

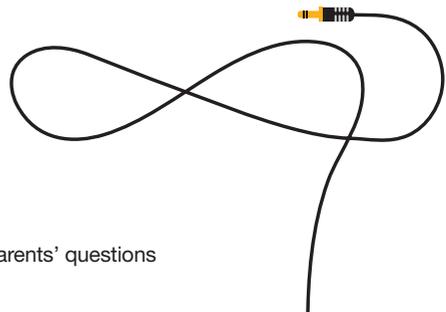
Children and screens: psychologists answer parents' questions

Managing screen time
and the risk of dependence



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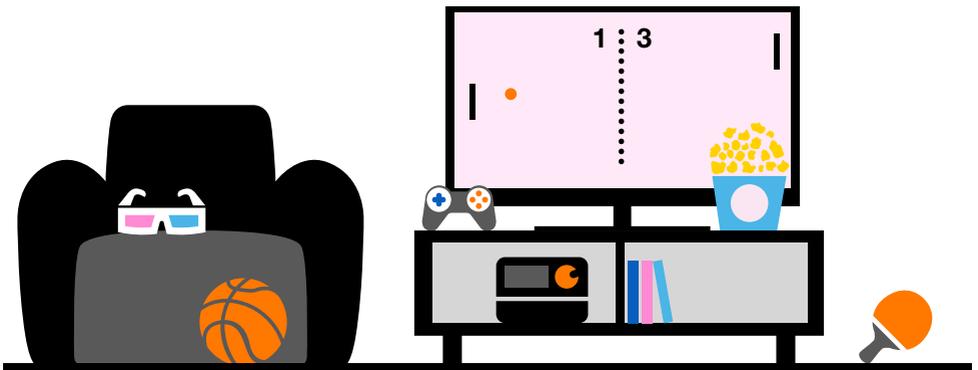
Why this guide was created?

Screens are an integral part of adults' and children's daily lives but their omnipresence can lead to excessive use and negative consequences. In this guide, psychologists help parents to ensure that their children have a healthy and intelligent approach to the digital world.

Everyone is affected by digital technology

The benefits of the digital world are difficult to ignore. Digital technology can help people be more easily accepted within a group, create new friendships and satisfy their needs - this is especially important for young people who need information, entertainment, to be able to communicate, socialise and manage their free time and responsibilities, etc. However, new technologies, can also be misused by any family member, adults and children alike.

This means that we must learn to recognise and manage the various risks linked to problematic usage: agitation when not online, insomnia, inactivity, difficulty concentrating at school, academic failure, inability to develop social ties, violence, etc. It is precisely within the family circle that parents are responsible for teaching their children good digital "hygiene".



What are the signs of pathological use of digital technology?

Access to screens greatly improves our daily lives at home and at work in many ways: easy access to real-time information, access to a huge variety of content (games, photos, films, websites, ebooks...), various communication tools, etc. However, this easy access has created new pathologies. Here are a few warning signs used to assess excessive screen use.

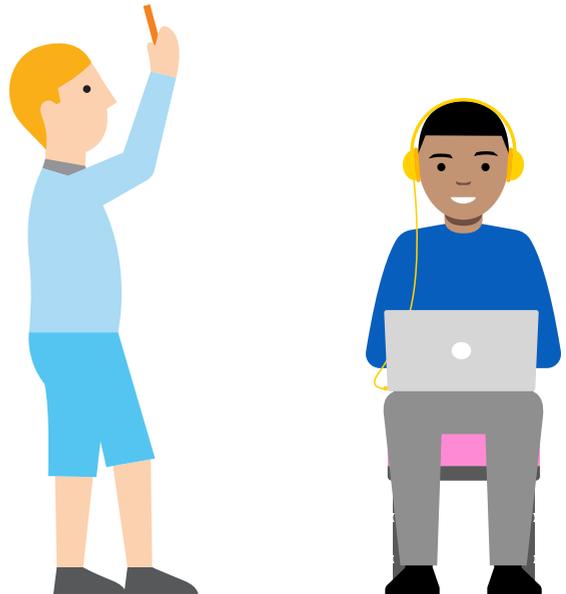
Key concepts

Three concepts to help you assess whether your child is starting to use screens excessively:

■ **Use:** uses new technologies to look for information and communicate with peers. He/she is not worried if this is not possible.

