

# LAVALLA

## CATHOLIC COLLEGE

STRONG MINDS COMPASSIONATE HEARTS



# Remote Learning Handbook 2020 Parent and Student

# Table of Contents

## Contents

<b>Remote Learning</b> .....	3
Overview.....	3
Lesson outlines will be made available in SIMON, on the Class Notices page, by 9.00 am each Monday morning.....	3
Deputy Principal of Learning and Teaching .....	3
<b>Child Safety</b> .....	4
Phone:.....	4
<b>When should students participate in remote learning?</b> .....	5
• Remote learning will apply during any mandated school closures.....	5
• It is recommended that students follow their timetabled subject and dedicate 1 hour to each subject on each timetabled day.....	5
• During term dates <b>teachers</b> will be available via email (8.30 am-4.00 pm) to answer questions you have:.....	5
○ Please allow 24 hours for email responses – just remember, the Teacher might receive emails from more than one student so they will need time to construct responses.....	5
<b>What resources or technology do students need to be a successful remote learning student?</b> .....	5
Parents are asked to:.....	6
<b>Academic support for Students</b> .....	6
Learning Adjustment Support- NCCD Team- <a href="mailto:nccdc@lavalla.vic.edu.au">nccdc@lavalla.vic.edu.au</a> .....	7
<b>Assignments, Tests, SACs and Exams</b> .....	7
<i>For the period of 25 March to 24 April (if required)</i> .....	7
<b>Student wellbeing and remote learning support</b> .....	9
<b>Wellbeing support</b> .....	9
<i>Individual Heads of House- Kildare Campus</i> .....	9
• Pierina Fenech- Champagnat- <a href="mailto:fenepiel@lavalla.vic.edu.au">fenepiel@lavalla.vic.edu.au</a> .....	9
• Vashon Weaver –Delany - <a href="mailto:weavvas1@lavalla.vic.edu.au">weavvas1@lavalla.vic.edu.au</a> .....	9
• Meaghan Ambrose- MacKillop- <a href="mailto:ambrmeal@lavalla.vic.edu.au">ambrmeal@lavalla.vic.edu.au</a> .....	9
• Alex Rathbone- Nagle- <a href="mailto:rathale1@lavalla.vic.edu.au">rathale1@lavalla.vic.edu.au</a> .....	9
<i>Individual Wellbeing Leaders – St Paul’s Campus</i> .....	9

- **Year 7-** Nat MacPherson- macpnat1@lavalla.vic.edu.au..... 9
- **Year 8-** Brett Scholtes- schobre1@lavalla.vic.edu.au ..... 10
- **Year 9-**Jasmine Santamaria- santjas1@lavalla.vic.edu.au ..... 10
- **Tina Weston-** westtin1@lavalla.vic.edu.au ..... 10

Should you need Well-being, Phone interviews will be made available if required.  
The wellbeing team will respond as promptly as possible, and please allow 24 hours for a response. .... 10

**Technological Support:**..... 10

Please contact IT support ict@lavalla.vic.edu.au..... 10

Staff will be available via email should you have any technical issues, please allow 24 hours for a response. .... 10

Edrolo support- help@edrolo.com.au ..... 10

StudyClix- hello@studyclix.com.au ..... 10

**Setting up a learning space for remote learning?** ..... 10

**Catholic Education Office recommendations** ..... 10

- It is recommended that you have a designated work area:..... 10
- A sufficient clear space that enables you to have a full range of movement required to work without risk of strain or injury ..... 10
- No trip hazards (e.g. cabling, mats, clutter) ..... 10
- Lighting is adequate for the tasks being performed (i.e. easy to see and comfortable on the eyes) ..... 10
- Power outlets are not overloaded with double adapters and power boards..... 10
- Electrical cords are safely stowed ..... 10
- Connectors, plugs and outlet sockets are in a safe condition ..... 10
- Electrical equipment is free from any apparent external damage ..... 10

**Returning to school post a remote learning period** ..... 11

- 7) **Helpful Resources:**..... 12

# Remote Learning

## Overview

The following applies only in the event of a complete school closure.

The immediate focus is to ensure the continuity of learning. Remote learning means that each student can access their lesson materials remotely. Teachers facilitate this online through the SIMON student portal and access to class resources made available through Microsoft Teams or other digital platforms used in your subject class.

