

OPPORTUNITIES AND CHALLENGES: REDUCING SCREEN TIME OF PRE-TEEN(S)

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Abstract:

This paper explores the opportunities and challenges to reduce screen time of pre-teens, aged 6-12 years. The pre-teen stage is a critical cognitive, social, and emotional development period. But nowadays pre-teens are spending most of their time on TV, Mobile, laptops, Video Games, etc. The rise in screen time among kids is a worldwide problem. Kids and parents are facing physical and mental health issues due to increasing screen time. Board games, toys, and physical activity can reduce screen time or play a significant role in their overall development, but designing engaging, effective, and educational games for this age group poses unique challenges.

This research is based on secondary and primary data collection, primary data was collected through a self-administered questionnaire and analyzed through the latest version of SPSS.

This paper discusses the opportunities and challenges to reduce screen time for pre-teens, including considerations for cognitive development, social interactions, and emotional well-being.

Keywords: Pre-teen, Screen Time, Board Games, Screen Free Activity

➤ **Introduction:**

Children often explore new information and objects based on their senses to make sense of the world that surrounds them. But in the age of the nuclear family, kids are not getting company, and they become adults prematurely. It may be a reason for increasing screen time, and increasing screen time is a subject to worry. It's a worldwide problem nowadays. The pandemic also led to a rapid rise in screen time among kids, while the vast majority of them engaged in full-time remote or hybrid learning. (1) Pre-pandemic mean (SD) total screen time was 4.4 (3.9) hours per day. Children had an increase in mean total screen time of 1.75 hours per day during the first pandemic period and 1.11 hours per day during the second pandemic period. (6)

Too much screen time is bad for children, both physically and mentally. Excessive use of digital screen media (screen time) is a global public health issue associated with adverse mental and physical health outcomes, especially for children. (9)

There are many physical problems like Weight gain (obesity), eyesight weakness, less stamina, frequent suffering from headaches, etc., due to increasing screen time. And kids' behavior and emotional development is a challenge for parents and teachers. Increasing screen time can lead to weight-gaining habits and eventually obesity and hurt students' focus and executive skills—all of which can get in the way of learning. Many educators say that they believe screens have already had a negative impact on their students. In a 2022 survey by the EdWeek Research Center [\(1\)](#). During the COVID-19 pandemic, the Study of Children and Adolescents with obesity affirmed that eating, activity, and sleep behaviors changed in an unfavorable direction. [\(7\)](#)

Focusing on the pre-teens age group of (6-12) years, for this study. Pre-teens are increasingly familiar with technology, making them eager and enthusiastic participants. It's an era of technology so it can't be restricted by the uses of technology in day-to-day life. but it is observed that pre-teens excessively use electronic gadgets and screens for both educational and non-educational purposes. there should be some limit for their overall development.

Toys and board games are fun and exciting objects that enhance the child's creative imagination, but they are more than just fun and games. We all know that toys and games play a vital role in the overall development of kids of all ages. Nowadays huge variety of toys and games are available in the market.

Toy demand is increasing globally. Strong opportunities exist in the fast-developing economies of Asia, especially China and India, which have traditionally and historically been of lesser importance but are now offering major growth opportunities for the toy industry. We see an ongoing opportunity in terms of increasing need and demand for toys as the trend to device obsession continues. Parents look for creative toys that can be a driving force to reduce the usage of several hours on tablets and mobile phones than on toys, with the hard gripping hands of children. [\(11\)](#)

Parents are the gatekeepers of toys for their kids, especially for younger children. Their attitudes and appreciation of toys and play are paramount to providing kids with playful opportunities to grow, learn, and explore their ever-changing world. The Toy Association asked parents to share their understanding and insights about how science, technology, engineering, art, and mathematics skills relate to toys, play, and their children. [\(3\)](#)

Toys are objects made for a child to play with and explore their surroundings. Toys aid in the physical, emotional, cognitive, and social development of children. Channapatna toys are soft-wood toys that are made in Channapatna, about 60 km southwest of Bangalore. The toys are eco-friendly, non-toxic, made of ivory wood, and child-safe and have been recognized as GI-tagged commodities [\(12\)](#)

This research focuses on pre-teens (aged 6-10 years), who are at a critical stage of development. During this period, they experience significant cognitive, social, and emotional changes (Erikson, 1963). Games can play a valuable role in supporting this development, promoting learning, and fostering social skills (Gee, 2007).

