

The Office of Communications (Ofcom) has been charged by Parliament to help the public become 'Media Literate'. A new industry has grown up aimed at the public who receive media content and the industry that produces it. Ofcom publishes a quarterly bulletin that provides a wealth of news and information about media literacy initiatives.

Find out more at: http://www.ofcom.org.uk/advice/media_literacy/

A Media Literacy Task Force has been established to promote the subject throughout our society.

Find out more at: <http://www.medialiteracy.org.uk/taskforce/>

The European Union has also established a Media Literacy Expert Group made up of representatives from member states.

Find out more at: http://www.ec.europa.eu/avpolicy/media_literacy/index_en.htm

This booklet, *Children and the Media*, aims to provide necessary information and advice to those seeking to protect children from harmful and offence audiovisual material. Being media literate should include providing information necessary to enable the public to challenge prevailing media values especially when they cause harm and offence and fail to meet generally accepted standards. We hope this booklet goes some way to meeting this objective.

Children and the Media is sponsored by mediawatch-uk and was inspired by a booklet first published in Norway by BarneVakten (www.barnevakten.no) entitled *Wild at Play* and made available to **mediamarch** for adaptation in the UK.

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T: 01233 633936

E: info@mediawatchuk.org

W: www.mediawatchuk.org

mediawatch-uk aims to encourage effective reaction to media content, initiate public discussion and debate about the effects of the media and to secure effective law on these issues. It is a voluntary organisation and is funded by members' subscriptions and donations. The annual subscription is £15.00.

This booklet aims to give advice on how best to protect children and respond to harmful influences in the media.

The media has a tremendous influence upon the thinking, attitudes, language and lifestyle of children and young people. They spend a substantial proportion of their time watching television, films and DVDs, playing computer games, listening to music and surfing the internet, with ever easier access via modern technology, such as mobile phones and wireless laptop computers.

Society's traditional and existing safeguards are failing to keep up with the speed of technological change. Concerned parents find it harder to supervise and monitor their children's use of new media.



Children's new *virtual* playground

Video games, internet surfing, mobile phones, computers and video/DVD players are all relatively new and many parents grew up without their influence. There is now a glut of media content available, targeted at our children by marketing and media industries. Good informative and entertaining media content is available, but at the same time, sexual content has become more widespread, violence in films, on television and inter-active computer games is more brutal and realistic than ever before.

The problem of computer games depicting brutal and sadistic behaviour is to be the subject of an investigation by the European Union. Concerns were heightened when the Justice Minister, Franco Frattini, saw a new game called Rule of Rose. He has summoned home affairs ministers from member states because of his revulsion at this game which shows a young girl being captured and tortured.

The Times 17/11/2006

The internet, which is inspiring and educational in many ways, also has the potential to be one of the most damaging influences. Children are more vulnerable while online than in any other media environment. For example, the Internet Watch Foundation (IWF) reported that children viewing pornography is inciting them to commit crime: "the web is blamed for a 20% leap in sex attacks by children".

Daily Mail 3/3/2007.

Few adults are supervising this new 'playground'. If our children are left alone, it is difficult to guide and protect them and they are usually quicker at learning new media than their parents.

We hope this booklet will help parents, teachers and all adults responsible for children's development, to become better informed and able to make beneficial changes to children's use of the media.

John Beyer, director of mediawatch-uk
Pippa Smith and Miranda Suit, co-founders of **mediamarch**.



In our busy everyday lives it is tempting to let the television become a babysitter. Try to avoid this and if possible, watch television with your children, talk about which programmes they like and why they like them. With older children discuss what message programmes may be trying to convey. It is important to explain why a programme may not be suitable. Don't let TV heroes become the most important role models in your child's daily life. Often these heroes can set very bad examples of language, behaviour and attitude.

Show **INTEREST!**

How to take the initiative and set limits:

- Establish good viewing habits – agree how much, what and when to watch.
- Be a good example – teach them to be selective and stick to their selections.
- Select some good age-appropriate slow-paced films that present a worthwhile story and let the children choose.
- Be firm, don't negotiate, a simple '**yes**' or '**no**' is far better than an '**ok if...**'
- Talk to other parents – don't be tricked by '*everyone else is allowed to...*'
- Create space for free time and alternative activities – this is important for healthy development.
- No television while doing homework.
- If you or your children think a programme is harmful or offensive send an email to the regulator: **contact@ofcom.org.uk**

Find out about Ofcom's Broadcasting Code at:
www.ofcom.org.uk/tv/ifi/codes/bcode/

'By the time you are 75, you will almost certainly have spent more than 12 years of your life staring at the television. And in many families, television has a greater hold over children than their parents do'.