■ **Excessive use:** tends to prefer screens to his/her usual activities or friendships. This may become a problem for his/her close friends and family.

■ **Dependence:** goes online by habit and to avoid unpleasant feelings if he/she does not do it. Going online, with or without pleasure, becomes automatic.



The main signs

■ **Overuse:** excessive use of new technologies, to the detriment of a healthy lifestyle.

■ **Inability to control connection time:** users go online to carry out a specific task within an approximate timeframe but end up disconnecting after two or three times the intended length of time. This happens without the user being aware of the time spent since the task was started.

■ **Withdrawal:** feelings of loss, generating unmanageable emotions.

■ **Compulsive network connection:** users feel the need to go online as often as possible, even if only for a very short length of time (5 to 10 minutes).

■ **Resistance to satisfaction:** no joy taken from time spent on screens. In the search for new sensations, the user may create several identities that he/she will use to try out new forms of communication, dare to publish posts that he/she would not own up to in another situation, drive other users to adopt similar behaviour...

Did you know?

Nomophobia, the excessive fear of not having access to a mobile phone, is at the root of all these dependencies. The most widespread and well-known dependency is dependency on social networks, instant interactive messaging applications and video games (mainly role playing games). But info-surfing (continual and lengthy internet surfing without any real aim), pornography, compulsive online shopping (oniomania), gambling and compulsive online seduction, amongst others, may be examples of cyber-dependency which affect various areas of the lives of dependent users.

■ **Deteriorating real-life relationships:** irritability, withdrawal into oneself, social isolation, anger.

■ **Preference for cyber-relations:** more time spent with virtual friends than with real friends.



How can I encourage appropriate use?

By reading this guide, you are demonstrating that you are clearly concerned by the problem and you wish to help your loved ones. Here are a few tips to effectively prevent screen abuse and dependence:

■ Read manufacturers' usage guidelines

and online expert feedback about the devices used: 3D glasses, mobiles, tablets, etc.

■ Learn how to use your children's

tools. If you know the applications and the networks they use, you can talk about them with your children. By playing their favourite video game, you are spending positive recreational time together. In the same manner, make sure that the technological devices your children use are suited to their ages and their learning and entertainment needs.

■ Draw up a contract with your children

on screen time, content, the people they are allowed to play with or contact, etc. This will make children feel grown up and in charge.

■ Ensure a balance between online time

and off-screen time.

■ Honestly assess your own screen use

and that of your family: avoid compulsive screen use; try not to constantly check your emails or mobile phone and to not immediately reply to messages or return missed calls; self-regulate the applications you use and the time you spend online, etc.

■ Learn to make the difference

between a normal use, an excessive use, or a symptom hiding a more serious problem. (refer to the questionnaires on page 15 and after).

■ Provide entertainment alternatives

other than virtual entertainment: sports, reading, outdoor activities, etc.

■ Show your children that real-life friendships are more important than virtual friendships:

lead by example and nurture your own friendships and family relationships.

■ **Think about overuse:** this may be the result of a problem, or interpersonal issues.

If in doubt, contact a psychologist.

Parents' questions



Psychologists' answers

Can I let my young child play with my tablet?

(...) I believe that, before the age of 3, a child's favourite interactive "object" is one of their parents.

After 3, when children start pre-school, they begin to socialise. At this stage they can already speak and they develop their ability to play with other children. They can tell the difference between fiction and reality, virtual and real-life so why not let them enjoy images on screens?

In any case, this is a decision for parents to make (...).