However, designing games for pre-teens poses unique challenges. This paper explores the opportunities and challenges that can reduce the screen time of pre-teens.

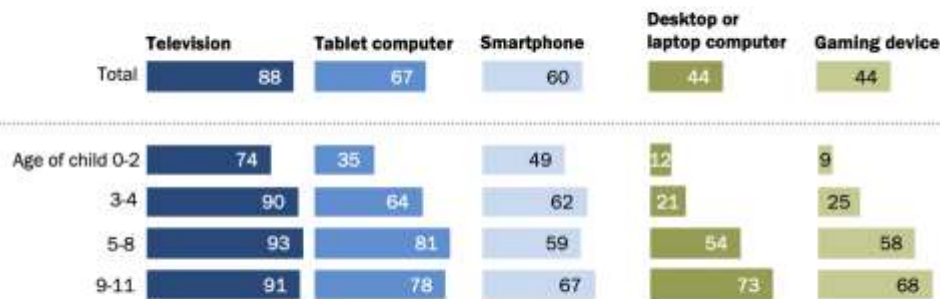
➤ Literature Review

- Dr. Jesper Schmidt-Persson,(University of Southern Denmark -Jul 14, 2024)Children in the intervention group reduced screen time for two weeks(14 days), showed significant improvements in their overall behavior and emotional well-being. Researchers found that these children experienced a decrease in behavioral difficulties equivalent to moving from the “borderline” category to the “normal” category. [\(13\)](#)
- Mara Sugue,Medically Reviewed by Dr. Melody Huang, O.D.(January 2025)study found that excessive smartphone use is associated with a 30% increased risk of myopia, escalating to 80% when combined with excessive computer use.Children who spend more than 4 hours a day on screens reported higher incidences of eye fatigue, blurred vision, and other digital eye strain symptoms.[\(21\)](#)
- Arianna Prothero,(February 28, 2023, ED week) Before the pandemic, average screen time for those kids was 4.4 hours a day. From the start of the pandemic to April 2021, children spent 1.75 hours more per day on screens than they did pre-pandemic. From May through August 2021, students were spending, on average, an additional 1.11 hours per day on screens compared to before the pandemic. [\(1\)](#)
- Jingbo Qi, Yujie Yan & Hui Yin (2023) Screen time refers to the time an individual spends using electronic or digital media devices such as televisions, smart phones, tablets or computers.[\(20\)](#)
- Anupama .B.R and Dr. K.R.Srilakshmi (Promotional Strategy to Rejuvenate the Channapatna Toy Making Industry , March 2021) the toy makers at end to compromise on safety standards, often injuring the health of the users, which in this case are the children. Fortunately, parents, experts and the regulators have woken up to this risk. Yet some toymakers manage to palm off such harmful toys on unsuspecting parents. In the circumstances, the government should publicise the non-toxic and kid-friendly features of Channapatna toys.[\(10\)](#)
- Ar. Uma S M, B. Shankar, Aparna Agaram Krishnan (A Study of Traditional Toy Making in Channapatna, and Proposal of an Artisan Village, 2021) In interviews, artisans said that they did not oppose technology in general; they objected only to technology that impeded their relationship with their work. Several artisans independently illustrated this point by recounting that the electric lathe, in common use in Channapatna—had been introduced by Japanese visitors a few decades ago. Prior to their visit, artisans had used hand lathes. However, upon seeing the potential of the electric lathe to promote efficiency and advance their craft, they enthusiastically adopted the new technology. [\(12\)](#)
- Priyanka Srivastava and Dr. Bhavana Mehta (Global Toy Industry: SWOT Analysis 2020-2025) There is an abundance in kids’ entertainment brands to manufacture wide range of toys around, along with that large number of entertainment licensors are also actively providing pportunities to launch new toys although licensing remains a major part of global toy industry. [\(11\)](#)