Remotely Controlled by Dr Aric Sigman.



Be **AWARE**

Too much time in front of a screen can:

- Stunt the development of a child's brain.
- Permanently hinder a child's educational development.
- Increase the likelihood of developing Attention Deficit Hyperactivity Disorder (ADHD).
- Lead to aggression and violence-related crime.
- Increase early sexual activity.
- Cause sleep disorders and depression.
- Lower metabolic rate and cause obesity and even diabetes.

The speed of technological change and take-up of broadband have made conventional regulation virtually impossible. Accessing inappropriate material is now easier than ever before for children.

Almost eight in ten 7-16 year-olds have internet access via home computer.

Childwise Monitor Report Winter 2006-07

The Association of Teachers and Lecturers blame the loutish behaviour children see on television for contributing to indiscipline in the class room.

The Daily Mail 2/4/2007



News is generally made for adults although there are channels which provide news programmes specially edited for children. Be AWARE that violence in adult news scares children more than violence in cartoons, because it is real and comes closer to their everyday life.

News is **NOT** children's TV

Explain the news... big news events that everyone talks about should be explained to children but try to use simple words and leave out the frightening details that they might think could happen to them.

Let children explain... encourage children to express what they have learned about in the news in their own words by drawing or writing about what they see and hear. This helps children to deal with strong impressions and helps adults to discover what is really worrying them.

Spend plenty of time... children need time to understand strong images that they may come across. Some children wake up having nightmares for several days after having seen something on TV. Always try to reassure a child in this situation and explain what has happened as best you can.

Turn OFF if necessary... children should be protected from disturbing news about war, violence, social disorder and sexual abuse for instance: after seeing the September 11th attacks on the World Trade Centre in America, 35% of children had one or more substantial stress symptoms. No relationship was found between the amount of discussion and degree of stress symptoms suffered. *Remotely Controlled* by Aric Sigman.

Watching imagery engages an emotional response, while reading news engages the brain.



News for children

TV programme:
'Newsround' on BBC1
www.news.co.uk/cbbcnews/

Weekly newspaper for children:
'First News'.
www.firstnews.co.uk
Telephone: 01483 281005

Access to entertainment containing violence has never been easier. Technology makes it possible to display very detailed and brutal violence in movies as well as in computer games.



Protection from media

violence, sex and bad language

“The average British 3 year-old is glued to a TV or computer screen for nearly 5 hours a day and almost half of all 3 year-olds have a TV in their bedroom. Suddenly the outside world is coming into these children’s lives ... Most scientists now think that TV can encourage violent tendencies ... **Experiments show how dangerous seeing the wrong kind of lessons on TV could be on a child’s developing idea of how to behave.**”

Lord Winston, speaking in *Child of our Time BBC1 TV January 2004*

The extremely violent film *Natural Born Killers* was cited by Lord Puttnam when he said that violent films breed bullies. He said: “We cannot afford to remain blind to the impact films and moving images of all kinds have on young people. You really are tinkering around in people’s minds, imprinting emotions, messages and ideas which may well influence them for the rest of their lives.”

The Daily Mail 20/4/2005

The good guys are always heroes, no matter how brutal they are.

- The use of digital technology confuses fiction and reality, and children cannot make proper distinctions until they are at least 7 years old. Adults can also find this difficult!
- Children will have less empathy for victims of a crime if they watch too much TV violence.
- ‘*Music, TV, movies and magazines are acting like a virtual peer for young people*’

Children don’t automatically become more aggressive by watching violent scenes but in some cases this happens. Researchers at Indiana University School of Medicine found that ‘TV violence affects the brain of non-aggressive people, not just those with a history of violent or disruptive behaviour.’

Pornography and media portrayals of sex as fun and risk-free are contributing to the sexual health crisis. A study by University of North Carolina found ‘that the more kids are exposed to sex in the media the earlier they have sex.’

The children’s family, friends, own personality and adult contact also play a significant part. To reduce the extent of media influence, it is essential to monitor a child’s everyday use of the media. The less visible the grown-ups are in children’s everyday lives, the more important ‘virtual’ role models become.

