Watch with Joy: Regulating children's media use through alternative activities after screen time

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ABSTRACT

The rising issue of excessive screen time among children is a significant concern due to widespread access to digital devices. Several strategies for reducing screen time already exist, although their effectiveness varies. We investigated the transition from screen time to non-screen time activities. "Watch with Joy" is a child-friendly video-player which, based on the videos you watch, can suggest activities for the non-screen time. Our four-week qualitative study involving four families revealed that the incorporation of alternative technological methods can ease the transition to non-screen time. A character can facilitate communication with the child. Providing non-screen activities shifts the child's focus away from turning off the screen and possible negative emotions. Consequently, the child has more time to adjust to accepting the end of screen time. In conclusion, our research underscores the significant role of parents and their parenting styles in shaping the success of such a technology-based approach.

CCS CONCEPTS

• **Human-centered computing** → **Empirical studies in HCI**; **User interface design**.

KEYWORDS

children, media use, screen time, interaction design & children, parental mediation

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1 INTRODUCTION

Studies have shown that children's screen time has been steadily increasing over the years [16, 25]. Although digital media provides an educational and entertaining experience [26], excessive media use has led to negative effects on children's health and social development [14], including vision issues, depression, difficulty concentrating, attention deficit hyperactivity disorder (ADHD) and sleep disturbances [7, 12]. Unfortunately, many media-platforms are designed to increase users screen-time [2] through features such as autoplay and suggested videos and make it difficult to enforce screen-time limits [14]. Parental control settings are one strategy to promote healthy media consumption, however there are typically used to filter out unsuitable themes for young audiences. Moreover, as children become more tech-savvy, they may find ways to bypass the settings [8]. Another strategy is to suggest alternative activities after screen use that involve physical play, creative craft making or spending quality time with family or friends [11]. This facilitates a balanced lifestyle that includes both digital and non-digital experiences. However, the majority of applications available for children tend to focus on strictly limiting screen time [26] and do not guide children towards thoughtful and self-regulatory consumption, despite the potential for alternative activities [12].

In order to establish healthy consumption habits in children [22], we examine the role of alternative activities and their effects on preschoolers' transitional behavior at the end of the screen media experience. Specifically, we investigated whether an activity inspired by the last video watched was effective in supporting successful screen time transitions among children. For this purpose, we implemented "Watch with Joy", a child-friendly video player that suggests real-world activities based on the content of the videos to encourage the child to leave the screen in a healthy manner. The cartoon-based design of the application was developed in collaboration with experts in the fields of education, media pedagogy, and design. Moreover, we conducted a qualitative study with 4 families (5 parents, 4 children) over 4 weeks that gave us an opportunity to understand children's reactions to the transition away from screens. Notably, one child expressed her enjoyment of watching videos with the app and her desire to watch more, with another child even asked his family if he could use the "Bear app" again. The app significantly improved the situation for Family 2, as their daughter used to react strongly when it was time to stop watching videos. However, with the app, her reaction improved significantly and

she began accepting the endings more calmly. Generally, parents reported fewer challenging discussions with their children during the alternative activity-based transition process. However, families where parents took a more proactive role in the mediation process exhibited better adherence to screen time limits. Our contribution in this short paper is a better understanding of how technology can be designed to leverage the transition point from screen-time to non-screen time for preschool children.

2 RELATED WORK

2.1 Media use among children

Young children are exposed to a variety of digital devices (e.g., computers, smartphones, tablets) from an early age [18]. Children are often only a year old when they first use a mobile or another internet-enabled device [15], and kids up to the age of eight spend an average of two hours and 24 minutes a day with screen media [21]. The use of media devices has both positive and negative effects on children [5]. One positive effect is that educational media can enhance cognitive development and learning in children. However, increased sedentary behavior negatively affects physical aspects (e.g., obesity [4, 17], sleep [9, 20]), as well as social development. There has been a significant association between screen time and lower psychological well-being in children and adolescents. This includes lower self-control, strained relationships with caregivers, and reduced emotional stability [24]. Pediatricians recommend that parents limit screen time for children ages 2 to 5 years to no more than one hour per day so that children have enough time to participate in other activities that are important for their health and development [20]. However, children's screen time is often higher than the recommended amount due to the ubiquity of screens in daily life. Moreover, guiding children with media limits can be challenging because they often exhibit extreme behaviors such as crying and tantrums [14].