Demonising screens means that tablets, televisions and computers have become transgressive objects. Furthermore, the message is unclear as children see their parents spending hours on these objects. Children know innately how to mix fun with other free-play moments and the human interaction around tablets is also very important.

For children, there are two main tablet digressions: firstly, to consider tablets as "digital babysitters" and secondly, to intellectually over-stimulate children with tablets (...). It is all a question of the amount of time spent, both quantitative and qualitative.

Source: from an interview with Michaël Stora, psychologist and psychoanalyst for Magicmaman.com



Should screens be banned before my child is 3?

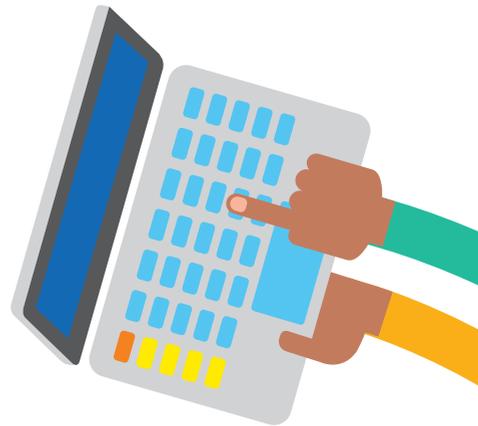
The “No screens under 3” slogan not only applies to television, it applies to all types of screens. Children can obviously be allowed to watch a DVD or try a computer game but only every so often.

The rule for under-3-year-olds is to avoid computer screens and television screens in equal measure.

The advantage of computers is that they are interactive but the disadvantage is that children have to follow actions on a vertical screen whilst their hands move horizontally. Babies will quite often look at their hands or the screen, but most small children are not able to link the two actions, which is totally normal for most babies

It is therefore advisable not to offer this activity to young children as, in most cases, it is not adapted to their development and parents whose children are not able to accompany on-screen actions with hand movements could worry needlessly.

Source: Q&A with Serge Tisseron, doctor of psychology, psychiatrist and psychoanalyst, www.lemonde.fr (20/11/2009)



What are the consequences of giving young children mobile phones during holidays?

The level of telephone use granted to children depends on the level of independence they need. Parents can assess whether their children need to communicate by text message only or if a phone call is necessary.

Rather than the child him/herself, an adult-in-charge needs to be contacted. Parents need to learn to make concessions by gradually letting their children stay with people they trust - grandparents and friends - and then allowing them to go on holiday camps.

Children must learn how to be happy when they are away from their parents: those who are given a telephone to take with them on holiday are under more pressure to let their parents know how they are doing, meaning they do not enjoy chatting with them as much during their calls.

A telephone ties them to their daily lives and makes them feel childish. Holidays are a time for children to create their own world, away from their parents, and become more independent.

When they come home from their holidays they can tell the grownups all about their adventures.

Source: from an interview with Béatrice Copper-Royer, psychologist, la-croix.com (29/07/2015)



What should we think about video games for children?

On the one hand, video games can stimulate a range of skills such as strategic thinking, innovation and creativity that are essential in today's information society. When played in a network they also stimulate cooperation between players, mutual help and solidarity. They can, therefore, be considered as a key educational lever. In terms of their dangers, apart from violent content, the main problem they pose is that of excessive use - especially where minors are concerned. As with all screen activities, they may be used to avoid real-life friendships and even

to avoid having to think. This can lead to the risk of creating a vicious circle: video-gaming encourages social withdrawal and this in turn encourages video-gaming. The range of uses is not so much linked to the games themselves as the fact that every player can develop an individual style, each with very different psychological and social problems.

Source: *L'enfant et les écrans. Un Avis de l'Académie des Sciences (Le Pommier, 2013)*

Most teenagers spend most of their time on social networks: should we be worried?