Many children's most powerful exposure is to media consciousness, rather than thought. It may be that now they cannot think in ways we have taken for granted for centuries.



Hooked on viewing

We all recognise the family arguments over how much time the children are allowed to spend watching TV! In some homes there are as many as 5 television sets with children aged 11-15 spending up to 55 hours per week 'multi-tasking' in front of a screen. Some of the effects are:

- Children who watched 2-3 hours TV a day had a 30% higher chance of developing Attention Deficit Hyperactivity Disorder ADHD.
- Half of 5 year-olds are failing to reach education targets.
- A linguistic specialist at Lancaster University says the TV generation 'needs elocution lessons' and blames the influence of programmes like '*Little Britain*'.

"The idea of entertainment undermines the business of learning and introduces a 'boredom' ethos to study."

Teachers' comments from '*Media addiction: Children and Education*' by Dr Alan Storkey

"According to teachers I meet, what children tell them about their TV viewing habits would make their parents' hair stand on end."

'Toxic Childhood' by Sue Palmer

American Academy of Pediatrics recommended viewing:

- *under 3 years old – no TV*
- *over 3 years old – one hour a day of good quality programmes.*
- *teens – 1 1/2 hours a day*

NO TV IN BEDROOMS!



Confronted with strong, commercial powers, adults succumb to ‘pester power’. Sadly, what you have has become more important than what you are...

“Everyone else has...”

Children nowadays are exposed to enormous purchasing pressure. In the wake of popular films and TV series, spin-off toys and other products appear simultaneously. Sadly, what you *have* has become more important than what you *are* with toys and the latest fashion items becoming status symbols.

“Children are being trained and exploited as consumers almost from birth, with market forces determining much of what they view and play with.”

‘The Real Toy Story’ by Eric Clark

To have...

Advertisers want to tempt us into buying things that we probably don’t need. It can be irritating to have to wait for the programme to continue but the commercial breaks are calculated to create a demand for what’s being advertised.

or not to have...

The European Union is currently seeking to stop all advertising of foods high in fat, sugar and salt in children’s programmes. The Office of Communications (Ofcom) has given the go ahead for sponsorship of entire TV and radio stations and is in favour of product placement in programmes.

How to try and reduce the purchasing pressure?

- Watch commercials with the children and explain the advert’s message.
- Examine the advert’s statements. Is what it promises true?
- Before going shopping make clear-cut rules on how much is to be spent.
- Teach your children to save instead of buying a lot of small items.
- Ask your children whether they really need what they want.
- It is highly unlikely that ‘everyone else has’ what a child may want!



New and exciting media technology encourages children to spend more time on their own sitting in front of a screen. For many boys, football on the computer is as much fun as football in the garden.



Active children = happy children

Did you know?

The Royal College of Paediatrics described as shocking the ten-fold increase in adult diabetes Type 2 in children, sparked by soaring levels of childhood obesity. Doctors blame a junk food diet together with a couch potato lifestyle, watching television and playing computer games for hours on end.

Real-life play is vital for children's development.

- Get active at week-ends – take them biking or walking or swimming.
- Dig out the old football boots!
- Give children active gifts such as skipping ropes, frisbees or roller blades.
- Give them opportunities to play outside safely.
- Join local clubs for organised and supervised sporting activities, such as football, tennis, swimming etc.
- Have alternative indoor games for bad weather.

BE A GOOD EXAMPLE...

If we are always sitting on the sofa in front of the television, it is no wonder our children become like us!

Computer games can be fun for the whole family so play with the children!

Computer games...

children's new playmates

The good old teddy bear has had a hard time competing with Super Mario and many other new electronic heroes. Children love to spend hours with their new playmates and that isn't surprising – they talk, sing and are amusing (they are definitely not 'creative'!) and children love to identify with the hero of a story.

Hooked on many types of game

Educational computer games for older children can be a useful learning tool if used sensibly, but electronic learning should only be used to enhance first-hand experience. Some research suggests that children with reading and writing difficulties can benefit from sensible use of computer games.

GOOD!



However, computers can also be a distraction from learning, and regular users are worse at maths and reading (OECD study quoted by Aric Sigman). Research at Tohoku University in Japan has found that "computer games are damaging brain development and could lead to children being unable to control violent behaviour."