- PEW Research Center(2020)

Children's engagement with certain types of digital devices varies widely by age

% of U.S. parents of a child age 11 or younger who say that, as far as they know, their child ever uses or interacts with a ...



Note: If parent has multiple children, they were asked to focus on one child when answering this question. Those who did not give an answer are not shown.

Source: Survey of U.S. adults conducted March 2-15, 2020.
"Parenting Children in the Age of Screens"

PEW RESEARCH CENTER

Wesley Sanders, Justin Parent and Rex Forehand(University of Vermont J Dev Behav Pediatr. Author manuscript; available in PMC 2019 January 01)Importantly, few screen time interventions to date have accommodated mobile devices such as smartphones or tablets in their measurement of screen time or their approach to its management. However, the majority of media devices, including stationary and mobile, include internal parental control and/or password features of their own. We propose that the use of parenting strategies, primarily technology-specific within the context of general parenting, and knowledge about utilizing parenting features on these devices will allow parents to successfully reduce their child's screen time without the need for additional hardware or financial burden. In the intervention examined in the study provides parents with information about how to manage their child's use of media devices in order to reduce overall child screen time.[\(2\)](#)

According to The Business Research Company(LONDON, March 18, 2021 ,GLOBE NEWSWIRE) Company's research report on the doll, toy, and game market, increasing screen time concerns from parents are likely to contribute to the growth of the doll, toy and game market. According to The American Academy of Pediatrics, the overuse of screen technology is defined as "the use of screen devices two-plus hours a day for children over the age of two. Today, with the availability of gaming as well as media in multiple forms, kids are now spending more than 7 hours per day on average using televisions, computers, phones, and other electronic devices for entertainment.[\(17\)](#)

Monique M. Hedderson, PhD; Traci A. Bekelman, PhD, MPH,(Trends in Screen Time Use Among Children During the COVID-19 Pandemic,July 2019 Through August 2021) [\(6\)](#) The COVID-19 pandemic initially led to widespread school closures, shelter-in-place laws, closure of recreational facilities and sports, increases in parents working from home, and social distancing recommendations, all of which may have impacted screen time among children. Increases in screen time during the early phase of the pandemic may have been inevitable as many parents transitioned to work from home and children attended online school.

