

Bewegung, Spiel, Sport für die geistige Entwicklung von Kindern und Jugendlichen

Prof. Dr. Dr. Manfred Spitzer
Universität Ulm

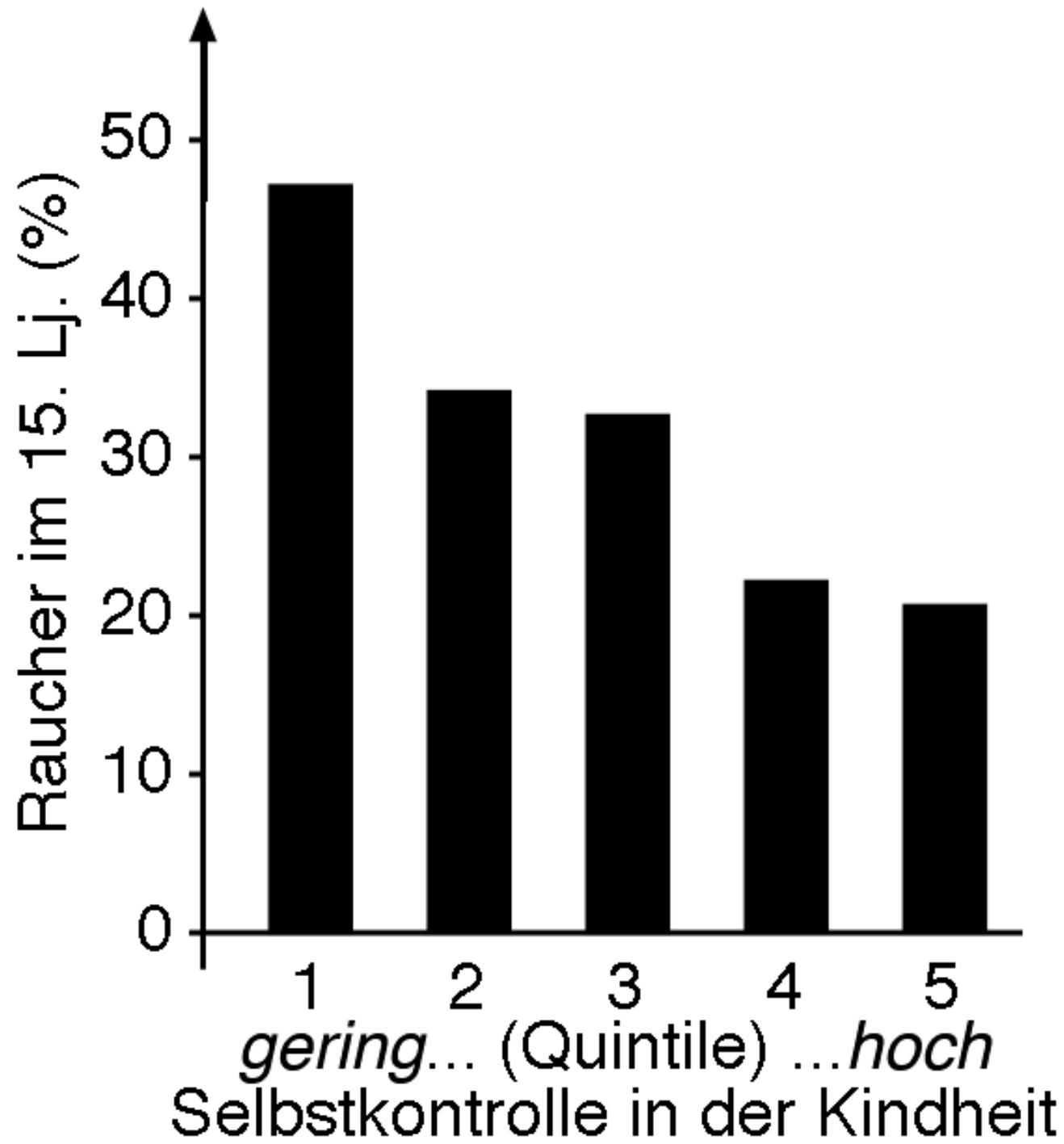
A gradient of childhood self-control predicts health, wealth, and public safety

Terrie E. Moffitt^{a,b}, Louise Arseneault^b, Daniel Belsky^a, Nigel Dickson^c, Robert J. Hancox^c, Honalee Harrington^a, Renate Houts^a, Richie Poulton^c, Brent W. Roberts^d, Stephen Ross^a, Malcolm R. Sears^{e,f}, W. Murray Thomson^g, and Avshalom Caspi^{a,b,1}

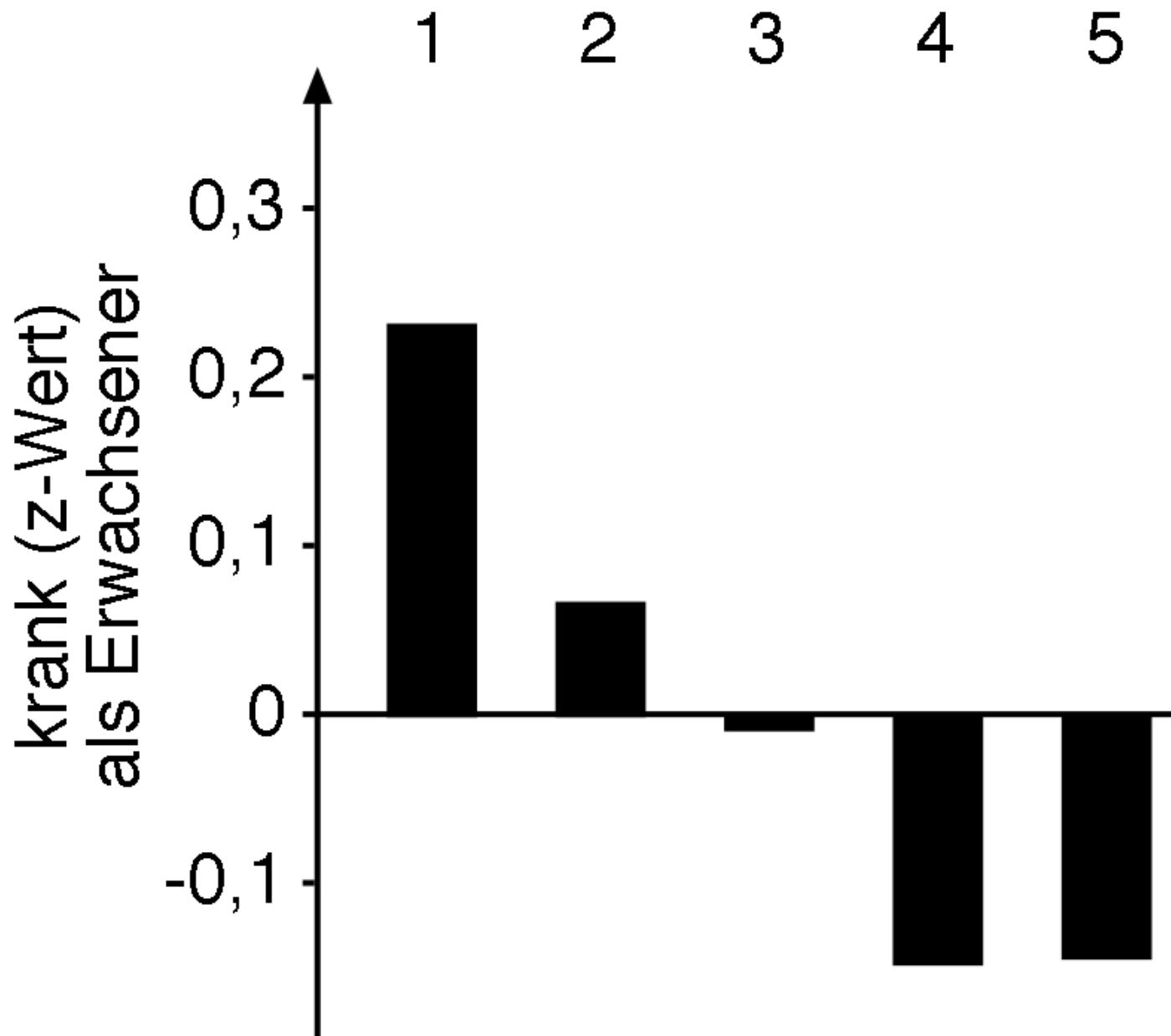
^aDepartments of Psychology and Neuroscience and Psychiatry and Behavioral Sciences, and Institute for Genome Sciences and Policy, Duke University, Durham, NC 27705; ^bSocial, Genetic, and Developmental Psychiatry Research Centre, Institute of Psychiatry, King's College London, London SE5 8AF, United Kingdom; ^cDunedin Multidisciplinary Health and Development Research Unit, Department of Preventive and Social Medicine, School of Medicine, and ^gDepartment of Oral Sciences and Orthodontics, School of Dentistry, University of Otago, Dunedin, New Zealand; ^dDepartment of Psychology, University of Illinois, Urbana-Champaign, Champaign, IL 61820; ^eDepartment of Medicine, McMaster University, Hamilton, ON, L8S4L8 Canada; and ^fFirestone Institute for Respiratory Health, Hamilton, ON, Canada L8N 4A6

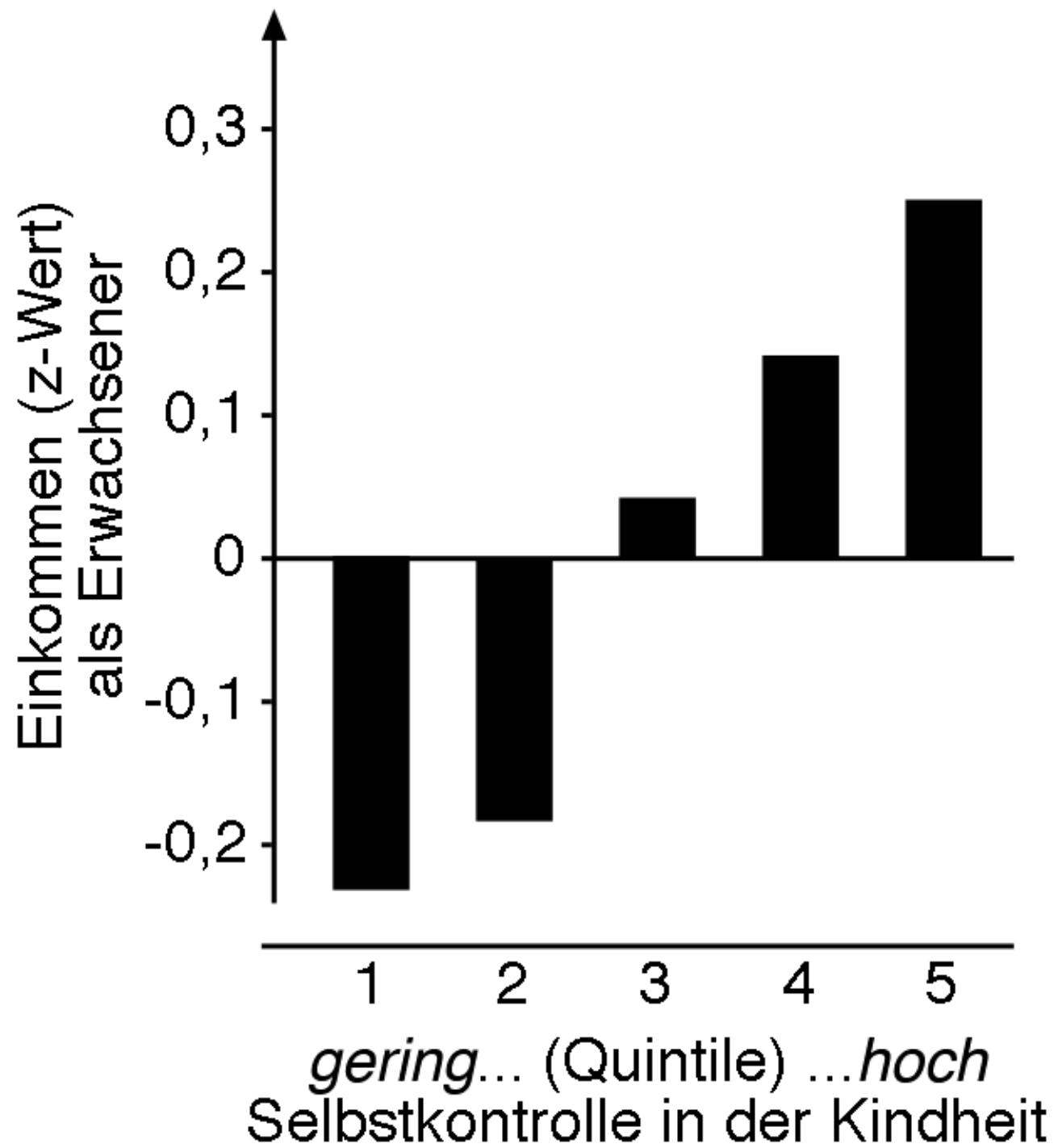
Edited by James J. Heckman, University of Chicago, Chicago, IL, and approved December 21, 2010 (received for review July 13, 2010)