BAD!



If you are not happy with the content of a game don't be afraid to challenge the production company's underlying values and insist on games that are socially responsible.



Good playing habits...

Limit the time... children who sit still in front of a TV or computer screen all the time may suffer serious health damage and often become addicted to games. Limit playing time and introduce game-free zones – give them a time account each week for playing. (For a 3 year-old – a quarter of an hour at a time is enough). Make sure they have a good pause from games (and TV) before bedtime.

Play in open areas... avoid placing the computer and game machine in the children's bedroom. Keep electronic media in shared family space such as a hallway, or a part of the living room. This enables you to monitor your children's viewing and playing habits and increases shared family time, rather than it becoming fragmented. This is particularly important if a child is using social websites.

Be clear... don't let the children alone decide which games to buy. Make sure the software/games are **age appropriate**. Resist peer pressure. If you have not seen the game for yourself first, do not buy it. Renting is a good way of assessing new games.

Avoid violent games... where players use swords, knives, guns or other weapons against human-like figures. 18+ DVDs and games can contain extreme violence, sexual violence and anti-social behaviour which is very realistic.

Be alert... games may be downloaded from the internet, and children often copy games from each other. Check what your children are watching at friends' houses.

Create alternatives... don't let computer games be a child's most important hobby. Encourage other interests so that if children are bored they have other things to do.

Natural play is best for learning co-ordination and concentration and social inter-action, particularly for young children.



'In a recent survey, even among those who use the internet regularly, only 15% of parents said they knew how to install filtering software.'

'Toxic Childhood' by Sue Palmer

The internet as a playground

The internet is a global village without borders. Here children are able to send messages to friends on the other side of the globe and receive an answer minutes later. Online social networking is the new street corner.

'One click away from corruption'

There is also a lot of bad material that really should not be there at all, and it is now possible for children to download material from the internet onto their mobile phones, iPods and computers. There are filters that can help parents control what their children are seeing but these are not very reliable, and with no filtering software children can access websites of all types. Look out for signs that your child maybe adversely affected by harmful or offensive imagery. There is an urgent need for an international treaty on website content that should have no place in a civilised society.

Travelling in cyberspace

You can't teach your child to surf safely if you don't know how to surf yourself. Always check out the links thoroughly. Make an effort to gain more knowledge of how the internet works. Search out a few safe sites the child may access.

Teach the child to surf and establish some simple rules:

- Protect access to the internet with a password.
- Install a parental control programme on the computer. This will help to protect your children from bad internet sites containing material that is sexually explicit and/or violent. You may find that your internet security program already has this: learn how to use it!
- Place the computer in a common room so it's easier to observe and instruct the children as they surf the net.
- Keep control of which sites your child has been visiting. Use the log that you find in the browser or look at "temporary files" and "cookies" in Windows Explorer.
- Limit the time by setting your parental control programmes.
- Don't be afraid to challenge those who host sexually explicit or violent content. Report illegal material to the Internet Watch Foundation and to the Government through: www.iwf.org.uk and www.thinkuknow.co.uk

In chat rooms children may easily encounter adults with dubious intentions who are pretending to be children.



Safer surfing

Cyberspace is a virtual world with good and bad. Therefore, never leave your children alone on the internet without the guidance and security they need. Go to websites that have been established to help parents and guardians and use search engines that have 'safe-search' facilities.

It is exciting to chat with people on the net but not all friends are what they seem.

Tell children "use your head" when chatting.

- Remember that you can't see or hear who you're talking to.
- YOU decide who you want to talk to.
- Avoid creepy and threatening conversations.
- No one can force you to do or write anything.
- Don't say you are older than you are.
- Keep your name and phone number to yourself.
- Don't tell anyone where you live or which school you go to.
- Don't send a photo of yourself.
- Never make an appointment to meet someone you don't know.
- If you are in doubt about something, don't be afraid to talk to your parent, teacher or guardian.

Visit websites concerned with the wellbeing of children such as the Child Exploitation Online Protection centre: www.ceop.gov.uk and www.virtualglobaltaskforce.com

However 'uncool' you may seem to your children, remember to let them know how much you truly love and care for them.



The mobile phone has reduced our ability to be with ourselves and have quiet time alone.

Gr8 with texting

Tell me how many beeps you have ... and I'll tell you how many friends you have.

