

A green highway sign with a white border and white text, mounted on a metal post against a blue sky with light clouds. The sign is rectangular with rounded corners and is held in place by several screws. The background shows a blurred view of a highway overpass and other signs.

I am responsible for my actions

Responsibility may be lessened only to the extent my actual freedom or knowledge was actually and unavoidably limited.

A green highway sign with a white border and a white outline. The sign is mounted on a metal post and is set against a blue sky with light clouds. The text on the sign is white and reads: "I am responsible for my actions", "Responsibility", "Requires", and "Action".

I am responsible for my actions

Responsibility
Requires
Action

A green highway sign with a white border and white text. The sign is mounted on a metal post against a blue sky with light clouds. The text on the sign reads: "I am responsible for my actions", "Responsibility", "is doing what", and "I should do.".

I am responsible for my actions

Responsibility
is doing what
I should do.

A green highway sign with a white border, mounted on a metal post. The sign is set against a blue sky with light clouds. The text on the sign is white and reads: "I am responsible for my actions", "Responsibility", "is doing what", and "I say I will do." in a sans-serif font.

I am responsible for my actions

Responsibility
is doing what
I say I will do.

A green highway sign with a white border and white text. The sign is mounted on a metal post against a blue sky with light clouds. The text on the sign reads: "I am responsible for my actions", "Responsibility", "is doing what", "is best for", and "everybody.".

I am responsible for my actions

Responsibility
is doing what
is best for
everybody.

A green highway sign with a white border, mounted on a metal post. The sign is set against a blue sky with light clouds. The text on the sign is white and reads: "I am responsible for my actions", "Responsibility is", "doing the one", "thing I should be", "doing right now.".

I am responsible for my actions

Responsibility is
doing the one
thing I should be
doing right now.

A green highway sign with a white border, mounted on a metal post. The sign is set against a blue sky with light clouds. The text on the sign is white and reads: "I am responsible for my actions", "Responsibility", "Requires", and "Action".

I am responsible for my actions

Responsibility
Requires
Action

TV, video games and movies provide video and audio images powerfully and at high speed. Radio is audio embedded with text.



And the computer?

How can we we raise ethical children in such a technological age?





How can we help our child grow safely and ethically in an internet age?



Where is the computer located?

A central area where the screen can be easily seen is probably a good preventive measure.



What are your child's screen names and passwords?

It is a good idea to know the screen names, user names, and passwords your child uses. Make sure that names do not reveal any personal information and that passwords are not shared with anyone, even closest friends.



How much time does my child spend online?

How much time is too much? Reasonable time limits need to be set and respected so that time is available for the many and varied activities that produce healthy kids. Too much time online is an invitation to trouble.



What have your children taught you?

Children use and learn with technology today's in ways we never did. Have your children teach you how they use technology and the net. Have them take you to the places they visit on the net. Make the net a family experience.



Will your children talk to you about problems they encounter online?

It is inevitable that children will run into uncomfortable and problem areas on the net. It is important to establish ways of talking about problems before they occur. Start by talking about “what would you do if..”



Do you review where your child has been?

Agreeing in advance that you will review the history, searches, cookies, etc helps everyone to monitor their use. Empty and erased files should be a red flag.



Whose name are internet accounts in?

The accounts need to be in your name [the parent not the child] in order for you to access and monitor them effectively.



Do your children follow internet safety rules?

Are your children careful never to reveal personal information that might divulge their location, personal financial information, or place themselves at risk in personal meetings.



