# Story of the Peoples - Ben Klocek

Once there was a land of peoples who honored the gods that created the world for them, gave them life, and grew food for them.
Then one day they created a tool that let them see into the magic of the gods.

One group of these peoples, the Blue Stone people, lost the belief in the gods because they thought they saw all with their tool.
They saw smaller and smaller parts of the world and learned to manipulate the world with more tools to act like the gods they once believed in.
They became like gods.

The Blue Stone people created more tools, making images of creation that were harsh and terrifying.
As they focused more intently with their tools, their eyes lost the ability to see the magic and they became hard.

There was another people, the Red Blood people, who wondered at the mysteries that were revealed by the tool and honored the gods for their gifts.
They used their tools to deepen the mystery, developing within *themselves* the ability to see like the gods.
They created tools to collaborate with the gods, that harmonized with creation.

All the while, the god of love shone in all people's hearts, but many eyes were darkened by their inventions and could not see the warm glow.

The dark god whispered to the Blue Stone people and they developed more cunning inventions that shined like the heart fire, but were cold and trapped them. They manipulated the polar powers of midday and of midnight to create separations within the people and the world, disconnecting themselves from the spirit.

The Red Blood people were inspired by the glowing heart fire, and learned that through love the world could be reunited. They used the balanced power of the morning and evening to bring healing forces into their lives and to the world, collaborating with the spirit.

Midday
  - Active engaged attention - very astral
Midnight
  - Memory formation/digestion of experiences
  - Passive attention, media bypassing alert attention

Morning
  - Connecting astral to etheric (sensory perception)
Evening
  - Loosening astral from etheric (tending to recollection and memory creation)
  - Ruchschau - Daily Review
  - ABC/CBA exercise - Dennis Klocek

**Developmental Phases** - Ben Klocek

| | **Early Years (0-7)** | **Tween Years (7-14)** | **Teen Years (14-21)** |
|---|---|---|---|
| **Soul** | Will/volition - Power | Feeling/affect - Love | Thinking/cognition - Wisdom |
| **Guiding Principle** | Goodness | Beauty | Truth |
| **Basic Need** | Movement, warmth, rhythm | Connection/trust | Knowledge/truth |
| **Body area** | Limbs | Trunk (gut, heart, lungs) | Head |
| **Learning to** | Control impulses, follow directions, accept boundaries. | Have empathy, understand feelings of others and self, strengthen social abilities. | Make healthy decisions. |
| **Brain Development** | Lower brain (reptile): survival, movement, sense experience | Limbic (mammal): learning, emotions, behavior, situational memory, picture forming | Fore brain (human): concepts, abstract thought, judgment, planning |
| **Attention** | Outer world | Inner world | Both |
| **Learning Method** | Imitation and play, "sensory-motor learning" (Howard Gardner) | Understanding through pictures, arts, experiences, "symbolic knowing" (Jane Healy) | Independent judgements, "formal conceptual knowledge" (Gardner) |
| **Cost of screen overuse** | Any reduction in active play reduces brain development, language, and social skills. | Important social cues are missed online, and social skills don't develop. Identity becomes determined by likes and follows. Risk for screen addiction due to risk/reward hyperactivity in the brain. | Its addictive nature creates irresistible distractions resulting in difficulty managing responsibilities. |
| **Ideal Activities** | Sense experiences: playing with water, sand, food, climbing, crawling. Home life with worthy examples. | Aesthetic experiences: art, craft, open-ended play with creative materials, explore nature, pursue hobbies. | Challenges: outdoor activities like rock-climbing, biking, hands-on hobbies, time with friends in active "real-life" experiences. |

"Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility — these three forces are the very nerve of education." –Rudolf Steiner

# 12 Senses

## BODY SENSES
I learn about **myself**
- Comfort
- Will/Action
- Extremeties/Metabolism

**Touch**
Sense of inner boundaries and **membranes** of the body. Leads to sense of other.

**Life**
Wellbeing and health. The capacity to feel **integrated** into the body. Leads to clear thought.

**Self-movement**
Sense of where we are in space in **relation** to other things (proprioception). Leads to clear speaking.

