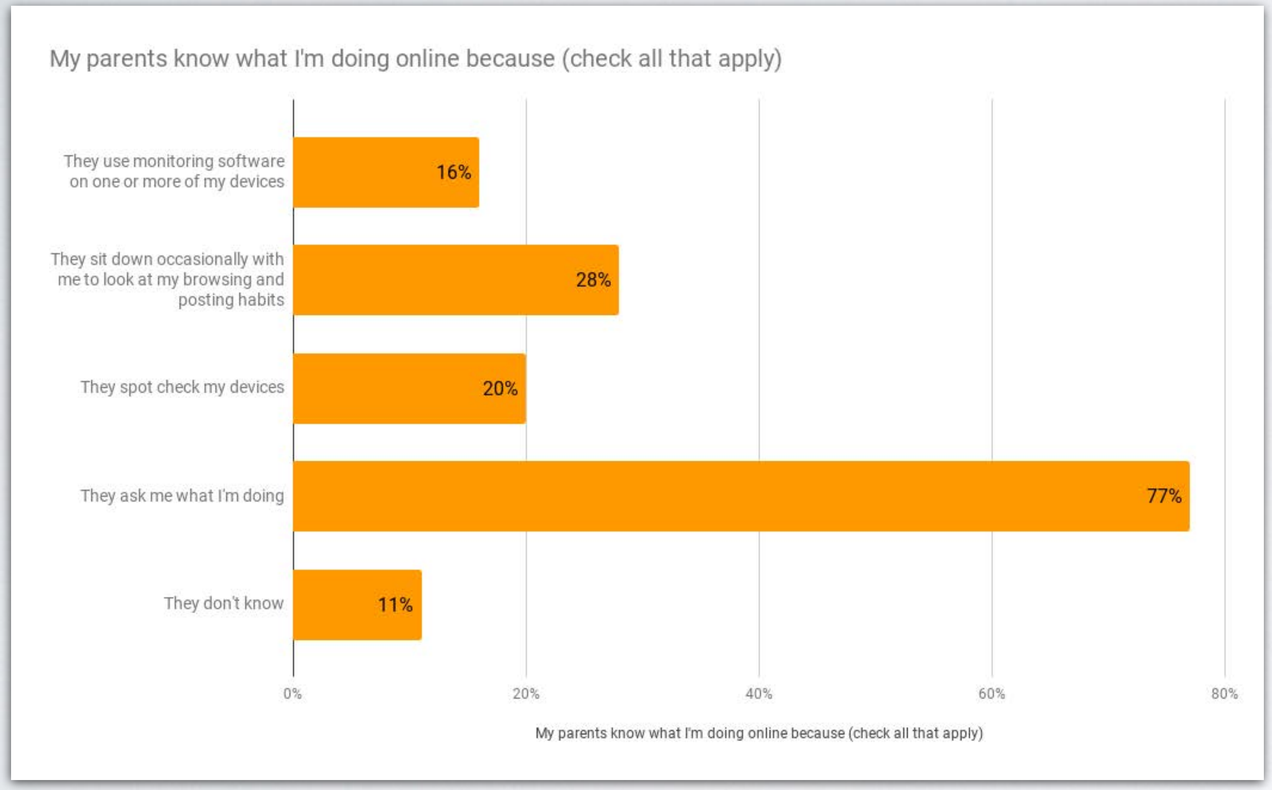

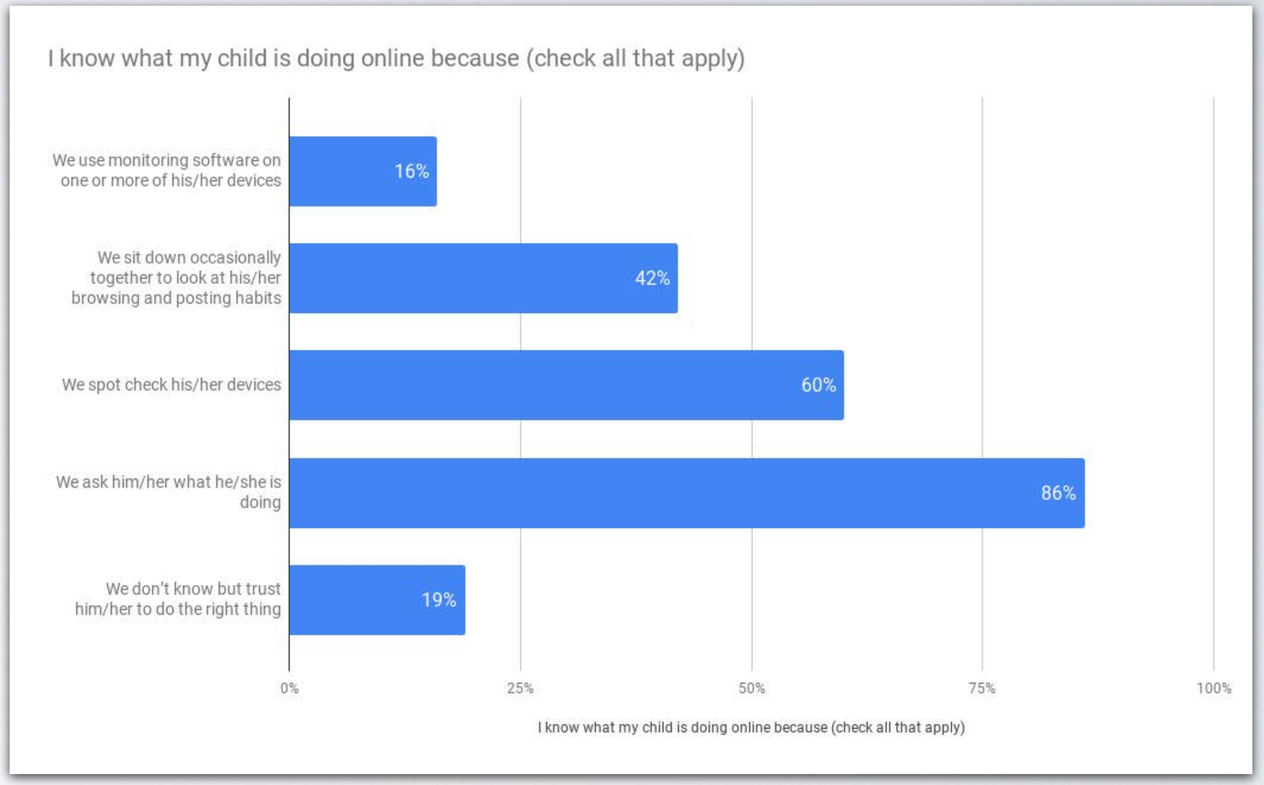

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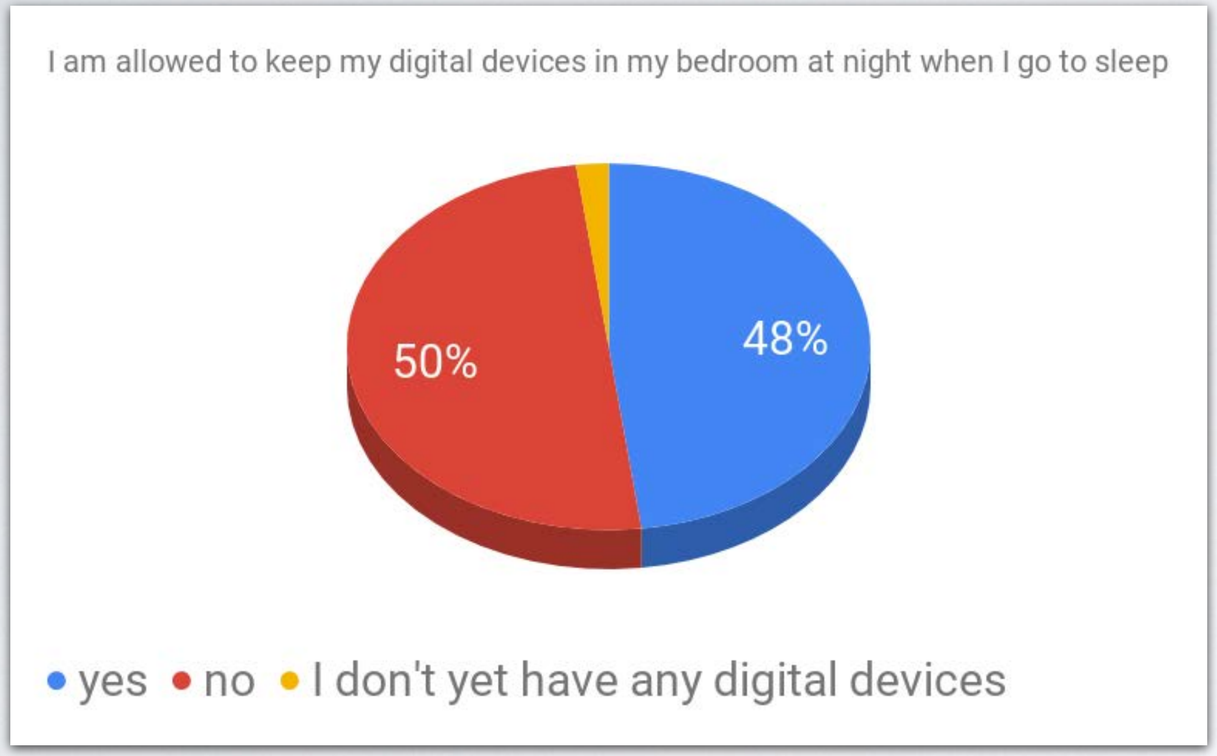
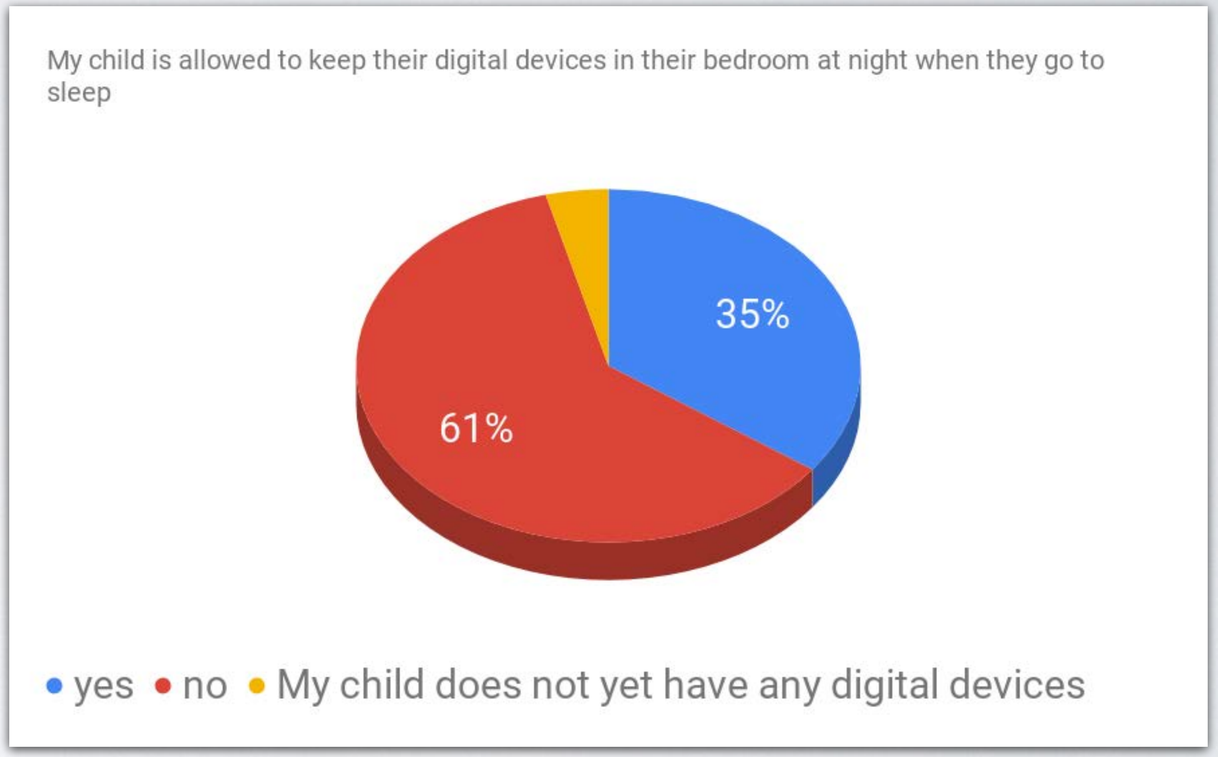




STUDENT SURVEY

Open responses from grades 5 & 6

What parents and adults really need to know about how kids use technology is...

Some kids can be trusted to use the internet.
It's the internet that can't be trusted.

Most kids don't have bad intentions - trust them.

You aren't going to search something inappropriate. No one wants to.

Most of us are a lot more responsible than adults give us credit for.

Kids often lie to their parents so they don't get in trouble. They look up inappropriate things.

Parents really need to know that kids can be really mean on text sometimes.

Sometimes kids will do it for a long time without knowing that they are still on a screen.

That they don't spend too much time on it.

You should tell them what not to do, but then you should put some trust to them, because the more that you don't trust them, the more likely they are to do bad things.

Parents should give children privacy but also give an occasional check in to see what they are doing and make sure that it is appropriate.

We try and be responsible.

STUDENT SURVEY

Open responses from grades 7 & 8

What parents and adults really need to know about how kids use technology is...

It is really easy to hide what you are doing online, even if there is a complex system in place like proxy monitoring or tracking router HTTP requests. There is no point in checking if we are viewing inappropriate content, because if we are, we are probably hiding it.

That even when kids say that they are not on their phones they really are, and some kids can get really creative about how to hide them.

Many kids are different and that not all kids are using the internet inappropriately.

Parents should respect the privacy of their children, but still should check in from time to time.

That it is a part of our lives more than they realize.

We're more trustworthy than you might think.

When you’re on a device you lose a sense of time.

It is not always negative.

Social Media is trash.

Talking with strangers isn't the end of the world - just because we're talking with strangers doesn't mean we'll get hurt by making friends with them. This applies especially with online games - yes, I'm talking with online strangers, yes, I'm friends with them, and no, they won't kidnap me anytime soon. We just like playing games together.

Every kid is going to come across inappropriate stuff on the internet. You just need to teach them what to do when that does happen. You need to teach them to be responsible and you need to trust them.