Friends have always been important to teenagers. In the past we said our goodbyes after school and phoned each other as soon as we got home. Now, we connect on social networks - no change there then! It is sometimes easier to communicate via these networks or the telephone; it is all part of learning social skills. It is important to talk about it and prevent problems in this area too. Teenagers do not always realise that what they write today could be read in the future by their Human Resources director

or former boyfriend or girlfriend. Even we don't fully realise it! Really, it's all down to common sense. A teenager can go online for an hour and not get out of bed at night to go back online. But when internet becomes all-consuming, if they lock themselves in their rooms, are glued to their screens and forget their friends, then their parents must step in and try to understand what is going on.

Source: *interview with Marie-Rose Moro, psychologist, lexpress.fr (04/10/2010)*

How should I manage my children's screen time?

(...) The best method is to have “screen-free” times (...). This means removing screens at important moments so that they do not disturb certain vital skills for children such as concentration, language and functions such as sleep.

■ No screens in the morning

This even applies to weekend mornings because this is when children's natural concentration is at its highest, that is to say their ability to focus on an immobile stimulus, such as a book, a teacher who is speaking or a toy they are playing with. This concentration is vital for school and learning (...).

■ No screens during meals

Meals must be a privileged time for communicating, conversation and even arguments.



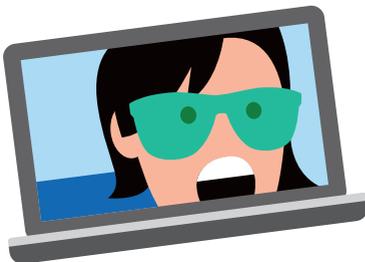
■ No screens in the bedroom

Screens are to be avoided in the bedroom, at least until adolescence (...), otherwise, it is like leaving an open packet of sweets on the bedside table (...).

■ No screens in the evening

Research has firmly proven that blue light from screens affects melatonin (the sleep hormone) and perturbs sleep by delaying the time at which we fall asleep (...). These “four steps” can help parents to find some screen-free time meaning they can handle everything else with greater peace of mind (...).

Source: from an interview with Sabine Duflo, psychologist, la-croix.com (29/09/2015)



My child has a mobile phone: how should I manage his/her new independence?

It is no trivial matter when you decide to buy your child a mobile phone (...). For parents, mobile phones provide reassurance given children's chaotic timetables.

Being able to communicate has become an "advantage" in our stressful and uncertain daily routines (...).

Buying a mobile phone goes hand-in-hand with a child's new-found independence: it is an accessory that provides children with genuine freedom, meaning they can manage their schedules by themselves whilst keeping in touch with you.

So, where's the problem? "We usually only get news at the last minute", complain parents (...). Mobile phones, it seems, have pushed limits even further (...).

So, you have to ask yourself, do mobile phones offer independence or a way to challenge parental authority?

It seems clear that children allow themselves to get up to more mischief than they would have done before. This is why rules for use must be laid down (...) and you must set the example: if you are always online it will be harder to impose rules if you do not adhere to them yourself.

Source: from an interview with Etty Buzyn, psychologist, doctissimo.fr (09/04/2014)



Should I limit my child's screen time?