- In only a few years, the use of mobile technology (e.g., smartphones, tablets, e-readers) in the United States has changed dramatically. Recent reports from the Pew Research Center. found that 68% of Americans own a smartphone. (3) Tablet use especially is increasing, as the 2015. number of households with a tablet device rose from 4% to 45% between 2010 and Parents in particular appear to be adopting these new forms of technology at a rapid pace; among parents with a minor living in the home, tablet ownership increased from 26% in 2013. (4) 2012 to 50% in Despite the increasing adoption rates of mobile technology, parents also acknowledge some uncertainty regarding how best to navigate the incorporation of multiple mobile devices into their children's daily lives.
- Shota Noda, Kentaro Shiotsuki & Mutsuhiro Nakao (2019) The board games and programs that use board games have positive effects on various outcomes, including educational knowledge, + cognitive functions, physical activity, anxiety, ADHD (Attention-deficit hyperactivity disorder) symptoms, and the severity of Alzheimer's Disease. Additionally, board games were shown to contribute to improving these variables, enhancing the interpersonal interactions and motivation of participants, and promoting learning. Taken together, these findings suggest that board games would be an effective complementary therapy that would contribute to the improvement of many clinical symptoms. (23)
- Sanders W, Parent J, Forehand R. J Dev Behav Pediatr. (2018) Parents sometimes used screen time as a reward but also believed digital technology would hurt their child's behavior, social skills, sleep, and physical activity. Parents have the chance to implement behavioral control in the home as the primary caretakers, frequently through observation and rule-setting. (19)
- According to The Toy Association US research (2017), two mandatory must-haves for the product (Games and toys). The first defining characteristic is self-evident in that the product promotes an aspect of STEM/STEAM. A product should lead a child into exploring an area of science, technology, engineering or math, or engage in the scientific method. The scientific method involves investigation through experimentation and observation to acquire new knowledge, solve problems, and answer questions. The second mandatory must-have is that the product needs to be fun. Does this toy engage the child, captivate interest, fuel exploration, and entertain? This prerequisite is a more subjective trait and is frankly more elusive. To qualify, ask the question, Does this product feel fun to kids when they play with it? If the answer is yes, then this represents the "toy" part of a good STEM/STEAM toy. (3)
- M. Rachel Kowert, Thorsten Quandt (2015) found that online gaming communities provided a sense of belonging and identity that traditional social activities did not.
- Peiró-Velert C, Valencia-Peris A, González LM (2014) Spanish research study discovered a negative correlation between the use of screen media and academic achievement, indicating that increased screen time was associated with lower academic performance. Similarly, a study conducted in the United States found a significant link between higher levels of media multitasking and lower scores on standardized tests measuring academic performance in mathematics and English. (18)

- Research of Green & Bavelier, 2012, suggests that pre-teens are less attracted to traditional games, toys, and outdoor activities because digital entertainment provides instant gratification, social connectivity, and immersive experiences that these alternatives lack. that video games provided a sense of instant gratification and social connectivity that traditional games and toys did not.(8)
- Hanno Krafft, Katja Boehm, Silke Schwarz, Michael Eichinger, Arndt Büssing, David Martin(Media Awareness and Screen Time Reduction in Children, Youth or Families: A Systematic Literature Review2023jfh)Excessive use of digital screen media (screen time) is a global public health issue associated with adverse mental and physical health outcomes, especially for children. During the past few years, children of all ages have not only obtained access to the possibilities of traditional screens like TV but also have access to new screen technologies. A systematic review from 2012 has examined intervention strategies to reduce screen time among children from birth to 12 years of age.(9)
- Research of Kylie D Hesketh, Trina Hinkley & Karen J Campbell(2011), suggests that implementing structured screen-free activities, parental controls, and engaging alternatives can significantly reduce pre-teens' screen time. Also found that children who participated in outdoor play and sports had lower levels of screen time.(14)
- According to Sudheer Kumar Muppalla , Sravya Vuppalapati , Apeksha Reddy Pulliahgaru, Himabindu Sreenivasulu, studies have shown that excessive screen time and media multitasking can negatively affect executive functioning, sensorimotor development, and academic outcomes. Early screen exposure has been associated with lower cognitive abilities and academic performance in later years. Language development is also affected by screen time, as it diminishes the quantity and quality of interactions between children and caregivers. (15)

➤ Rationale of the study

In today's digital age, one of the most pressing concerns is the rapidly increasing screen time among pre-teens. With the rise of smartphones, tablets, computers, and smart TVs, children are exposed to screens at an earlier age and for longer durations than ever before. This growing dependence on digital devices has raised serious health and developmental concerns, including vision impairment, increased risk of obesity, poor sleep quality, social withdrawal, and emotional instability. Furthermore, the prolonged use of digital media has been linked to behavioral issues and reduced academic performance.

Pre-teens, typically aged between 6 to 12 years, are in a critical stage of development—physically, emotionally, and socially. During this time, excessive screen time can hinder real-life social interactions, limit outdoor play, and interfere with healthy habits, all of which are essential for holistic development. Many parents and educators are now observing that children are becoming more isolated, showing signs of reduced attention spans, and struggling with self-regulation, often preferring digital engagement over interpersonal communication.