TEACHING STUDENTS SKILLS FOR OUTSIDE THE CLASSROOM

- Grade 5 starts to learn about the myth of multitasking using a Common Sense Media resource; grades 6, 7, 8 uses Common Sense Media resources and current articles on technology to kick-start discussions in advisory or Flex about their own use.

- Discussions will combine what the emerging research tells us with personal experiences from students and teachers.

- Policies that we have had in place to give students breaks from screen-time since the beginning of the laptop program continue to be implemented.

- The aim of the advisory / Flex discussions along with talks in health classes will be to help students understand how their brains work best and what can get in the way of their ability to focus.

TEACHING STUDENTS SKILLS FOR OUTSIDE THE CLASSROOM

- Time given in classes to write all assignments down in the Homework Diary or equivalent; students are encouraged to plan out their week, taking into account other activities

- Long-term projects are often broken down into chunks
- Good time management / focus skills are modeled in class (restriction on checking email / social networks during work time)
- Netiquette is taught in 5th, 6th, 7th ,and 8th grade advisories or Flex classes. Health classes also focus on internet safety and issues around bullying
- When appropriate, digital citizenship skills are taught within the context of their classes. For example, 7th will be publishing content to blogs as part of their English classes this year.

RESOURCES: TECH SUPPORT

RescueTime

Free download; paid version offers more features including the ability to block websites.

All 7th and 8th grade students have already activated this application

It's meant for self-monitoring and not for parental control

Self Control

Free download - will block websites for a specified amount of time. Nothing will unblock the sites until the time is up, even if the laptop is restarted and the app is deleted.

Will **not** work on school laptops because it requires an administrator's password every time the user wants to start blocking sites.

WHAT WILL BE USEFUL AT HOME?

- As with everything you teach your kids, begin to talk about the issues before they become problems (alcohol, smoking, curfew, TV time, internet use, time spent on laptop)
- Humans learn from their experiences, even negative ones
- Supervision is the key, especially at first (think about learning to drive)
- Clear, objective guidelines and consequences

Start talking early. Then don't stop.

We've always advocated for talking to your kids early and often about internet safety, the same way we talk about strangers or nutritional choices. Tech is a huge part of their lives and it's never too early to start opening dialogue about safe choices.