**Balance**
Ensouling three dimensions of **equilibrium**. Leads to listening.

## SPIRIT SENSES
I learn about the **other**
- Communication
- Cognition
- Nerve Body

**Ego** (of Other)
Entering completely into the experience of the **true beingness** of the other (empathy).

**Thought** (of Other)
Entering further into the other to experience their capacity for **forming** thoughts.

**Language/Tone** (of Other)
Entering into the feeling life of the other through **mood** of tone in speech.

**Hearing** (Other)
Entering into the other to experience the uniqueness of their **inwardness**.



Diagram labels: SPIRIT, SOUL, BODY, DIGITAL, In Real Life, Hearing, Warmth, Vision, Taste, Smell, Balance, Self-movement, Life, Touch, Ego, Thought, Language/Tone

**Smell**
Connection with the outer world. The world meets the self at the **boundary**.

**Taste**
The world is **taken in** and the self responds by preparing to accept the world into body.
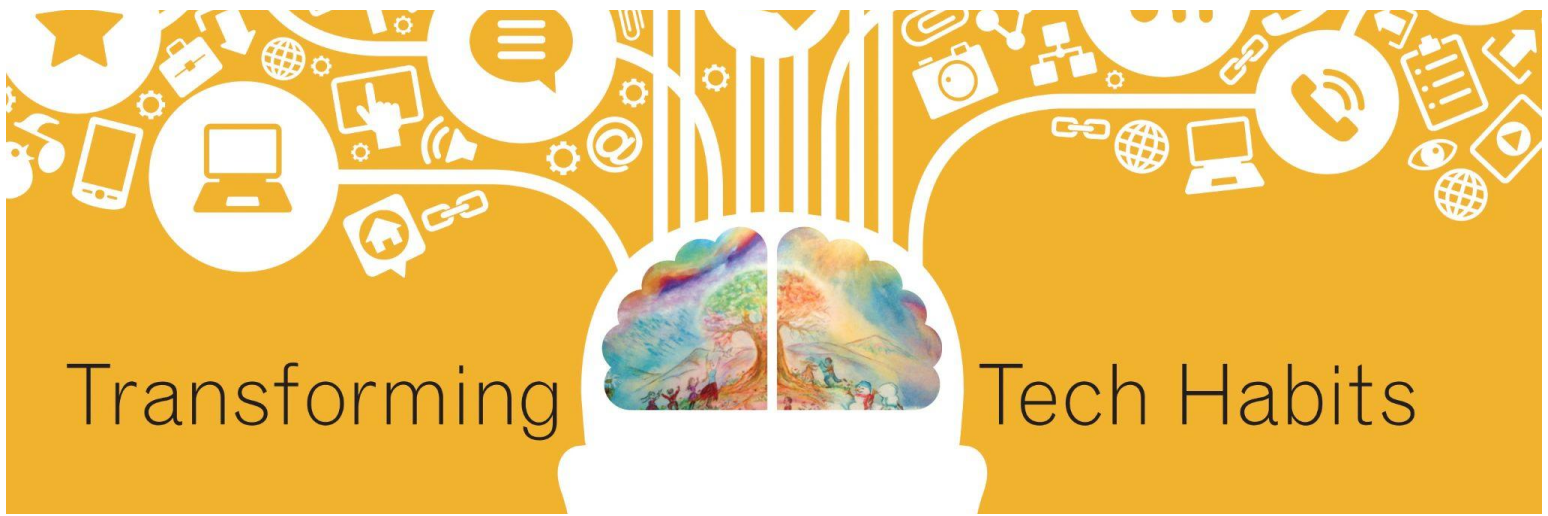
## SOUL SENSES
I learn about the **world**
- Coordination
- Feeling
- Rhythmic Body (Respiration/Circulation)

**Vision**
Self **leaves** the body and contacts the outer **surface** of the world.

**Warmth**
Self moves further out to sense degree of **vigilence** necessary to engage world.

# Transforming Tech Habits

*"What is called our experience is almost entirely determined by our habits of attention."* William James

## Personal Habits
- Tech-free day - to create space for self and silence
- Tech-free zones & times - bedroom, dining room, before breakfast, etc.
- Phone hacks - notifications off, use airplane and do-not-disturb mode. Arrange the home screen based on what you want in your life: fewer distractions, more creativity.
- Creative Practice - creating beauty with your body.
- Body practice - to reconnect to the physical.
- Mindfulness practice / Daily Review Exercise

*Resources: Hands Free Life by Rachel Macy Stafford, Bit Literacy by Mark Hurst, The Sweet Spot by Christine Carter PhD., Hamlet's Blackberry by William Powers.*