The SIMON student portal will allow each student the ability to participate in their timetabled classes from home. Remote learning means that each student's weekly instructions, materials, and reference to the textbooks will be communicated online. The work set for each class will reflect a similar amount of work that each student would complete if they were attending classes onsite.

**Lesson outlines will be made available in SIMON, on the Class Notices page, by 9.00 am each Monday morning.**

Additional resources to support student learning may be uploaded to the Student Resources section on SIMON for downloading.

A minimum of one classwork task to be completed each week for the duration of the school closure. Class tasks will allow teachers to monitor classwork and provide instructive feedback.

A handwritten signature in black ink, appearing to read 'Brett Van Berkel'.

Brett Van Berkel  
**Deputy Principal of Learning and Teaching**  
[vanbbre1@lavalla.vic.edu.au](mailto:vanbbre1@lavalla.vic.edu.au)

## Child Safety

The following points are essential for all students at Lavalla Catholic College:

- Everyone has the right to feel and be **SAFE**
- We all need to make sure that our school is **SAFE, SUPPORTIVE, INCLUSIVE AND EMPOWERING**
- When a student is unsafe (physically or mentally), it is **IMPORTANT** to seek help from a trusted adult.
- **ALL STAFF AND STUDENTS** are responsible for Student Safety and Wellbeing
- Staff understand their responsibility to keep students **SAFE**
- **ALL TEACHERS** work with families to give students the best education possible.

## Student Participation

**ALL STUDENTS** need to help each other and teachers make the College a **SAFE** place for all. Students are aware of how and who they can report to if they feel **UNSAFE**

## Reporting and Responding

When a student **FEELS UNSAFE** or is **WORRIED** about another student, they can talk to any staff member.

HELP is always available. Students can email

- Year 7-9- Wellbeing Leaders [wellbeingleaders@lavalla.vic.edu.au](mailto:wellbeingleaders@lavalla.vic.edu.au)
- Year 10-12- Heads of House [hoh@lavalla.vic.edu.au](mailto:hoh@lavalla.vic.edu.au)
- COUNSELLOR. Kildare [counkill@lavalla.vic.edu.au](mailto:counkill@lavalla.vic.edu.au)
- COUNSELLOR. St. Paul's [counstpl@lavalla.vic.edu.au](mailto:counstpl@lavalla.vic.edu.au)
- Child Safety Officers [childprotection@lavalla.vic.edu.au](mailto:childprotection@lavalla.vic.edu.au)
- Homeroom Teachers/ Learner Advisors
- Subject Teachers

**HELP** is also available at:

**Phone:**

- 000 – Triple Zero: Emergency Helpline (Police, Ambulance, Fire)
- 1800 55 1800 – Kids helpline

**Web:**

[www.kidshelpline.com.au](http://www.kidshelpline.com.au)

<https://au.reachout.com>

## **Remote Learning - Details**

- Remote learning means that students can access lesson materials online through the SIMON student portal and access to class resources made available through email or platforms such as Edrolo or other digital platforms typically accessed in the subject class.
- Students can participate in classes from home.
- Remote learning means that lesson instructions, materials and reference to the textbooks to use are made available online.
- **Classwork for the week will be made available in SIMON, on the Class Notices page.**
- Regular school holiday dates will remain.

## **When should students participate in remote learning?**

- Remote learning will apply during any mandated school closures.
- It is recommended that students follow their timetabled subject and dedicate 1 hour to each subject on each timetabled day.
- During term dates **teachers** will be available via email (8.30 am-4.00 pm) to answer questions you have:
  - Please allow 24 hours for email responses – just remember, the Teacher might receive emails from more than one student so they will need time to construct responses.

## **What resources or technology do students need to be a successful remote learning student?**

*Students are required to know/have;*

- SIMON login-know how to login onto SIMON and access Learning Areas.  
<https://simon.lavalla.vic.edu.au/>
- Refer to the SIMON Student resource on how to use SIMON in the Student Parent links in SIMON and PAM. The document can also be found on the College website under the remote learning tab
- Edrolo login (Unit 1 and Unit 3 students only)- ensure all students can log in to Edrolo and access to the resources provided.  
<https://edrolo.com.au/lavalla/>
- Click view login- all students have access to the school click view platform- use if directed by the Teacher
- For direct access to ClickView Online, again using Chrome as the web browser, go to <https://online.clickview.com.au/>.

