

[illegible]

The household themes reached by your answers, with notes accompanying the selected stories.

A THEME IN YOUR REPORT

Knowing what is used, openly

You described what you know about apps and games, where you are during use and whether device settings are known to your child. These answers do not establish that monitoring is needed or effective.

How many of the games and apps your child uses do you know by name?

some

When your child is online at home, where are you usually?

In the next room, within earshot

Do you use settings on your child's devices that limit what they can open?

yes

Does your child know which device settings you use?

no

Your answers reached the named story in your separate book. Its accompanying note explains the scope of any practical suggestion and when it may not fit.

- The Margin

A THEME IN YOUR REPORT

Access without an adult

You described devices your child can reach and where they are kept. These answers give context for household access, not a diagnosis of independence or self-control.

Which screens can your child switch on without asking an adult?

TV; tablet; games console

In a usual week, how often does your child ask an adult before turning on a screen?

Sometimes

Where are the tablets and games consoles in your home usually kept when not in use?

in the child's room

Your answers reached the named story in your separate book. Its accompanying note explains the scope of any practical suggestion and when it may not fit.

- Behind the Vinegar

 NOTES

OTHER CONTEXT YOU PROVIDED

Your child's own phone

You described whether your child has a smartphone and, where applicable, when they first received it. This report does not turn that age or ownership into a judgement about readiness.

Does your child have their own smartphone?

no

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Devices around bedtime

You described the devices in the sleeping space and the routine around lights-out. This report can describe those arrangements, but cannot infer sleep quality from them.

Which screens stay overnight in the room where your child sleeps?

tablet; games console

In a usual week, how often is a screen on in your child's room at lights-out?

Rarely

In a usual week, how often does your child use a screen while getting ready for bed?

Sometimes

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Screens at family meals

You described screens at the table and meals without them. These are occasions and arrangements, not a rating of the quality of your family's relationships.

In a usual week, how often is a TV on during your family meals?

Rarely

In a usual week, how often does your child have a device at the table during meals?

Rarely

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In a usual week, how often does your family eat a meal with no screens in use?

Often

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Choosing shows, games and apps

You described age ratings, content and what you check before or during use. These answers concern what reaches your child; they do not establish an effect on behaviour.

In a usual week, how often does your child use shows, games or apps made for their age?

Often

In a usual week, how often does your child use games or shows rated for older ages?

Sometimes

How much of what your child watches and plays shows people getting hurt?

A little

In a usual week, how often do you look at age ratings for the games and apps your child uses?

Rarely

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Options away from screens

You described play, friends, active hobbies and what is available at home. Availability and participation are different: having an option does not tell us whether your child enjoys it or can readily use it.

In a usual week, how often does your child play outside in their free time?

Often

In a usual week, how often does your child play with toys, board games or crafts away from screens?

Often

In a usual week, how often does your child meet friends in person outside school?

Sometimes

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In a usual week, how often does your child do a sport or active hobby?

Often

Which of these does your home have for your child's free time away from screens?

A place outdoors they can get to (a garden, yard, park or street where they may play); A club, team, lesson or group that is arranged; Toys, games, craft or sport things kept where they can reach them

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Your device use during time together

You described your own phone use while playing, talking and eating with your child. Any suggestion here concerns an adult's actions, with room for work and other responsibilities.

In a usual week, how often do you use your phone while playing with your child?

Rarely

In a usual week, how often is your phone in your hand when your child talks to you?

Sometimes

In a usual week, how often do you use your phone during family meals?

Rarely

In a usual week, how often do you keep set times with your child when your phone is away?

Sometimes

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

What your screen rules cover

You described rules about when, where, how long and what your child uses. The existence of rules does not show that they are suitable or effective; their fit remains something for your household to consider.

Does your home have a rule about when your child may use screens?

yes

Does your home have a rule about where your child may use screens?

yes

 **NOTES**

Does your home have a rule about which shows, games or apps your child may use?

no

Does your home have a rule about how long your child may use screens?

yes

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

How rules are discussed and followed

You described explanations, your child's view and how adults apply rules. These are separate parts of an agreement; a difficulty in one does not establish a difficulty in all of them.

In a usual week, how often do you explain the reason for a screen rule to your child?

Sometimes

In a usual week, how often do you ask your child's view on a screen rule?

Rarely

In a usual week, how often do the screen rules stay the same from day to day?

Often

In a usual week, how often do the adults at home apply the same screen rules?

Often

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

OTHER CONTEXT YOU PROVIDED

Shared screen activities

You described watching, playing or using a website together. These answers identify a shared activity, not an instruction to increase or reduce it simply because it happens often.

In a usual week, how often do you watch a show together with your child?

Often

In a usual week, how often do you play a video game together with your child?

Rarely

In a usual week, how often do you use an app or website together with your child?

Rarely

 **NOTES**

This context does not by itself produce a selected story. It is not a finding that everything is fine or that something is wrong.

Only visible questions with a recognised answer are used here. An unanswered question or an answer of 'I don't know' is not treated as a problem.

These are your observations of household life. They do not measure your child's motivation, attention, wellbeing or private online experience.

The short book cannot cover every situation. Check each suggestion against your circumstances, including the limitations in its note. No improvement is guaranteed.

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.

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.

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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.

Behind the Vinegar

Marko, this one reached you through what can be switched on without asking. Here is a story about Lena, whose tablet lies where the whole family can pick it up.

A note from us. No practice has been tested here, so this note offers none. Where a screen lives in a home is usually decided by sockets, tables and the shape of the rooms. The story shows what it costs to move one. Every use then passes through a person with a week of her own.

Where this comes from: a survey of families with children from three to ten in Portugal, done in 2009 and 2010, where having game equipment in the home went with more time on games and computers, as the parents reported it; all of it measured at one moment. A questionnaire developed with parents of six- to ten-year-olds, which asks where the household's screens are and what the habits around them are, was checked for whether parents answer it the same way twice. Neither looked at what happens when a tablet is moved into a cupboard. Jago and colleagues, 2012; Klakk and colleagues, 2020.

 NOTES

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