**Excerpt from American Psychologist Article (Bushman et al., 2016, . 27)**

We recommend establishing an easy-to-understand universal ratings system for all forms of media, with ratings assigned by child development experts rather than the industry. In the U.S., however, the rating system is like alphabet soup, with different forms of media using different letters (e.g., TV-MA for television, R for movies, Ao for video games), and different content codes (e.g., FV, V, S, L, D, AC, AL, GL, MV, V, GV, BN, N, SSC, RP). Parents do not always understand these ratings. For example, only 3% of parents surveyed knew that FV meant “fantasy violence,” and some even thought it meant “family viewing” (Kaiser Family Foundation, 1999). In addition, ratings are assigned by the industry. The Netherlands uses age-based ratings (e.g., 12+ for children 12 and older) and easy to understand symbols for content-based ratings (e.g., a fist for violence) for television programs, movies, and video games, with ratings assigned by child development experts rather than the industry—called Kijkwijzer (“viewing guidelines” in English; for a review see Valkenburg, Beentjes, Nikken, & Tan, 2002). In 2006, a version of *Kijkwijzer* was also introduced in Turkey. Media literacy programs can also help children become more intelligent and critical media consumers (e.g., Bickham & Slaby, 2012), and can even help reduce aggression and violence in youth. In one study, for example, middle school students who were randomly assigned to participate in a violent media literacy program were 2.16 less likely to push or shove another student and were 2.32 times less likely to threaten to hit or hurt someone in comparison to control students (Fingar & Jolls, 2014).

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