2.2 Methods to reduce media use

Parents typically employ different controls and restrictions to support healthy media consumption. Previous studies have shown that restrictive mediation (inhibitory approaches) is less effective than active mediation [1, 19]. While enforced limits can prevent over-consumption of media, they do not teach children how to self-regulate their own habits. Learned safe management better protects against constraints [12]. Therefore, involving children in the design of rules may be a more effective approach [10]. As a result, various parental mediation systems have been developed to support children's healthy use of digital media in terms of time and content planning [6]. For instance, Romi [26] is a screen peripheral device designed to enhance children's screen time experience. It works seamlessly with the video player, offering a visual connection that eases the transition between screen time and other activities. With a focus on design attributes like peripheral presence, connection with the screen, and friendly character, Romi aims to make screen time management a more positive and smooth process for children. Play & Plan [12] translates established preschool teaching techniques into the digital domain, fostering self-regulation in young children's technology usage. It enables collaborative planning and supervision of device-based playtime by parents and children. Results from a study show promising insights into successful transitions based on manual scaffolding with parents. Kid-in-the-Loop [10] offers a learning-based approach to content control in which parents and children collaboratively configure restrictions and filters. Compared to manual approaches, this provides a technology-supported process that can assist parents and children in selecting appropriate media. Regardless of the approach, parent-child collaboration is an important aspect of technology designed to reduce media use.

2.3 Supporting transition and agency

Perhaps the work closest to ours is Hiniker et al.'s Coco's Video [11]. Their approach primarily focuses on displaying pre-planned activities at the conclusion of screen time, providing children with opportunities for planning and choice to enhance their transition from screen time to non-screen time. In contrast to Coco's Video, where there is no established connection between the video-content and the proposed activities, we provide contextual relevance of the suggested activities by aligning proposed activities with the content of the most recently viewed video. This alignment motivates children to disengage from the screen, streamlining the transition process. The selection of these activities relies on tags assigned to content, ensuring that they are contextually relevant and engaging to the child during non-screen time. By emphasizing the contextual relevance of post-screen time activities and involving children in the planning process, our work distinguishes itself from Coco's Video, providing a novel solution that enhances the transition experience for children.

3 SYSTEM DESIGN

Since not all paradigms developed for adults are effective for preschool children [13] and user interface design significantly influences children's interaction with touchscreen applications [23], as part of our design process, we interviewed two professional consultants with backgrounds in media education and media design, as well as five nursery school teachers. We recruited nursery school teachers from kindergartens and reached out to various media educators from our region. These expert interviews were conducted in a semi-structured format using Zoom, with each interview lasting between 30-60 minutes, on average. To analyse the data and extract recommendations, we created groups to identify important areas regarding the design.

3.1 Recommendations from Experts

The expert interviews explored various aspects of children's screen usage, videos, design, language, characters, and activities, focusing on preschoolers' screen time needs and behaviors. We used the following five guidelines for the design of our application:

Layout Experts recommended a child-friendly layout with uncrowded pages and large buttons accommodating interactive elements. They suggested using symbols instead of text to reduce cognitive load for young children and recommended employing voice guides.

Communication Experts advised clear and direct communication that is friendly, polite, and motivational. They considered questions like *"Would you like to...?"* to be less ideal, as they allowed for rejection. Instead, it was advised to use sentences such as *"We are*

going to do...". Additionally, rather than suggesting that the screen be turned off after the video(s), messaging related to the new activity would be less disconcerting. Experts held differing opinions about the type of language to use when communicating with children. One nursery school teacher suggested speaking to the children as if they were an adult, while the media designer recommended using simple and straightforward language. We opted for the latter approach, designing dialogues for a relatable and believable character, in line with their experience of watching cartoons.