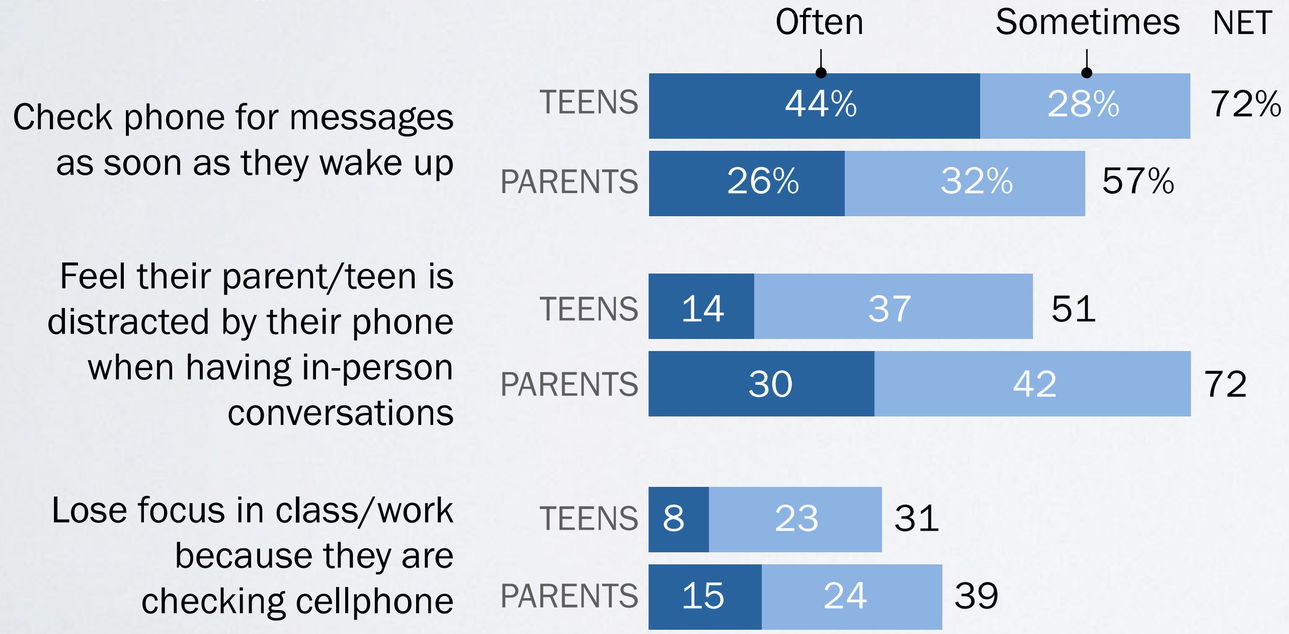
— from "How to talk to teens and tweens about smart tech use and safety" on Cool Mom Tech

SHARE YOUR OWN STRUGGLES

Parents and teens report varying levels of attachment, distraction due to their cellphones

% of U.S. teens/parents who say they ...

% of U.S. teens/parents who say they ...



Note: Parents refer to parents of teens ages 13 to 17. Teens were asked how often they lose focus in class, whereas parents were asked how often they lose focus at work.
Source: Survey conducted March 7-April 10, 2018.
"How Parents and Teens Navigate Screen Time and Device Distractions"

PEW RESEARCH CENTER

SHARE YOUR OWN STRUGGLES

January/February 2018

Fighting a digital battle

The value of reading for pleasure and overcoming the distractions of technology.

Emily Forgash | Staff Writer

In a world where the swipe of a screen is quicker than the turn of a page, I find that many teenagers instinctively reach for their phones because reading a book is too taxing. Some students can live as if they're driving on a highway, and reading is like swerving onto a country road; they grow impatient with the slow speed. In short, the world seems like it is having trouble living at the pace of books.

"In short, the world seems like it is having trouble living at the pace of books."

People are accustomed to instant gratification while watching a Netflix plot unravel before them, their eyes glued to the screen. Most students would rather passively watch TV in their free time, instead of actively engaging their brain through reading. Just like your body, your brain needs exercise; similar to working out in the gym, one must exercise their brain.

The many benefits of reading are often repeated by English teachers. Many say that great writing comes from frequent reading. Although the benefits that come from reading are well known, such as gaining inspiration from outstanding literature and, predominantly, expanding your vocabulary, the allure of technology overshadows these advantages.

Imagine how many miles you've pointlessly scrolled with your thumb. The act of picking up our phones as soon as we're bored is something that has been ingrained in our culture. It is as if a virus has developed in almost everyone.

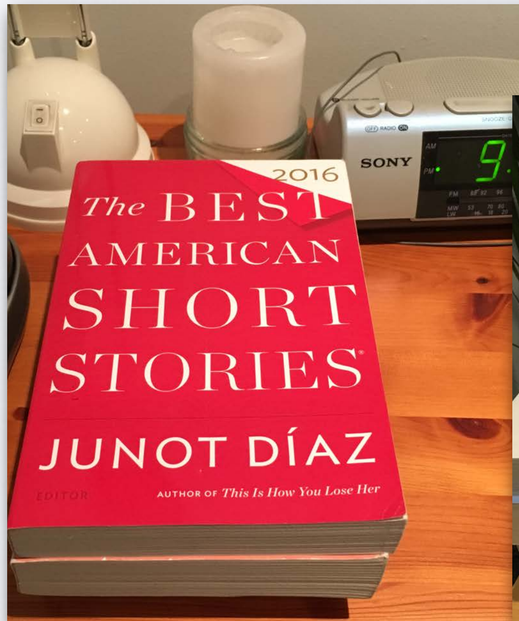
Having a television in our pockets and social media just a few clicks away has a gradual harmful effect. It has gotten to the point that our use of technology could be seen as an addiction, the obsessive way that people reach for their phones for the fear of missing anything. If you're not on social media 24/7, missing posts is inevitable. Everyone has succumbed to technology at one point or another, but only a few can say that they have prioritized reading.

For me, finishing a good book, like *Gold* by Chris Cleave, is always bittersweet. I get a lingering feeling of missing the characters that I grew so acquainted to and learned so much about. If the author did their job, I feel like I went through their hardships and successes with them. Yet the silver lining of finishing a book is the chance to pick out a new book and learn about something new.

I cannot go to bed without reading. It is one of the most positive things in my life, as I read countless studies saying that staring at a screen before going to bed is unhealthy. Books are nothing but beneficial to me.

For me, the reasons for trading screens for books are endless. Books allow me to explore places that I would never otherwise visit, to broaden my knowledge of the world, to expand my vocabulary and to create my own world with the characters. When weighing these reasons against the dependence of technology, it is your choice which side comes on top. I challenge you to trade in notifications for chapters.