## "Tech Positive" Parenting
- Not "if", "when".
- Media literacy is more important than tech competency.
- It's a tool, not entertainment. Model that.
- What are my hopes and dreams for my family?
- Is this the childhood I want for my kids?
- Establish Family Rules around tech use
- Meal times, Night times, Locations, Parental oversight and access

*Resources: Screenagers "Tech Talk Tuesday" emails, Screenwise by Devorah Heitner, PhD.*

## Kids on Tech
- Cars, drugs and screens: all require clear and regular communication to effectively prepare your children.
- Tween: Executive functioning (self-control, working memory, mental flexibility) is weak until about 15 years of age.
- Consider self image and True North (self knowledge) vs Magnetic North (cultural comparison)
- Engage them in conversation about what they think is appropriate tech use.
- Be aware of their sensitivity to stress causing media.

*Resources: Raising Generation Tech, Jim Tayler, Ph.D.*

## Parenting the Screen
- Be relevant and educated.
- Be clear about your family values.
- Learn from other parents and be willing to converse.
- Consider a "sensible" phone: text + calling only.
- If allowing a smartphone, learn to use the parental settings.
- Establish a Phone Use Contract with them. See examples under online resources.

*Resources: CommonSenseMedia.org, benklocek.com/resources*

**Slow Tech Media Diet for Children** - Developed by Diana Graber and Patti Connolly - Adjustments/additions by Ben Klocek

| Age | How much screen time? | Non-participatory media | Participatory media | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | *Consume non-interactive media (certain TV, DVDs, streaming media)* | *Participate in video calling (FaceTime, Skype, etc.)* | *Play educational apps, non-violent games (Minecraft)* | *Write emails and texts* | *Use family computer/tablet to read, watch videos, do homework, etc.* | *Have own smartphone* | *Social media (Facebook, Instagram, Snap, Tiktok)* |
| 0-2 yrs. | Extremely limited if at all | None | **With** parent | No | No | No | No | No |
| 3-6 yrs. | Very limited, co-view **with** parent | None to little educational content **with** parent Fri-Sat. | **With** parent | No | To family **with** parent typing | No | No | No |
| 7-9 yrs. | Limited, co-view **with** parent | Educational content **with** parent Fri-Sat. | **With** parent initiating contact | Play **with** parent on weekends (15 min. limit) | To family **with** parent as child learns to type | No | No | No |
| 10-12 yrs. | Gradually increase, co-view **with** parent | Educational content **with** parent reviewing first, Fri-Sat. | **With** parent initiating contact | Play **with** parent on weekends (30 min. limit) | Limited **with** parent, as child improves typing | Read e-books, research **with** parent (30 min. limit) | No. Voice- or text-only phone **possibly**, w/ parent supervision. | No |
| 13-14 yrs. | Increase with limits and agreements | Age appropriate on weekends | **With** parent aware who child is talking with | Play on weekends (30 min. limit) | To family and friends they know in "real" life | Read e-books, research for school, complete homework | Maybe, with clear rules | Age appropriate social networks |
| 15-18 yrs | None at night and during school. Limits and agreements. | Age appropriate on weekends | **With** parent aware who child is talking with | Play on weekends (60 min. limit) | To family and friends they know in "real" life. | Read e-books, research for school, complete homework | Yes, with clear rules | Age appropriate social networks |

# Family Screen Culture Plan by Ben Klocek

**Why** do you want to change your family relationship to screens? What are your concerns? What are you hoping the outcome will be?


**Strategies**: Which ones appeal? (check all that apply and pick the easiest one to focus on first)
*Introducing screen time* :
[_] Supervised screen learning   [_] Digital communication with family  [_] Family media time
[_] Create a contract  [_] Weekly tech talks   [_] Educational apps/games   [_] _____

*Reducing screen time* :
[_] More family-time   [_] Airplane mode when with people   [_] Leave tech at home on walks
[_] Screen-free times/days   [_] Screen-free zones [_] _____

**Barriers**: What are the likely barriers to implementing this strategy?


**Strengths** for overcoming the barrier. How have you overcome similar barriers in the past? What personal traits do you have?


**Resources**: What do you have or need to actualize this strategy? For reduction, what substitutions can you use, e.g. have a good book handy to use in place of going onto the screen, or activities like crafts, board games?


**Social Support:** Who can help you when you need support, a different perspective, etc.? Co-parent, therapist, relative, neighbor, friend.