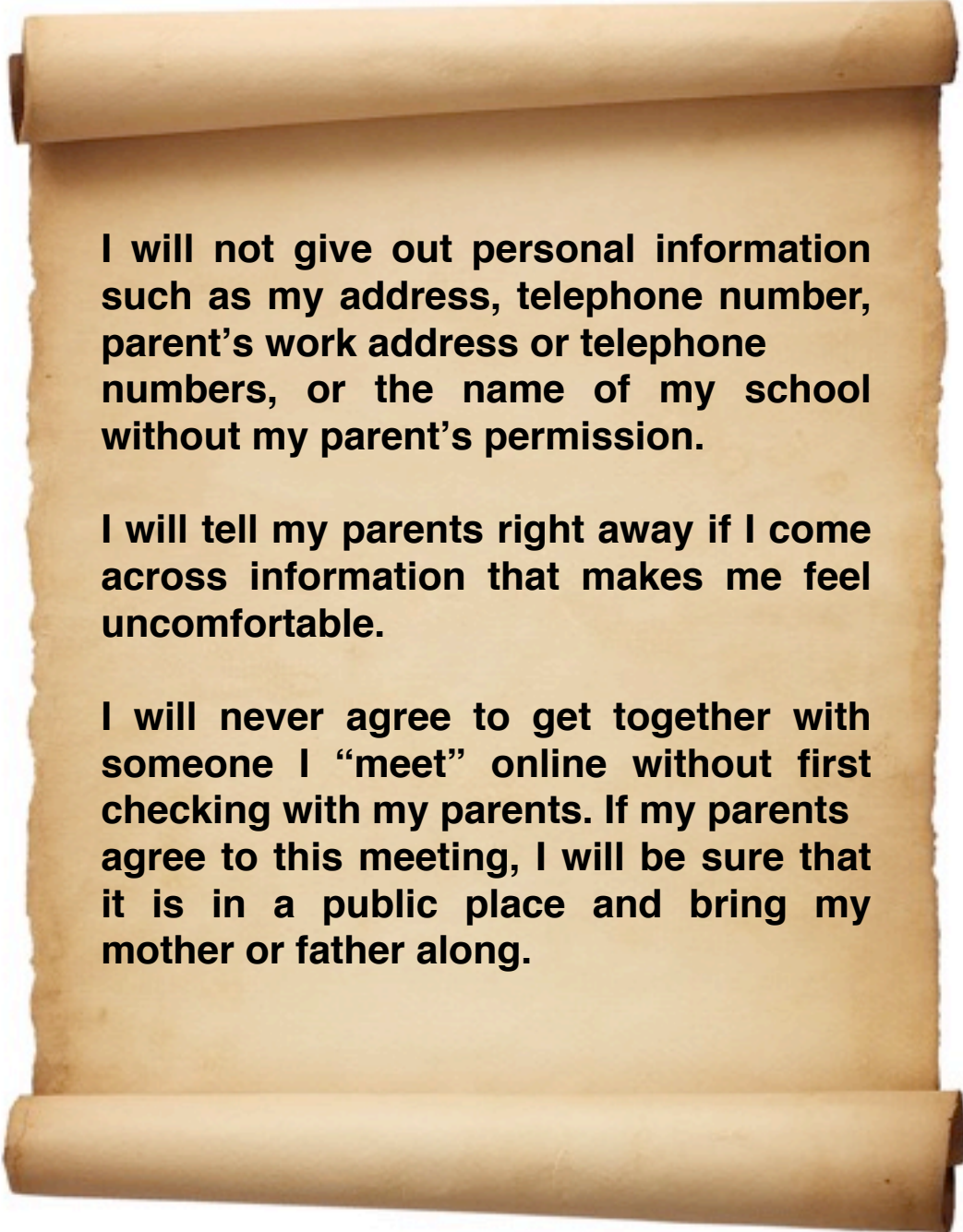
What values govern use of the net?

Our children need to learn and internalize the values that drive use of net beyond parental monitoring: the net is available many other places [school, library, internet cafes, other homes, etc.].



Do you have an Agreement to Abide by the Rules for Internet Use?

