

Quality Play and Media 2014

# Quality Parenting in the Cyber Village



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## Characteristics of Generation Y

Gen Y was born between 1980 and 1995 and are also known as the Millennium or Net Generation. Millennials are very technology wise and are comfortable with ethnically diverse groups. They are optimistic, confident, sociable, and have strong morals and a sense of civic duty.

Gen Y are not brand loyal and the speed of the Internet has led the Net Generation to be flexible and changing in its fashion, style consciousness and where and how it is communicated with.

- McKay, Hugh., 1997. *Generations*, McMillan Australia Pty Ltd

## Generation Z

THEY are thoughtful, aware and moral, but doubt their ability to change their world. This is Generation Z, born in the early to mid-1990s, and now aged 16-22. They also known as Gen M (for multi-tasking), Gen C (connected), and the Net (or Internet) generation. They are the compassionate and tech-savvy generation. "They are more cynical because they are so aware of being marketed to, but they are also empathetic because they are so much more aware of what is going on, not just in Australia but around the world. They have been exposed to a lot more. The IBISWorld analysis found a level of disengagement, with 50.8 per cent of Gen Z feeling unable to have a say on important community issues.

- Naren Sivasailam 2012, IBIS World Market Research

# Some Defining Characteristics of Generation Y & Z



	Gen Y	Gen Z
Age Range	20's – early 30s	Kids & Teens
Iconic Technology	SMS, Playstation X Box, ipod	MacBook, ipad Facebook, Twitter
Popular Culture	Baseball caps Men's cosmetics	Skinny jeans V necks
Influencers	Experiential Peers	User generated Forums
Learning Format	Multi-sensory Visual	Student-centric Kinesthetic
Leaders	Empowering Collaborators	Inspiring Co-creators

- McCrindle Research 2012

# Changes in characteristics of rural, urban & cyber communities



## Rural Community

'Semi arranged' marriage

Local hospital

CAFHS Clinic

Stay at home mothers

Relatives nearby

Outdoor play

Church community

Friend

Kind actions

Citizens

## Urban Community

Romantic relationship

Maternity hospital

Child & family hubs

Childcare options

Relatives interstate

Indoor play

Mega church

Counsellor

Donations

Consumers

## Cyber Community

Pre-nuptial agreement

Google health

Websites

Childcare normalisation

Relatives online

Electronic play

Cyber church

Case manager

Facebook likes

Online community participants



Texting and e-mail and posting let us present the self we want to be. This means we can edit. And if we wish to, we can delete. Or retouch: the voice, the flesh, the face, the body. Not too much, not too little — just right.