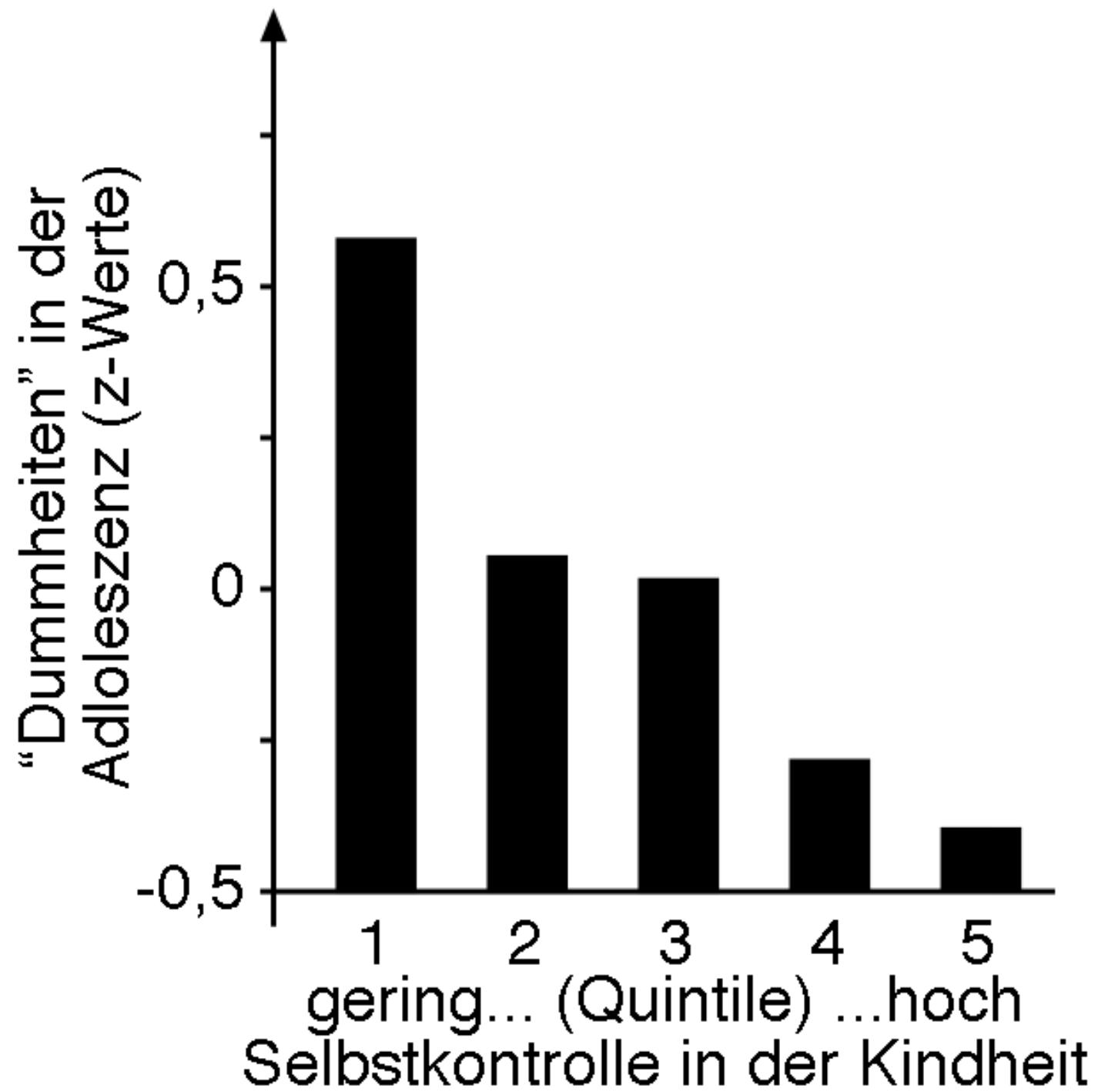
Januar 2011

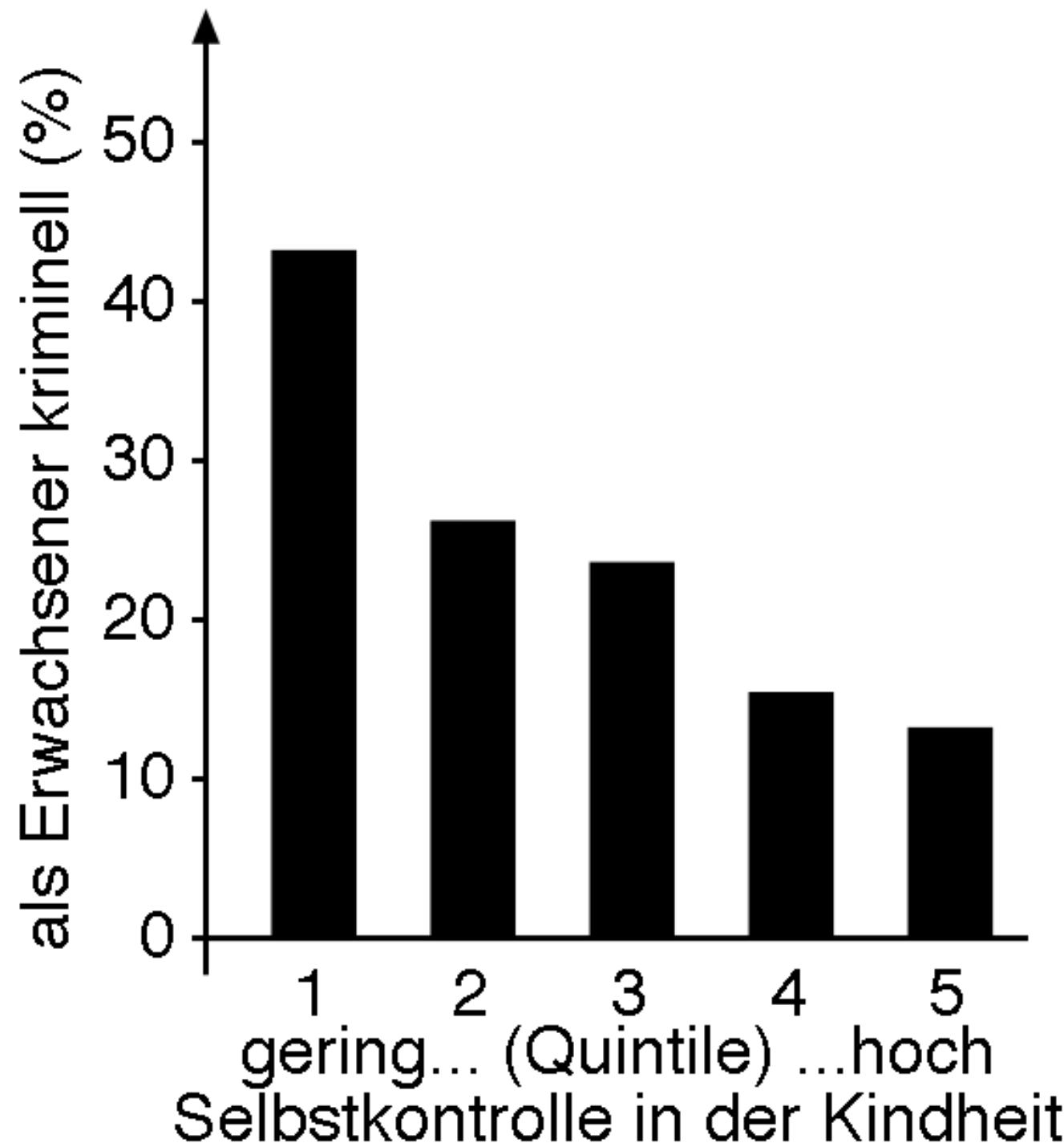


Selbstkontrolle in der Kindheit (Quintile)









Kontrolle

- Arbeitsgedächtnis
- Inhibition
- Flexibilität

Social Relationships and Health

JAMES S. HOUSE, KARL R. LANDIS, DEBRA UMBERSON

Recent scientific work has established both a theoretical basis and strong empirical evidence for a causal impact of social relationships on health. Prospective studies, which control for baseline health status, consistently show increased risk of death among persons with a low quantity, and sometimes low quality, of social relationships. Experimental and quasi-experimental studies of humans and animals also suggest that social isolation is a major risk factor for mortality from widely varying causes. The mechanisms through which social relationships affect health and the factors that promote or inhibit the development and maintenance of social relationships remain to be explored.

... my father told me of a careful observer, who certainly had heart-disease and died from it, and who positively stated that his pulse was habitually irregular to an extreme degree; yet to his great disappointment it invariably became regular as soon as my father entered the room.—Charles Darwin (1)

SCIENTISTS HAVE LONG NOTED AN ASSOCIATION BETWEEN social relationships and health. More socially isolated or less socially integrated individuals are less healthy, psychologically and physically, and more likely to die. The first major work of empirical sociology found that less socially integrated people were more likely to commit suicide than the most integrated (2). In subsequent epidemiologic research age-adjusted mortality rates from all causes of death are consistently higher among the unmarried than the married (3–5). Unmarried and more socially isolated people have also manifested higher rates of tuberculosis (6), accidents (7), and psychiatric disorders such as schizophrenia (8, 9). And as the above quote from Darwin suggests, clinicians have also observed potentially health-enhancing qualities of social relationships and contacts.

The causal interpretation and explanation of these associations

has, however, been less clear. Does a lack of social relationships cause people to become ill or die? Or are unhealthy people less likely to establish and maintain social relationships? Or is there some other factor, such as a misanthropic personality, which predisposes people both to have a lower quantity or quality of social relationships and to become ill or die?

Such questions have been largely unanswerable before the last decade for two reasons. First, there was little theoretical basis for causal explanation. Durkheim (2) proposed a theory of how social relationships affected suicide, but this theory did not generalize to morbidity and mortality from other causes. Second, evidence of the association between social relationships and health, especially in general human populations, was almost entirely retrospective or cross-sectional before the late 1970s. Retrospective studies from death certificates or hospital records ascertained the nature of a person's social relationships after they had become ill or died, and cross-sectional surveys of general populations determined whether people who reported ill health also reported a lower quality or quantity of relationships. Such studies used statistical control of potential confounding variables to rule out third factors that might produce the association between social relationships and health, but could do this only partially. They could not determine whether poor social relationships preceded or followed ill health.

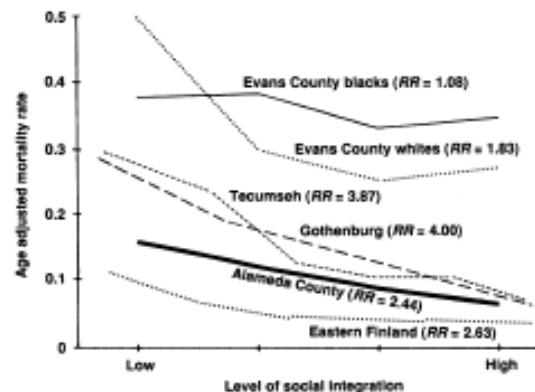


Fig. 1. Level of social integration and age-adjusted mortality for males in five prospective studies. RR, the relative risk ratio of mortality at the lowest versus highest level of social integration.

J. S. House is professor and chair of sociology and a research scientist in the Survey Research Center of the Institute for Social Research, Institute of Gerontology, and Department of Epidemiology at the University of Michigan, Ann Arbor, MI 48109. K. R. Landis is a doctoral candidate in the Department of Sociology and research assistant in the Survey Research Center. D. Umberson is a postdoctoral fellow in the Survey Research Center, the University of Michigan and assistant professor—designate of sociology at the University of Texas, Austin.

Nennen Sie rasch die folgenden Farben:

BLAU

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GELB

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SCHWARZ

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ROSA

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ROSA

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WEISS

SCHWARZ

GRÜN

THE EARLY YEARS

Preschool Program Improves Cognitive Control

Cognitive control skills important for success in school and life are amenable to improvement in at-risk preschoolers without costly interventions.

Adele Diamond,^{1*} W. Steven Barnett,² Jessica Thomas,² Sarah Munro¹



"Buddy reading." Two preschoolers engaged in Tools activity. The ear line-drawing held by one guides her attention (2).

19 August 2011 | \$10

Science



INVESTING EARLY IN EDUCATION

AAAS

Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old

Adele Diamond^{1*} and Kathleen Lee¹

To be successful takes creativity, flexibility, self-control, and discipline. Central to all those are executive functions, including mentally playing with ideas, giving a considered rather than an impulsive response, and staying focused. Diverse activities have been shown to improve children's executive functions:

All successful programs involve repeated practice and progressively increase the challenge to executive functions. Children with worse executive functions benefit most from these activities;

To improve executive functions, focusing narrowly on them may not be as effective as also addressing emotional and social development

Die wichtigen (Schul-)
Fächer sind:

Sport

Musik

Theaterspiel

Kunst, Hand-Arbeit

Emotionen

- für das Lernen wichtig
- wir müssen lernen, mit ihnen umzugehen
- dazu muss man sie haben!

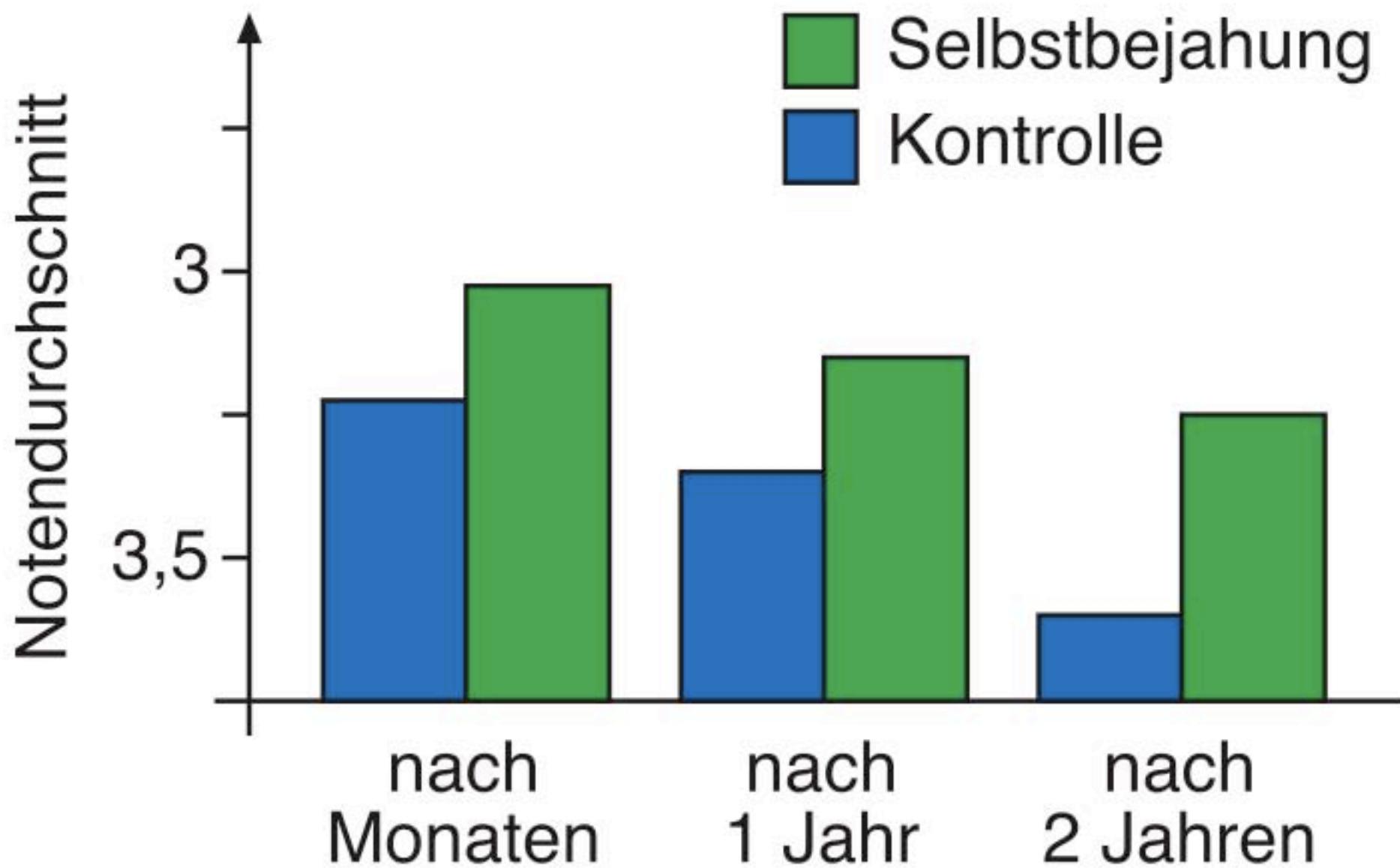
Musik, Sport, Theater,
Kunst
verhält sich zum Leben

wie

Musik, Sport, Theater,
Kunst
verhält sich zum Leben
wie
Flugsimulator zum Fliegen