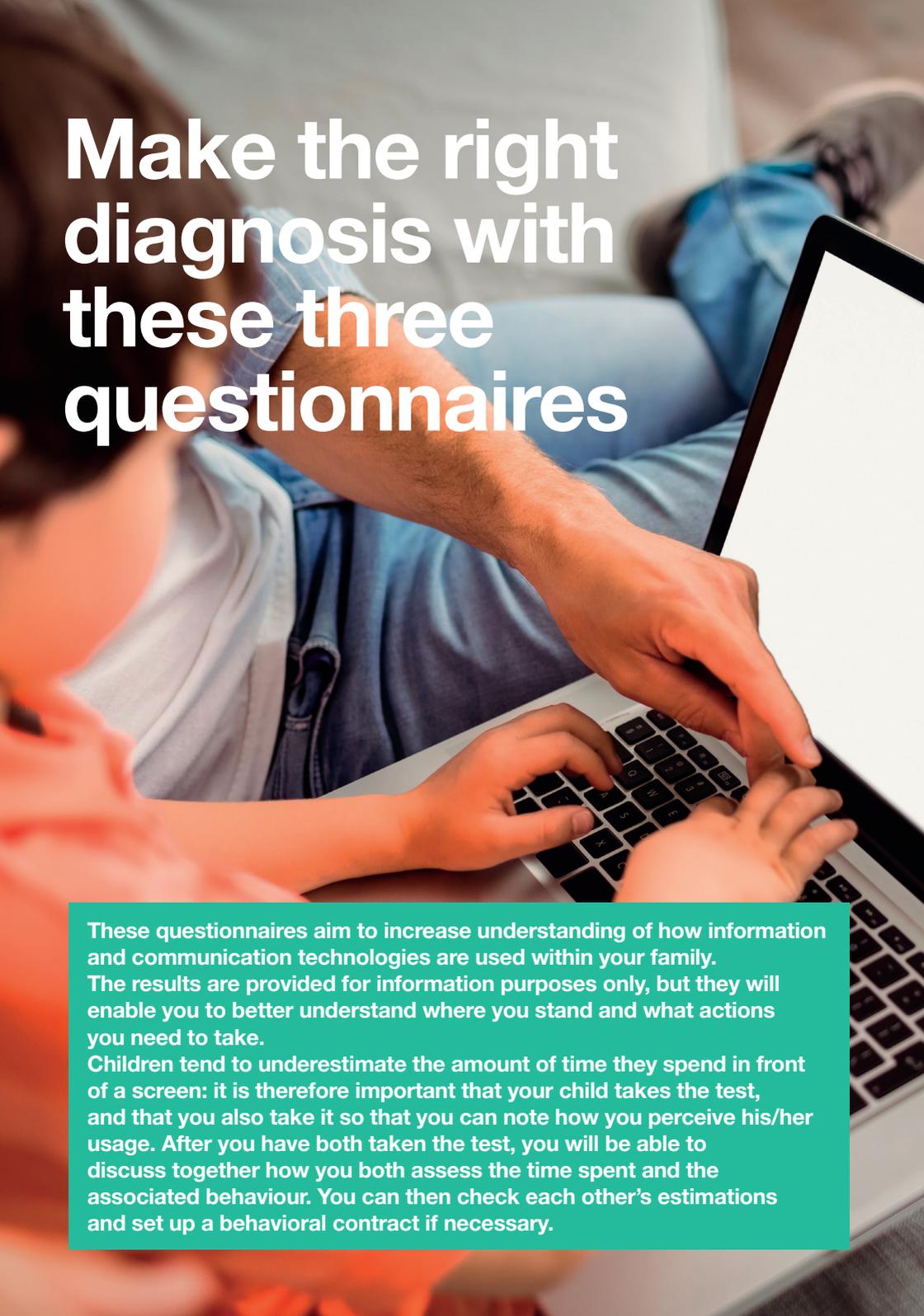
Even though a complete screen ban would obviously be inefficient and counter-productive, limits must be set for children's usage of new technologies so that they have time for other activities (sports, reading, friends and family) and also to avoid the negative effects of excessive use (sleep problems, stress, social isolation, academic failure, etc.). Screen time must be decided upon by each parent in terms of the age and level of maturity of the child and must be combined with other actions (encouraging direct relationships / communication between people, promoting other activities, encouraging dialogue within the family, etc.).

In general:

- it is best to avoid using screens before the age of 2;
 - no more than one hour per day on a screen between 2 and 5 years, with adult supervision and help;
 - over 6 years of age, set up screen-use rules to ensure children get the correct amount of sleep, physical activity and other behaviour vital for their health;
 - encourage screen-free moments (meal times, for example) and places.
- We must bear in mind that the use of new technologies may also reflect an underlying problem but not the cause. This is why communication and a trusting relationship with children must prevail over other ITC supervision methods and education. It is also vital to limit your own usage when you are with your children and to spend time with them.