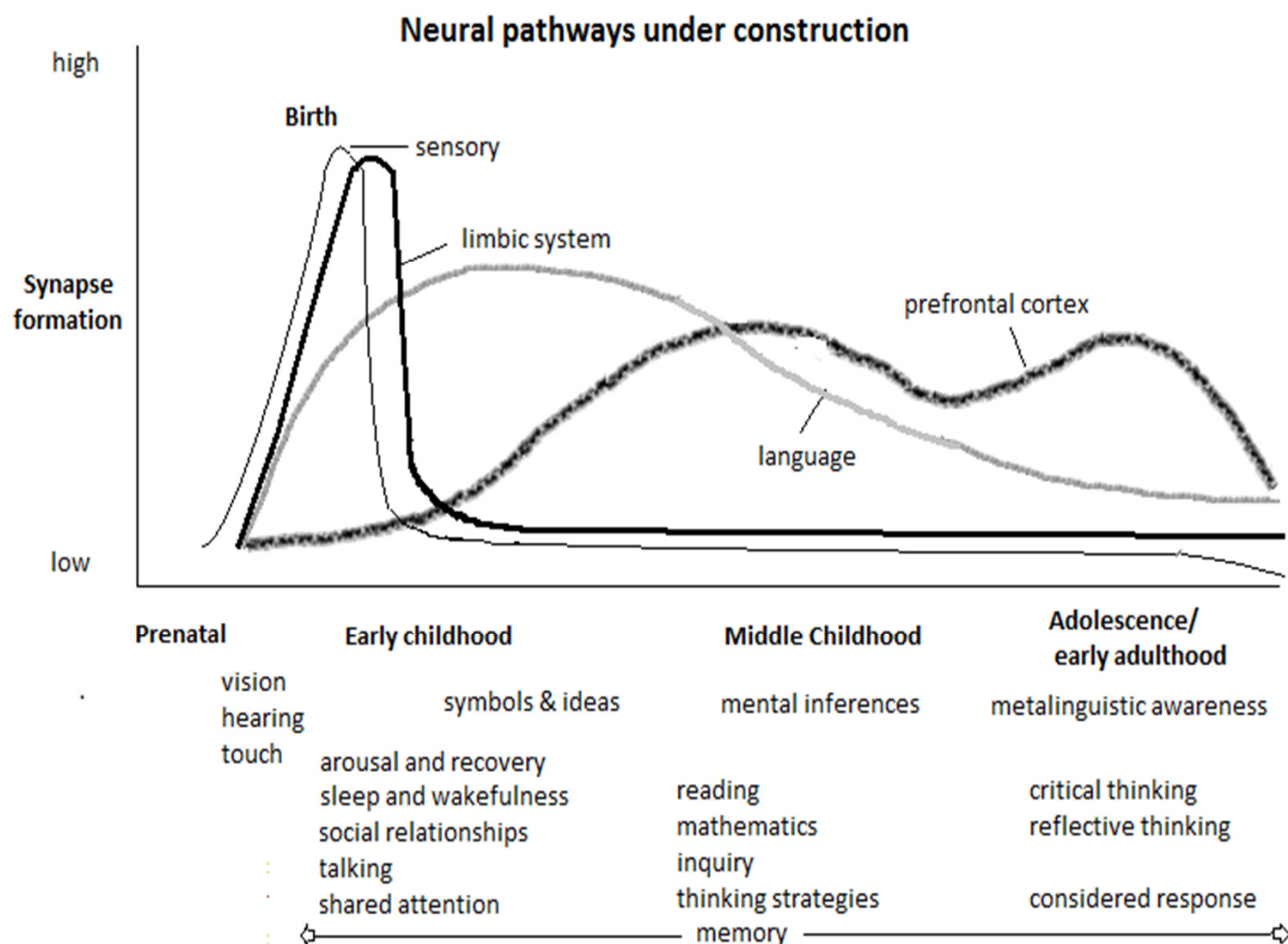
Human relationships are rich; they're messy and demanding. We have learned the habit of cleaning them up with technology. And the move from conversation to connection is part of this. But it's a process in which we short-change ourselves. Worse, it seems that over time we stop caring, we forget that there is a difference

- Sherry Turkle Alone Together: Why We Expect More From Technology and Less From Each Other.



As Gen Y's, we're accused of being self-centered. And it seems like when it comes to the choices that my generation seems to make for their kids, it appears those decisions are often rooted in self-centeredness. If you're an educated, professional Gen Y like myself, and you have kids or think you want to have kids, ask yourself this simple question, "Am I doing what is best not only for me, but for my child?"

- Mommy Bloggers, Parenting Magazines, Social Media, Facebook: Gen Y's Parenting Enemy?



Adapted from: McCain, M., Mustard, J.F., & Shanker, S. (2007), Nelson, C. (2011), Mustard, F. & Kolb, B. (2011)



# Implications of toxic stress in pregnancy



**AUTISM has been linked to high levels of the stress hormone cortisol and other hormones such as testosterone in the mother's womb during pregnancy, in a groundbreaking study.**

The research raises the possibility that the levels of stress in pregnant women may have a role in the development of autism. It is estimated one in 100 Australians suffer the condition up from 1 in 160 eight years ago. Past research has suggested foetal testosterone influenced development of eye contact, vocabulary size, empathy and other autistic traits. New research published in Molecular Psychiatry Tuesday night tested the amniotic fluid of 128 mothers whose children were subsequently diagnosed with autism and the fluid of 217 control mothers. It has found five steroid hormone levels were higher on average in the mothers whose children were diagnosed with autism than in those whose children did not have the condition.