 **1st Step:** What do you need to do first, second, third to get started?
   1.
   2.
   3.
Commit to do this by _____ *(date).* Connect with your social support on that date to talk through how it went.


https://benklocek.com

# Personal and Family Commitments

*"What is called our experience is almost entirely determined by our habits of attention."*
*— William James*

## Personal

- I choose _____ to be my tech-free day
- I have turned off non-essential notifications on my phone.
- I am taking time to sit quietly, away from screens, even just 10 minutes a week.
- I acknowledge that my kids will model my behavior, good and bad.
- I use my phone in ways that serve my highest good.
- _____
- _____

## Family

- Moderate use of tech in home. Don't go overboard.
- People before screens. Put the device away when you are with someone.
- Learning: Real world first, then books, then internet. Build knowledge, not information.
- The dinner table is a media-free zone.
- No phones in bedrooms.
- Screens off 1 hour before bedtime.
- Tech use only in the Family Tech Zone (a public, easy to supervise area in the home).
- All screens will be monitored. We will use it together while kids learn.
- No texting and driving. The kids can can call it on the parents.
- _____
- _____

# Slow Tech Parenting Guide - By Patti Connolly

**Slow Tech Parents…**

- Understand that children develop the thinking and social/emotional skills needed for engaging in digital technology very slowly.

- Know that it takes years to model and teach their child these needed skills so that he/she will become an ethical, balanced, creative digital citizen.

- Have different expectations of how each of their children will engage with tech devices, depending on how old each child is and what her developmental needs are.

- Are lovingly firm about their values concerning tech use.

- See screens as tools, not just entertainment. Learn the difference between passive consumption of media (TV, DVDs, etc.) and participatory media - especially interactive apps and games. Show their child how to use their tech tools when the need arises, just like they teach her to use a hammer or a broom.

- Know that for their children to develop healthy habits in using screens they gradually let them use them to learn how. (It's similar to learning how to dress. We don't wait to teach our children to dress themselves until they can do it completely on their own. We gently guide them to do more and more of it themselves until they can complete the myriad of tasks in dressing independently. The child shouldn't be on screens for hours each day, but it can't be zero either.)

- Are engaged in participatory media with their child by co-viewing/helping them figure it out.

- Say "tell me" instead of "show me". It's so easy to quickly pull up a definition, video, etc. Instead they encourage their kids to let a thought or question incubate.

- Know that it's healthy for all of us to watch an age-appropriate movie just for fun, or to watch one's favorite sports team play a game, and to listen to age-appropriate music that interests us – all with healthy limits.

- Know that when their child initiates a connection with them they need to respond with full attention. For example, they limit their own smartphone use for communication when with their child.

- Keep aware of what out there in the virtual world – the latest trends, safety issues, etc.


**Slow Tech Parents Create Boundaries**

- Designate "Device-Free Times" for **everyone** in the family – mealtimes bedtimes, family outings, and visits to grandparents. For sleep to be restful they shut down all devices one hour before bedtime.

- Ban handheld devices in all bedrooms.

- Have a family computer in the busiest room in the house and place the charging station for all devices in one central location.

- Watch only one device at a time together when they are viewing. All eyes on one screen!

- Create clear boundaries for their children on how to use technology based on age, academic need, and types of devices (See "Slow Tech Media Diet for Children" handout).

# Slow Tech Child's Digital "Media Diet"

**0-2 Years** your child needs:

- To explore, learn to trust, and engage in "joint attention" with you.

- No passive screen time - TV, DVD's tablets, smartphone viewing.

- Her parent(s) to put away computers, phones and tables when with her.

**3-6 Years** your child needs:

- Uninterrupted time engaged in unstructured old-fashioned play (dress up, active outside play, creative, rough and tumble), playing with toys that require a "stick-to-it kind of attention", exploring nature, listening to your read and tell stories.

- Strict limits on her passive screen time of educational programs - either none or with you co-viewing on Friday night/Saturday night, max viewing time = 1 hour total.

- An introduction to participating with tech devices in a very limited, positive way by engaging in these activities **with your child**, such as FaceTime or Skype with grandparents or extended family or the child dictates an email to grandparents as she sits next to you and the computer.

**7-9 Years** your child needs:

- Uninterrupted time to play with other children and with open-ended, creative toys, to be actively engaged in real life experiences, to read and be read to, to pursue hobbies, to explore nature.