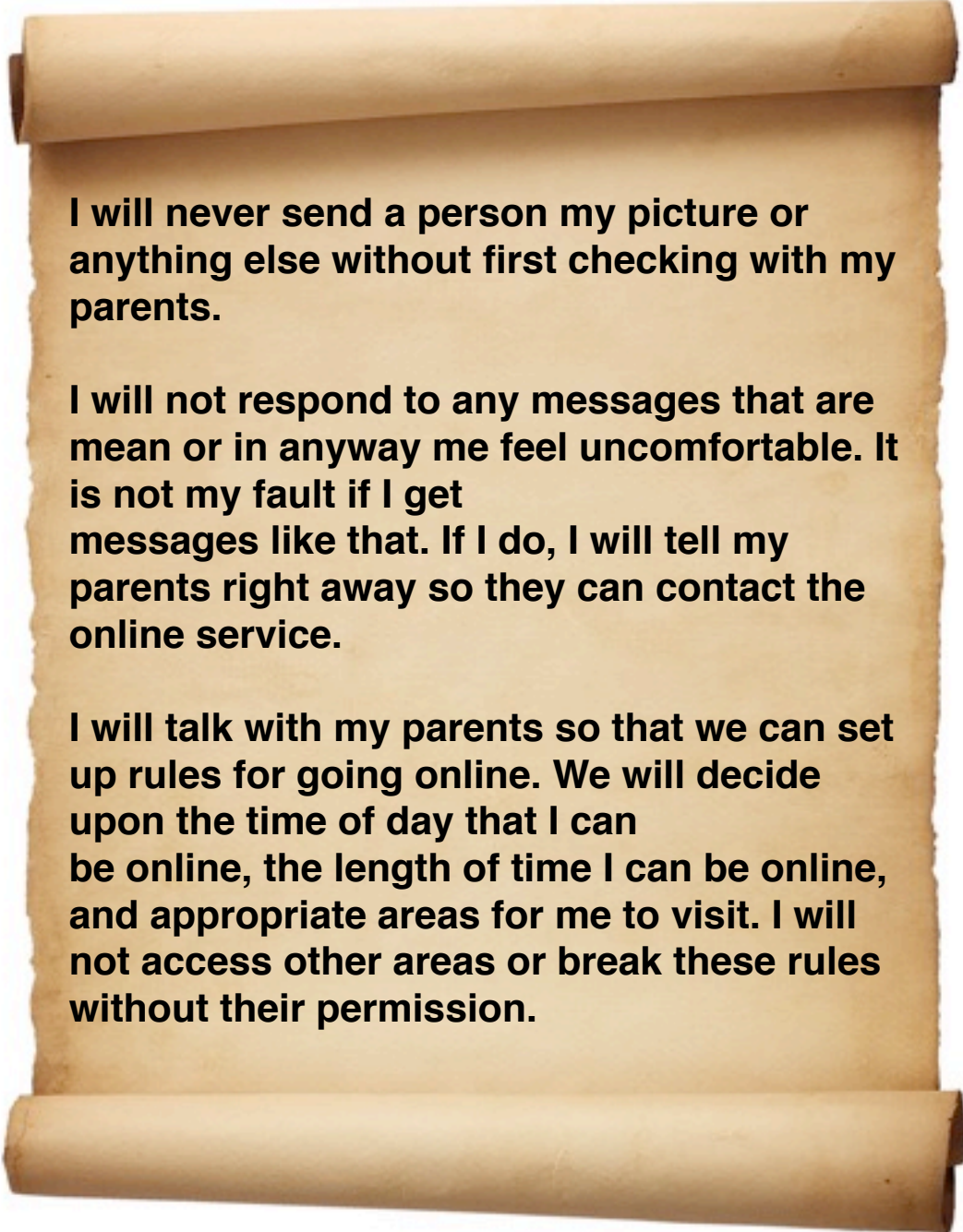
Many parents enter into a written agreement that specifies the terms of their internet use. They often sound something like these suggested guidelines from a state attorney general [Illinois].



I will not give out personal information such as my address, telephone number, parent's work address or telephone numbers, or the name of my school without my parent's permission.

I will tell my parents right away if I come across information that makes me feel uncomfortable.

I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to this meeting, I will be sure that it is in a public place and bring my mother or father along.



I will never send a person my picture or anything else without first checking with my parents.

I will not respond to any messages that are mean or in anyway me feel uncomfortable. It is not my fault if I get messages like that. If I do, I will tell my parents right away so they can contact the online service.

I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.