Children and young people have many 'text' friends. With mobile phones children can be constantly in touch with each other but life can be lived happily even without daily beeps! A 'text' can never replace the warmth of a hug, a smile or reassurance.

Younger children are vulnerable when out of sight and free from parental supervision – mobiles give a false sense of security.

Waiting for the next text

It is important to be available 24/7. And it feels stressful if there is a long time between each text message. A beep on the mobile has become a barometer of popularity.

Bullying by text

15% of all 10-15 year-olds have been bullied via text messages. New generation mobiles enable internet pornography to be downloaded and shared. Students have also been known to film themselves engaged in sexual and violent activities. Cyber bullying is becoming an increasing concern in schools as the boom in communication technology has made pupils vulnerable to humiliation and intimidation by other children using mobile phones, emails and social networking websites.

Sunday Times 1/4/2007

What to do if I think my child is addicted...

Some children do not respond to parental guidance, or may have developed a problem before their parents become aware of it. There are growing numbers of children who are exhibiting addictive behaviour to media, e.g. they play computer games for hours on end, avoiding normal social interaction. In such cases it is sensible to seek the advice of your GP who, if necessary, may refer you to one of the counsellors who are now developing expertise in this area. In January 2006 a clinic opened in Amsterdam offering the world's first treatment centre for computer games addicts. It was overwhelmed with pleas for help from parents and children all over the world. Many adolescents have stopped maturing because of their addiction. The online market is expected to grow from £1.8 billion in 2005 to £9 billion by 2011.

Sunday Times 23/7/2006.

In addition to other work, mediawatch-uk is an organisation that gives parents advice and information about children and the media. We believe that the Government has a responsibility to legislate to protect children from both physical and psychological harm, but this is not happening as far as the media is concerned in 21st Century Britain. We hope that this booklet will inspire many more people to demand safer media from the industry and lobby the Government for change.

mediawatch-uk helps parents

Our objectives

Highlight offensive and harmful influences in the media, in order to protect children.

Enable people to make their voices heard about such content.

mediamarch shares similar objectives and facilitates peaceful public protest on these issues.

PO Box 244, Malvern, WR14 9AY
T: 020 8467 6452
www.mediamarch.org.uk

Helpful Hints

The Director of mediawatch-uk, John Beyer, says: “The need for public reaction to programme content has never been greater, both to praise good and worthwhile programmes as well as to complain and protest about harmful and/or offensive content.

Our monitoring of films shown on television in the last decade has established beyond doubt that the portrayal of firearms, used as offensive weapons, remains the most common form of violence and the f-word has become the most commonly used swearword.

Only by consistent and sustained protest from viewers and listeners will things change.”

Information directory

The Office of Communications

The Office of Communications (Ofcom)
Riverside House
2a Southwark Bridge Road
London
SE1 9HA
T: 020 7981 3000
F: 020 7981 3333
www.ofcom.org.uk

*Comments about programmes send to:
The Contact Centre at the above address.*
T: 0845 456 3000
E: contact@ofcom.org.uk

Information about all television and radio services licensed in the UK can be obtained from the Office of Communications.

BBC Television and Radio

BBC Complaints, PO Box 1922, Glasgow, G2 3WT
T: 08700 100 222

Or comment online at: www.bbc.co.uk/complaints

This website also provides a means for the public to praise good programmes and Complaints Bulletins are published here and the public can learn about the complaints process. The BBC also has a website dedicated to providing information about the Governors with links to press releases, speeches and accounts of their Board meetings: www.bbc.co.uk/bbctrust/

From 2007 the BBC Trust will hold the Executive Board to account and consult licence fee payers and the industry. For news and information visit: www.bbc.co.uk/info

Independent Television

If you wish to comment about programmes on commercial television contact:

ITV
Duty Office, Gas Street, Birmingham, B1 2JT
T: 0870 600 6766
E: dutyoffice@itv.com
www.itv.com and www.itvplc.com

Channel 4 TV

Viewer Enquiries, P.O. Box 1058, Belfast, BT1 9DU
T: 0845 076 0191
Webform at contact us at : www.channel4.com

S4C

Parc Busnes Ty Glas, Llanisien, Caerdydd, CF4 5DU
T: 029 2074 1458
E: hotline@s4c.co.uk
www.s4c.co.uk