According to research conducted by Dr. Jesper Schmidt-Persson from the University of Southern Denmark, published in JAMA Network Open, these concerns are particularly relevant in today's digital landscape. The

study reveals that children and adolescents now spend an average of seven to eight hours per day on screens for entertainment alone—excluding additional hours spent on educational purposes. This excessive exposure not only increases the risk of nearsightedness (myopia), but also contributes to mental health issues such as anxiety and depression, especially when screen use replaces face-to-face interactions and physical activity.

Moreover, recent global events such as the COVID-19 pandemic have accelerated the reliance on screens for both education and socialization. While digital platforms provided much-needed continuity during school closures, they also blurred the boundaries between educational use and leisure, making it more difficult for children to disconnect. As a result, many pre-teens have developed screen habits that persist even after a return to in-person learning.

Given the increasing prevalence and accessibility of digital devices, understanding the impact of screen time on the overall well-being of pre-teens is more important than ever. This study aims to explore and analyze the consequences of excessive screen exposure among pre-teens and to provide evidence-based insights that can help inform parents, educators, and policymakers. It seeks to emphasize the importance of establishing healthy screen habits, promoting digital literacy, and encouraging balanced lifestyles that support the social, emotional, and physical well-being of children during this crucial stage of development.

➤ **Objective:**

1. To identify the techniques to reduce the screen time of pre-teens.
2. To find out the reason for less attraction of games /toys and outdoor activities.

➤ **Research Methodology**

To achieve the objectives in the study, researchers used both secondary and primary data. The specific literature has been collected to analyze the current situation of pre-teens. In order to test the hypothetical relationships, an Internet-based survey was administered. A convenience/judgment sampling method was used to collect the data, a sample formed solely by teachers and parents of pre-teens. Target respondents the parents and teachers, who are purchasing the games for pre-teens, are also responsible for the purchase decision. the total of 199 responses were collected over one week of the period for the present study, data were collected online and offline with the help of a Likert 5-point scale consisting of statements based on the objectives of the study.

➤ **Hypothesis:**

Increasing screen time negatively impacts pre-teens' Behavior. It's affecting their Emotional Regulation. Their social interaction is less due to screen time, they are spending more time on screen rather than face-to-face interaction with family members and friends. When they are restricted or have reduced screen time, they become irritated.

Available techniques refer to board games /toys / outdoor games, with reference to this research.

H₀₁: Available techniques have no significant effect on reducing the screen time of pre-teens.

H₀₂: There are no significant reasons for the less attraction of games /toys / outdoor games.

H₀₃: There is no significant difference in the perception of screen time's impact on family interaction across different respondent types.

➤ Data Collection:

The data was gathered through a combination of online and offline questionnaires, with inputs provided by both parents and teachers of pre-teens.

➤ Data Analysis

○ Reliability and Validity:

Case Processing Summary

		N	%
Cases	Valid	198	99.5
	Excluded ^a	1	.5
	Total	199	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.843	15

The study carried out with the help of both quantitative and qualitative method. The entire variable categorized and measured on 5-point rating Likert scale. For testing the reliability, a reliability index (Cronbach's alpha) used.

The overall combined 15 items reliability calculated and obtained was 0.843 on the basis of 198 valid cases out of 199 cases. This figure suggests strong evidence of reliability for the concern variable for the study. Therefore, the questionnaire has high reliability.

