

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance.

A six-week schedule for the practical suggestions in your story selection.

This plan brings together the practical suggestions from your story selection. The week-by-week schedule below shows when each suggestion enters. If a suggestion does not fit your household, leave it out; nothing needs to replace it.

Some stories were reached by your answers; others may be additional reading. Each story's opening tells you which. These suggestions are not a measurement of your child or a promise of change. Read the accompanying notes before choosing what to try.

Try 1, from week 1: *Tiny Food*.

SELECTED THROUGH YOUR ANSWERS

One way is to watch one whole video with them and ask something that has no right answer. We offer it for its own sake and for nothing else. It may give you a little of what they know, or only one name; either way the try has happened. It costs whatever you had your hands in.

This is not a way to change how long your child is on a screen, or what they meet there.

Not for everyone: not for an afternoon with nothing spare. If you are worried about something real, that is a different situation, and talking with someone who can help comes first.

The accompanying story note and its sources are included later in this document, under the same story title.

WHEN AND WHERE:

Try 2, from week 2: *The Margin*.

SELECTED THROUGH YOUR ANSWERS

One way is to sit at the same table while your child plays, and to ask what things are called. Say plainly which settings you have put on the device. What matters is that your child has heard you say it. It costs whatever else you would have done while they played.

This does not tell you what you cannot see, or promise you will be told more.

 NOTES

Not for everyone: if your child also lives in another home with other settings, say only which are on in yours. Not for when you fear something real is happening to your child; that is a different situation, and talking with someone who can help comes first.

The accompanying story note and its sources are included later in this document, under the same story title.

WHEN AND WHERE:

1

Week one puts the first try in place. Write, on its line, when in the day and where in the house it will happen: a moment and a place, not a length. Nothing else is asked this week.

2

Week two adds the second, and keeps the first. Two now, and that is the whole week. If the first did not happen last week, that is not falling behind; start it again here.

3

Week three adds nothing. What is already in place comes round again, on separate days rather than all on one. If a try has quietly disappeared by now, that is information about the try and your house, not about you. Whether the ones still there fit your house is yours to say in week six; keeping one and dropping one are both allowed.

4

Week four adds nothing. What is already in place comes round again, on separate days rather than all on one. If a try has quietly disappeared by now, that is information about the try and your house, not about you. Whether the ones still there fit your house is yours to say in week six; keeping one and dropping one are both allowed.

 NOTES

5

Week five adds nothing. What is already in place comes round again, on separate days rather than all on one. If a try has quietly disappeared by now, that is information about the try and your house, not about you. Whether the ones still there fit your house is yours to say in week six; keeping one and dropping one are both allowed.

6

Week six adds nothing and tests nothing. Read the lines you wrote, and read once more the "Not for everyone" lines above them. Then say, to yourself or to another adult in the house, which of the tries fits your house and which does not. Both answers are ordinary. Nothing is marked, nothing is sent, and nobody in this house is being measured.

Tiny Food

Marko, this one reached you through talking about what is watched. Here is a story about Rosa, who has her granddaughter every afternoon of the week.

A note from us. It is ordinary not to know the names of what a child watches. One way is to watch one whole video with them and ask something that has no right answer. We offer it for its own sake and for nothing else. It may give you a little of what they know, or only one name; either way the try has happened. It costs whatever you had your hands in.

Where this comes from: In a review of family studies, using media together went with fewer media-related problems, as rules did — seven studies, the links tiny. Whether one way did better was not tested. Of the seven studies behind it, one was of children. Most were of teenagers. Another found watching together went with more media time and aggression. In a European survey, parents who guided their children's internet use reported more kinds of activity online, and more risks. Watching one thing together was not tested. Chen and Shi, 2018; Livingstone and colleagues, 2017; Collier and colleagues, 2016.

Families were studied as they live, not tested: links at one moment, not showing what came first.

This is not a way to change how long your child is on a screen, or what they meet there.

Not for everyone: not for an afternoon with nothing spare. If you are worried about something real, that is a different situation, and talking with someone who can help comes first.

 NOTES

The Margin

Marko, this one reached you through knowing what is used, and openly. Here is a story about Nate, who has his son with him for half of each week.

A note from us. Knowing what your child uses is one thing, and being in the room is another. A week split between two homes makes both harder. One way is to sit at the same table while your child plays, and to ask what things are called. Say plainly which settings you have put on the device. What matters is that your child has heard you say it. It costs whatever else you would have done while they played.

Where this comes from: a study that followed American children in the middle grades through one school year. Where parents set more limits on how much and which media their children used, and talked with them about it, children used less media and less violent media, and those children later slept more, had better marks, and were more helpful and less aggressive. The links were small. Sitting at the same table and asking the names of things was not tested. Gentile and colleagues, 2014.

Families were followed over time, not tested: the order of events is clearer, the cause is not.

This does not tell you what you cannot see, or promise you will be told more.

Not for everyone: if your child also lives in another home with other settings, say only which are on in yours. Not for when you fear something real is happening to your child; that is a different situation, and talking with someone who can help comes first.

Your answers and this report are handled by the association HDI – Human Digital Intelligence, Zagreb, which is responsible for them. For anything about your data, write to info@hdi.vision.

Thank you for taking part. What you gave was your own view of your home, and that is all this report rests on.

If anything in this report upsets you, or you want to talk it over with someone, write to info@hdi.vision and a person will answer. Questions about your data go to the same address.

Your answers are kept for twelve months from the day you finished answering, then deleted. You can ask for them to be deleted sooner at any time by quoting your pass code.

This is a self-assessment, not a medical or clinical examination and not a diagnosis. Your answers are used for your own report and are not used for research. They come under the data-protection measures set out for them by the association HDI – Human Digital Intelligence, and nothing else.

NOTES