

Growing up **DIGITALLY**



**The Family
Media Guide**

schau-hin.info



**SCHAU
HIN**
Was Dein
Kind mit
Medien macht.

GROWING UP WITH MEDIA – BUT THE RIGHT WAY!



DEAR READERS,

The world of media can be fascinating – particularly for children and adolescents. Ever earlier, they make use of its great diversity: They watch television, play on a games console or computer, write to friends on their smartphones and often comment on social networks. All this provides many different opportunities to be creative, quickly acquire new knowledge and reach out to the whole world. Media usage also bears risks, however, such as the sharing of sensitive data, cost traps, contact risks and content that endangers young people. This is precisely where “SCHAU HIN! Was Dein Kind mit Medien macht.” (LOOK! How your child uses media) comes in.

We support parents and educators to improve their children’s media competence. Through everyday tips and basic information, the Family Media Guide has been providing guidance on media usage since 2003. Here we encourage parents to trust their own instincts. After all, it is parents themselves who know their own children better than anyone else, as well as what is best for them.

SCHAU HIN! is a joint initiative by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ), the two public TV broadcasters Das Erste and ZDF, and the health insurance AOK - Die Gesundheitskasse.

The SCHAU HIN! parental guide works with many initiatives to build a strong network and is supported by a scientific advisory committee.



On the schau-hin.info website, parents will find up-to-date information and specific tips on various topics under “children and media” and can pose questions directly to SCHAU HIN! media coaches.

Interactive activities such as the media quiz, which lets parents and children check their media knowledge together, and digital parents’ evenings on current topics complement these information opportunities.

It is important that parents explore the diversity of media together with their children in a fun way following the motto “It is better to understand than to forbid“. This way children learn to use media responsibly, without losing themselves in it.

We look forward to supporting you with this.

The SCHAU HIN! team



A young child in a blue shirt is looking at a tablet device. The background is slightly blurred, showing what appears to be a television screen in the distance.

FIRST ANALOGUE - THEN DIGITAL

The journey can begin

Media is now ubiquitous. Long before the little ones hold a smartphone or remote control in their own hands, they see how mobile devices, computers, radios and televisions are used within the family.

PARENTS ARE ROLE MODELS

Digital devices have changed our daily life. Tablets and smartphones are easy to operate, small children already swipe their touchscreens seemingly intuitively. That is why it is so important parents provide good role models: Even toddlers imitate their parents. Especially in the first few years, however, children require many sensory experiences. Smell, taste, sound, sight and touch help to unlock our world. A child's brain develops with its experiences. Small children experience their surroundings through trial and imitation. They need no tablet, smartphone or television for this.

Families must set up their own rules on media usage. This also includes parents facing up to how they themselves use media, since Mummy and Daddy are being observed: Very young children imitate, those a little older want to emulate their parents. And if adults look at their smartphone every few minutes or so, then their children will end up doing the exact same thing.

FIRST EXPERIENCE

Initial media exposure, in very small doses, can be engaging for babies – but in moderation. They like to listen to sounds, voices or simple melodies. However, this can quickly become too much. Since very young children make their first media experiences in a passive way, it is the parents' responsibility to notice whether the child is becoming unsettled and ensure sufficient calm. It is very important that media does not disrupt direct interactions with the child and, for instance, distract from feeding.

By the age of seven or eight months, looking at picture books together starts getting interesting. Small children love being read to by their mummy or daddy or hearing simple stories and songs. Parents are always nearby, so they can comfort, soothe or explain whenever needed. This allows parents and children to explore the world using media.



**TOUCHING, TASTING AND
SMELLING INSTEAD OF
SWIPING AND TYPING**

CREATING A GOOD FOUNDATION

Every child is different and handles media differently – even when the same age. Parents know their own child the best. They know if the child reacts more sensitively or more robustly to specific situations, and can tell how developed the child is and

what the child might fear. Particularly with the youngest ones, it is important that parents select what their child sees and for how long with utmost care. This builds a strong foundation for the child's future use of media.

FIRST STEPS IN WORLD OF MEDIA



How children access media through play

Experiences in the real world are especially important for children of preschool age. When exploring the world of media, parents stand by their side, allowing them to associate media with enjoyment, while minimizing potential danger.

