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**COLUMBUS  
CENTER  
FOR  
MEDIA  
EDUCATION**



for more information:

**Patricia T. Hayot, Ph.D., Chair**

**Head of School**

**Columbus School for Girls**

**614-252-0781 ext.101**

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***What is it?***

A community based group of concerned educators, business leaders, health care professionals, media professionals, and parents.

***Our Focus Goal:***

To increase awareness and understanding of the impact of television violence on our young people.

***How do we do this?***

- Report research findings
- Distribute information to parents, schools, doctors, and media representatives
- Provide task force meetings
- Develop training material

***As a concerned parent you can:***

- Monitor your children's viewing
- Watch TV with your children and discuss what you see
- Encourage community interest in this issue

***As a concerned educator and/or health professional you can:***

- Provide training programs
- Establish methods for intervention with Central Pediatric Society and Columbus health care professionals
- Distribute information to parents, caretakers, medical personnel, schools, and clinics

***As a TV professional you can:***

- Engage stations, producers, and advertisers in community wide dialogue about the effects of violence on young minds
- Secure participation of these professionals in creating alternative programming

***EDUCATION: The leading cause of wellness***

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CCME MEMBER ROSTER:

Susan Altan  
Frances Angiulo  
Judge Yvette McGee Brown  
Rhonda Burke  
Patricia Connor, M.D.  
Karen Dawson  
Antoinette Eaton, M.D.  
William Eldridge, Ph.D.  
Mary Jo Green  
Mary Greenlee  
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Linda Kass  
Cindy Lazarus  
Grant Morrow, M.D.  
Thomas Moyer  
Robert D. Murray, M.D.  
Heather Ness  
Barbara Pratzner  
Mark Real  
Herb Rogove, M.D.  
Terrie Hale Scheckelhoff  
Bob Shaw  
Councilwoman Les Wright

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Next Steps

Possible World Contact

How done

ISACS - has seen in context

Stokes

NAIS next time next time

Education level

File  
Plan

Keep with substance

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A large, handwritten signature in black ink, which appears to be "D. R. M. F. I.", is written over the CCME logo.

for more information:  
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# TELEVISION AT ITS BEST

The Columbus Center for Media Education (CCME) is a community based group of concerned educators, business leaders, health care professionals, and parents dedicated to increasing general awareness and understanding of the impact of television violence on our community's young people. Recognizing that television's ubiquity is both a weakness and a strength, CCME understands that television is one of the most influential teaching tools available. Working with educational, health, and media professionals we seek to provide parents, caretakers and children with training and skills for interpreting, analyzing and countering violent television messages and images. We hope to influence the following groups:

## YOUNG PEOPLE Ages 4-11 / 12-18

- Establish K-12 Media Education Curriculum with the assistance of Franklin County Educational Council
- Involve youth in development of intervention techniques

## PARENTS AND PRIMARY CAREGIVERS

- Develop summary of research
- ◆ Strengthen resolve to:
    - ⇒ monitor television viewing
    - ⇒ watch television with children
    - ⇒ discuss alternatives to violent responses
  - ◆ Encourage community intervention
  - ◆ Supply materials/handouts

## EDUCATORS AND HEALTH PROFESSIONALS

- ◆ Provide training programs
- ◆ Establish methods for intervention by working with Central Ohio Pediatric Society and Columbus Health Care Professionals
- ◆ Distribute information to parents/caretakers/medical personnel schools and clinics

## TELEVISION PROFESSIONALS

- ◆ Engage *stations, producers, and advertisers* in community wide dialogue about the effects of television violence on young minds
- ◆ Secure participation of these professionals in creating alternative programming and PSA's designed to heal the hearts and minds of our children

## CULTURE REDEFINED

The heart of a culture finds expression in the stories its children are told. Stories shape young people's perceptions of the world and define roles and expectations for them. In fact, stories influence civilizations, preserve history, explain identities and support social order.

As we near the 21st Century, technology and a global media market together are diminishing the richness of imagery that has grounded diverse civilizations in meaning. The influence of the American media today is felt around the globe, as media giants market television and movies with hopes of securing ever larger shares of the world market. Our children are surrounded not by storytellers, but product sellers.

Thus, all children are now the objects of worldwide marketing strategies promoting one-dimensional, unrealistic and homogenous life-images.

For the first time in the history of the world, children are born into a society in which television and electronic media are the primary sources of information. Television is on an average of seven hours a day in the majority of American homes. By the time youngsters enter school, they have often internalized the values and images presented on the television screen. The world constructed for them by the media bears little resemblance to the complex and richly diverse society in which they live.

The far reaching impact of these images requires our society to promote an expanded view of literacy - call it "media literacy" - that will recognize the role and impact of the mass media on the hearts and minds of our young people.

## MEDIA LITERACY: FREEDOM AND CHOICE

To be media literate is to understand that all media is constructed for a purpose and that television producers primarily seek to deliver paying consumers to advertisers. As mergers and takeovers abound, and as "infotainment" becomes a corporate focus, more and more creative voices - those of journalists, artists, writers and directors - are being silenced. Those that survive sound more and more alike. People cannot choose when no real alternatives are offered; this is the central issue motivating the movement for media literacy.

For our society to become media literate, it is imperative that educators assume a leadership role in our schools and communities. We can teach children to view critically, and we can help students and parents understand the ways in which we all, as media consumers, can respond and, by responding, strengthen the democratic process. Democracy arises out of the possibility of becoming visible and children must be taught to become active participants in this process. Thus can stereotypes be discredited, attitudes challenged or rebuffed, and the consequences of behavior made clear.

Parents and educators need to understand how they can protect children from what Dr. George Gerbner terms the "mean world syndrome" -- the despair and fear that are often generated by images of life centered on violence, intolerance, and prejudice. By discussing what children see, by challenging them to examine the values and consequences presented to them, and by encouraging them to explore their own creative power, adults will be assist children in unraveling the tangled messages that affect their view of the world. Together, as parents and educators, we can reclaim our culture and our children.

The focus of the breakout group "Media Awareness, Education and Literacy" will be to explore strategies for implementing a community media awareness program. Successful existing national and international models will be discussed. Participants will have the opportunity to define possible educational models that could be integrated into the school systems, health programs, and other community organizations.