Source: AFIE, 2017



A photograph showing a person in a blue shirt pointing at a laptop screen. Another person's hands are visible typing on the keyboard. The background is slightly blurred, showing a person in a blue shirt sitting on a couch.

Make the right diagnosis with these three questionnaires

These questionnaires aim to increase understanding of how information and communication technologies are used within your family. The results are provided for information purposes only, but they will enable you to better understand where you stand and what actions you need to take.

Children tend to underestimate the amount of time they spend in front of a screen: it is therefore important that your child takes the test, and that you also take it so that you can note how you perceive his/her usage. After you have both taken the test, you will be able to discuss together how you both assess the time spent and the associated behaviour. You can then check each other's estimations and set up a behavioral contract if necessary.

Ask your child to assess his/her video

Tick the option which best matches your child's opinion	Never	Rarely	Some-times	Often	Very often
1 I think about video games all the time, or almost all the time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 I often dream about video games.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3 I feel anxious or sad when I try to reduce the amount of time I spend playing video games or when I cannot play.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 I need to play, or I am spending more and more time playing video games.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 I have lost all interest in hobbies and entertainment, except for video games.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 I tried to spend less time playing video games but did not manage.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7 I tend to say I'll only spend a few minutes playing but I actually play for hours.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 I lie to those around me about the amount of time I play video games.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9 I often hide to play and pretend I'm not playing when my parents see me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10 I spend more and more time in the house in my room playing video games.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11 My school marks have dropped.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

game use

Tick the option which best matches your child's opinion	Never	Rarely	Some-times	Often	Very often
12 I have argued with people (family, friends, school) about the time I spend playing video games.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13 I use video games to escape or relieve a negative feeling (for example, the impression of not being able to do something, guilt or anxiety) and to increase my self-confidence.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14 I wake up at night, or early in the morning, and play.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Your use of video games is...

- Appropriate (0 - 35 points):** it's all good! Keep enjoying your hobby and the other activities you like too.
- Inappropriate (35 - 57 points):** video games are maybe beginning to take up too much room in certain parts of your life. Try not to exceed your allocated playing time so that you can still enjoy other activities. If you cannot manage on your own, ask your parents or other people close to you to help you set a suitable playing time limit.
- Excessive/Problematic (57 - 70 points):** you are developing habits which may cause problems with your school marks, friendships and personal happiness. Try to take up other activities and social activities besides video games. Organise your time so that you do not play during the time you are meant to be doing your other activities and try to take a break from playing for a while. If you cannot manage by yourself, talk to your parents about it or ask to see a psychologist.

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Ask your teenager to assess his/her internet, chat, social media

Tick the option which best matches your child's opinion	Never	Rarely	Sometimes	Often	Very often
1 I think about checking my phone or about being online when I am in class or during mealtimes at home.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 I feel anxious or sad if I am not online. I feel better once I am online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3 Being online makes me feel good..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 The truth is that my connection time regularly increases.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 I lack sleep because I stay online too late at night.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 I stop activities in the middle of what I'm doing or I try to sneak off to go online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7 I check my messages systematically and unconsciously.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 I have lied to my family, or to other people, or I have hidden to go online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9 I would rather spend more time online than hang out with people of my own age.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10 I spend more and more time in the house in my room playing video games.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

digital habits:

Tick the option which best matches your child's opinion	Never	Rarely	Some-times	Often	Very often
11 I have argued with people (family, friends, school) about the time I spend playing video games.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12 I feel angry or offended if someone asks me what I'm doing when I'm online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13 When I'm online I can hide from my problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14 I think online reality is happier and more fun: I feel like I'm more interesting when I'm online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15 I chat more and more with my friends via social networks, text messages and instant messaging.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Your ICT use rate is...