- Manage email storage- student proactively delete old emails to ensure they can receive emails daily- <https://support.office.com/en-us/article/manage-my-mailbox-size-792b521c-3f4e-404e-b436-9c197bad6f45>
- Maths Pathway – students, are to confirm with Maths teacher they can use the program remotely.
- To enable remote learning, students need access to a computer with an internet connection.
- For all remote learning students, whether working from the internet or via USB, it is always important that students save work in multiple places. Saving work will ensure that should they encounter technological issues, and work won't be lost.
- Students will need to notify their Head of House/ Wellbeing Leaders if they require work via a USB or in hardcopy form due to lack of internet access.

### **Parents are asked to:**

- Become familiar with PAM (parent access module) and parents can request assistance via the College via [pamhelp@lavalla.vic.edu.au](mailto:pamhelp@lavalla.vic.edu.au)
- Support their child in the establishment of a routine daily timetable which mirrors the student's timetable
- Where possible put in place measures to monitor their child's online activity during the school day to ensure that set tasks are accessible and that the student has attempted to complete tasks

### **Feedback**

- One class task submitted by the student per week for feedback by the Teacher.
- Teachers will provide feedback on the work submitted and grade it appropriately (Satisfactory/Not Satisfactory) or assessed with a grade or mark
- Feedback will be in most cases be provided 1 week from the due date or student submission date.

### **Academic support for Students**

A student's first point of contact for any questions regarding the undertaking of remote learning is to be their classroom teacher.

If they are having difficulty, contacting the classroom teacher, they are to contact their Homeroom Teacher or Learner Advisor. The Homeroom Teacher

or Learner Advisor will then make contact with the classroom teacher to help rectify the situation.

### **Support from the Inclusive Learning Team**

- The Inclusive Learning Leader (Operations) will communicate with teachers, Subject Leaders/Coaches and Wellbeing teams re. all the students who will require high supplementary, substantial and extensive adjustments and the names and roles of the ESOs designated to particular year levels and students
- The Inclusive Learning Leader (Pedagogy) at each campus and the designated ESO will consult with the Teacher re. the nature and level of adjustment for these students.
- The Inclusive Learning Leader (Operations) will assign one designated ESO as a point of contact for follow up with parents of NCCD students regularly each week.

### **Support from NCCD Team**

- The NCCD Coordinator will communicate with teachers and Subject Team Leaders all the students who will require supplementary, substantial and extensive adjustments.
- The NCCD Coordinator will assign one designated Learning Support Officer as a point of contact for each supplementary, substantial and extensive student and communicate this with the parents.
- The assigned Learning Support Officers will email the parent of the student twice per week to check that the student is clear on the learning program and to see if there are any questions.

**Learning Adjustment Support- NCCD Team- [nccdc@lavalla.vic.edu.au](mailto:nccdc@lavalla.vic.edu.au)**

### **Assignments, Tests, SACs and Exams**

#### ***For the period of 25 March to 24 April (if required)***

- While teachers may ask students to submit class tasks while working remotely, you will NOT be asked to complete assignments, tests, SACs, and exams **while working from home in the period identified above.**
- You will complete class tasks to help you prepare for all forms of assessment work starting the week of the 27 April (TBC)
- Assessment dates will be determined when students return to school.



- **VCE Students:** VCE teachers to remain abreast of VCAA guidelines and requirements.

Schools have the flexibility to delay or reschedule SACs and SATs. While it is possible to deliver some coursework online, **SACs should be completed mainly in class and within a limited timeframe.**

If other arrangements are made locally due to current circumstances, **teachers must be still able to authenticate student work.**

Also, the VCAA has the flexibility to extend the date by which assessments are due.

The current due dates are Friday 12 June for Unit 3 SAT scores, Monday 7 September for Unit 3, and Wednesday 4 November for Unit 4.