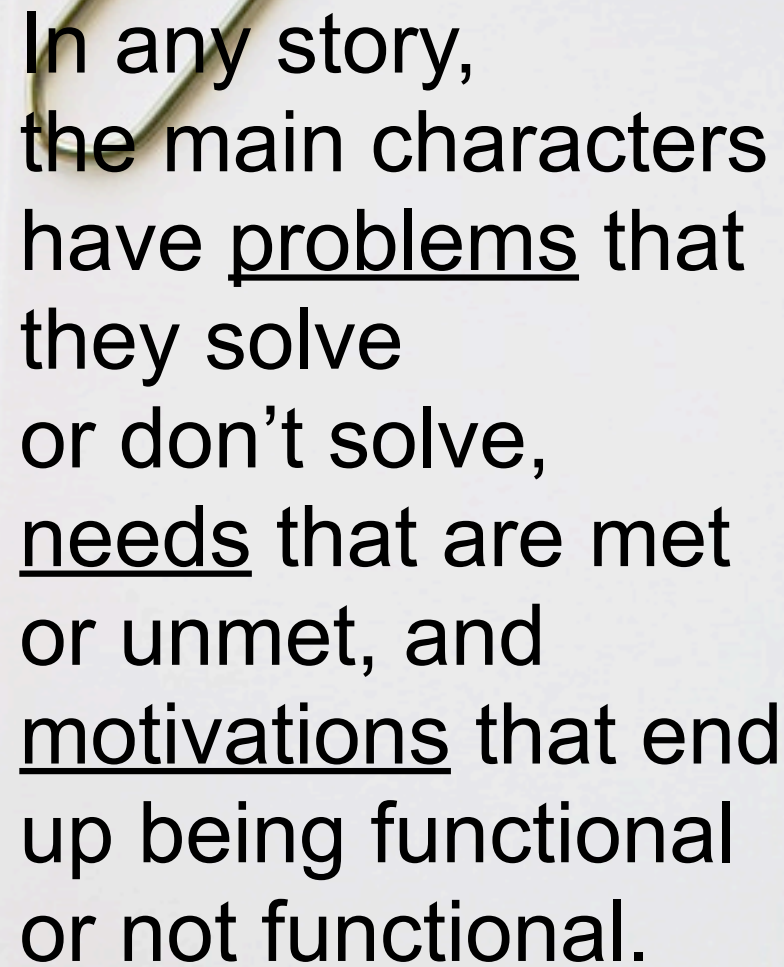
It is really about developing character as technology changes

Finding and using information with integrity and honesty. Using and representing information accurately and fairly.