- Your firm guidance on how to move through boredom without engaging in screen time.

- Limited passive screen time with you co-viewing Friday/Saturday night, max viewing time = 1 hour total.

- Time **with you** co-participating with media through tech devices no more than 15 minutes a day total, such as: emailing grandparents with you typing for child, co-creating media (videos, music, etc.), co-viewing media that helps the child learn how to make something new, sing a song, etc., use interactive educational apps with your child, playing creative, interactive, non-violent video games together.

**10-12 years** your child needs:

- Uninterrupted time to play with others with open-ended, creative play materials, to be actively engaged in real life experiences, to read, to pursue hobbies, to explore nature.

- Your firm guidance on how to move through boredom without engaging in screen time.

- Limited passive screen time with you co-viewing Friday or Saturday night.

- Time **with you** co-participating with media (see above for 6-9 year olds) and adding the following: researching a question they have online with parent,

# Slow Tech Child's Digital "Media Diet"

beginning to learn how to keyboard and how to program, setting up an email account that you monitor and control the password for.

- Limited time participating with media through tech devices (maximum 30 min/day total), such as reading e-books, writing family and friends occasional emails, playing creative interactive non-violent video games.

**13-14 years** your child needs:

- Time to engage in nature in new, challenging ways (rock climbing, mountain biking, etc.), to pursue hands-on interests/hobbies, and spend time being with friends in active, "real life" experiences.
- Your firm guidance on how to move through boredom without engaging in screen time.
- Limited passive screen time on weekends only.
- Daily opportunities using tech devices so as to become and ethical, responsible use (no more than 1 hour/day), such as the above suggestions and the following: creating media (videos, music, stories, etc.) with parent supervision, researching online for school or for own interests with parent support, completing homework on computer on common area of the house, watching media that helps her learn how to make something new

- Possibly having own "flip phone" style phone to communicate with others.
- Clear agreements with you about tech use tailored to her age. It's more *how* she uses technology instead of *how much* she uses it.
- Create a code of conduct with you child. Here is one from Janell Burley Hofmann: "Don't be mean, don't lie, don't embarrass other people, don't pretend to be someone you're not, don't go places you're not allowed to go. Don't post pictures Grandma wouldn't love."

## Resources

- *The Big Disconnect* by Catherine Steiner-Adair
- *More about Slow Tech* http://janellburleyhofmann.com
- *Further Resources at* https://benklocek.com

# Books

1.  Knowledge, Teaching and the Death of the Mysterious - Dennis Klocek, 2000, Rudolf Steiner College Press
    a.  *Understanding the becoming of the human from cosmic forces to physiology to enliven education*
2.  Raising Generation Tech - Jim Taylor, PhD, 2012, Source Books
    a.  *Most "Waldorf" of the mainstream books on children and technology, without Waldorf language; great for mainstream parents coming to Waldorf.*
3.  A Healing Education: Can Waldorf Education Meet the Needs of CHildren - Five Lectures - Michaela Glockler, M.D., 2000, Rudolf Steiner College Press
    a.  *Understanding the physiological to the soul-spiritual forces in the ever increasing illnesses in our students.*
4.  Devices of the Soul: Battling for Our Selves in an Age of Machines - Steve Talbott, 2007, O'Reilly
    a.  *Exploring different aspects of technology and human development from an anthroposophical perspective, without the anthro language.*
5.  Taming the Beast: Choice & Control in the Electronic Jungle - Jason Ohler, 1999, Technos Press
    a.  *How do we consciously evaluate the integration of technology into education?*
6.  The Electronic Doppelganger: The Mystery of the Double in the Age of the Internet - Rudolf Steiner, Andreas Neider, 2016 Rudolf Steiner Press
    a.  *Compendium of R.Steiner's indications on the Ahrimanic double and its implications for humanity.*
7.  A Road to Sacred Creation: Rudolf Steiner's Perspectives on Technology - Edited by Gary Lamb, 2021, SteinerBooks
    a.  *Compendium of R. Steiner's perspectives on technology gathered from many lectures.*
8.  The Invisible Rainbow: A History of Electricity and Life - Arthur Firstenberg, 2017, Chelsea Green
    a.  *Exploring the history of humanity's relationship to electricity, and its implications for health.*
9.  Balance in Teaching - Steiner, 1920
    a.  *Focusing on the need for a balance between physical, emotional, intellectual, and spiritual development in students; Learning with eye and ear; perception, comprehension, and memory.*
10. The Spell of the Sensuous - David Abram, 1916, Vintage Books
    a.  *How we have lost and might regain a deep meaningful connection with the natural world and its mysteries.*
11. The Extra Lesson by Audrey McAllen
12. The Out of Sync Child by Carol Kranowitz
13. Childhood Falls Silent by Rainer Patzlaff
14. Working with Anxious, Nervous and Depressed Children by Henning Kohler
15. Sensory Integration and the Child by Jean Ayres
16. Reclaiming Conversation: The Power of Talk in a Digital Age by Sherry Turkle