Werteliste

- sportliche Fähigkeiten
- künstlerische Fähigkeiten
- schlau sein und gute Noten haben
- kreativ sein
- unabhängig sein
- im gegenwärtigen Moment leben
- Teil einer Gruppe zu sein (wie beispielsweise Deine Gemeinde, Deine Klasse oder Dein Schulclub)
- Musik
- Politik
- Beziehung zu Freunden oder zur Familie
- religiöse Werte
- Sinn für Humor



Extraneous factors in judicial decisions

Shai Danziger^{a,1}, Jonathan Levav^{b,1,2}, and Liora Avnaim-Pesso^a

^aDepartment of Management, Ben Gurion University of the Negev, Beer Sheva 84105, Israel; and ^bColumbia Business School, Columbia University, New York, NY 10027

Edited* by Daniel Kahneman, Princeton University, Princeton, NJ, and approved February 25, 2011 (received for review December 8, 2010)

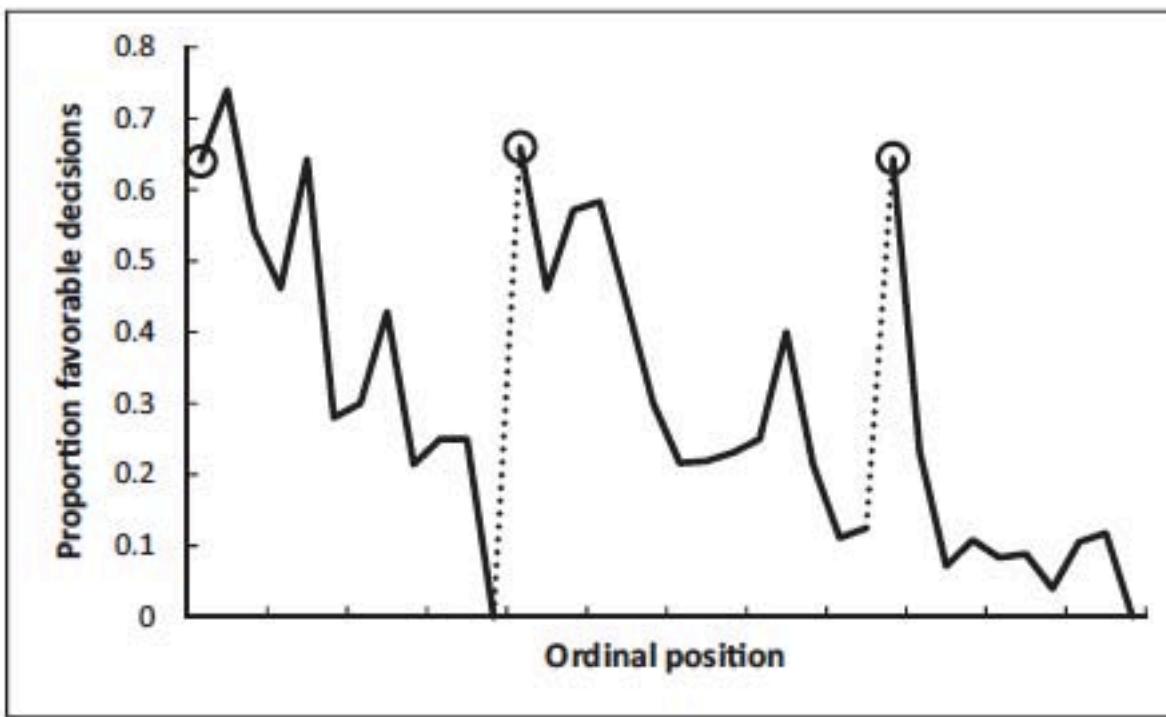


Fig. 1. Proportion of rulings in favor of the prisoners by ordinal position. Circled points indicate the first decision in each of the three decision sessions; tick marks on x axis denote every third case; dotted line denotes food break. Because unequal session lengths resulted in a low number of cases for some of the later ordinal positions, the graph is based on the first 95% of the data from each session.

PEDIATRICS[®]

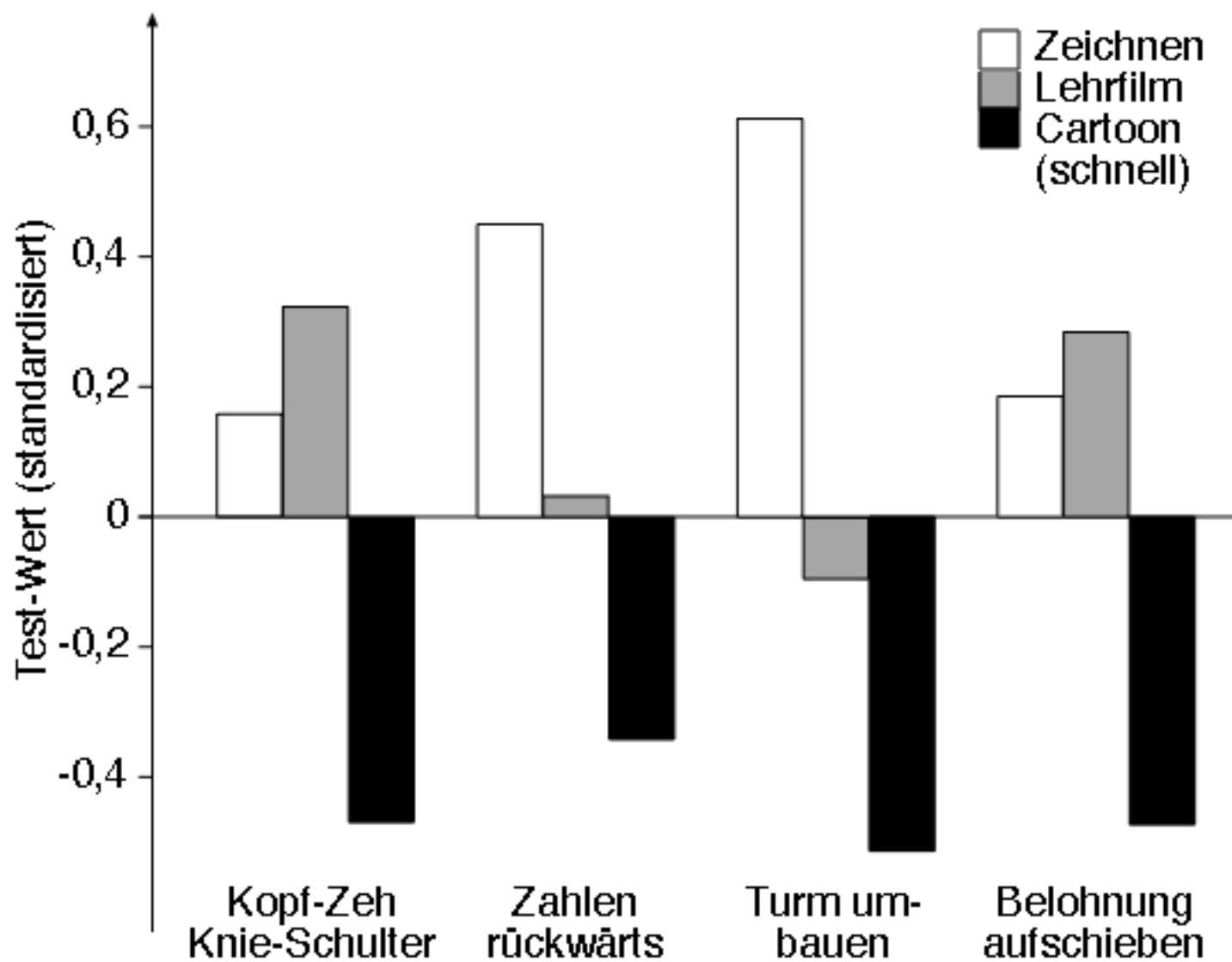
OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

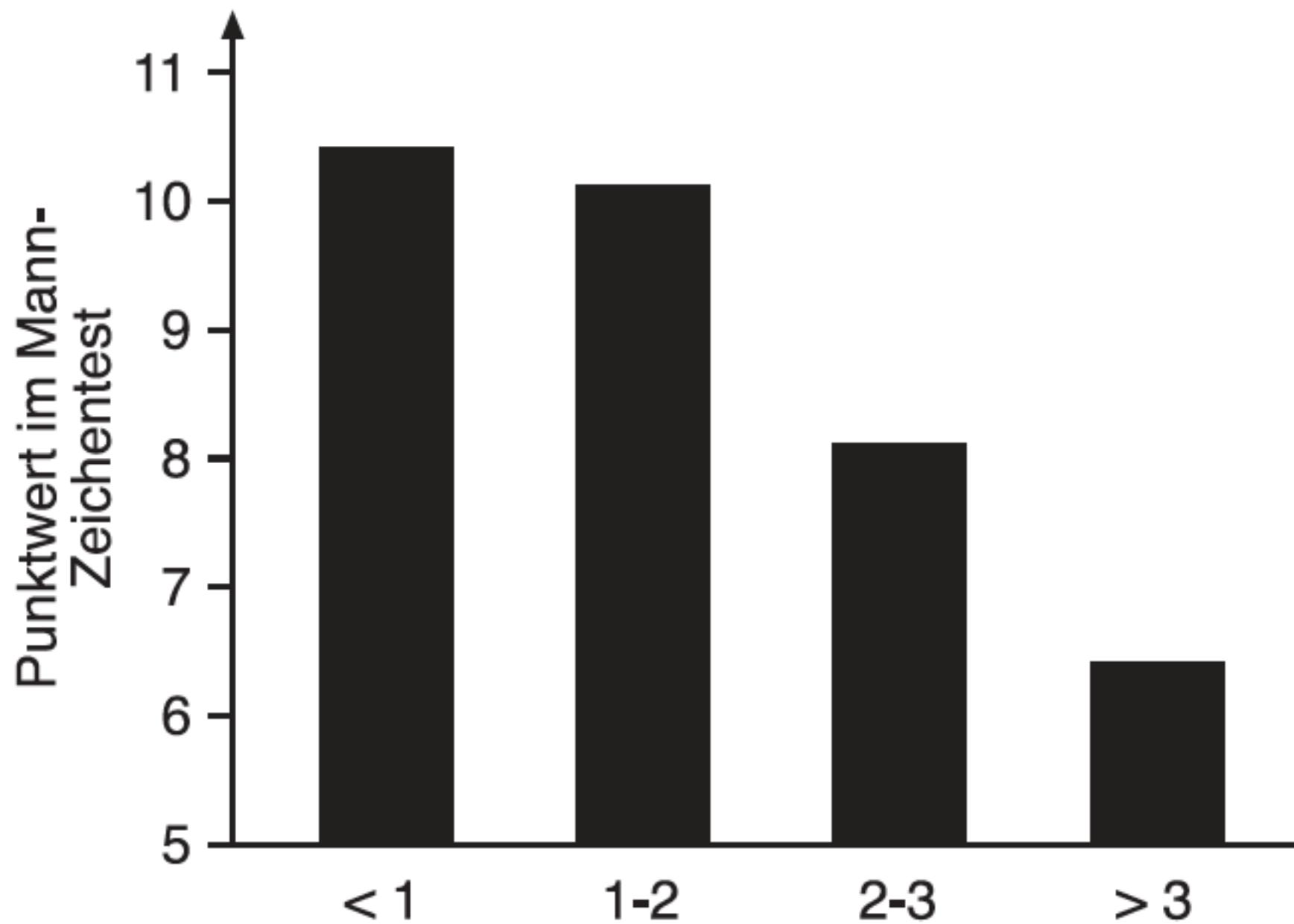
The Immediate Impact of Different Types of Television on Young Children's Executive Function

Angeline S. Lillard and Jennifer Peterson

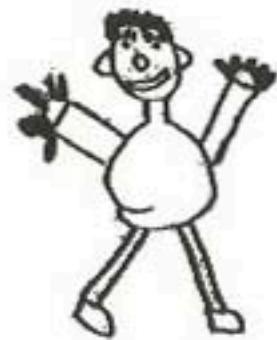
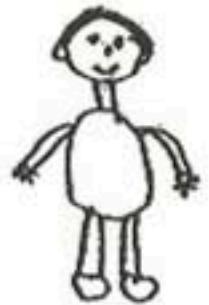
Pediatrics; originally published online September 12, 2011;
DOI: 10.1542/peds.2010-1919



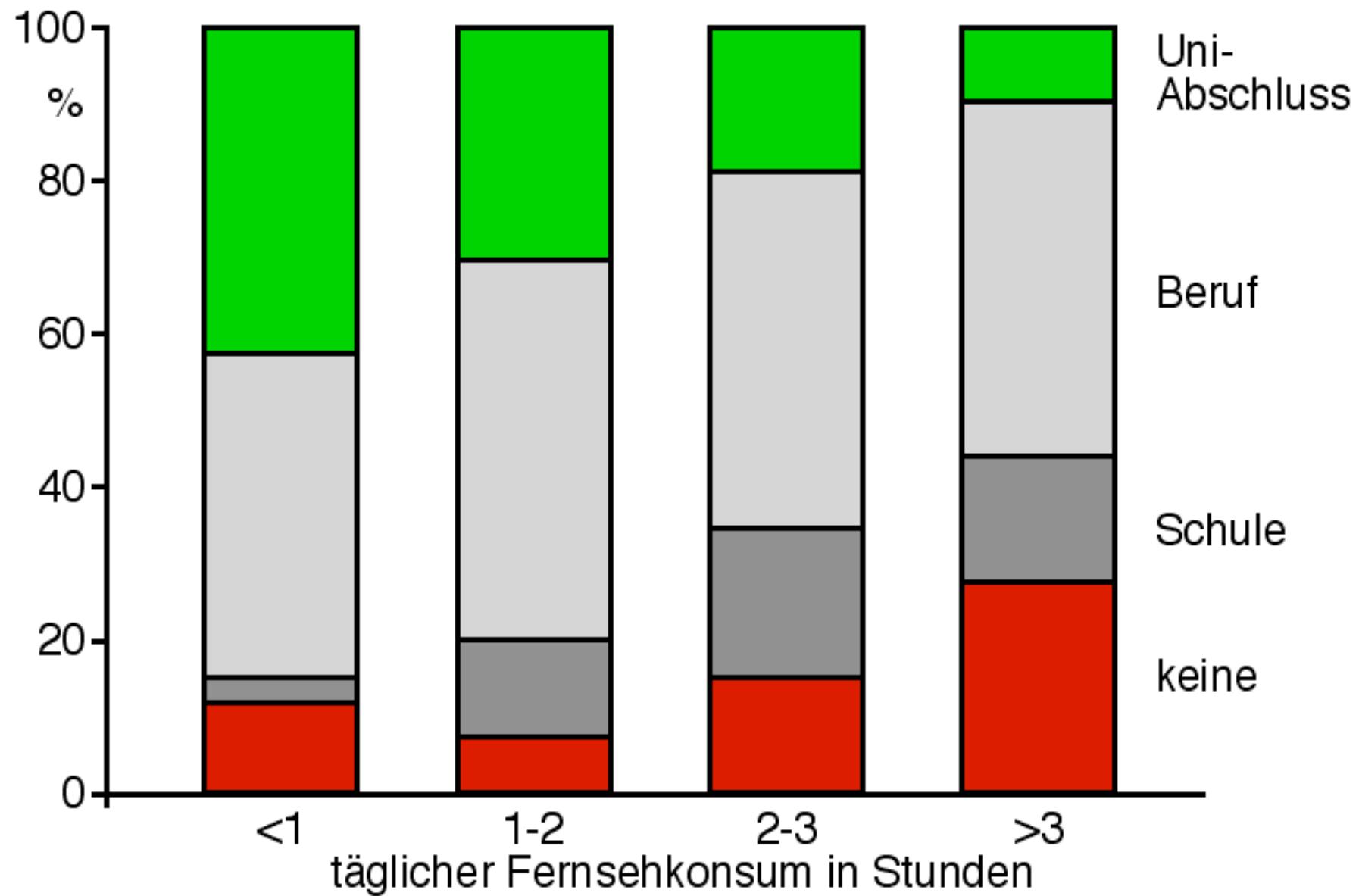




≤ 1 Std TV



≥ 3 Std TV



Hancox et al. 2005

Bewegung:
Mehr Nervenzellen!