Television is the number one family medium and fascinates children. They perceive the colourful, moving images as real and do not differentiate between adverts and programmes. Children hear and see what is happening on the screen, while still unable to touch anything or try out anything. All of this is still required, however, to make sense of their environment. The same applies to videos and games on the smartphone or tablet. At this age, television and mobile devices should therefore not become a child's permanent companions.

N THE EDIA

Many younger children get so immersed that they experience films as real and need ways to actively process what they see – for instance through a subsequent conversation or game that revisits the film’s themes. That is precisely why it is necessary to limit viewing time. This allows sufficient time to let off steam and spend time with friends. Parents are role models. Children orient themselves to their family’s television habits and adopt these for themselves. This means that adults need to take a critical look at their own media behaviour.



**LIKE THE TIMES TABLE
AND THE ABC, MEDIA USAGE
IS A SKILL TO BE LEARNED**

TELEVISION: WHAT AND FOR HOW LONG?

At the age of three, children begin to understand simple, straightforward stories with a small handful of characters that deliver positive messages. But watching television is a skill that needs to be learned – just like dealing with letters and numbers. Films and programmes without adverts are therefore most suitable for newcomers to TV.

LISTEN – GET SET – GO!

Reading aloud and telling stories, this is what children desire from their parents. This allows them to immerse themselves in fantasy worlds and develop the themes further. Stories generate questions and provide something to talk about, encourage re-enactments and stimulate further thinking. Recommendations on audio stories and children’s books are available from media libraries as well as your local public library.

ONLINE BUT SUPERVISED

Since parents and older siblings surf the web as a matter of course, the little ones also usually want to. One initial option are special websites for preschool children, which enable them to playfully and safely learn to surf the web. Particularly at the beginning, parents supervise the surfing novices and seek out child-friendly media – clearly laid out, playful and without unsuitable content such as advertising or violence. When children ask questions, it provides an excellent opportunity to undertake the first few online steps together: How long does a cat sleep? Where is the tallest mountain? And why is there day and night?



TRYING OUT CHILD-FRIENDLY APPS

Apps enable children to learn through play. The following generally applies: Good apps for children are those that are easy to operate, do not overwhelm with excessively fast or flashing animations and do not include violence. In addition, they do not contain advertisements, in-app purchases or links to social networks. Another positive is there being a parental area to help clarify the app's content and parental controls as well as security settings.





INTERNET AND TELEVISION ARE GRADUALLY BECOMING ONE

The digitalisation of television increases the diversity of formats and channels, but also impedes the parents' overview. Here it is important to stay vigilant and pay attention to technology that protects young people.

This way, parents can prevent their children from being confronted with content such as violence, eroticism and horror films. Watching selective films, videos and shows together provides useful ways to emphasise specific values within the family.

A QUESTION OF AGE

Parents can accompany their children when using media by selecting age-appropriate content and applications and then trying these out together. This enables parents to find out how their child responds to particular stimuli. Sometimes stories in films, audiobooks or games unsettle, preoccupy or even frighten children. Then they require assistance to process what they experienced. Talking about it or drawing a picture can help.

PARENTS: STAY CONSISTENT!

Ideally parents will trust in their own rules, irrespective of what other children are allowed to do at home: for instance, by establishing fixed routines in which television and smartphone do not play a role. Children appreciate rituals and are then more likely to accept that devices should remain switched off. Whether TV or a games app – less is more. If preschoolers' media enjoyment is limited to around half an hour per day, then that leaves sufficient time to explore the real world.

THE WORLD OF MEDIA IS BECOMING MORE COLOURFUL

More independence together

Starting school represents a milestone in terms of independence – but also in using media. Parents often still control their children’s media usage. However, during the course of the children’s time at primary school, their individual freedom becomes more extensive.

A child’s heroes from the television might reappear in magazines, a favourite television show also has an internet page, a book may be made into an interactive computer game or app. Television is still number one among primary school children, but computers and the internet as well as smartphones and tablets are becoming more important. Children increasingly want to decide for themselves what

they watch and play. It is the parents’ role to support their children in exploring the “huge” world of media. Primary school children are not yet able to consistently process digital media. They may not always be able to clearly differentiate between reality and fiction, or even between content and advertising.