# Audio

1. [Creativity in Teaching](https://dennisklocek.com/lecture/creativity-in-teaching/) - Dennis Klocek, 2009 ($24) - https://dennisklocek.com/lecture/creativity-in-teaching/
   a. *Avoiding burnout by using imaginative practices for working with students, parents and colleagues.*
2. [Developing Living Picture Thinking: Sensation, Perception, Intention](https://dennisklocek.com/lecture/developing-living-picture-thinking/) - Dennis Klocek, 2010 (Free) - https://dennisklocek.com/lecture/developing-living-picture-thinking/
   a. *Building capacity for seeing in a living way enlivens scientific lessons.*
3. [Neurology and Education](https://dennisklocek.com/lecture/neurology-and-education/) - Dennis Klocek, 2012 (Free includes transcription) - https://dennisklocek.com/lecture/neurology-and-education/
   a. *Exploring spectrum disorders from a spiritual scientific perspective.*
4. [Esoteric Fundamentals of Education](https://dennisklocek.com/lecture/esoteric-fundamentals-of-education/) - Dennis Klocek, 2011 ($40) - https://dennisklocek.com/lecture/esoteric-fundamentals-of-education/
   a. *How learning challenges arise from compromised sense perception.*

# Video

1. [Parent and Teacher Tech Education from Ben Klocek](https://benklocek.com/speaking/) - https://benklocek.com/speaking/
   a. *Three video presentations to share with parents, screen during a parent evening, or educate yourself about the challenges and potential for technology in a Waldorf setting.*
2. [kidsontech.film](http://kidsontech.film)
   a. *Exploring the impact of technology on children's developing bodies and brains - Waldorf oriented*
3. [screenagersmovie.com](http://screenagersmovie.com)
   a. *A bit dated, but still powerful. Appropriate for 5th grade and up.*
4. [thesocialdilemma.com](http://thesocialdilemma.com)
   a. *Very powerful, but intense. Appropriate for mature 7th grade and up.*
5. [Preparing for Life (about Waldorf)](#) (Youtube)
   a. *Based in Silicon Valley, expands on the reasons for Waldorf*
6. [100 Centennial Series on Waldorf](#) (Youtube)
   a. *Exploring Waldorf for the mainstream*

# Digital

1. [Media Education in Steiner/Waldorf Schools [PDF]](https://ecswe.eu/wp-content/uploads/2021/09/Media-Education-in-Steiner-Waldorf-Schools-2021.pdf) - European Council for Steiner Waldorf Education, 2021 - https://ecswe.eu/wp-content/uploads/2021/09/Media-Education-in-Steiner-Waldorf-Schools-2021.pdf
2. [https://benklocek.com/tech-habits-resources/](https://benklocek.com/tech-habits-resources/)
3. Institutions of the Spiritual Life by Bernard Lievegoed [https://leadtogether.org/institutions-of-the-spiritual-life-b-lievegoed/](https://leadtogether.org/institutions-of-the-spiritual-life-b-lievegoed/)
   a. *Understanding the spiritual aspect of organizations such as Waldorf Schools*
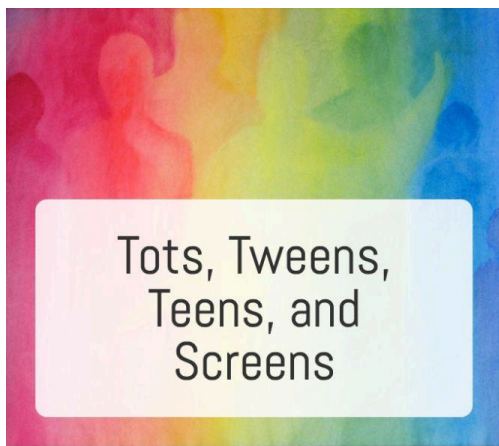
**Tots, Tweens, Teens, and Screens**