Click the article to read it on The Standard's website



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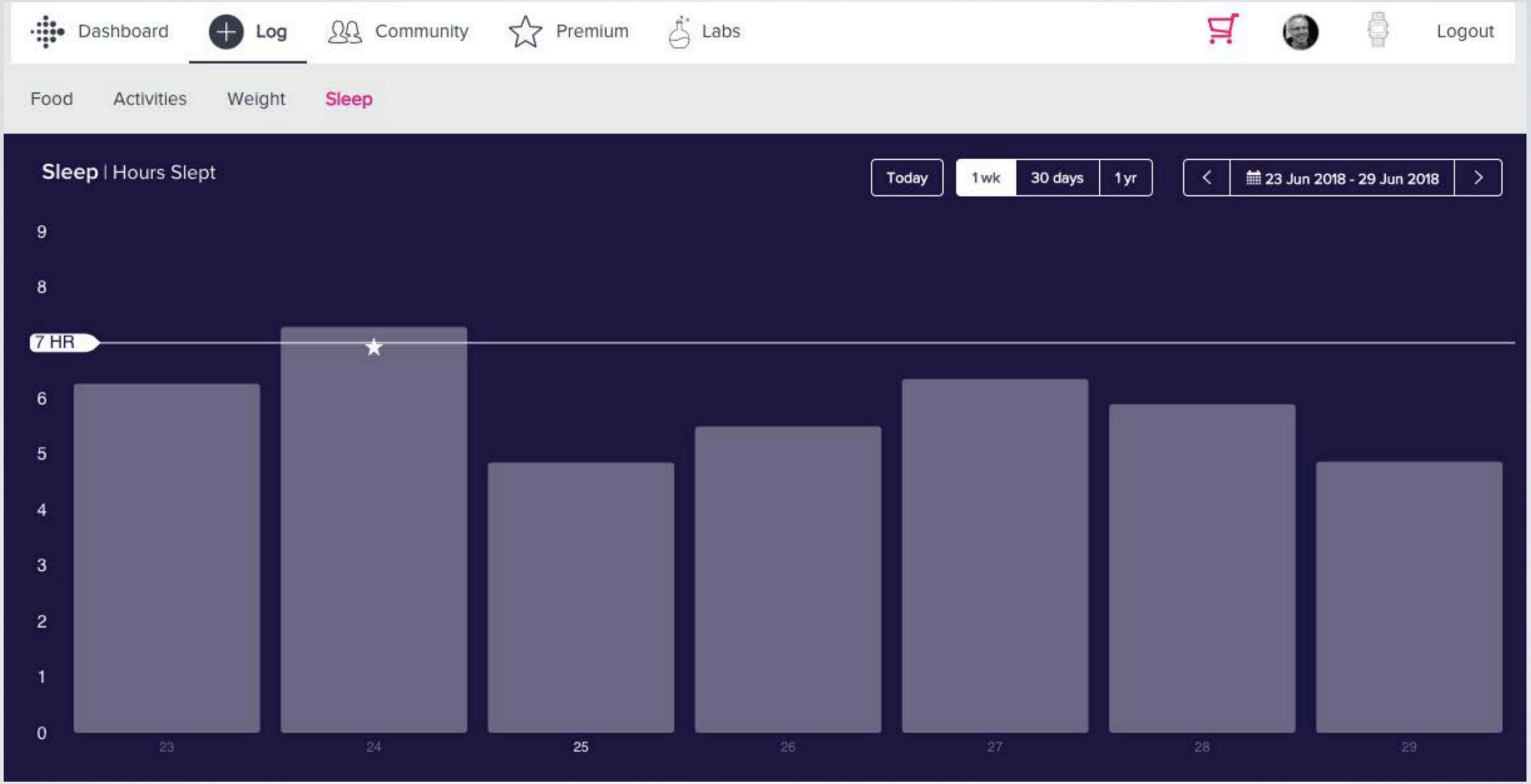

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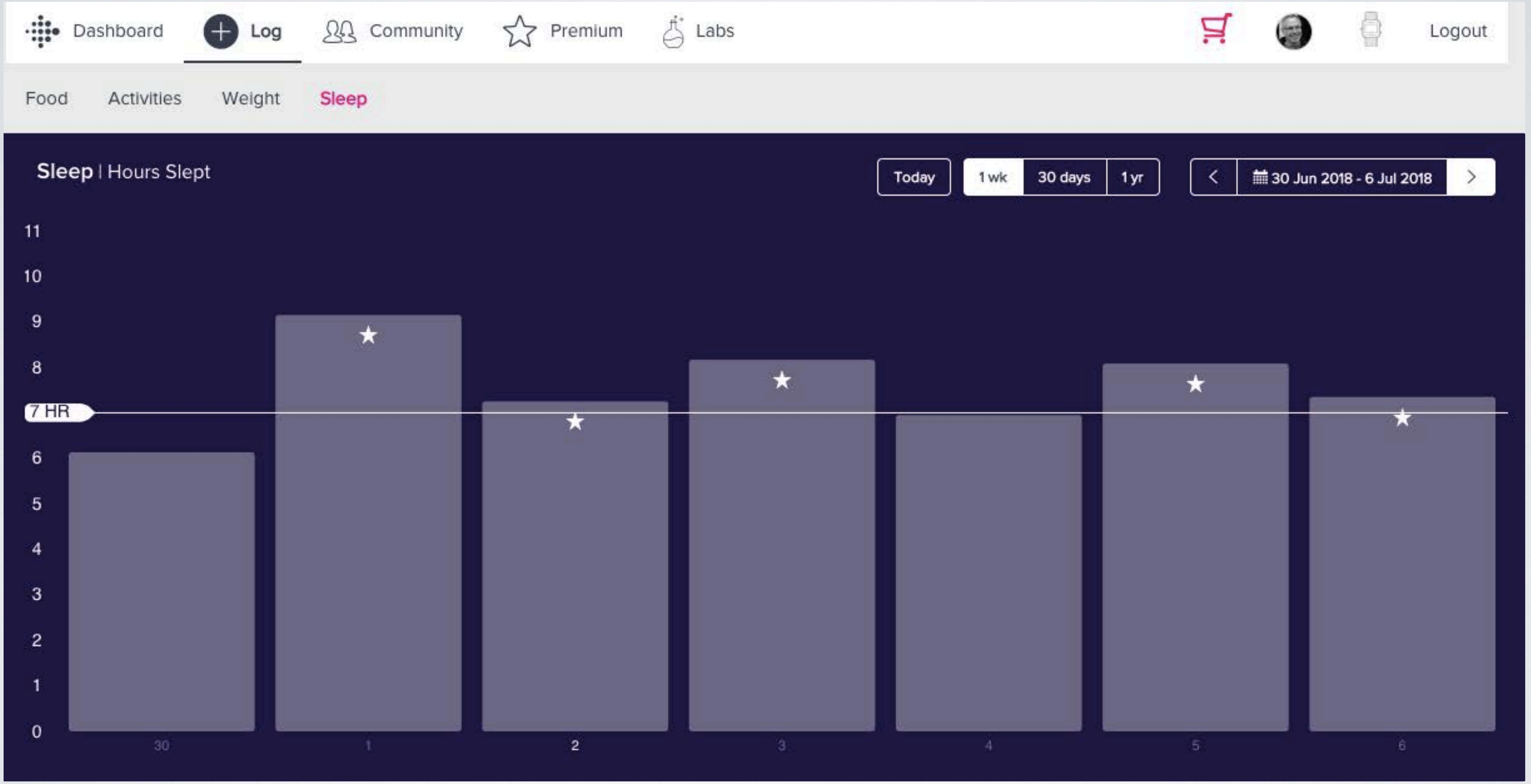