1997: Neuronen wachsen in den Gehirnen erwachsener Mäuse
1998: Neuronen wachsen in den Gehirnen erwachsener Menschen
1999: Ausdauertraining macht Neuronenwachstum (Mäuse)
2000: Die neuen Neuronen können lernen (Singvögel)
2001: man braucht sie bei schwierigen Aufgaben (Ratten)
2002: sie lernen schneller als ältere Neuronen
2003: bestimmte Medikamente lassen sie schneller wachsen
2007: Sport lässt sie schneller wachsen (Mensch)
2009: Neue Neuronen brauchen schwere Aufgaben

Stress...

Sport in der Schule

1997: Neuronen wachsen in den Gehirnen erwachsener Mäuse
1998: Neuronen wachsen in den Gehirnen erwachsener Menschen
1999: Ausdauertraining macht Neuronenwachstum (Mäuse)
2000: Die neuen Neuronen können lernen (Singvögel)
2001: man braucht sie bei schwierigen Aufgaben (Ratten)
2002: sie lernen schneller als ältere Neuronen
2003: bestimmte Medikamente lassen sie schneller wachsen
2007: Sport lässt sie schneller wachsen (Mensch)
2009: Neue Neuronen brauchen schwere Aufgaben
2012: TV – Gehirnfunktionsstörungen (Mäuse)

Stress...

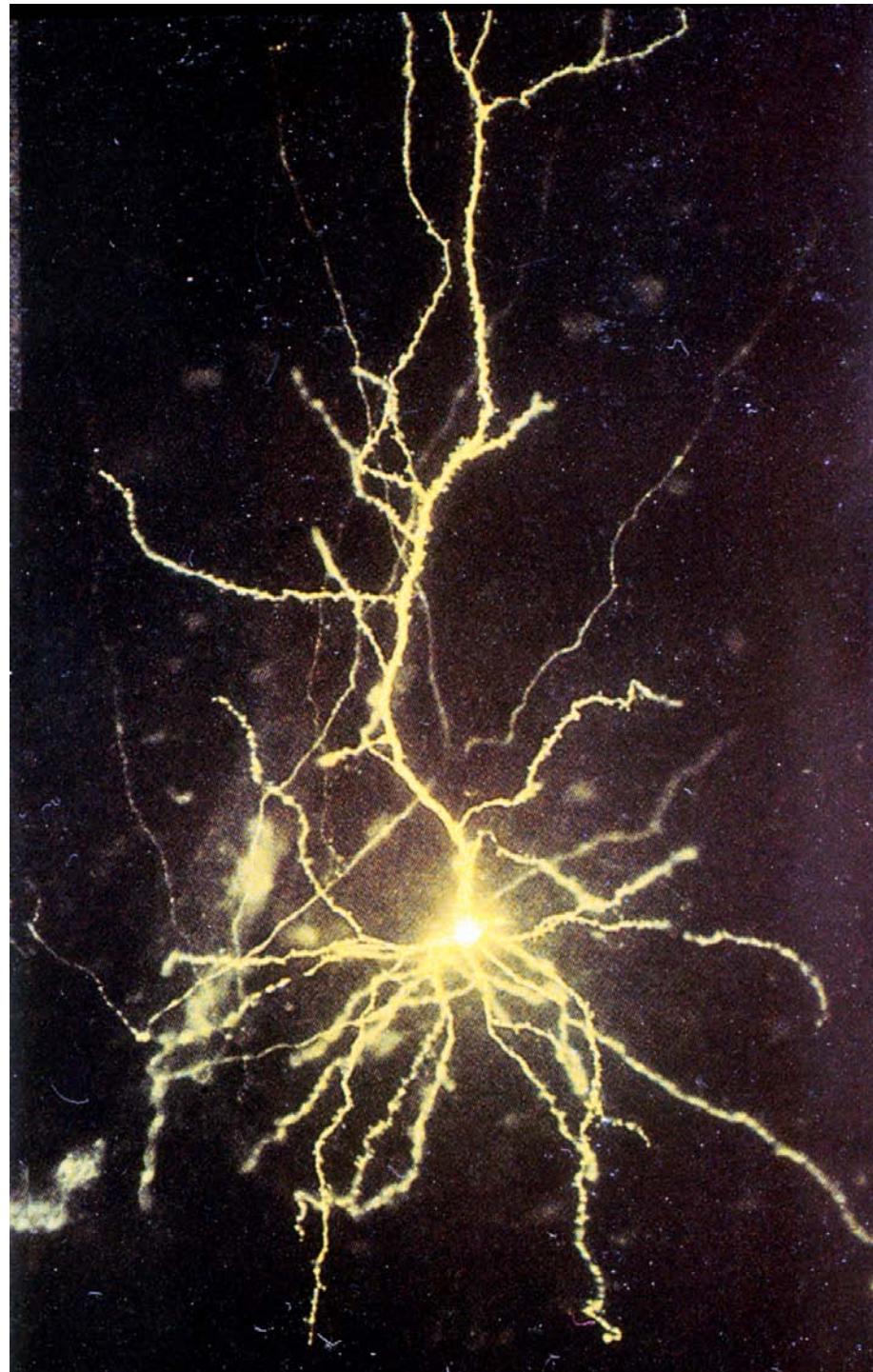
Sport in der Schule

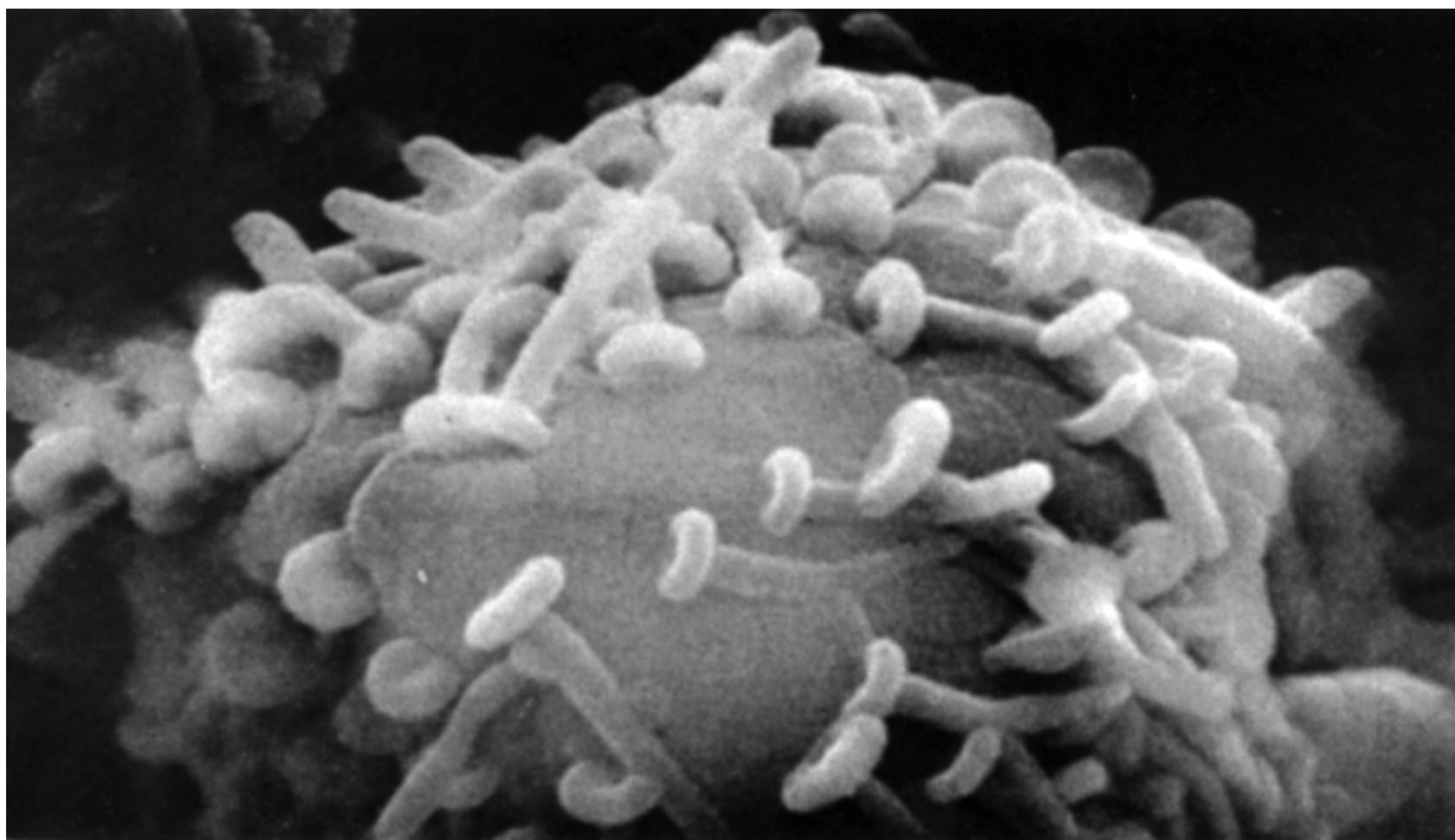
Zusammenfassend

Vergessen Sie Gehirnjogging, Kreuzworträtsel, Sudoku

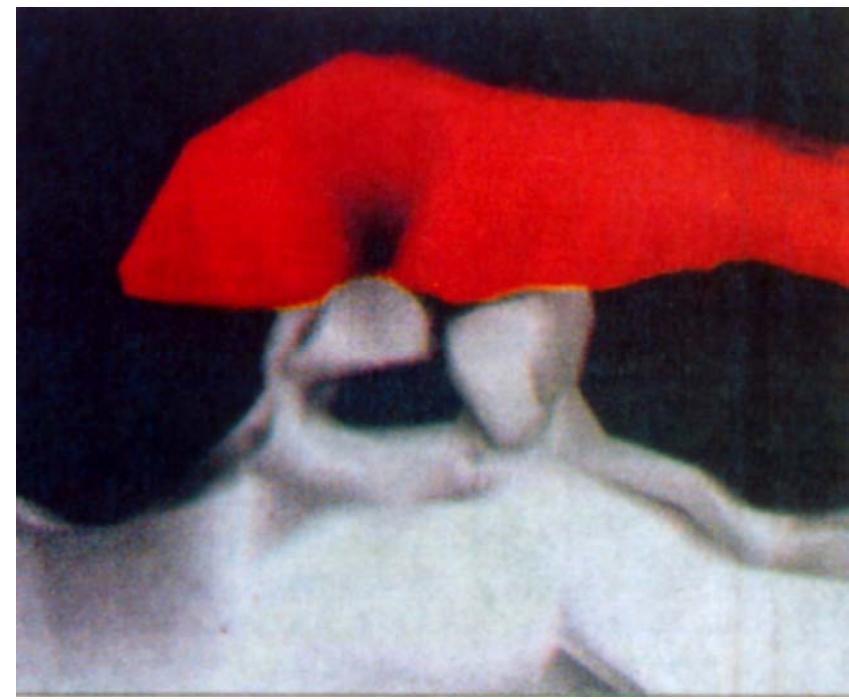
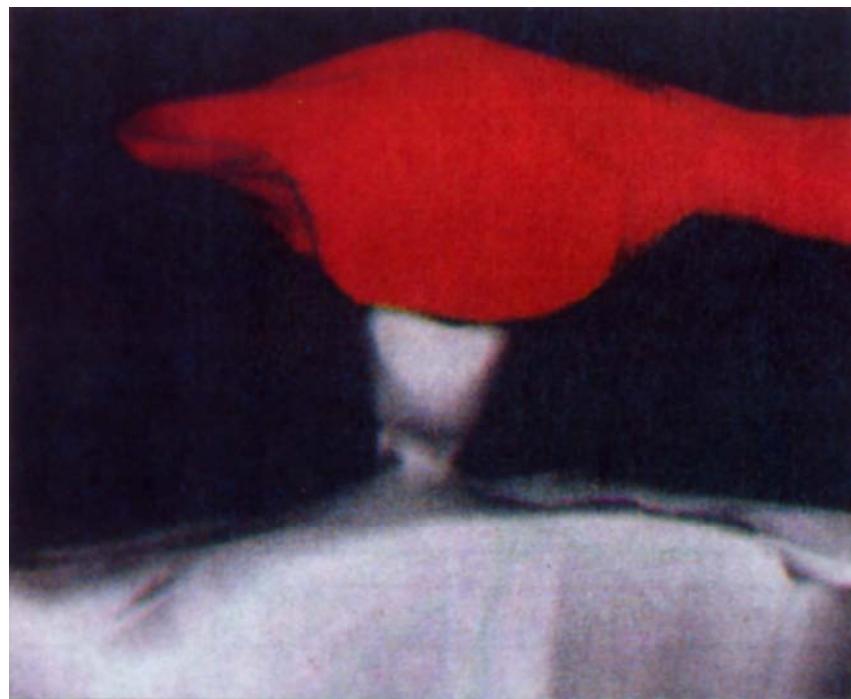
Jogging!