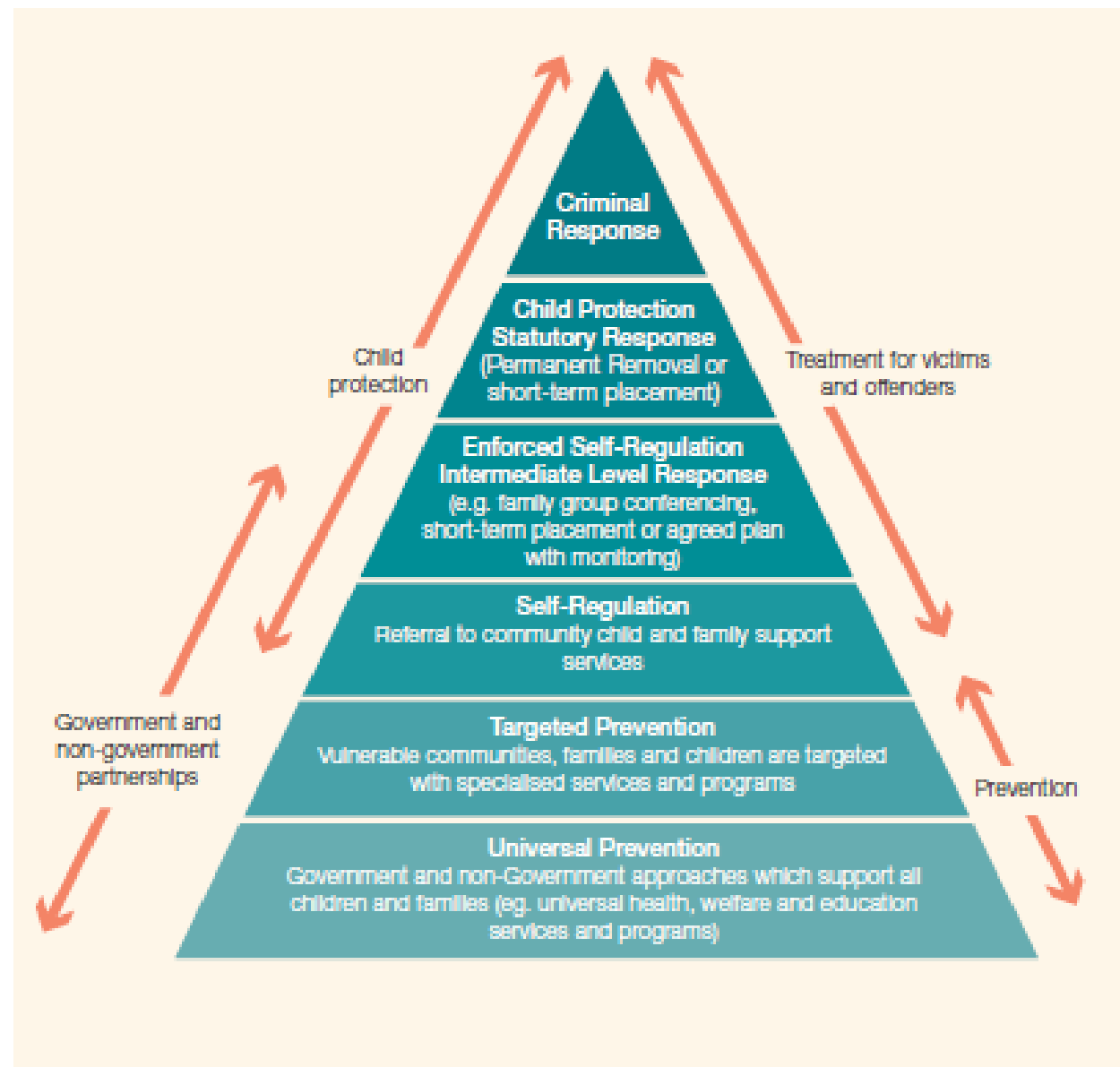
“These results provide the first direct evidence of elevated foetal steroidogenic activity in autism,” the authors say.

“We found that cortisol, a biomarker typically associated with stress, is elevated early in the foetal development of autism.”

(Baron-Cohen et al 2014)

