DIGITAL WELLBEING BILL
SF 1012 | HF 1836

LiveMore ScreenLess

WHAT IS DIGITAL WELLBEING?

Digital Wellbeing is balanced, intentional, and responsible use of technology so that we can thrive and be well.

WHY DO WE NEED ACTION?

Technology brings vast benefits to our lives; however, research reveals that screen overuse and misuse is negatively impacting the wellbeing of students. Teachers, youth advocates, parents, mental health providers, and young people want **action**. Minnesota reports increases in

distraction in the classroom | sleep deprivation | anxiety | depression | suicide ideation | cyberbullying | eye strain
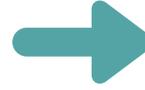
WHAT ARE TEACHERS TOP CONCERNS?

Teachers witness and experience first hand the detrimental effects that technology overuse and misuse has on their students and express the overwhelming, often frustrating, challenge of managing devices in classrooms.

MENTAL HEALTH ← **TOP TEACHER CONCERNS** → **STUDENT ATTENTION DURING CLASS**
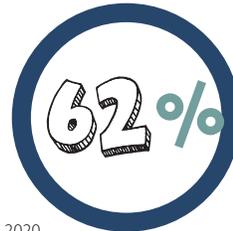
SOURCE: LIVEMORE 2019 SURVEY OF MINNESOTA EDUCATORS

WHAT ARE THE TOP CHILD HEALTH CONCERNS OF PARENTS IN 2020?

Overuse of social media/screen time

72%

Bullying/cyberbullying

62%

Source: C.S. Mott Children's Hospital National Poll 2020

WHAT DOES THE DIGITAL WELLBEING BILL DO?

The Digital Wellbeing bill supports four key initiatives and accelerates and amplifies Minnesota as the nations' leader in addressing a largely ignored national silent crisis occurring inside and outside of school.

Raises Awareness | Provides Resources | Educates | Inspires

1. **Digital Wellbeing Resource Hub** - An online, culturally responsive resource library serving Minnesota communities, including schools, as a premiere resource for promoting digital well-being.
2. **Statewide Communications Campaign** - A culturally responsive, equitable, and targeted communications campaign promoting digital wellbeing, leveraging LiveMore's extensive network of organizations in order to reach a vast and varied audience, inside and outside of school.
3. **Train-the-Trainer Professional Development** - Accessible, statewide online Digital Wellbeing Professional Development for educators, school staff and youth advocates.
4. **Peer to Peer Leadership** - The nation's first peer leadership Digital Wellbeing training created in partnership with students and for students so that young people will be equipped and educated as mentors and leaders of digital wellbeing efforts with their peers and younger students.

DIGITAL WELLBEING BILL
SF 1012 | HF 1836

HOW IS DIGITAL WELLBEING RELEVANT TO THE DIGITAL DIVIDE?
"YES AND"

It is imperative that the Digital Divide and Digital Wellbeing conversation become "Yes...And." YES, the Digital Divide is a real and tangible hindrance to equity AND Digital Wellbeing education must be considered in an effort to address the issues equitably.

WHO BENEFITS FROM THE DIGITAL WELLBEING BILL?

Thousands of communities, including schools, throughout the land of ten thousand lakes will benefit through accessible, culturally responsive resources and training.

Students-providing MN students with the nation's first **Digital Wellbeing Peer Training Certification** to learn Digital Wellbeing practices and to become Peer Leaders, equipping students with resources, knowledge and skills for balanced, intentional, and responsible use of technology that they can promote district-wide

Teachers – capturing teacher's needs around technology in the classroom; supporting the needs of teachers through professional development; and bringing critical information to leadership; providing Digital Wellbeing lessons and activities for advisory periods or to be infused into classes

School leaders - co-creating school policies and practices to foster Digital Wellbeing; enhancing positive school climate initiatives; and providing communication that bridges school to home

Youth Advocates - providing train the trainer education, hands on activities, and youth voice videos and stories with accompanying reflection and discussion sessions for out-of-school time and community groups

Parents - supporting Digital Wellbeing in the home with tips and tools; giving parents agency in an unchartered world of parenting; reinforcing school messaging about balanced and intentional screen use

DOES THE DIGITAL WELLBEING BILL HAVE BI-PARTISAN SUPPORT? YES!

The Digital Wellbeing Bill has support from both Republicans and Democrats in the Minnesota Senate and House. The Digital Wellbeing Bill showcases Minnesota to the nation as a state that cares about protecting the health, learning, and wellbeing of Minnesota students.

WHO IS LIVEMORE SCREENLESS?

LiveMore ScreenLess advocates and promotes Digital Wellbeing for and with young people through a collaborative and comprehensive approach. LiveMore implements innovative educational and public health strategies to mitigate the negative effects of screen overuse and misuse and fosters Digital Wellbeing!

HOW WILL LIVEMORE BE ACCOUNTABLE?

LiveMore ScreenLess will be accountable to the Minnesota Legislature for the expenditure of grant funds as proposed in the budget and timeline. Regular progress reports will be submitted to MDE and House and Senate Education Committee leaders

WHAT DOES THE RESEARCH SAY?

Examples of specific studies which highlight the negative impacts of digital media on students:

Depression - Social comparison and feedback seeking by teens using social media and cell phones were linked with depressive symptoms.

Anxiety - Adolescents with heavy social media use and those who were more emotionally invested in social media experienced poorer sleep quality, lower self-esteem and higher levels of anxiety and depression.

Cyberbullying and Suicide Ideation - Students who experienced school bullying or only cyberbullying were 1.6 times significantly more likely to report suicidal ideation. Students who experienced both forms of bullying were more than 5 times as likely to report suicidal ideation.

Distraction - During class, students frequently used their computers for nonacademic purposes and the amount of time spent on their computer during class led to lower final exam scores, regardless of their interest in the class, motivation to succeed, and intelligence. (Note: This study did not include the additional distraction caused by phones.)

Sleep - Two statistically significant findings were reported in a study about screens and sleep quality and quantity. Using any device at bedtime was associated with an increased use of multiple forms of technology at bedtime and increased use of technology in the middle of the night. Secondly, associations have been identified between bedtime technology use and elevated body mass index.

WHAT ARE RESEARCH-BASED SOLUTIONS?

We can choose to act by providing evidence-based solutions to increase student agency and capacity to engage in Digital Wellbeing practices. Examples of specific studies revealing solutions:

Empathy - With increased social interactions and extended disengagement from digital devices, adolescents experience an improvement in their ability to recognize and understand nonverbal emotional cues.

Equity - In a study of over 10,000 K-5th graders, Dr. Paul Morgan summarized findings: "Our analyses can help identify families that might especially benefit from targeted educational and public health campaigns about the negative associations between frequent use of online technologies and children's healthy development."

Loneliness - Study suggests that limiting social media use to 30 minutes a day significantly reduces feelings of loneliness and depression, and that awareness of social media use alone can significantly decrease anxiety and fear of missing out.

Please see LiveMore's website for additional research
LearnMore | Research and Data