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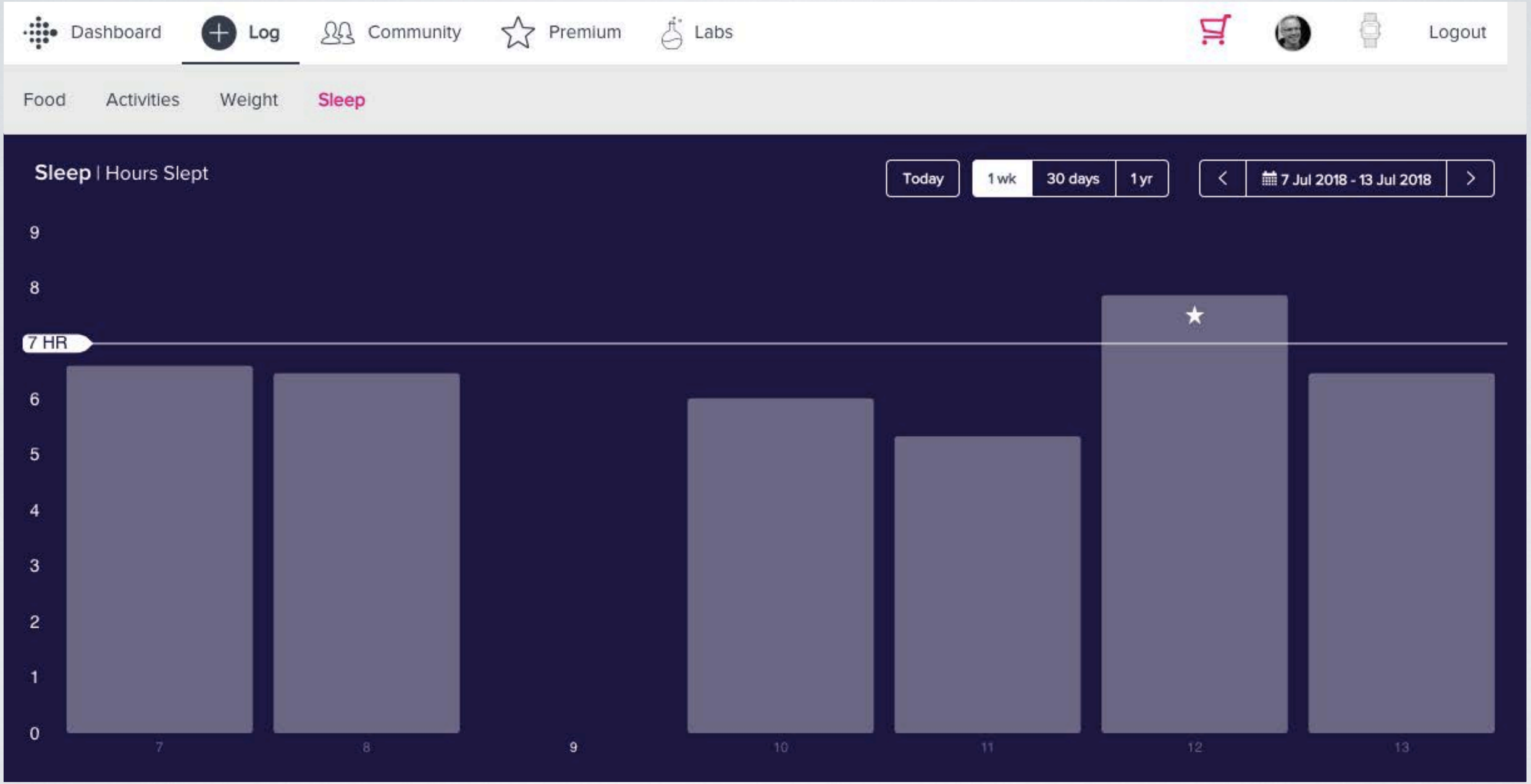
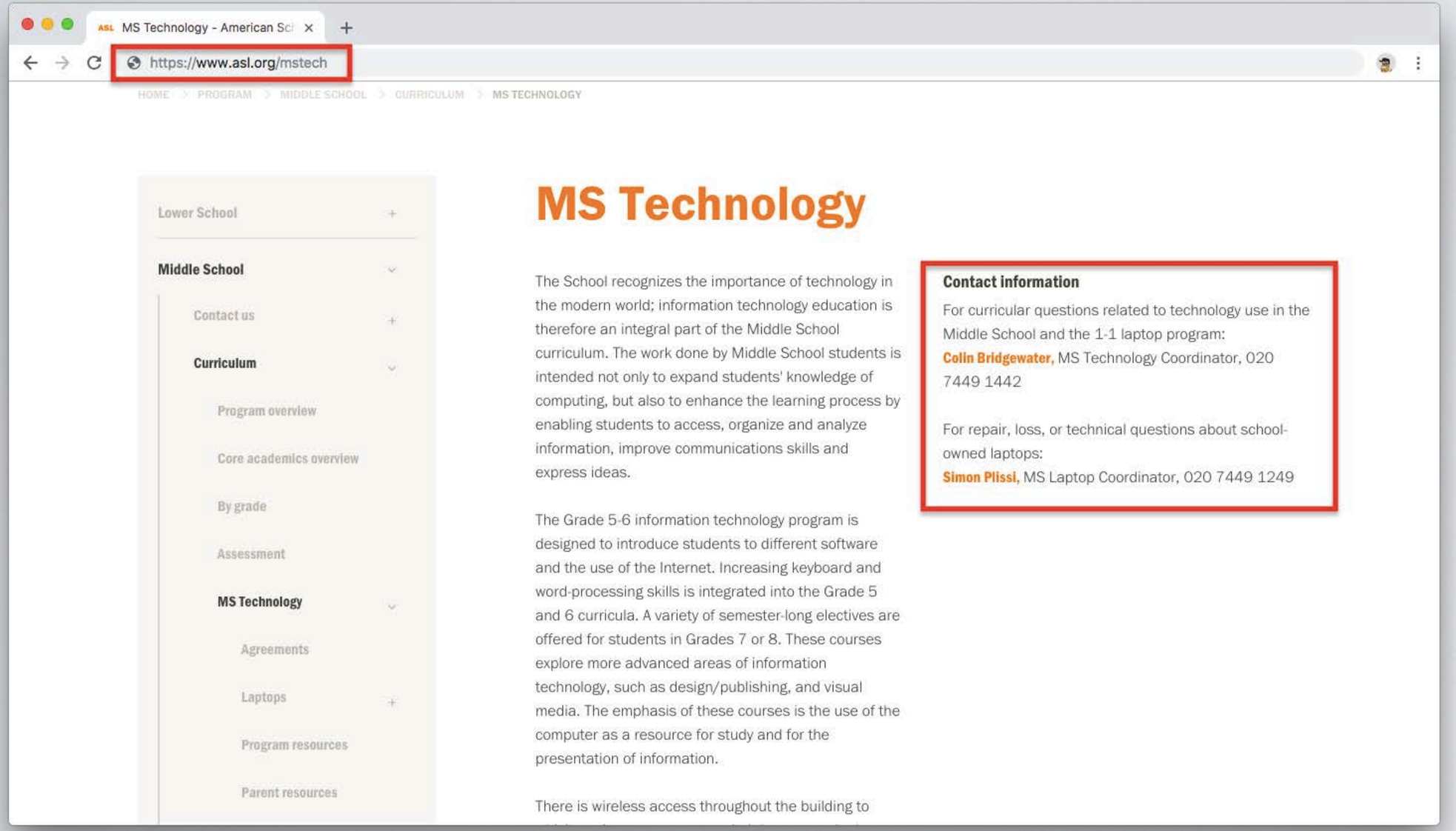


RESOURCES: http://www.asl.org/mstech



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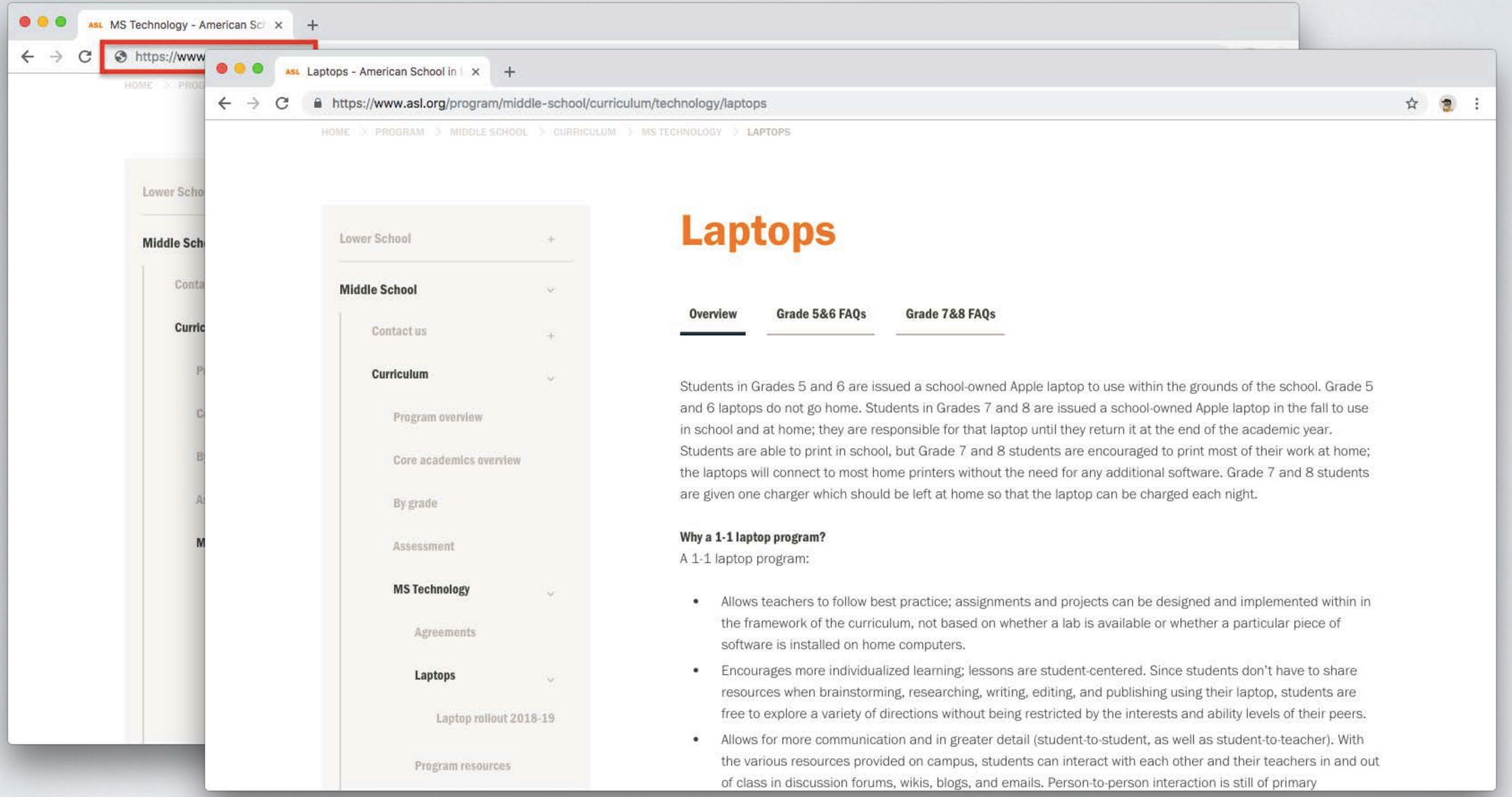