<http://www.nature.com/mp/journal/vaop/ncurrent/full/mp201448a.html>

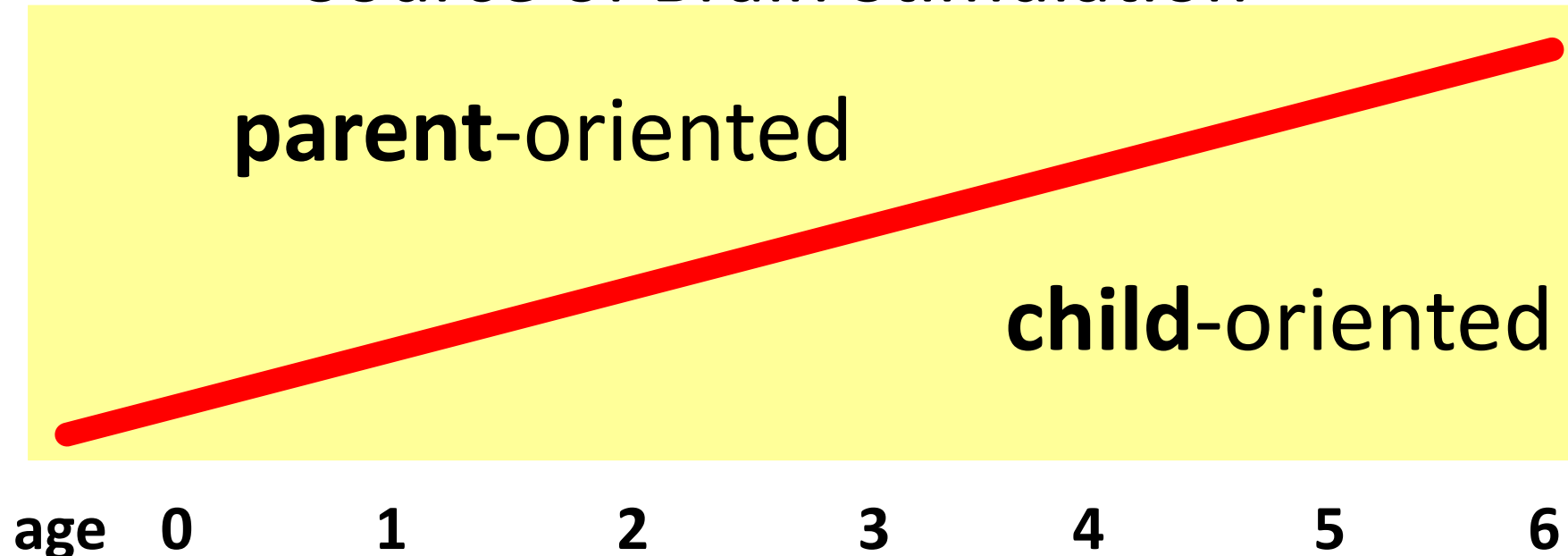




**Figure 1. Responsive regulation model of prevention and intervention in child abuse and neglect**

(modified from the Allen Consulting Group (2003), based on the model by Ayres and Braithwaite (1992) (O'Donnell et al., 2008, p. 328))

## Source of Brain Stimulation



- Care from parents and other caregivers
- Play-based learning
- Prenatal & postnatal supports
- Nutrition programs

*Source: Mary Eming Young*  
Early Child Development Team  
Human Development Network Children and Youth  
The World Bank

## How much technology should you let children use?



What is the solution? I tell parents that children need to use technology at a ratio of 1 to 5 meaning that **for every minute of tech use there should be an equivalent 5 minutes of time spent doing something else including talking to people, interacting with toys that promote creativity (and mind wandering) and doing activities that calm an overactive brain.** So, if your child uses an iPad for 30 minutes (my recommendation of the maximum time for a child up to around four or five-years-old) then he or she should do some other activities for 150 minutes to balance out their brains and to allow for practice communicating and mind wandering. As the child gets older, the ratio starts to change and around the time your child is a preteen the ratio is usually about half and half. When technology becomes more prevalent in the teen school and social life that ratio flips to 5 to 1 with teens still needing time away from technology but also needing to connect with their schoolwork and their virtual social worlds (Rosen, 2013).

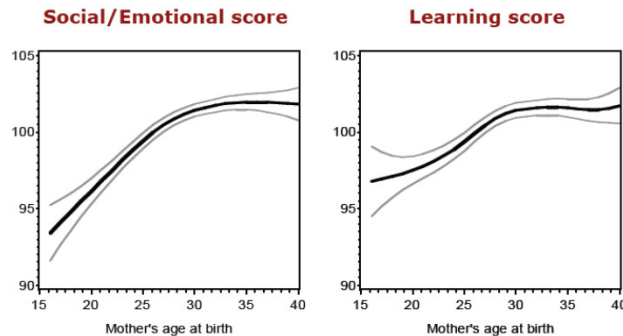
# Parents — step away from the device before it blows up in your face



**CHILDREN are being ignored and sometimes neglected as parents' obsession with mobile devices grows.**

And the advice from child experts is to step away from your smartphone or tablet before it “blows up in your face”.

A new study shows that kids with parents who are most absorbed in a small screen are more prone to bad behaviour.



## How do we communicate with the vulnerable?

This practice attempts to break through some of the current barriers that contribute to the high incidence of **teenage pregnancy and comparatively poor outcomes for babies of young mums** by drawing on the experiences of people their age and developing a process to determine media to effectively communicate important information.

There clearly is lots of information about pregnancy and childbirth currently available to young people however **most of it is not getting through because it is culturally and linguistically inaccessible** to many. In essence, in communicating with this group, we are dealing with **youth language and culture**. While no single resource will ever be pitched at an ideal literacy, vocabulary & cultural level for the target group, responses to the DVD/booklet have been very encouraging.