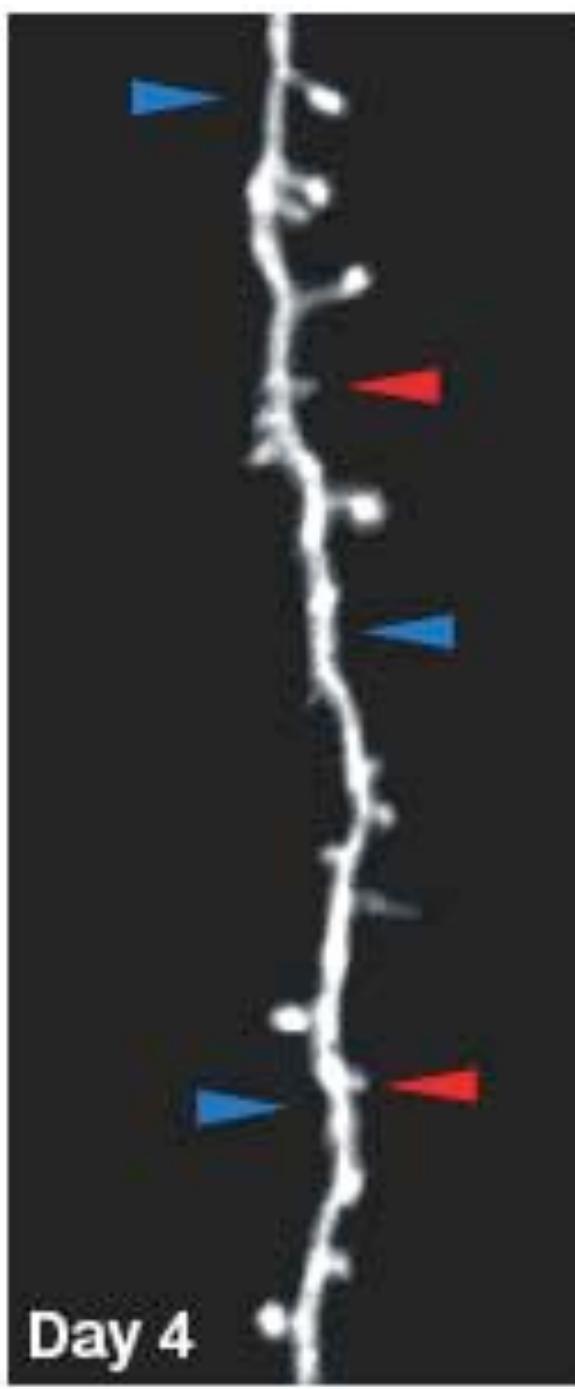
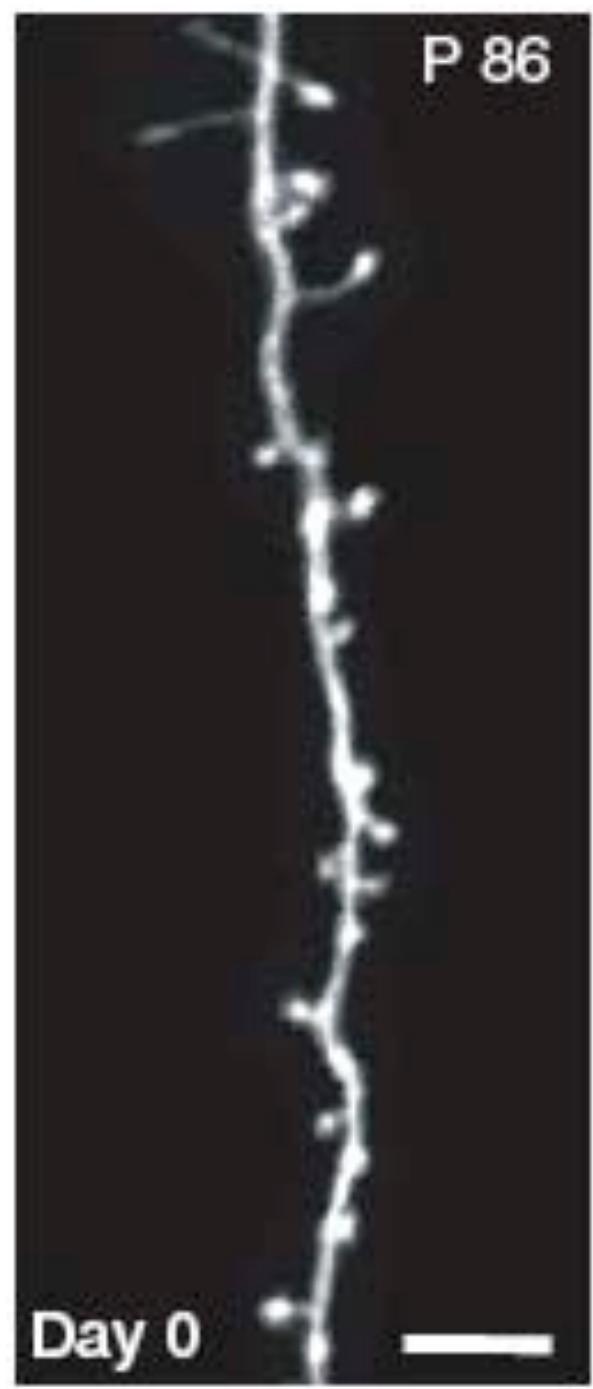
Sport, mehr als nur Schwitzen!



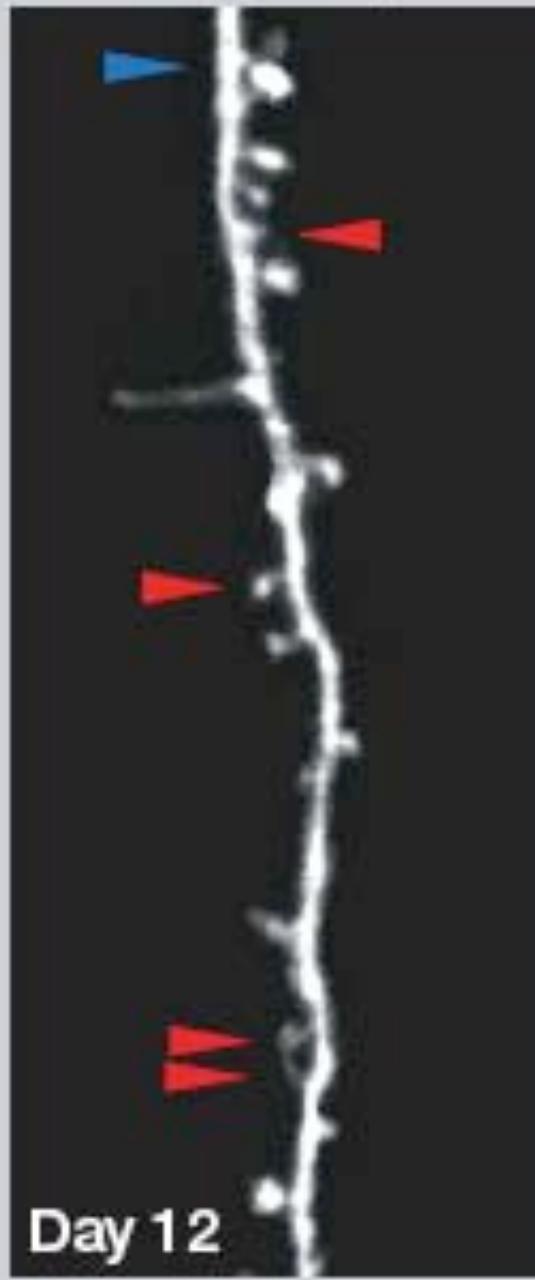




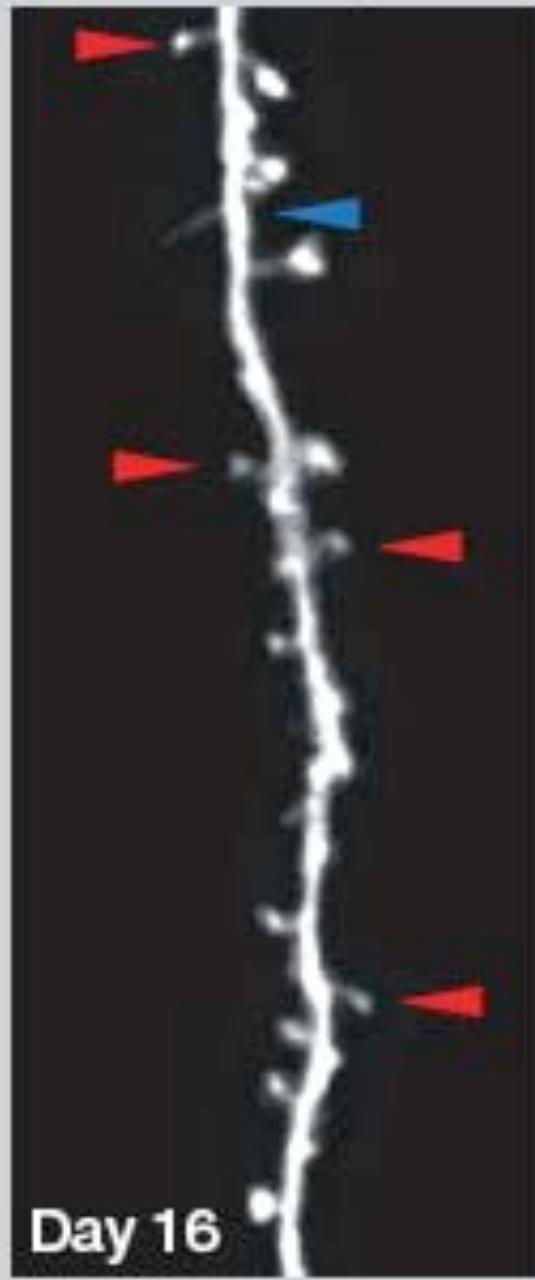


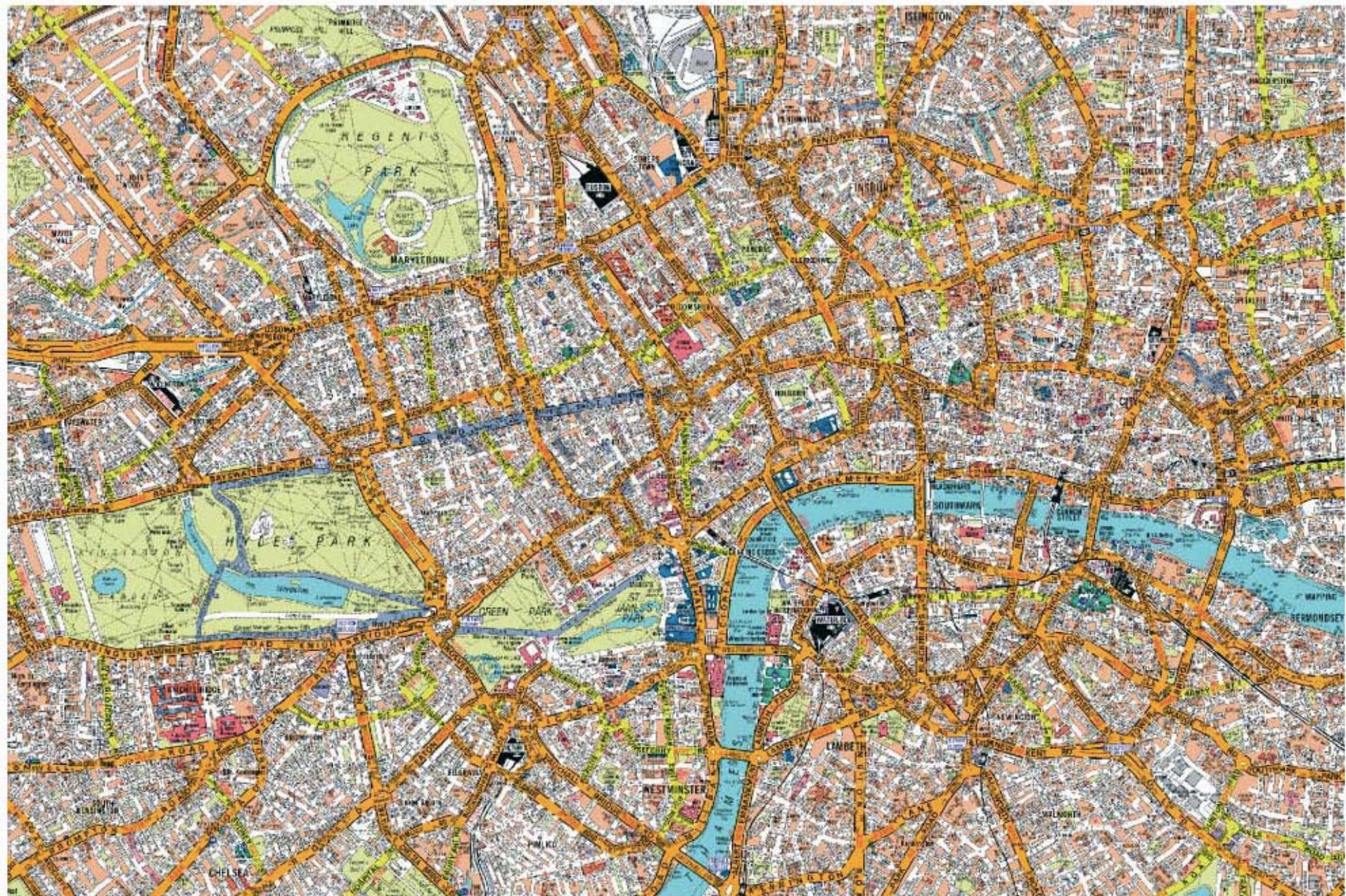


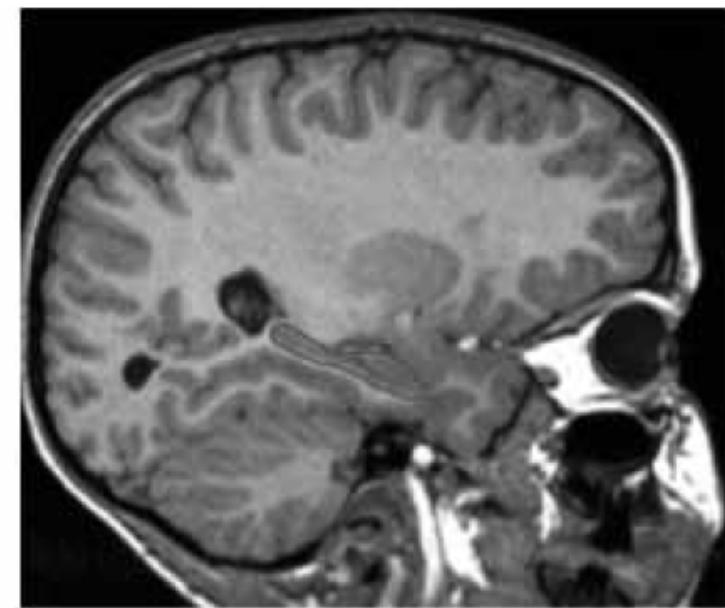
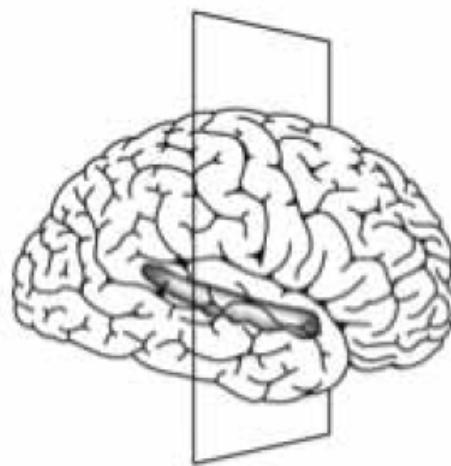
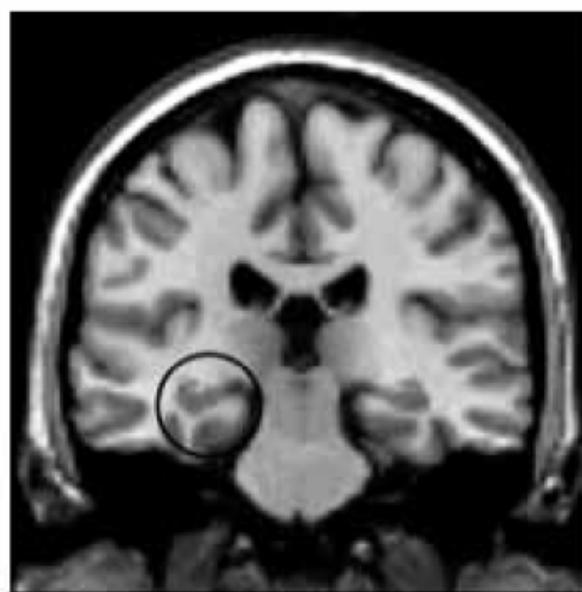
MD 4 days