OF COMING RFUL



DIGITAL PLAY

Free-to-play browser games often include advertising and popular games apps contain hidden cost traps as you proceed through the game. Caution is needed when providing personal registration data! Online games, where children come into contact with other players via integrated chat functions, are not yet suitable for this age group.

While playing, children can also quickly lose track of time. Children therefore need clear rules on how long and how often they are permitted to play. At this age, one hour should suffice, so enough time remains for other things. It is important that arrangements that are made are also adhered to and that parents praise their children when they stick to the rules.



**PLAYING TOGETHER
ONCE BEATS
EXPLAINING TWICE**

ONLINE? BUT SAFE!

In order for children to safely surf the web, we recommend safe online spaces that only direct children to child-friendly content. Additionally, these provide age-appropriate information and offers. Ideally parents and children will set up the child's computer access together, storing a suitable site as the browser starting page with the child's favourite sites saved under Favourites. Child protection programmes and settings help create a child-friendly surfing environment. Yet technical precautions are never a substitute for attentive parents, who will accompany their children during their first outings into the digital world.



AGREE ON INDIVIDUAL RULES

The latest smartphone, gaming trends and popular apps are often hot topics on the playground. Children are thereby exposed to external social pressure: Those who are not allowed to watch particular shows or play specific games at home are often excluded from school discussions. This increases the parents' challenge. They need to weigh up what to permit and what not to. Here it helps to get your own impression of the media that is popular and understand the child's fascination by talking to him or her.



CREATE TRUST

Parents need not always be present, but it is important to discuss with children what they were watching. What children take away in terms of content from a film, game or app can be ascertained very easily by asking them to recount what they had just been doing. This creates a bond and helps to set up rules on media usage.

Selecting offers, activating security settings and downloading apps that are child-friendly remains the exclusive responsibility of the parents. They are children's most important companions and confidants for media usage.



THE FIRST SMARTPHONE

At the latest once a child learns to read and write, their desire grows for their own smartphone. The basic rule is: If a child can operate a simple mobile phone, has had some experience surfing the web and can safely use a computer or tablet, then they are ready for a smartphone. For many parents, the move to secondary school provides a suitable occasion. Parents should go through the functions together with their children and clarify which of these should usually remain switched off – be it mobile internet, bluetooth, or even GPS.

In addition, rules should be agreed regarding usage: adhering to smartphone-free time periods, discussing registrations and downloads with the parents, and not divulging personal data or performing online purchases. The smartphone opens up a door to digital adulthood.



THE BEST WAY TO BECOME A MEDIA PRO

Mobile step-by-step

Chatting, surfing, listening to music or watching videos – the smartphone is part of daily life for many older children. Whether while on the way to school or when meeting up with friends: Your digital all-rounder accompanies you almost everywhere.

Children and adolescents operate smartphones and tablets seemingly without effort, but may often not be able to predict what real-world consequences a specific post or click might have. This is why families need to have rules on security, data protection and online behaviour, particularly if parents are now gradually letting their teenage children slowly become more autonomous. Ideally they should go through the webpages and apps used together and activate security settings

such as age restrictions and password protection for the app store as well as the visibility of posts on social media profiles. It is also important to address how to use social media, what may be shared and how private data should be protected.

COMMUNICATION WITH A MINIMUM AGE

Since contact with friends gains ever more importance, access to messenger and social media is so very appealing. The services accommodate the wishes of young people for exchange and belonging, but also for self-expression.

What many do not even know: Messenger programmes and social networks have a minimum age restriction. For instance, Whatsapp users need to be at least 16 years of age. Otherwise parental consent is required. If you permit your children access, then you should secure the app profiles as much as possible together, so that any information and posts are only visible to friends.



PLAYING LIKE THE OLDER CHILDREN

Children find games for the console, PC or in form of apps intriguing. Particularly games that are popular among one's peers can be very appealing to those growing up – they want to be included and join in the conversation. When parents decide on whether to permit a game, they best inform themselves about critical content with pedagogic guides and may be even try the game out for themselves. Ratings by the German Entertainment Software Self-Regulation Body (Unterhaltungssoftware Selbstkontrolle/USK) only offer an initial orientation. They do not make any statements regarding pedagogical suitability.