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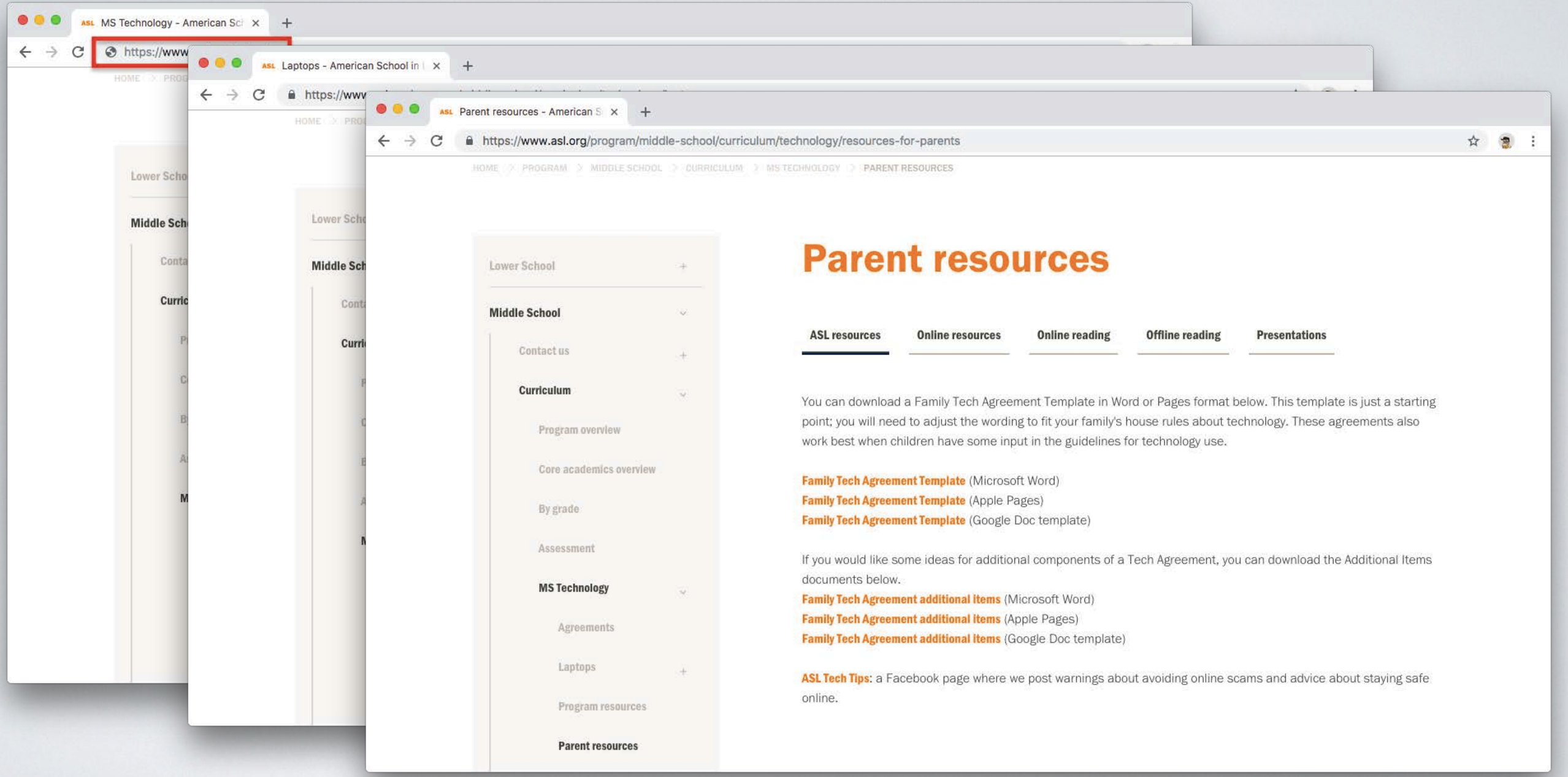

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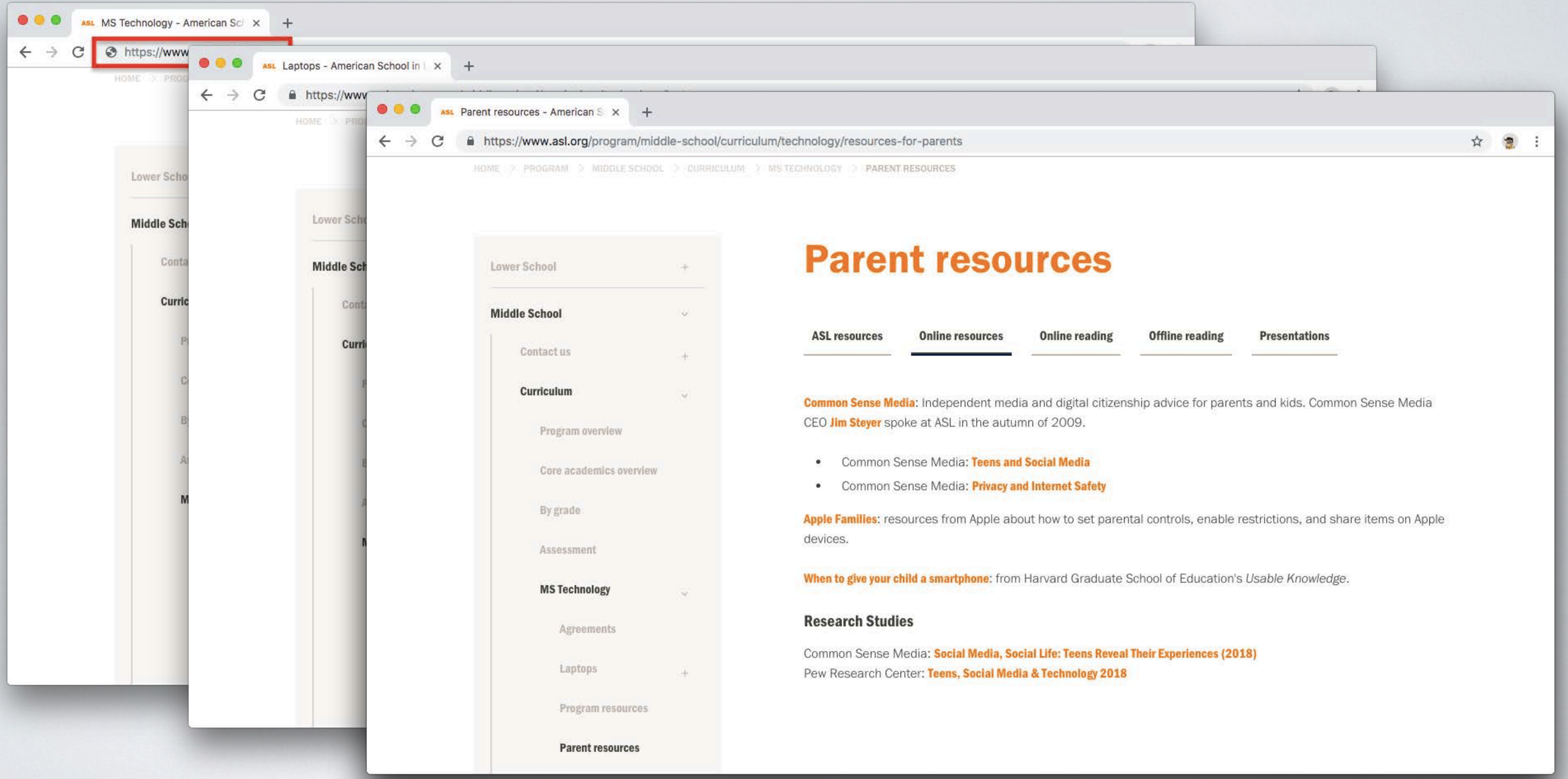