# Parenting Together





## Young mums & dads parenting together

An adaptable resource for:

- individuals
- couples
- families
- coffee conversations
- parent educators
- showbags
- shops
- birthdays





## **Contents of the booklet include:**

### **Starting out**

- Being prepared
- What children need in the first years
- How your baby develops

### **Travelling together**

- Setting boundaries for your children
- Issues for single parents
- Parenting as a team

### **A healthy family starts with ME**

- Understanding ourselves
- Attitude check
- Anger management
- The big binge
- Anxiety and fear
- What can we do?

### **A healthy family is all about WE**

- Working together
- Understanding conflict
- Tips on resolving conflict through negotiation

### **Where to go for support**

- Some websites to look at
- Useful phone numbers

### **Facilitators manual includes :**

- background information
- illustrations for use in small groups
- a 5 session structured course option



[www.salisburyc4c.org.au](http://www.salisburyc4c.org.au)

Brettig, K.& Sims, M. (2011), (2013)  
*Building Integrated Connections for  
Children their Families and  
Communities.*

*Cambridge Scholars Publishing, pps  
140 – 144.*



## Tips for Quality Cyber Parenting

<http://www.uberhealthykids.com>



- Sit with kids regularly when they're watching TV or on other screens, to monitor what they're watching, and talk to them about what's being presented.
- Make children earn their screen time. Ensure they've done their homework, played outside for a set time and cleaned up their areas before allowing them, say, 30 minutes on the computer.
- For younger kids, stick to shows with pro-social messages and coherent storylines.
- Create screen-free times. So choose a place where all devices have to go at dinnertime, for example, and insist that no one in the family be allowed to check messages.

<http://www.cityline.ca/2014/03/screen-time-tips-for-infants-kids-and-teens/>



- Model healthy screen use. Set your own limits and put off screen use until after the children are in bed.
- Make children's bedrooms screen-free zones, free of TVs and computers, as well as free from cellphones after bedtime.
- Talk about commercials and advertising and what's real and what's marketing fantasy.
- Listen to the news together and talk about the social media "cautionary tales" that tend to crop up.
- Get on the social media sites your kids are on. Even if they won't "friend" you, at least follow some of the same people your kids are following and familiarize yourself about what's on those sites (Huber, 2014)

**Read more:** <http://www.ctvnews.ca/health/health-headlines/are-kids-screen-time-guidelines-out-of-touch-1.1817176#ixzz33YRcEwJE>



## For parents/caregivers

- Be aware of social networking platforms
- Become their social network friend (negotiated rules)
- Seek their knowledge (you can learn a lot from your children)
- Speak with your children about the positives and negatives
- Be approachable, protective but not over-protective
- Become familiar with reporting processes

- *I wanna be connected* Lesley-Anne Ey, 2014

<http://www.adelaide.edu.au/hda/news/t2ey.pdf>



# Some websites to look at

- Raising Children Network **[www.raisingchildren.net.au](http://www.raisingchildren.net.au)**
- The Line **[www.theline.gov.au](http://www.theline.gov.au)**
- Parenting Ideas **[www.parentingideas.com.au](http://www.parentingideas.com.au)**
- Parenting SA **[www.parenting.sa.gov.au](http://www.parenting.sa.gov.au)**
- Parenting Families **[www.parentingfamilies.com](http://www.parentingfamilies.com)**
- Relationships Australia **[www.relationships.com.au](http://www.relationships.com.au)**
- Zero to Three **[www.zerotothree.org](http://www.zerotothree.org)**
- Love and Respect **[www.loveandrespect.com](http://www.loveandrespect.com)**
- Circle of Security **[www.circleofsecurity.org](http://www.circleofsecurity.org)**
- Salisbury Communities for Children  
**[www.salisburyc4c.org.au](http://www.salisburyc4c.org.au)**



[www.salisburyc4c.org.au](http://www.salisburyc4c.org.au)



links

Here are some added off-site resources that you will find useful...

[RETURN TO RESOURCES INDEX](#)

## **Parent information and support**

[Raising Children Network](#)

[Raising girls](#)

[Kidscount](#)

[Parenting ideas](#)

[Parenting SA](#)

[Parenting families](#)

[Child and Youth Health](#)

[Food for kids - healthy choices and tips on nutrition for children](#)

[Parenting Generation Next](#)

[Cyberbullying Film](#)

[Australian Council on Children and the Media](#)

[Respectful relationships](#)

[Healthy media consumption](#)



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## **Playgrounds**

[Playground Finder](#)

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