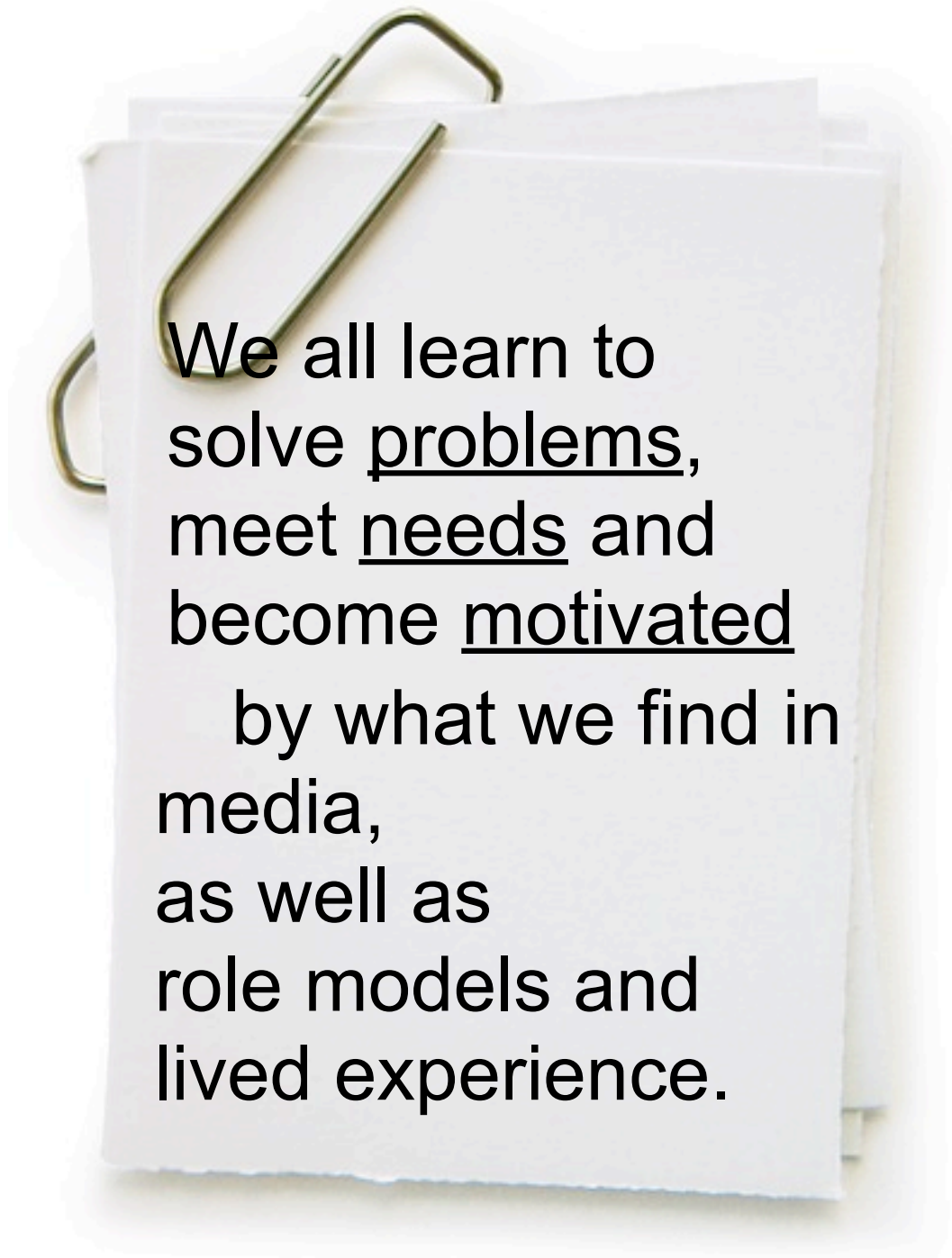


How does media affect core values and moral development?

The basics are the interplay between characters, actions, consequences, thoughts and feelings.



In any story,
the main characters
have problems that
they solve
or don't solve,
needs that are met
or unmet, and
motivations that end
up being functional
or not functional.



We all learn to
solve problems,
meet needs and
become motivated

by what we find in
media,
as well as
role models and
lived experience.

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And the computer?

We can influence

poorly or well:

- villains and heroes

- evil and good

- instrumental

emotion

and real emotion

- getting away and

paying the price

- vicarious learning:

as if you were there

Utilize the potential
for vicarious
learning in media

- you have to be
there

- discussion is the
tool

dangers

altered reality

dead for a while?

discontinuity

high status villains

easy success

magical thinking

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Who are some high
status villains that your
kids are attracted to
that concern you?

23A

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What we look for

worthy heroes or clearly
unworthy villains

virtuous lives or the costs
of vice

heroic journeys or the real
journeys and struggle

What we look for

inspiration

good problem solving or
the costs of poor problem
solving

learning from life or the
costs of not learning

A roll of paper, possibly a scroll or a roll of paper, is shown against a white background. The paper is unrolled, and the text is written on the visible surface. The text is in a simple, sans-serif font. The top part of the paper is rolled up, and the bottom part is flat.

What we look for

learning from mistakes or
the costs of continuing to
make them

What we avoid

violence, cruelty, unreal
death, unreal pain

gratuitous sex, profanity

distorted thinking:
mollification, discontinuity,
super optimism

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How do we facilitate this discussion?

problems: solve or don't

needs: met or unmet

motivations: what end

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