○ **T-Test**

The t-test applied to determine and measure significance of collected data and to evaluate the hypothesis.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
The pre-teen(s) become irritable or upset when screen time is limited or removed.	198	3.77	1.129	0.08
The pre-teens' ability to interact with family members is impacted due to increasing Screen time.	198	3.79	0.834	0.059
The pre-teens' academic performance is impacted by screen time	198	3.89	0.753	0.053
The pre-teens' participation in outdoor or physical activities is affected by screen time.	198	3.74	0.897	0.064
The available games provide a good balance between entertainment and education.	198	3.63	0.897	0.064
The availability of toys or games meets the needs of Pre-teen(s) of different interests.	198	3.92	0.984	0.07
The available games' quality is satisfactory and engaging.	198	3.48	1.031	0.073
The available games can develop critical thinking and problem-solving skills.	198	3.48	0.811	0.058
The available games can develop creativity and Imagination.	198	3.37	0.748	0.053
The available games help in developing cognitive and motor skills.	198	3.76	0.924	0.066
The available games support academic learning in subjects like math, GK, History, science, and language.	198	3.69	0.897	0.064

The available games are able to reduce Screen Time	198	3.58	0.946	0.067
The available games encourage positive social interactions and teamwork.	198	3.46	0.938	0.067
Parents/teachers are actively monitoring the pre-teen's screen usage.	198	3.51	0.949	0.067
The pre-teen(s) become irritable or upset when screen time is limited or removed.	198	3.49	1.079	0.077

- "Games are able to reduce screen time" – Mean = 3.58

Indicates some positive impact, but not strong enough to consider current game options as a reliable solution

These means show that while games have some developmental potential, they do not consistently exceed moderate levels of effectiveness.

The currently available games and toys do not sufficiently cater to pre-teens' preferences. Several related indicators show moderate means (~3.4 to 3.9), suggesting partial dissatisfaction with current options:

- These responses indicate moderate dissatisfaction, especially in areas of creativity and engagement. Cognitive and academic development through games:
 - Critical thinking/problem-solving – Mean = 3.48
 - Creativity and imagination – Mean = 3.37
 - Cognitive and motor skills – Mean = 3.76
 - Support academic learning – Mean = 3.69
- "The pre-teen(s) become irritable or upset when screen time is limited or removed."

Mean = 3.77, Std. Deviation = 1.129

A relatively high mean suggests moderate to strong agreement, indicating screen dependency and emotional reactivity upon screen time restriction.

- "The pre-teens' academic performance impacted by screen time."

Mean = 3.89, Std. Deviation = 0.753

This is the highest mean, strongly suggesting that academic performance is perceived to suffer due to excessive screen use.

- "Parents/teachers are actively monitoring screen usage" – Mean = 3.51

Suggests moderate involvement, possibly insufficient in curbing screen time effectively.

On the above analysis the Hypothesis: H₀₁ Available techniques have no significant effect on reducing the screen time of pre-teens, is accepted.

- "The available games provide a good balance between entertainment and education" – Mean = 3.63

"Available toys/games meet the needs of different interests" – Mean = 3.92

"Available games' quality is satisfactory and engaging" – Mean = 3.48

"Games encourage creativity/imagination" – Mean = 3.37 (lowest)

- "The pre-teens' participation in outdoor or physical activities is affected by screen time."

Mean = 3.74, Std. Deviation = 0.897

Supports the hypothesis that outdoor activity is being replaced by screen-based entertainment.

On the above analysis Hypothesis H₂: There are no significant reasons for the less attraction of games /toys / outdoor games, is accepted.

- "The pre-teens' ability to interact with family members is impacted due to increasing screen time."

Mean = 3.79, Std. Deviation = 0.834

Highlights a significant negative impact on face-to-face interactions with family members.

On the above analysis Hypothesis H₃: There is no significant difference in the perception of screen time's impact on family interaction across different respondent types, was rejected.