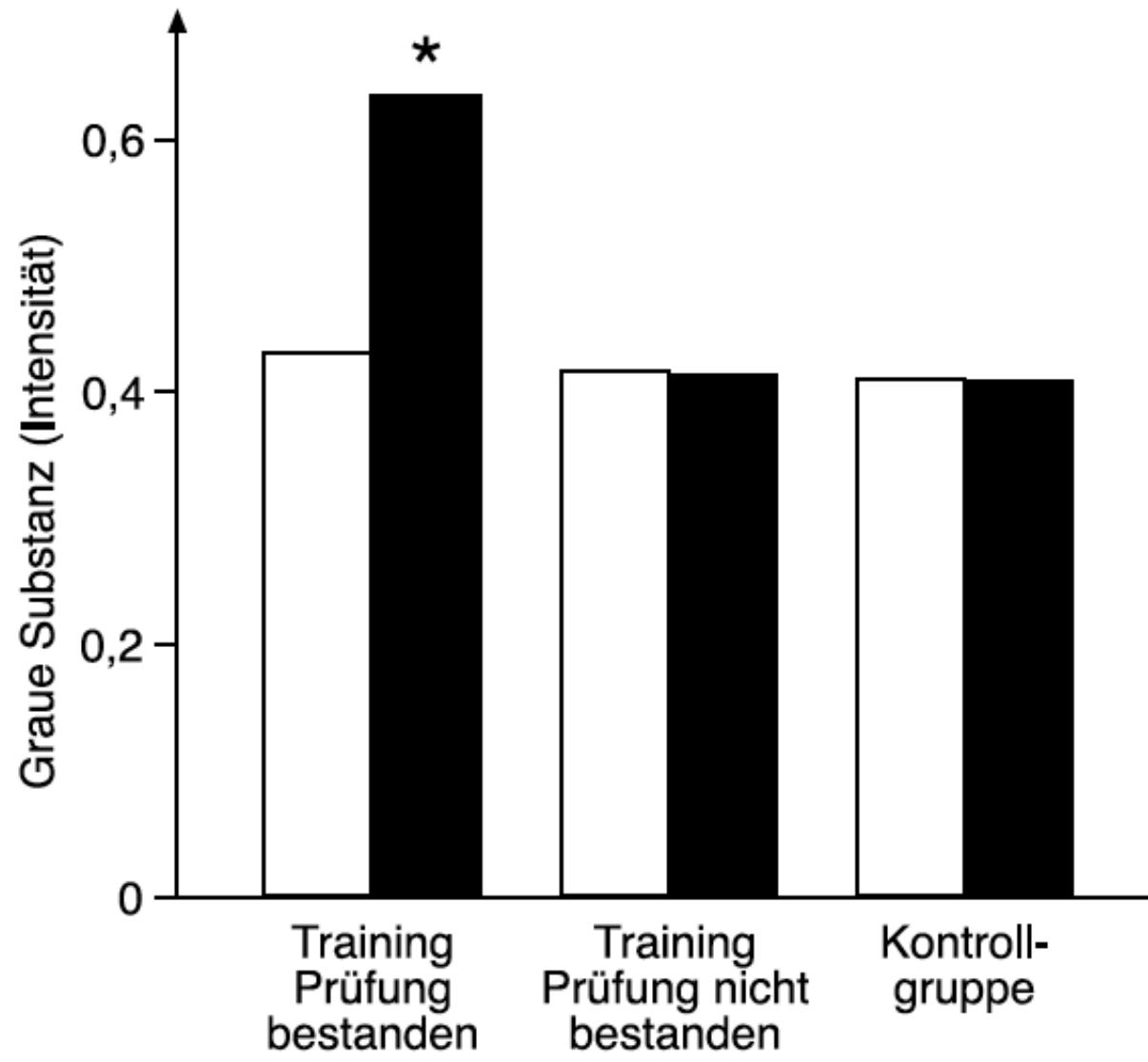


MD 8 days









The Computation of Social Behavior

Timothy E. J. Behrens,* Laurence T. Hunt,* Matthew F. S. Rushworth*

SCIENCE VOL 324 29 MAY 2009

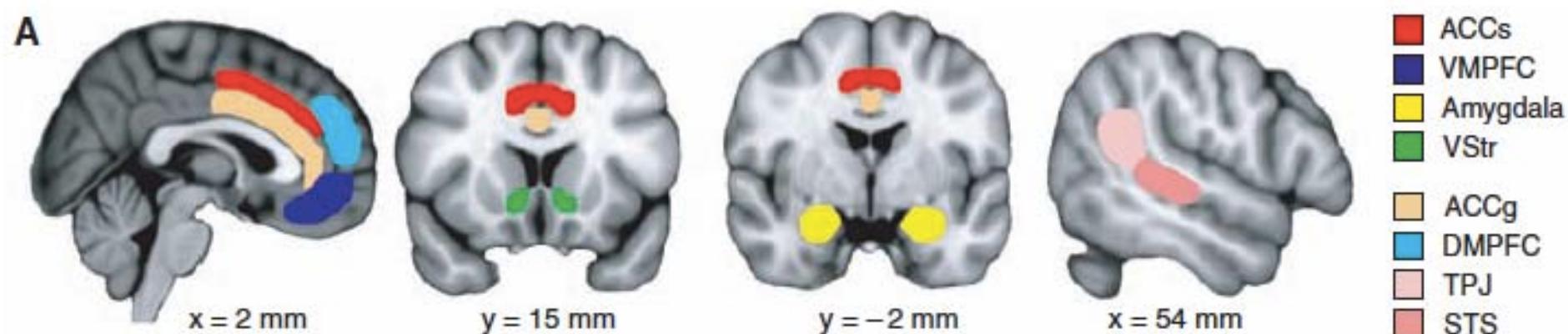


Fig. 1. (A) The functional neuroanatomy of social behavior. Primary colors denote brain regions activated by reward and valuation, frequently identified in studies of social interaction within the frame of reference of the subject's own actions: anterior cingulate cortex sulcus (ACCs), ventromedial prefrontal cortex (VMPFC), amygdala, and ventral striatum (VStr). Pastels denote brain regions activated by considering the intentions of another individual: anterior cingulate cortex gyrus (ACCg), dorsomedial prefrontal cortex (DMPFC), temporoparietal junction (TPJ), and superior temporal sulcus (STS). **(B)**

Media Use, Face-to-Face Communication, Media Multitasking, and Social Well-Being Among 8- to 12-Year-Old Girls

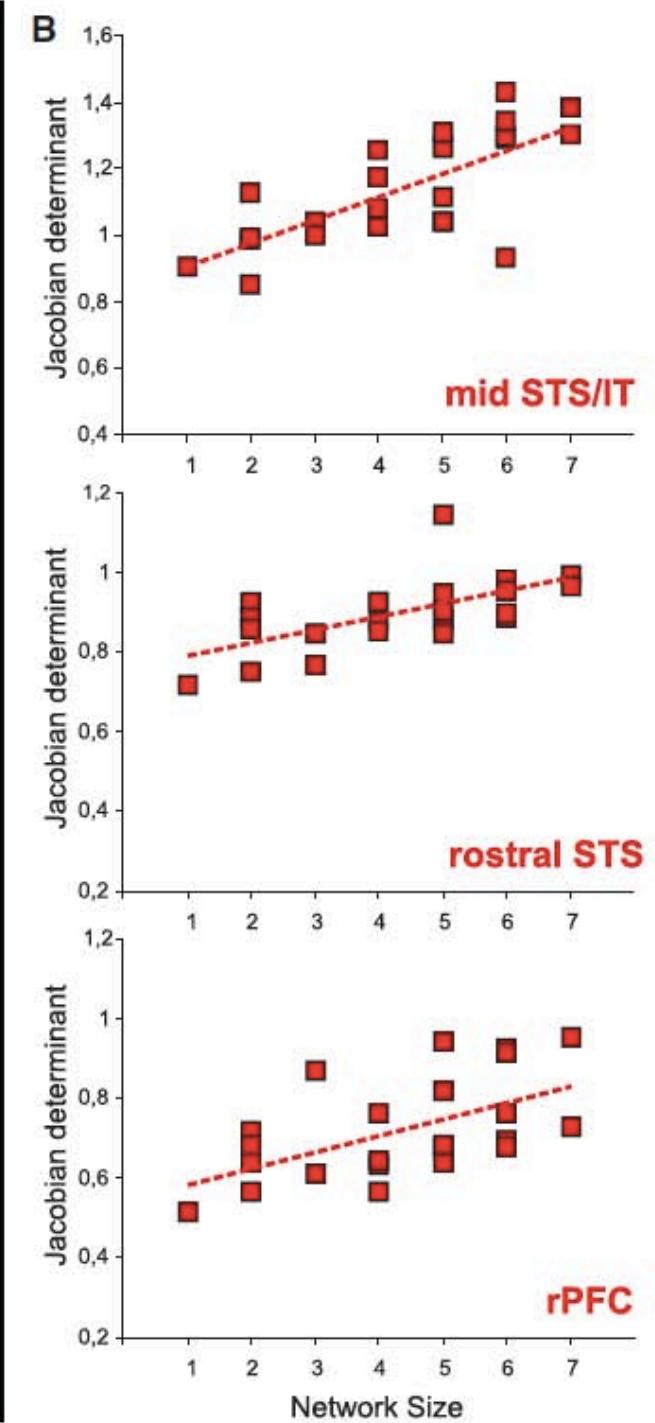
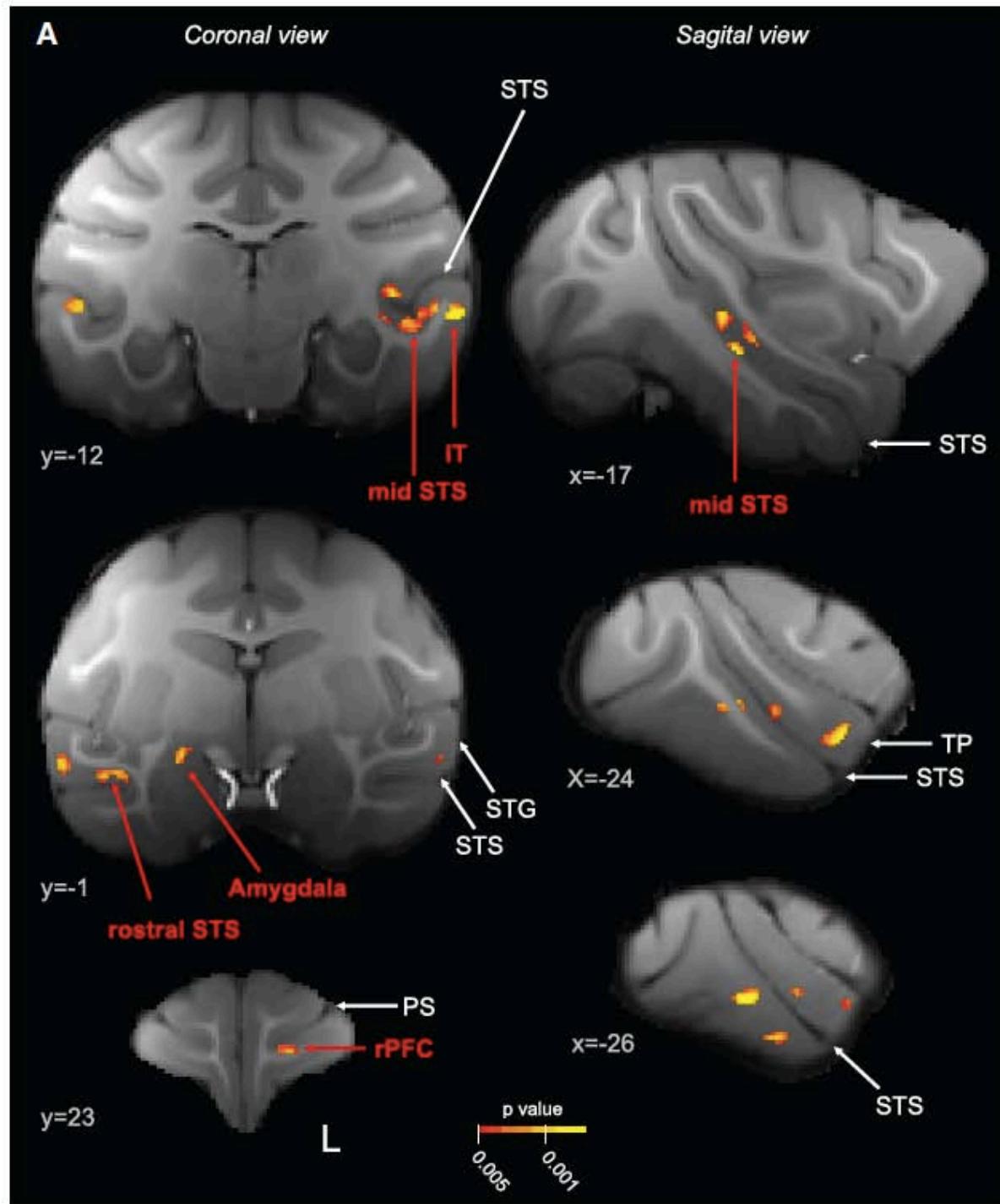
Roy Pea, Clifford Nass, Lyn Meheula, Marcus Rance, Aman Kumar, Holden Barnford, Matthew Nass,
Aneesh Simha, Benjamin Stillerman, Steven Yang, and Michael Zhou
Stanford University

An online survey of 3,461 North American girls ages 8–12 conducted in the summer of 2010 through *Discovery Girls* magazine examined the relationships between social well-being and young girls' media use—including video, video games, music listening, reading/homework, e-mailing/posting on social media sites, texting/instant messaging, and talking on phones/video chatting—and face-to-face communication. This study introduced both a more granular measure of media multitasking and a new comparative measure of media use versus time spent in face-to-face communication. Regression analyses indicated that negative social well-being was positively associated with levels of uses of media that are centrally about interpersonal interaction (e.g., phone, online communication) as well as uses of media that are not (e.g., video, music, and reading). Video use was particularly strongly associated with negative social well-being indicators. Media multitasking was also associated with negative social indicators. Conversely, face-to-face communication was strongly associated with positive social well-being. Cell