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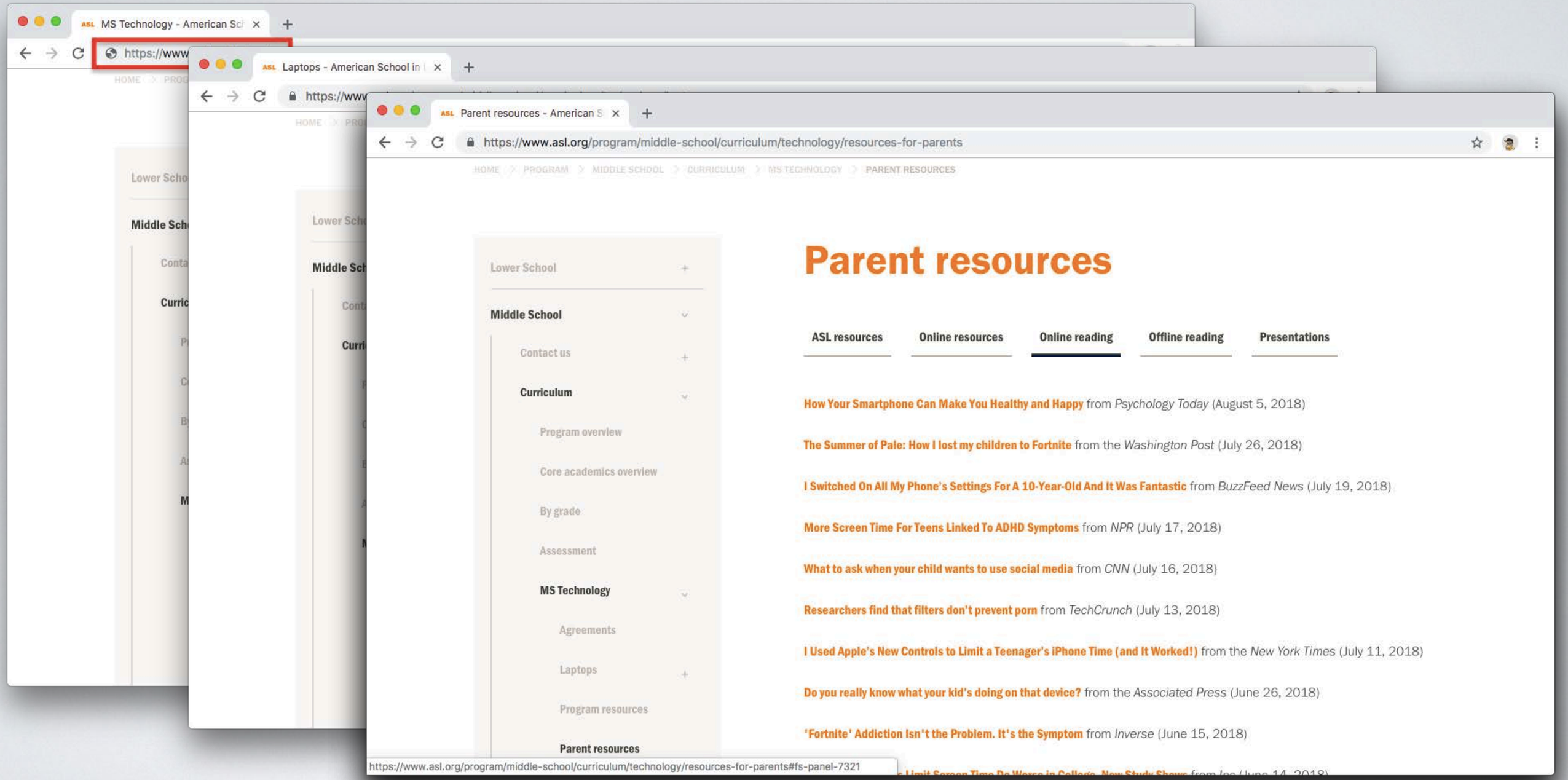

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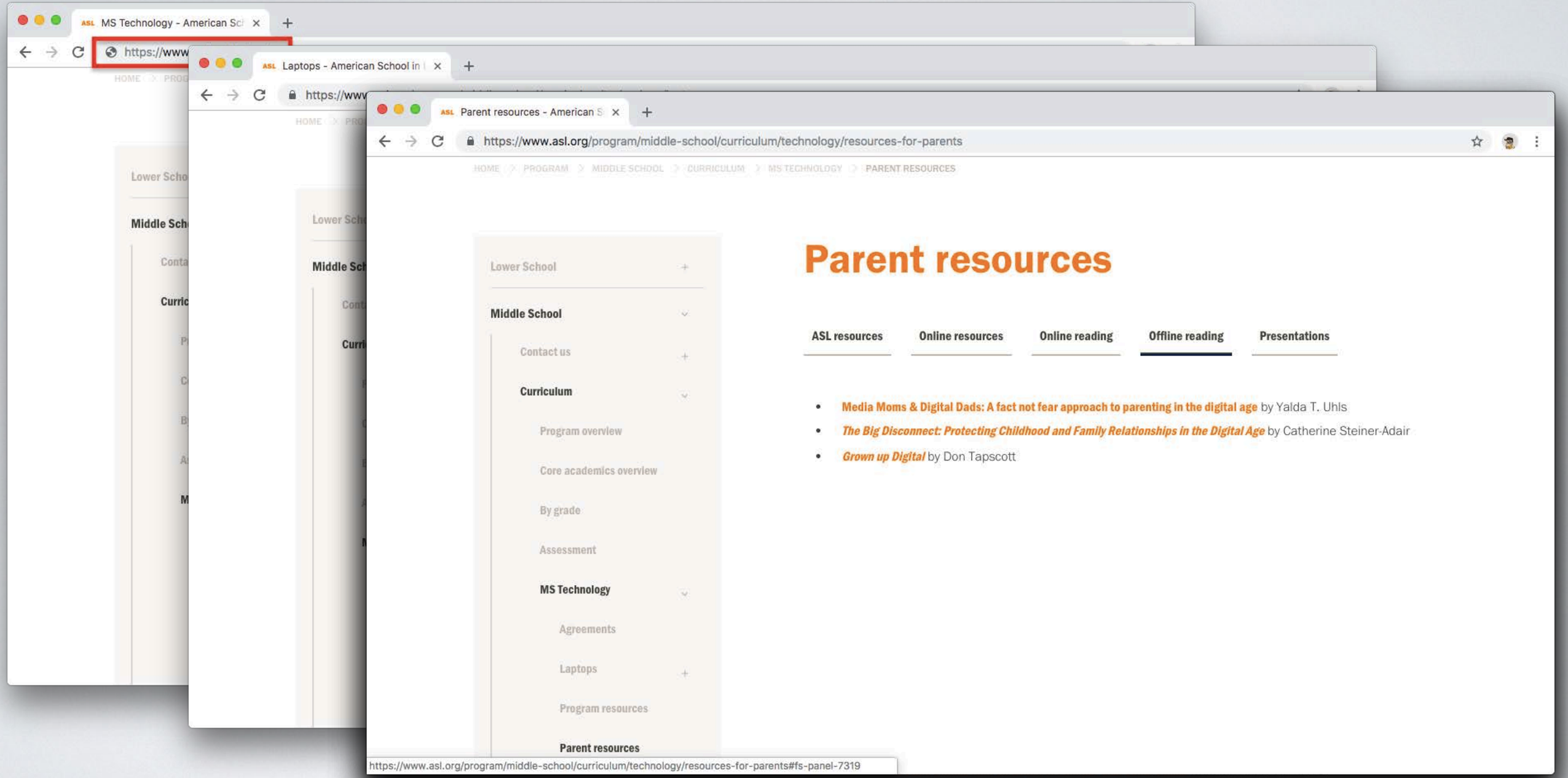