### **VCAA Information - Coronavirus Update- 24 March**

#### **Impact on the VCE**

**Link-** <https://www.vcaa.vic.edu.au/news-and-events/latest-news/Novel%20coronavirus%20update/Pages/ContinuityofLearning.aspx>

- **VCE students** – teachers, will work with students to ensure SACs are completed promptly. Learning remotely will mean students have more time to prepare for SAC and SAT's.
- Dates will be determined once students are back at school.
- Students will have one week upon return to school to review all remote learning and clarify topics before SACs commencing.

### **Possible assessment options- Post 24 April Term 2 (Dates TBC)**

- The College will act upon advise of the VCAA in regards to assessment. Once this is clearly outlined more information will b provided.

#### ***Possible options (TBC)***

- Teachers may set assignments, tests, and SACs for students to work on at home:
- **Assignments** will have a clearly articulated due date, and students will need to upload to SIMON the work to the Teacher by the due date.
- **Tests** may be set during designated timetable class time. Tests would be emailed to students at the start of the lesson and submitted to the Teacher by the end of the lesson.

- **SACs** –may be set during designated timetable class time. SACs would be emailed to students at the start of the lesson and submitted to the Teacher by the end of the lesson. Teachers would use the VCAA guidelines to ensure student authenticity.

## **Student wellbeing and remote learning support**

Lavalla Catholic College provides counselling and wellbeing support for all students. The college counsellors are highly trained and engage in all aspects of confidentiality and the legal boundaries associated with mandatory reporting. Referrals to school counsellors can be made via email by students, teachers and parents and a time is set for a counselling session to occur. Students and counsellor discuss the limitations to counselling, students' rights, and confidentiality. The counselling space is a safe and protected space for students to discuss their challenges and express their needs.

The college engages in a positive capacity with all students, we aim to assist with the needs of student's mental health and wellbeing. The counsellors at Lavalla Catholic College feel privileged to engage with students and their families. However, when issues arise and limitations of practice are reached we will encourage and support a referral to an external service provider to assist with continued support.

To make contact with the counselling service you can email the below staff;

- ***St Pauls campus*** –  
**Jo Slater** - [slatjoal@lavalla.vic.edu.au](mailto:slatjoal@lavalla.vic.edu.au)
- ***Kildare Campus*** –  
**Bel Gathercole** - [gathbell@lavalla.vic.edu.au](mailto:gathbell@lavalla.vic.edu.au)  
**Megan Marks** - [markmeg1@lavalla.vic.edu.au](mailto:markmeg1@lavalla.vic.edu.au)

## **Wellbeing support**

### ***Individual Heads of House- Kildare Campus***

- **Pierina Fenech- Champagnat-** [fenepiel@lavalla.vic.edu.au](mailto:fenepiel@lavalla.vic.edu.au)
- **Vashon Weaver –Delany** - [weavvas1@lavalla.vic.edu.au](mailto:weavvas1@lavalla.vic.edu.au)
- **Meaghan Ambrose- MacKillop-** [ambrmeal@lavalla.vic.edu.au](mailto:ambrmeal@lavalla.vic.edu.au)
- **Alex Rathbone- Nagle-** [rathale1@lavalla.vic.edu.au](mailto:rathale1@lavalla.vic.edu.au)

### ***Individual Wellbeing Leaders – St Paul's Campus***

- **Year 7-** Nat MacPherson- [macpnat1@lavalla.vic.edu.au](mailto:macpnat1@lavalla.vic.edu.au)

- **Year 8**- Brett Scholtes- [schobre1@lavalla.vic.edu.au](mailto:schobre1@lavalla.vic.edu.au)
- **Year 9**-Jasmine Santamaria- [santjas1@lavalla.vic.edu.au](mailto:santjas1@lavalla.vic.edu.au)
- **Tina Weston**- [westtin1@lavalla.vic.edu.au](mailto:westtin1@lavalla.vic.edu.au)

Should you need Well-being, Phone interviews will be made available if required. The wellbeing team will respond as promptly as possible, and please allow 24 hours for a response.

### **Subject Support:**

Students will be able to contact their subject Teacher via email, allowing 24 hours for a response. Email contact should be acknowledged or responded to within school hours (e.g. 8:30 am - 4:00 pm).

### **Technological Support:**

Please contact IT support [ict@lavalla.vic.edu.au](mailto:ict@lavalla.vic.edu.au)

Staff will be available via email should you have any technical issues, please allow 24 hours for a response.