Social Network Size Affects Neural Circuits in Macaques

J. Sallet,^{1,2*}† R. B. Mars,^{1,2*} M. P. Noonan,^{1,2*} J. L. Andersson,² J. X. O'Reilly,² S. Jbabdi,² P. L. Croxson,^{1,3} M. Jenkinson,² K. L. Miller,² M. F. S. Rushworth^{1,2}

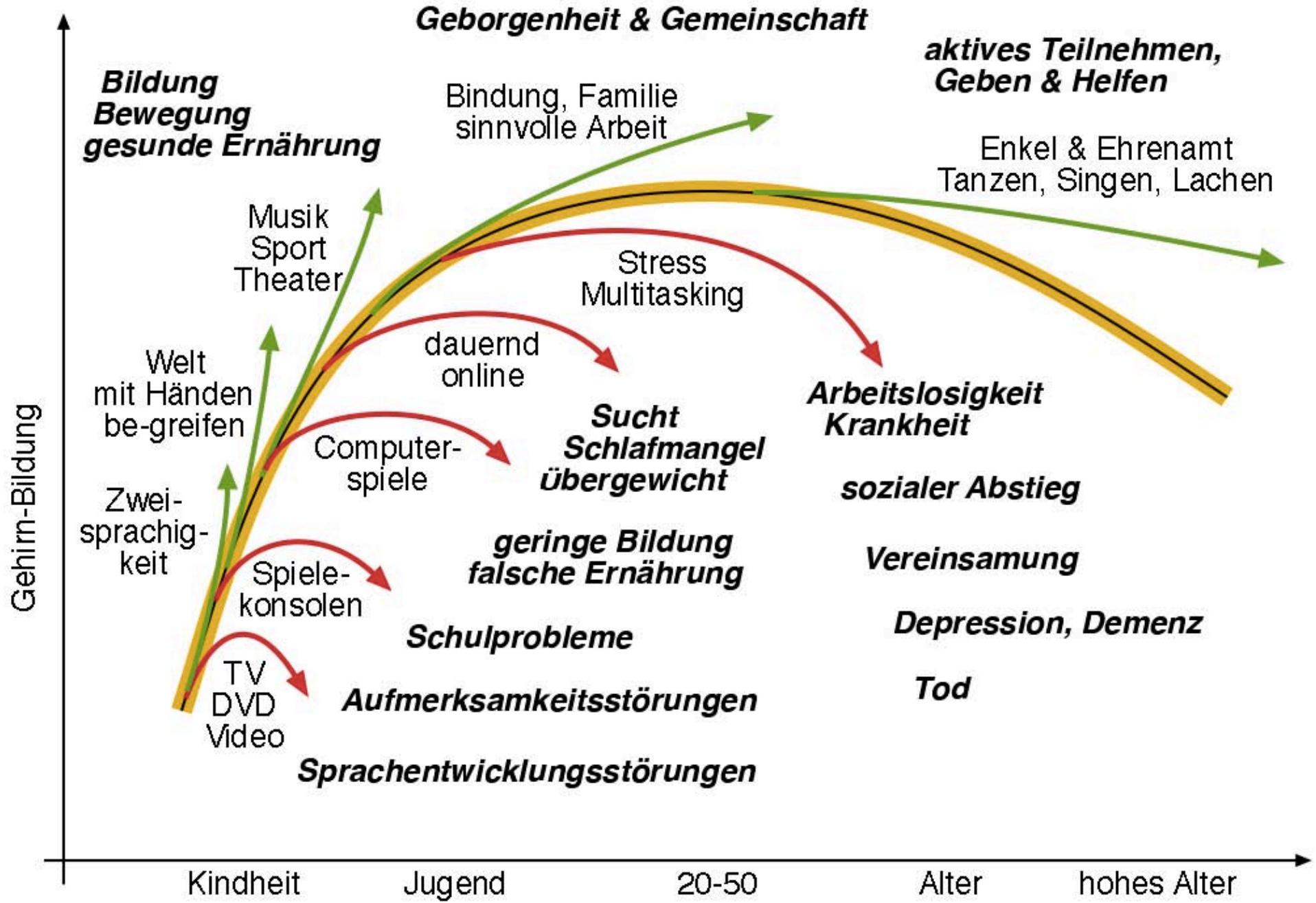
It has been suggested that variation in brain structure correlates with the sizes of individuals' social networks. Whether variation in social network size causes variation in brain structure, however, is unknown. To address this question, we neuroimaged 23 monkeys that had been living in social groups set to different sizes. Subject comparison revealed that living in larger groups caused increases in gray matter in mid-superior temporal sulcus and rostral prefrontal cortex and increased coupling of activity in frontal and temporal cortex. Social network size, therefore, contributes to changes both in brain structure and function. The changes have potential implications for an animal's success in a social context; gray matter differences in similar areas were also correlated with each animal's dominance within its social network.



**Orbital prefrontal cortex volume predicts social network size:
an imaging study of individual differences in humans**

Joanne Powell, Penelope A. Lewis, Neil Roberts, Marta García-Fiñana and R. I. M. Dunbar

Proc. R. Soc. B published online 1 February 2012
doi: 10.1098/rspb.2011.2574





GENERATION M²

Media in the Lives of 8- to 18-Year-Olds

A Kaiser Family Foundation Study

JANUARY 2010

Media Use Over Time

Among all 8- to 18-year-olds, average amount of time spent with each medium in a typical day:

	2009	2004	1999
TV content	4:29 ^a	3:51 ^b	3:47 ^b
Music/audio	2:31 ^a	1:44 ^b	1:48 ^b
Computer	1:29 ^a	1:02 ^b	:27 ^c
Video games	1:13 ^a	:49 ^b	:26 ^c
Print	:38 ^a	:43 ^{ab}	:43 ^b
Movies	:25 ^a	:25 ^{ab}	:18 ^b
TOTAL MEDIA EXPOSURE	10:45 ^a	8:33 ^b	7:29 ^c
Multitasking proportion	29% ^a	26% ^a	16% ^b
TOTAL MEDIA USE	7:38 ^a	6:21 ^b	6:19 ^b

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TOTAL MEDIA USE	7:38 ^a	6:21 ^b	6:19 ^b

Cognitive control in media multitaskers

Eyal Ophir^a, Clifford Nass^{b,1}, and Anthony D. Wagner^c

^aSymbolic Systems Program and ^bDepartment of Communication, 450 Serra Mall, Building 120, Stanford University, Stanford, CA 94305-2050; and ^cDepartment of Psychology and Neurosciences Program, Jordan Hall, Building 420, Stanford University, Stanford, CA 94305-2130

Edited by Michael I. Posner, University of Oregon, Eugene, OR, and approved July 20, 2009 (received for review April 1, 2009)

Chronic media multitasking is quickly becoming ubiquitous, although processing multiple incoming streams of information is considered a challenge for human cognition. A series of experiments addressed whether there are systematic differences in information processing styles between chronically heavy and light media multitaskers. A trait media multitasking index was developed to identify groups of heavy and light media multitaskers. These two groups were then compared along established cognitive control dimensions. Results showed that heavy media multitaskers are more susceptible to interference from irrelevant environmental stimuli and from irrelevant representations in memory. This led to the surprising result that heavy media multitaskers performed worse on a test of task-switching ability, likely due to reduced ability to filter out interference from the irrelevant task set. These results demonstrate that media multitasking, a rapidly growing societal trend, is associated with a distinct approach to fundamental information processing.

July/August 2008 ATLANTIC MAGAZINE

Is Google Making Us Stupid?

What the Internet is doing to our brains

By Nicholas Carr

Google Effects on Memory: Cognitive Consequences of Having Information at Our Fingertips

Betsy Sparrow,^{1*} Jenny Liu,² Daniel M. Wegner³

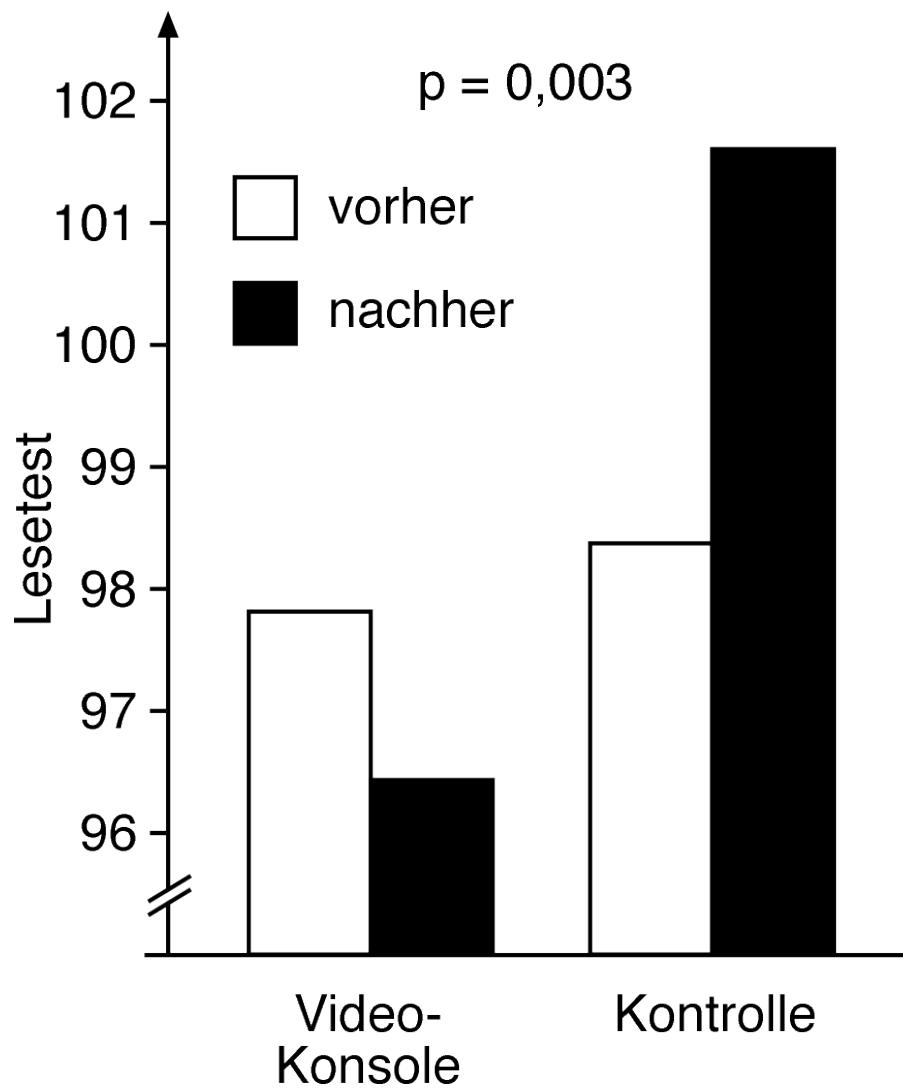
¹Department of Psychology, Columbia University, 1190 Amsterdam Avenue, New York, NY 10027, USA. ²Department of Psychology, University of Wisconsin–Madison, 1202 West Johnson Street, Madison, WI 53706, USA. ³Department of Psychology, Harvard University, 33 Kirkland Street, Cambridge, MA 02138, USA.

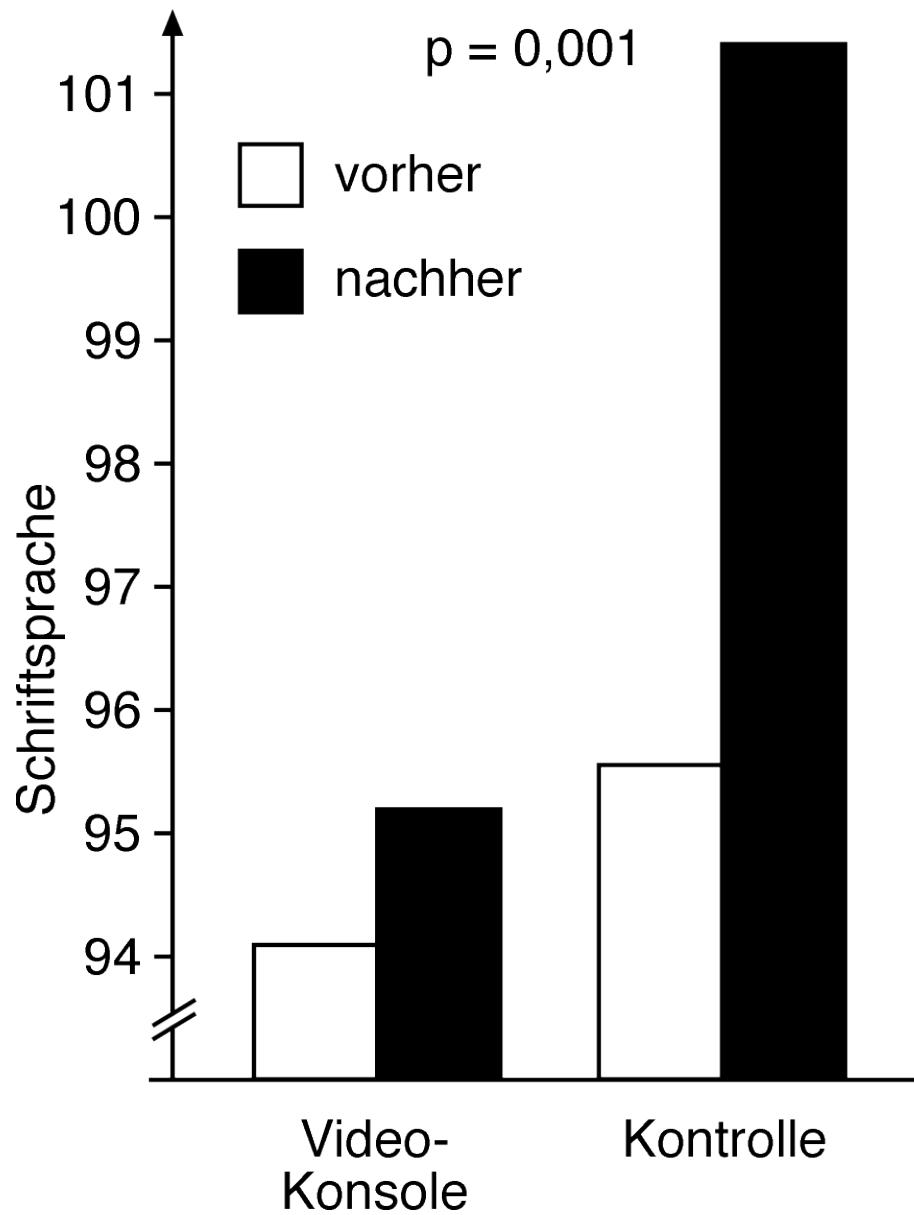
Effects of Video-Game Ownership on Young Boys' Academic and Behavioral Functioning: A Randomized, Controlled Study