WHEN IS A LOT TOO MUCH?

Some adolescents find it difficult to take a break from media. Since children can easily withdraw from their parents' gaze with their mobile devices, the parents often do not notice when things are getting too much. It is therefore more helpful to reach agreements than banning outright. The basic rules include firm agreements and rituals, such as no smartphone at the dining table, when doing homework or before going to bed. Purchasing and downloading games or apps remains the sole responsibility of the parents. This enables them to ensure that the content is appropriate for the child's age and discuss which rules to apply with regard to usage.

LETTING GO IN A CONTROLLED MANNER

The older children get, usually the greater the spaces they move around in unsupervised. Privacy becomes more significant as adolescents grow up. The trust between parents and their child is important and can easily be damaged: When parents secretly monitor their child's surfing or chat history, adolescents see it as a breach of trust. It is better for parents to ask or let the child show them how they currently spend their time online.





SET UP AN EMERGENCY PLAN

A lot of content online allows users to converse using chats and comments. If unwanted contact occurs over social media, online games or messenger programmes, and those growing up are harassed, offended or threatened, they need to know what to do: Block or report the troublemakers. The police can advise you in cases that might come under criminal law. It is important that parents are always available to talk to if needed.

**UNDERSTANDING
BEATS
PROHIBITING**



THE RISK OF CYBERBULLYING

Online bullying (cyberbullying) can snowball into unfathomable dimensions. Persistent, repeated and escalating verbal abuse and exposure to ridicule can take a heavy toll on children. If parents look out for early signs, they can try to engage in conversation – also with other affected parents or teachers. It is important to strengthen the children’s confidence and explain what is and what is not acceptable when chatting, sharing or commenting.

PARENTS CONTINUE TO BE ROLE MODELS

When parents speak about their own experiences, they help their children get a better understanding of trust and scepticism, but also of public and private spheres. Not posting photos without thought and treating private data with care can be learned from their parents in this way. Within their daily life, parents can demonstrate that not everything is dictated by the smartphone. Here it helps to only check the smartphone every so often, switch off push notifications and set the phone to mute, so as not to be constantly interrupted.

SERVICE OFFERING

(IN GERMAN)

MATERIALS

Concise media letters for children aged between three and 13 years old, practical checklists regarding the first smartphone as well as our brochures provide some ideas on media education. Downloads and orders are available at schau-hin.info/materialien

MEDIA QUIZ

Test your own media knowledge together! The SCHAU HIN! Media Quiz lets parents and children enhance their media skills through play: medienquiz.schau-hin.info



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NEWSLETTER

Every month SCHAU HIN! media coaches Kristin Langer and Dr Iren Schulz share their thoughts and tips about media usage. You can subscribe to the column at schau-hin.info.



WEBSITE

Latest developments and important basics: Parents can find out on schau-hin.info everything they should know about their children's media usage.

DIGITAL PARENTS EVENINGS

Our media coaches give advice on and discuss a large variety of different topics with other experts. People interested can participate live during the webinar or watch the recordings at a later time via our media library.

schau-hin.info/mediathek



SCHAU HIN! MEDIA COACHES

KRISTIN LANGER



DR. IREN SCHULZ



Do you have any questions about media usage within your family?

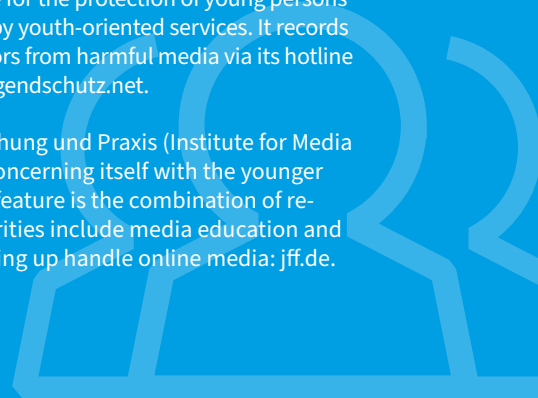
Our media coaches Kristin Langer and Dr Iren Schulz would like to help you find answers that suit you and your children.