**Transforming Tech Habits**
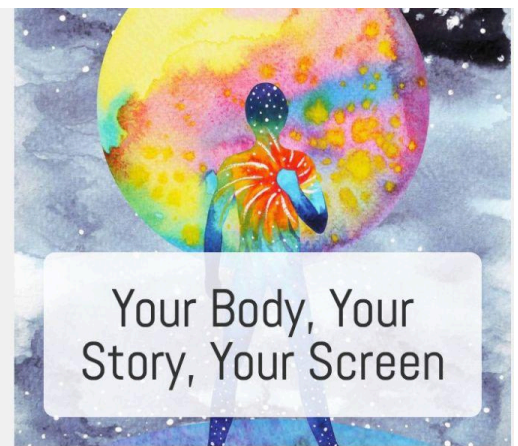
**Your Body, Your Story, Your Screen**

# Video Presentations from a Waldorf perspective
# on thriving in a digitally-focused world

*"What is called our experience is almost entirely determined by our habits of attention." William James*

**Tots, Tweens, Teens and Screens: Supporting Healthy Child Development in a Waldorf Way**

A presentation from the Waldorf perspective, exploring how screen technology supports and interferes in child development and what we can do to help our children thrive in a digitally-focused world.

**Transforming Tech Habits: Creating a World that Reflects the Heart**

A presentation to explore what we can do to prepare ourselves and our children to thrive in the digitally-focused world, without sacrificing imagination, creativity, deep-thinking, presence, and our relationships.

**Your Body, Your Story, Your Screen: A look at how our experience forms our body and how screen time changes both**

You've noticed the countless heads bent over a phone, felt the ache in your shoulders and eyes after hours on a computer, seen screen-bound children who struggle to move on the playground. What effect is our screen time having on our bodies and lives?

**Presented by Ben Klocek**
Ben Klocek, web designer, teacher, and Sacramento Waldorf School alumni, has worked in tech for over 20 years and has been studying how our use of screen technology affects our lives.
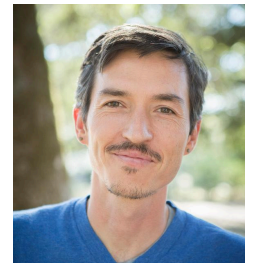He teaches technology and woodworking in a Public Waldorf charter school.

He is the father of two children, ages 12 and 15, and is an avid naturalist, artist, and gardener.

—

**Find out more:**
The presentations all have short trailers here:

benklocek.com/presentations

# Video Presentation Administrative Details

Thanks for your interest in these Waldorf and technology presentations for schools and parents.

***I'm not accepting speaking engagements right now, so please consider purchasing one of my pre-recorded presentations here:***

## benklocek.com/presentations

Each presentation has a trailer you can share.

I know it feels weird to learn about managing screen time from a video, but I wanted to make these more widely available, so it is what it is.

For institutions, I suggest using your recording in one of 3 ways:

1. Sharing the link with your staff and faculty to screen with their group/class
2. Hosting a screening for your whole community
3. Sending it out in your newsletter.

### 1. Screening for a Smaller Gathering (Teacher/Parent Meeting, Homeschool Group)

This works great if a particular group is having trouble with finding common ground when it comes to device use. The presentation and handouts can act as a catalyst for discussion and give shared language for discussing what's important. Teachers: This can be very effective for reaching all families in your class, as parent evenings tend to be better attended compared to school-wide events.

### 2. Hosting a Community Screening

This works great when you want to shift the culture in your community. It allows for more people to participate at the same time, increasing dialog across the community. Each presentation comes with a set of handouts and a simple checklist for running a successful event. Included are printable flyers you can add a date and time to for posting around your community, as well as a graphic you can include in an email.

### 3. Sending in a Newsletter

This can be helpful when it's hard for your group to gather together, or you haven't had success with attendance for in person events on this subject. Discussions about screen time make some people feel embarrassed, and this provides a safe way for you to share this important information and hopefully reach more members of your community. You can share your private link in the newsletter, so long as your newsletter is not posted publicly. (That keeps my full videos from being found by search engines.)

Thank you again for your interest.

Warmly,
*Ben Klocek*

ben@benklocek.com
benklocek.com