Five

22 Long Acre, London, WC2E 9LY
T: 020 7550 5555
E: customerservices@five.tv
www.five.tv

BSkyB

Grant Way, Isleworth, Middx, TW7 5QD
T: 0870 240 3000
E: viewerr@bskyb.com
www.sky.com

Other Useful Addresses

The British Board of Film Classification
3 Soho Square,
London, W1V 6HD
T: 020 7440 1570
www.bbfc.co.uk

Advertising Standards Authority,
Mid City Place, 71, High Holborn, London, WC1V 6QT
T: 020 7492 2222
www.asa.org.uk

Internet Watch Foundation
5 Coles Lane, Oakington, Cambridge, CB4 5BA
T: 01223 237700
www.iwf.org.uk

Members of Parliament

The House of Commons, Westminster, London, SW1A 0AA
T: 020 7219 3000
www.parliament.uk
Not sure who your MP is?
T: 020 7219 4272
Visit: www.writetothem.com

Department of Culture Media and Sport
2-4 Cockspur Street, London, SW1Y 5DH
T: 020 7211 6000
www.culture.gov.uk

Appendix

There are a number of helpful websites that provide guidance for parents including:

www.thinkuknow.co.uk	<i>(set up by the Government)</i>
www.cyberangels.org	<i>(international parent's organisation)</i>
www.chatdanger.com	<i>(magazine approach to issues, including phones, chatrooms and instant messaging)</i>
www.kidsmart.org.uk	<i>(basic safety advice with user-friendly presentation)</i>
www.getnetwise.org	<i>(gives list of tools for blocking websites, etc)</i>
www.childnet-int.org.uk	<i>(for reviews of websites on any subject)</i>
www.unicef.org/magic	
www.mediamarch.org.uk	

Useful sites which give American style ratings to new films and games:

Commonsense media *(a parent resource group founded to provide parents with more insight into children's entertainment)* www.common sense media.org
National Institute on the Media and the Family www.mediafamily.org
Kids in Mind www.kidsinmind.com

Books you may find helpful:

Remotely Controlled by Dr Eric Sigman ISBN: 978-0-09-190690-0
Toxic Childhood by Sue Palmer ISBN: 978-0-7528-8091-4
Detoxing Childhood by Sue Palmer ISBN: 978-0-7528-9010-4
The Media Diet for Kids by Teresa Orange and Louise O'Flynn ISBN: 1-401-90768-7
Plug in Drug by Marie Winn ISBN: 0-14-200108-2
Disappearing Childhood by Neil Postman ISBN: 0-679-75166-1
Quite Contrary by Mary Whitehouse ISBN: 0-330-33839-0
Totally Wired: What Teens and Tweens are Really Doing Online
by Anastasia Goodstein ISBN: 0-312-36012-6
Myspace: Safe Online Networking for Your Kids by Larry Magid and Anne Collier
ISBN: 0-132-06009-4
The Real Toy Story by Eric Clark ISBN: 0-552-77406-5
How to Stop Your Kids Watching Too Much TV by Teresa Orange and Louise O'Flynn
ISBN: 13 9781401915476

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F: 01233 633836

E: info@mediawatchuk.org

Commendations for *Children and the Media*

Ted Baehr: Movieguide USA

"Children and the Media is the best and most concise aid to protecting the eyes of innocence and to helping your children and grandchildren become media literate."

Gillian Gonzalez: Australian Family Association

"Children and the Media is a most valuable aid for parents, guardians, teachers and anyone concerned about the issue of protecting the most vulnerable members of our society from the dangers present in all forms of media today."

Sue Palmer: author of *Toxic Childhood* and *Detoxing Childhood*

"This is an incredibly useful and accessible source of information. I wish every parent in the country could be given a copy. We must all be media-wise to ensure our children's safety as they grow up in our modern electronic village."

Richard Chamberlain: Member of mediawatch-uk Executive Committee



"It is my privilege to sponsor the second impression of this booklet. I do so primarily because of my long-standing association with mediawatch-uk and my support for its worthy aims and objectives. This for me is an opportunity to leave a modest but tangible legacy of support for my grandchildren, their generation and that of their parents. May I urge you to read this book and recommend it to others. In particular I wish to thank John Beyer, Pippa Smith and Miranda Suit for their initiative and dedication in ensuring this booklet was published and has been such a success."

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