OUR EXPERT ADVISORY DEPARTMENTS

SCHAU HIN! collaborates with many initiatives and is supported by a scientific advisory board as well as specialist advisory departments.

jugendschutz.net urges providers to design online content so that children and adolescents are not put at risk. As a competence centre for the protection of young persons online, it carries out research on the risks posed by youth-oriented services. It records potential breaches against the protection of minors from harmful media via its hotline and ensures that these are quickly eliminated: jugendschutz.net.

The JFF – Institut für Medienpädagogik in Forschung und Praxis (Institute for Media Education in Research and Practice) has been concerning itself with the younger generation's use of media since 1949. A unique feature is the combination of research and pedagogical practice. Research priorities include media education and usage by families as well as the way those growing up handle online media: jff.de.



PARTNERS



Bundesministerium
für Familie, Senioren, Frauen
und Jugend

In order to enable children to grow up properly with media, it is important that parents are well-informed themselves, and are aware of current media trends, their opportunities, but also the risks. This enables them to actively support their children in using media. SCHAU HIN! supports parents in giving their children the tools needed to handle digital media.



Das Erste

Das Erste supports SCHAU HIN! and thereby also parents in raising their children. Learning how to properly handle media is becoming more and more important due to the increasing diversity and the rise in media consumption. We look forward to tackling this challenge posed by the media society.



Media is rapidly changing. Maintaining an overview is already a challenge for the professionals. It is therefore even more important to support parents and educators with their media skills. Only those who understand how media works can help their children properly handle it.



AOK
Die Gesundheitskasse.

For more than 130 years, the German health insurance fund AOK has stood for comprehensive medical care. Preventive measures play an essential role for the AOK – also with regard to media use by children and young people. Informing parents and educators about the opportunities and risks of media use at an early stage enables adults and young people to use media competently and in a way that protects their health.

USEFUL WEBSITES

PLATFORMS FOR PROFESSIONALS AND PARENTS:

gutes-aufwachsen-mit-medien.de

jugendschutz.net

WEBSITES FOR SAFETY ONLINE:

chatten-ohne-risiko.net

klick-tipps.net

surfen-ohne-risiko.de

seitenstark.de

internet-abc.de

CHILD-FRIENDLY SEARCH ENGINES:

fragFINN.de

blinde-kuh.de

AGAINST ONLINE HATE AND CYBERBULLYING:

hass-im-netz.info

buendnis-gegen-cybermobbing.de

jugend.support

no-hate-speech.de

PEDAGOGICAL GAME RATINGS:

spieleratgeber-nrw.de

spielbar.de

app-geprüft.net

PEDAGOGICAL FILM RATINGS:

flimmo.de

kinderfilmwelt.de

CONTACT POINTS:

Bundesprüfstelle für jugendgefährdende Medien

bundespruefstelle.de

Service-Telefon

0228 376631

Nummer gegen Kummer e.V.

Kinder- und Jugendtelefon: 0800 11 10 33 3

Hotline für Eltern: 0800 11 10 55 0

Content that could pose a risk to young people can be reported to jugendschutz.net/hotline.

Our SCHAU HIN! hotline is available to you weekdays from 10 a.m. to 5 p.m.:

030 526852-132

service@schau-hin.info

GUTES
AUFWACHSEN
MIT MEDIEN



Quiz responses:

How many statements applied to you?

- 4 – 5** You have done a good job preparing yourselves for the first smartphone.
- 2 – 3** Some topics still need to be addressed before your child can safely use the smartphone.
- 0 – 1** Apparently your child still needs some time before they should get their first smartphone.
Talk about privacy, safety and rules.

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As of: 2020

Is my child ready for a smartphone?

Is your child already sufficiently experienced to safely handle a smartphone? Consider which of the following assessments apply. The results can be found on the inside page.

- My child knows that a smartphone costs money and will contribute toward the costs.
- (Media) rules that are agreed on within the family are kept to.
- I have discussed with my child that private data must be protected above all costs – which includes other people's.
- We have had experience using the internet, apps and games together.
- My child can always come to me with problems and issues, for instance if they stumble upon something scary online.



SCHAU HIN! is a joint initiative by