- **Low (0 - 38 points):** your use of new technologies is moderate. Good for you!
- **Intense (38 - 63 points):** you spend a lot of time on screens. Think about how this is affecting your life and the lives of those close to you.
- **Problematic (63 - 75 points):** the use of social networks may be the reason behind major problems in your life and probably with those close to you. You should deal with these problems now. If you cannot manage by yourself, talk to your parents about it or ask to see a psychologist.

Parents, assess your child's digital habits

Tick the option which best matches your opinion. <i>Your child...</i>	Never	Rarely	Sometimes	Often	Very often
1 Gets up in the morning and the first thing he/she looks for is his/her mobile/tablet to check his/her messages.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 Feels anxious or sad when not online. Feels better when online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3 Needs to spend more and more time online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 Lacks sleep because he/she stays online too late at night.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 At home, doesn't finish tasks he/she started and tries to sneak off to go online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 Stopped the activities he/she enjoyed to have more time to go online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7 Often says he/she will go online for a few minutes but actually stays online for a long time.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 Does not stick to the online time limit you set.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9 Lies about the time spent online or hides to go online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10 Would rather be online than spend time with the rest of the family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Tick the option which best matches your opinion. <i>Your child...</i>	Never	Rarely	Some- times	Often	Very often
11 Has many online friends he/she rarely sees.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12 Spends a lot of time in their room to go online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13 Often goes to bed very late because he/she is online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14 Argues with people (family, friends) about the amount of time he/she spends online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15 Is defensive or offended if someone asks what he/she is doing when online.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16 Spends more and more time online than with real-life friends.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Your child's ICT use rate is...

- Low (0 - 40 points):** your child seems to have an appropriate use of new technologies. He/she sometimes seems to be online for too long but appears to have his/her connection time under control.
- Intense (40 - 67 points):** your child may have problems due to intense use of new technologies. You should think about how screens are affecting his/her life and talk about new usage rules together.
- Problematic (67 - 80 points):** your child's use of new technologies may be the reason behind major problems in his/her life and probably also within your family. You should deal with these problems now. Seek help from a health professional: a psychologist, or your family doctor.

Further information



Bienviredigital.orange.fr

Orange's advice and tips for a healthy digital experience. The "Espace des parents" ("Parents' forum") will guide you in helping your child navigate the digital world (in French only).

www.academie-medecine.fr

From excessive gaming on screens to addictions (in French only).



www.academie-sciences.fr

Children and screens, the French Academy of Sciences' point of view (in French only).

www.csa.fr

How television affects small children (in French, with automatic translation available in English, Spanish and German).



doc.hubsante.org

Screens and social networks - advantages and risks (in French).

www.credoc.fr

2016 digital barometer (in French only).



appea.org

How video game images affect behaviour, thoughts and feelings (in French only).

ondes-radio.orange.com

Reduce your exposure to radio waves by following these recommendations.



About Orange

Orange is one of the leading international telecommunications operators. The Group is present in 29 countries, employs 153,000 staff, 95,000 of whom are in France, and on 30 June 2017 offered services to 269 million customers, of which 207 million are mobile customers and 19 million are high-speed broadband customers.

Orange unveiled its Essentials2020 plan in March 2015, placing customer experience at the heart of its strategy so that Orange customers get the most out of the digital world.

At Orange, we believe that digital technology is a powerful driver of economic, social and personal development. This is why we are pursuing an active policy of supporting digital usage, particularly for families, in order to guide everyone through the digital world with confidence.

Read about our commitments here orange.com/RSE.

About the French Association of Emotional Intelligence

The French Association of Emotional Intelligence (“Association Française de l’Intelligence Emotionnelle”, AFIE) provides daily support for parents like you and aims to meet a societal need within an academic and family context. The Association mainly assists on a participative level with adolescents and children at school as well as parents and key education figures. It organises conferences, forums, emotional intelligence working groups and other psycho-educational actions to encourage expression, debates, communication and cooperative projects with psychologists specialised in emotional intelligence for both adults and children.

The French Association of Emotional Intelligence created the contents of this Guide for Orange.



www.afieasso.com

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