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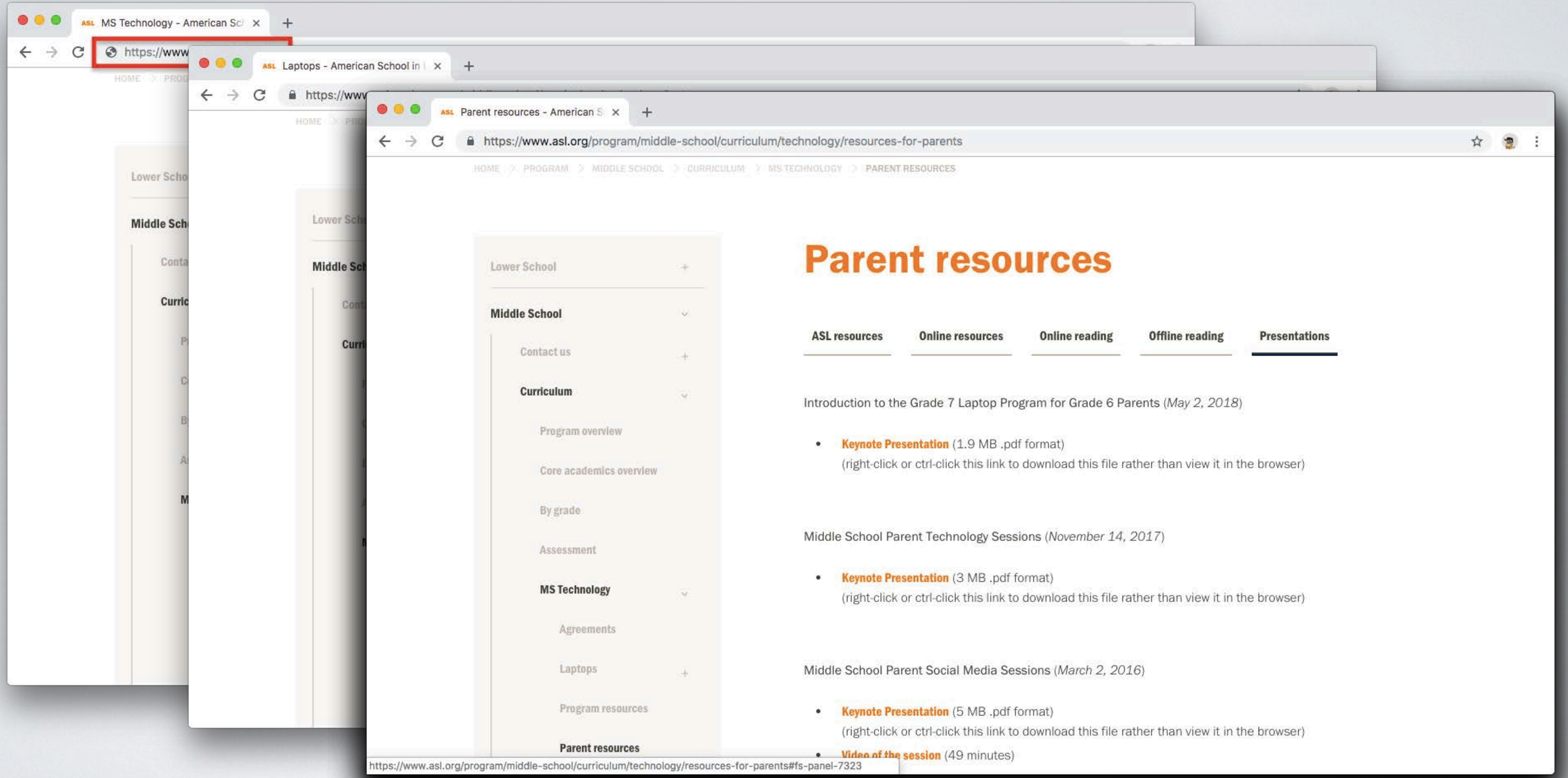


RESOURCES: HOME TECH AGREEMENT

Home Tech Agreement
Note: The following agreements that include how the ASL laptop is to be used in the home are in addition to ASL's Responsible Use Policy.

Where the laptop can be used
The laptop will only be used in common areas in the home. It will not be taken into a bedroom to be used or charged.

When the laptop can be used
The laptop will be put away to be charged in (location) for the evening no later than 9 pm on weekdays and 10 pm on weekends. It may not be picked up again until 6:30 am on weekdays and 9 am on weekends.

How the laptop can be used
When doing schoolwork, the television should be off, and the mobile phone / iPad / iPod Touch should be off or turned to silent and in a different room.

When doing schoolwork on the laptop, the only application running should be the one for the subject currently being done. No social apps or websites should be open or running.

School work should be done in chunks of time to give your body and mind a rest in between subjects. Ten to fifteen minute breaks are optimal. The Apimac timer application on the laptop or a non-laptop-based timer (a kitchen or watch timer) will be used to monitor the break time spent in between school work assignments, and it's (child's name)'s responsibility to quit all social applications and websites before returning to school work. When taking a break in between subjects, it's okay to not use the laptop, the phone, or any other electronic device at all.

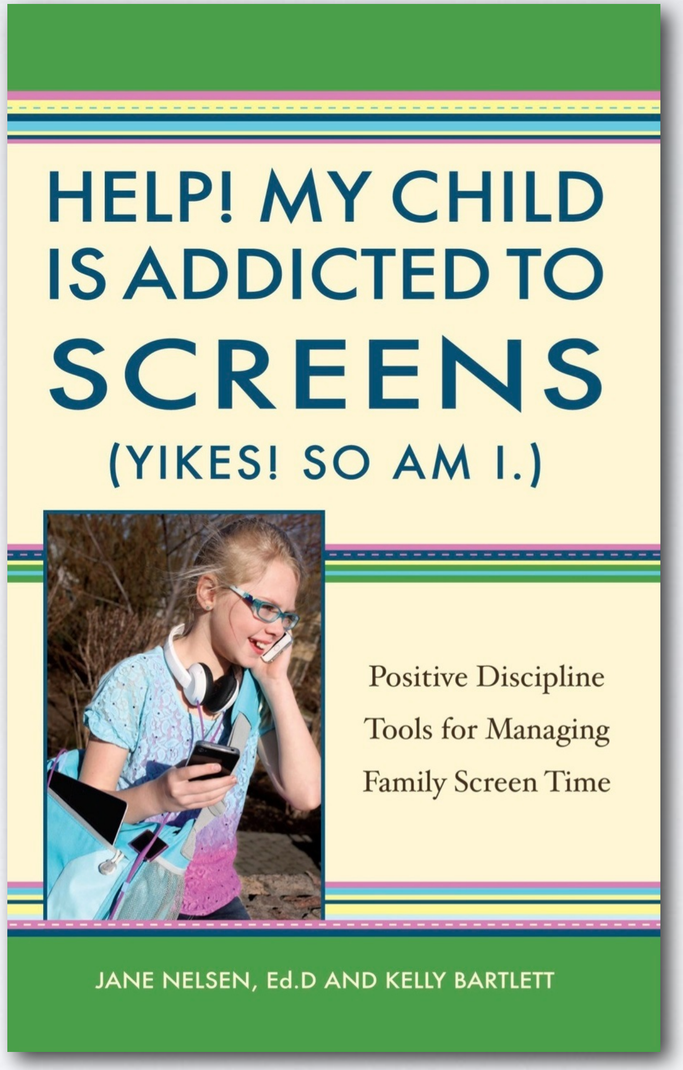
Internet history must not be deleted or found empty (it does not speed up the laptop).

This agreement will be posted in the (public location) so that if there is ever any question about what has been agreed, it can be readily checked.

_____ _____
Child's signature date

_____ _____
Mom's signature date

_____ _____
Dad's signature date



https://www.positivediscipline.com/store

"The key to creating successful agreements is involvement. Involvement = cooperation. Children will usually keep their agreements when they have been respectfully involved in creating the agreements" (page 27).

"Keep in mind that no solution will be permanent. Even the best solutions may work for a while, but need revisiting and revision once in a while" (page 37).

RESOURCES:

ARENA PARENT CONFERENCES
GYM FOYER

WHAT NEXT?

- Talk to your child about expectations and limits of technology use in your home
- Apply the same guidelines for technology use as for other house rules
- When questions arise, don't hesitate to contact your child's teacher or one of us.
- Ideas for future parent sessions? Drop us a line.

Katie Shefren: 020 7449 1349 (katie_shefren@asl.org)

Colin Bridgewater: 020 7449 1442 (colin_bridgewater@asl.org)