Edrolo support- [help@edrolo.com.au](mailto:help@edrolo.com.au)

StudyClix- [hello@studyclix.com.au](mailto:hello@studyclix.com.au)

## **Setting up a learning space for remote learning?**

### **Catholic Education Office recommendations**

- It is recommended that you have a designated work area:
  - A sufficient clear space that enables you to have a full range of movement required to work without risk of strain or injury
  - No trip hazards (e.g. cabling, mats, clutter)
  - Lighting is adequate for the tasks being performed (i.e. easy to see and comfortable on the eyes)
  - Power outlets are not overloaded with double adapters and power boards
  - Electrical cords are safely stowed
  - Connectors, plugs and outlet sockets are in a safe condition
  - Electrical equipment is free from any apparent external damage

## Returning to school post a remote learning period

- No assessment tasks, SACs or SATS will take place during the first week returning from a remote learning period. This week's grace will allow teachers, students and school leaders to establish what is required for a settled return to school.
- Teachers and students can use this week to consolidate and deepen learning and resolve struggles students had with class tasks while working from home.
- The College is conscious of requirements of Units 1, 2, 3 and 4 courses, VET, VCAL, Victorian Curriculum and Diocese of Sale religious Education courses. It will monitor the length of periods of remote learning and be in contact with the VCAA accordingly.

## Six Principles of Positive Digital Citizenship

- 1) **Respect Yourself:** I will **take ownership** of my actions. I will select online names that are appropriate. I will **think deeply** about the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.
- 2) **Protect Yourself:** I will **think deeply** about the information, images and materials I post online will not put me at risk. I will not publish my details or schedule of my activities. I will **be courageous** and report any attacks or inappropriate behaviour directed at me. I will protect passwords, accounts and resources.
- 3) **Respect others:** I will show respect to others. I will not use electronic mediums to bully, harass or stalk other people. I will **make connections** between the websites. I use and the impact they may have on my learning and the learning of others. I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access, and I will not enter other people's private spaces or areas.
- 4) **Protect Others:** I will **be courageous** and report any abuse, refrain from forwarding inappropriate materials or communications; and not visiting sites that are degrading, pornographic, racist or inappropriate. Students may wish to email their concerns.
- 5) **Respect Intellectual Property:** I will request permission to use resources. I will **think deeply** about any use of websites, books, media etc. I will validate the information. I will use and abide by the fair use rules.
- 6) **Protect Intellectual Property:** I will request to use the software and media others produce. I will use free and open-source alternatives rather than pirating software. I will **take ownership** to purchase, licence and register all software. I will buy my music and media and refrain from distributing these in a manner that violates their

licences. I will **take ownership** of my behaviour and act with integrity.

**7) Helpful Resources:**

- Parenting Ideas by Michael Grose: [www.parentingideas.com.au](http://www.parentingideas.com.au)
- Beyondblue: [www.beyondblue.org.au](http://www.beyondblue.org.au) 1300 224 636
- Headspace: [www.headspace.org.au](http://www.headspace.org.au)
- Kids Help Line: [www.kidshelp.com.au](http://www.kidshelp.com.au) 1800 55 1800
- Lifeline: [www.lifeline.org.au](http://www.lifeline.org.au) 13 11 14
- Parent line: [www.parentline.com.au](http://www.parentline.com.au)
- Reach OUT: [www.reachout.com.au](http://www.reachout.com.au)
- Youth beyond blue: [www.youthbeyondblue.com](http://www.youthbeyondblue.com)
- Youth Central: [www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)
- Youth Drug Support: [www.yds.org.au](http://www.yds.org.au)

**Physical Activity and Remote Learning**

The poster features a green background with the Australian Government Department of Health logo at the top right. The main text asks 'Have you moved enough today?'. Below this is a visual equation: a blue circle with 'ZzZ' (representing sleep) plus a red circle with a running figure (representing physical activity) plus a small orange circle with a sitting figure (representing inactivity) equals a blue circle with a smiling face (representing well-being). Below the equation are three columns: 'SLEEP' with a clock icon and text for 5-13 and 14-17 year olds; 'PHYSICAL ACTIVITY' with a running icon and text to aim for 60 minutes; and 'INACTIVITY' with a sitting icon and text to move more and sit less. At the bottom, it directs to www.health.gov.au and includes the 'AUSTRALIAN 24 HOUR MOVEMENT GUIDELINES' logo.