➤ **Result and Findings:**

- **Results: The data support the hypothesis that screen time negatively impacts pre-teens' overall development.**

Excessive screen time is associated with impaired language acquisition and executive function, leading to attention difficulties and reduced academic performance. [\(24\)](#)

Higher levels of screen use are correlated with increased symptoms of depression, especially in pre-teens and adolescents. [\(25\)](#)

- **Result: The impact perception varies significantly across different respondent types. Mothers and fathers are most vocal in their agreement. Teachers and dual respondents ("Both") show slightly more moderation or neutrality. Statistical significance ($p = .020$) suggests these differences are unlikely due to chance.**

Excessive screen media usage in children can have both positive and negative impacts on their development. Regarding cognitive development, screens have the potential to enhance education and learning. However, studies have shown that excessive screen time and media multitasking can negatively affect executive functioning, sensorimotor development, and academic outcomes. [\(15\)](#)

- **Result: According to the analysis of collected data, 96.5% of parents agree and strongly agree that their Pre-teens spend maximum time on screen for non-educational purposes instead of educational purposes.**

A significant portion of children's screen time is allocated to non-educational activities. The study also observed gender differences, with boys engaging more in recreational screen time, while girls spent slightly more time on educational screen activities. [\(26\)](#)

- **Result: The right balance between screen time and other activities can be tricky for parents. But for overall development, screen time should be limited and involve them in screen-free activities.**

Effects of Action Video Game Experience, the overall literature appears clear in that the positive effects of action game play are greatest on tasks where performance is limited by top-down attention or the processes that control and regulate attentional allocation and resource management. The extent to which executive functions

are also changed for the better remains to be further explored, although enhancements have been observed in several specific constructs that fall under the broader category of executive function. (8)

“Do you think you can teach even a child? You cannot. The child teaches himself. Your duty is to afford opportunities and to remove obstacles.” (Swami Vivekananda)

Parents want to support their kids for education, learning, and development by providing tools to make it easy and playful. Apart from the laptop and mobile. Parents believe it's better to introduce the concepts of Subjects through games and toys for better understanding (3)

Excessive screen media usage in children can have both positive and negative impacts on their development. Regarding cognitive development, screens have the potential to enhance education and learning. However, studies have shown that excessive screen time and media multitasking can negatively affect executive functioning, sensorimotor development, and academic outcomes.

➤ **Suggestions:**

Experts suggest exploring alternatives that boost child development. These can keep kids engaged and stimulated while reducing screen dependency. Teach students healthy tech habits, so that they must learn to recognize how excessive device time is affecting their sleep, activity levels, and relationships. The literature review shows some activities that can reduce screen time and give overall development to kids. Some screen-free activities are:

Creative Play and Imagination-Building Activities

Crafting and Artistic Projects

Storytelling and Role-playing Games

Outdoor Adventures and Nature Exploration

Science Experiments and Hands-on Learning

➤ **Scope for further Research:**

This research is based on small data and short duration, but there are several potential avenues for further exploration to address any biases and deepen understanding on diversified respondent demographics, including respondents from varying socio-economic backgrounds, geographical locations, and cultural contexts to ensure a more representative dataset, also involve Pre-teens directly and toy/board games manufacturers. Include the effectiveness of various screen-free activities for better results.

➤ **Conclusion**

Many studies indicate that reducing screen time may help children better process their emotions and improve their social interactions. Adding screen-free activities to your children's routine can help develop crucial skills.

It also nurtures creativity and encourages active play. There are many ways to keep kids busy without screens. Create a variety of screen-free activities that cater to different interests and skills. Engage children in activities that promote children's overall development. Games can be designed to teach valuable skills like problem-solving, critical thinking, teamwork, and even coding in a fun, engaging way. Pre-teens are heavily influenced by current trends (superheroes, fantasy themes, etc.), allowing for timely and exciting game concepts.

Parents must have to set some rules for using screen, but If you are making a transition from a habit of too much screen time, perhaps it's helpful to emphasize the positive (fun, interesting activities) instead of focusing on the negative (less screen time). In other words, instead of focusing on the "do nots", we want to focus on the "do this instead". If we can help our kids focus on positive screen-free activities, there will be little room left for screen time.

Make household chores and homework interactive and fun to keep kids engaged. Set a positive example by reducing your own screen time and participating in alternative activities with your children

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