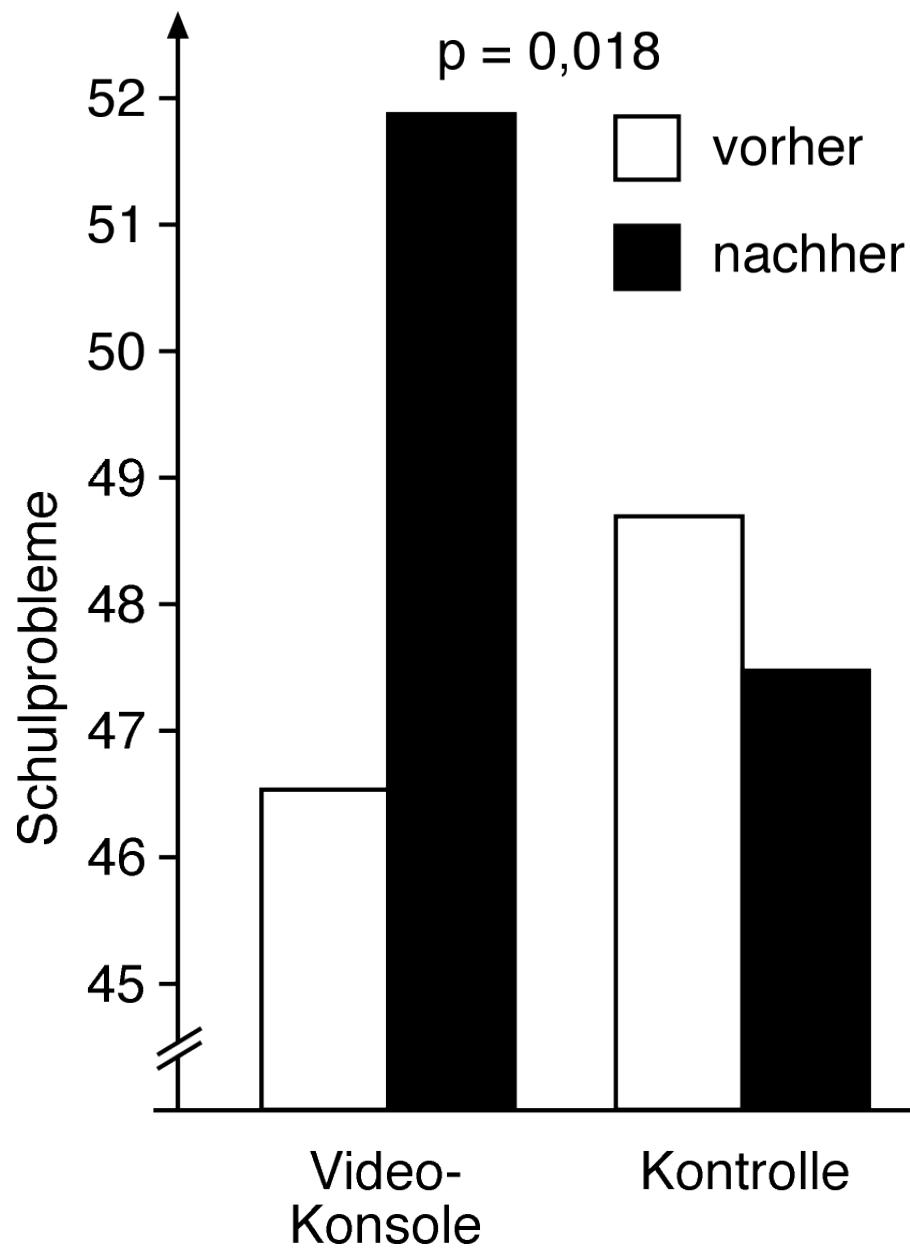
Psychological Science
XX(X) 1–8
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DOI: 10.1177/0956797610362670
<http://pss.sagepub.com>


Robert Weis and Brittany C. Cerankosky

Denison University







Gut hinsehen und zuhören!

Tipps für Eltern zum Thema „Mediennutzung in der Familie“



Was Computerspiele betrifft, so stehen Kindern, die nie an einer Playstation spielen, andere gegenüber, für die diese zum Alltag gehört. Dementsprechend zeigen sich bei Kindern auch Unterschiede in ihrer Medienkompetenz.

Diese Fragen sind bisher wenig erforscht, lassen sich auch wegen des Zusammenspiels vieler Wirkungsursachen bislang nur schwer klären und lassen einfache Ursache-Wirkungs-Erklärungen nicht zu. Beispielsweise könnte man annehmen, dass Vielseher unter den Kindern häufig Schulprobleme haben, weil sie viel fernsehen und dadurch verständlicherweise Zeit fürs Lernen verlieren. Ebenso könnte man aber auch vermuten, dass diese Kinder viel fernsehen, weil sie Schulprobleme haben und sich davon ablenken wollen.



Empfehlung der Projektgruppe Medienkompetenz

Internet-Kommission: Deutsche Schüler sollen mit Laptops ausgestattet werden

Die Enquete-Kommission "Internet und digitale Gesellschaft" hat über den Zwischenbericht einer der vier Projektgruppen abgestimmt. Eine Empfehlung der Gruppe rund um das Thema Medienkompetenz lautet, dass jeder Schüler einen eigenen Laptop erhalten soll.

12. Computerspielpädagogik als Aufgabe der Medienpädagogik

„Die Enquete-Kommission empfiehlt den Ländern, die Computerspielpädagogik als eine notwendige Aufgabe für die Medienpädagogik anzusehen und intensiv zu fördern. Computerspiele sind zum einen als Medien und zum anderen als Spiele zu charakterisieren. Die Bedeutung von Spielen für die persönliche Entwicklung und für unsere Kultur ist unumstritten. Um diesem Umstand Rechnung zu tragen, sprechen wir uns für eine fächerübergreifende Etablierung von Medienpädagogik in der Schule und in der Freizeitpädagogik aus, die Computerspiele als Bestandteil der konvergenten Medienwelt und unserer Kultur miteinbezieht.“¹¹⁹



ELTERN-LAN
ZUSAMMEN. SPIELE. ERLEBEN.

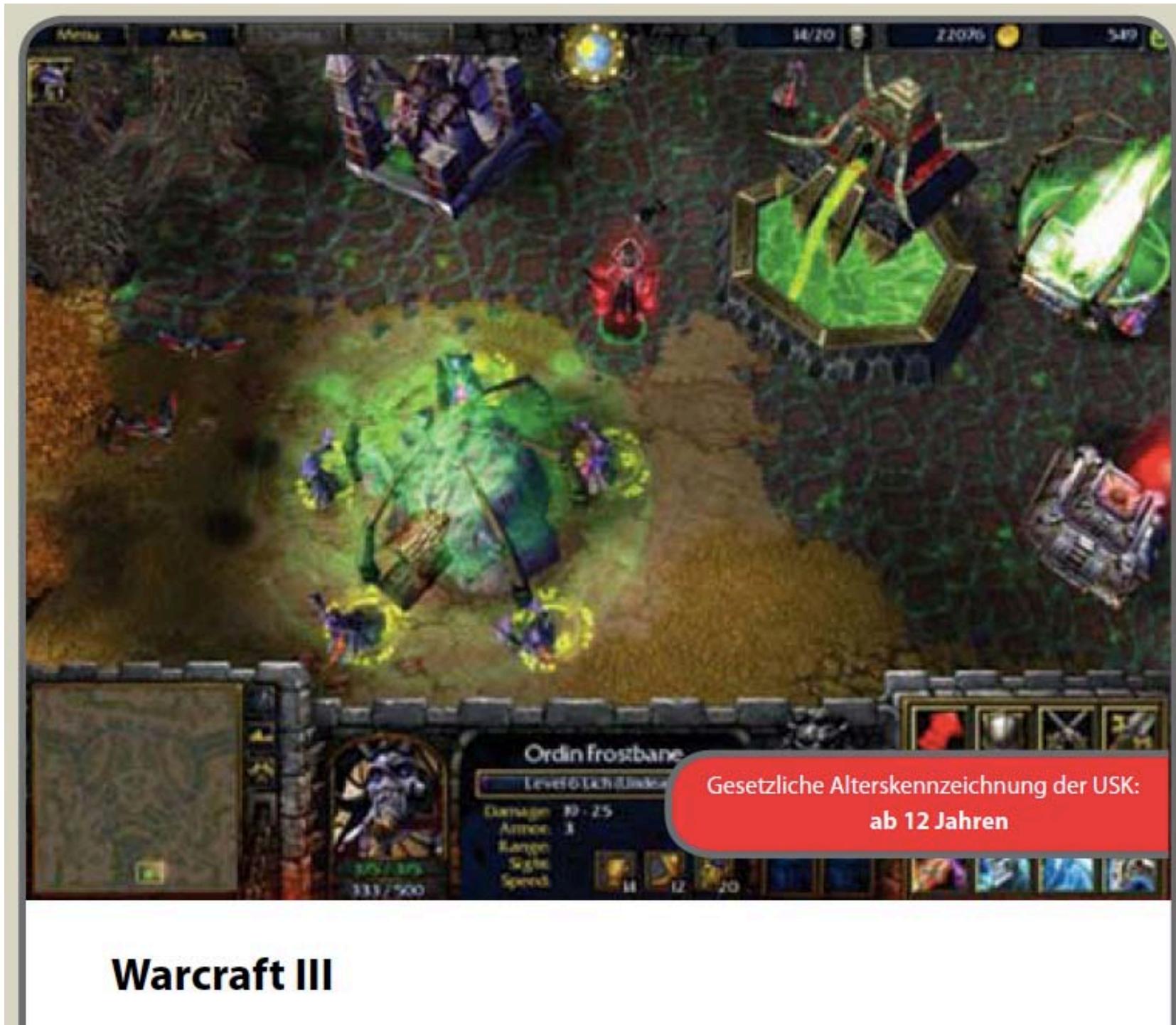
viele Kinder und Jugendliche beschäftigen sich heute in ihrer Freizeit begeistert mit Computer- und Videospielen. Bildschirmspiele sind inzwischen ein wichtiger Bestandteil der Jugendkultur geworden. Eltern und Pädagogen können diese Faszination nicht immer nachvollziehen. Oft mangelt es an Wissen und eigenen Erfahrungen mit virtuellen Spielwelten. Aus dieser Unkenntnis erwachsen Vorurteile und Unsicherheiten, wie die neuen Spielformen die Entwicklung der Heranwachsenden beeinflussen. Auch die Informationsmedien sorgen hier nicht immer für Klarheit: Häufig wird betont, wie negativ sich Computerspiele auf die Entwicklung von Kindern auswirken. Gleichzeitig werden aber auch die Chancen für den Erwerb wichtiger Schlüsselqualifikationen hervorgehoben. Eltern und Pädagogen bleiben ratlos. Dabei ist eine sach-

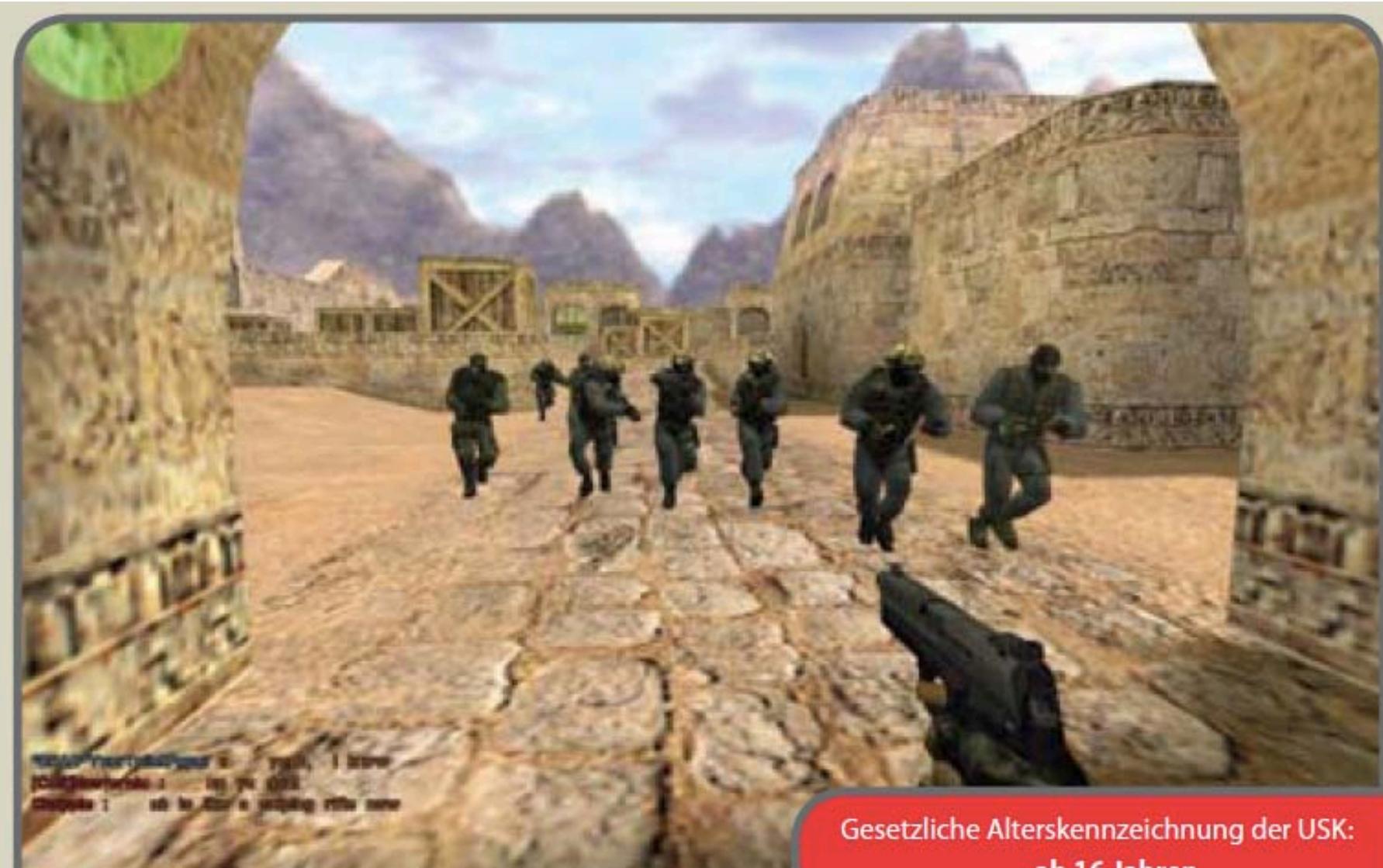




Gesetzliche Alterskennzeichnung der USK:
Freigegeben ohne Altersbeschränkung

Trackmania Forever





Gesetzliche Alterskennzeichnung der USK:
ab 16 Jahren

Counter Strike