**Australian Government**  
**Department of Health**

Have you **moved** enough today?

**SLEEP**

- 5–13 year olds need 9–11 hours per night.
- 14–17 year olds need 8–10 hours per night.

**PHYSICAL ACTIVITY**

Aim for 60 minutes or more per day – the more you huff & puff the better!

**INACTIVITY**

Move more & sit less in your spare time.

Find out more at [www.health.gov.au](http://www.health.gov.au)

Children and young people (aged 5–17 years) should achieve the recommended balance of high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years):  
An Integration of Physical Activity, Sedentary Behaviour, and Sleep

**AUSTRALIAN 24 HOUR MOVEMENT GUIDELINES**

## GENERAL ADVICE

For optimal health, children and young people (5–17 years) should achieve the recommended balance of high levels of physical activity, low levels of sedentary behaviour and sufficient sleep each day.



Children and young people should participate in a range of physical activities such as active play and recreation, sports, hobbies, chores and jobs while maintaining good quality sleep and limiting screen time and prolonged sitting. Whether at home or school, indoors or outdoors, on the field or in the water, moderate to vigorous physical activity can provide health benefits.



## PHYSICAL ACTIVITY



Children and young people should aim for at least 60 minutes of moderate to vigorous physical activity per day involving mainly aerobic activities that makes their heart beat faster—more is better. The 60 minutes can be made up of shorter bursts of activity throughout the day that add up to 60 minutes or longer.

Activities that are vigorous, as well as those that strengthen muscle and bone, should be incorporated (in the recommended 60 minutes of daily physical activity) at least three days per week. In addition, several hours of a variety of light physical activities should be undertaken each day.

### TIPS

- Basketball, soccer, netball, lap swimming, skipping or running are all great ways to add more **vigorous** activity to a day. They don't have to be organised, paid activities—they can be as simple as grabbing a ball or a friend and running around at the park. Anything that makes kids 'huff and puff' counts!
- Add to the daily total with **moderate-intensity** activities such as bike riding, scootering or skateboarding. Swap a drive to the local shops or library with a bike or scooter ride.
- Examples of **light activities** include leisurely walking or playing handball. Walking your dog or to school is a great way to increase light activity. Some activity is better than none.
- Great options to **strengthen muscles and bones** include skipping, running, yoga, jumping, push-ups, sit-ups, lifting weights, lunges, squats, climbing trees or swinging on monkey bars.
- Try to **switch sitting for being active**. Encourage kids to get off the bus a stop earlier, or to meet friends for a game in the park rather than spend their leisure time sedentary on a screen. These small changes will deliver health benefits, but remember to maintain sufficient sleep.
- **Teachers:** you can also help students to add vigorous activity by integrating short but intensive aerobic activities into Physical Education lessons and inside the classroom such as tuck jumps or fun simple dance routines.

## SEDENTARY BEHAVIOUR



Long periods of sitting can counteract the benefits of being physically active so should be broken up as often as possible.

Sedentary *recreational* screen time should be limited to 2 hours per day. This does *not* include screen-based activities for educational uses. Encourage positive social interactions and establish boundaries by discussing time limits and age appropriate content with children and young people.

### TIPS

- **Parents:** be your child's role model and keep your own screen time to a minimum and be active too.
- **Parents:** leave the car at home and ride or walk together to your local activities. Be **active together** on the weekends by taking a nature walk or learning a new activity such as rock climbing.
- **Teachers:** add in physical activity such as star jumps to break up long periods of sitting in school.



## SLEEP

Sleep is essential for optimal health.

Children (5–13 years) should have 9 to 11 hours of uninterrupted sleep per night and young people (14–17 years) should have 8 to 10 hours uninterrupted sleep per night.

To establish and maintain healthy sleep patterns, children and young people should have a consistent bedtime routine, avoid screen time before sleep, and keep screens out of the bedroom.

### TIPS

- To keep a **consistent routine** try not to vary bedtime and wake-up times by more than 30 minutes.
- **Avoid screens** one hour before going to bed.
- Make bedrooms a **screen free zone**.