Character Experts all agreed that a suitable character should encompass a range of emotions from happiness to sadness to make the character more relatable. Regarding the visual design of the character, one nursery school teacher recommended exaggerated cartoon features, while another suggested a more realistic human-like figure. We opted for a cartoon character to reduce the uncanny valley effect and follow common design patterns in other applications in this space [11].

Activity To facilitate the transition point to the real-world, experts recommended activities that would last at least 15 minutes. Although complex activities are more engaging, experts agreed that overly complex suggestions could lead to frustration and negative emotions. However, some experts were concerned that successful activity completion could end in an undesired reward cycle of watching more videos for the children.

Role of parents Experts agreed on the application supporting the parents rather than replacing them in the decision making and planning process. They recommended being able to adjust settings to make the experience as pleasant as possible for the child. Additionally, experts emphasized the value of parents engaging in open negotiations with their children about screen time settings to prevent potential frustrations.

3.2 Watch with Joy

Our application "Watch with Joy", is a video viewing application available for Android and iOS devices, which streams content from YouTube via the YouTube API. "Watch with Joy" allows children to set a time and select the videos they want to watch. After the designated watch-time elapses, the application offers activities based on the video. To provide relevant video-specific activity suggestions, we manually assigned tags to a subset of popular videos, all geared towards our target audience. These tags indicate specific activities extracted from the video content itself. We categorized these activities into different groups, such as creative activities(e.g. painting), construction play(e.g. duplo, building a cave, lego, playmobil), imaginative play(e.g. action figures, dolls, playing in the sandbox), storytelling and communication(e.g. telling grandparents and friends about the week, reading, looking at picture books, listening to audio books), group activities(e.g. dancing, marbles, playing with a ball). The suggested activities are matched to the child's interests and the last viewed video. The application keeps track of the watched videos, ensuring that the child doesn't receive repetitive activity suggestions. Upon launching the app, "Joy" the bear warmly welcomes the child and inquires about the desired session duration. Preset time options can be easily selected using prominently displayed buttons (see figure 1). We omitted representing time in minutes and seconds to improve comprehensibility and simplify selection by parents and children. Opting for preset time options automatically filters the available shows and episodes (see figure 2). While an episode is playing, a large clock display indicates the remaining time. The large text-less buttons, consistent throughout the app, were designed based on recommendations from our experts to aid the child in swiftly learning and utilizing the app.

Figure 1: When the application starts, Joy asks the child how long they are allowed to watch. Parents and children negotiate and select the duration of the screen time.

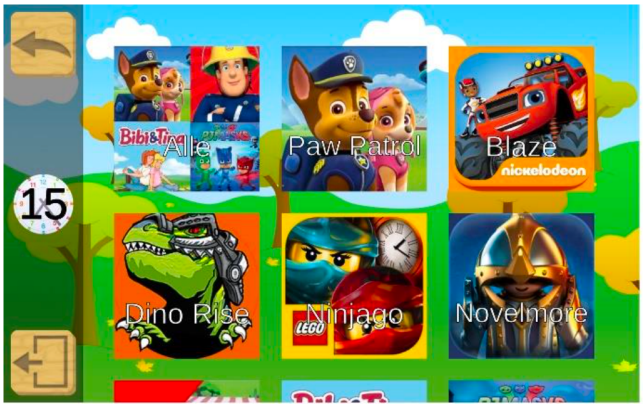

Figure 2: The application suggests shows and episodes that have been enabled under settings and preferences based on the remaining screen time.

Two minutes before the video's conclusion, Joy appears on the screen to signal that the time limit is about to expire with a message that must be confirmed. After the video concludes, its duration is subtracted from the total time, determining the available videos for the child. At this point, Joy asks if the child enjoyed the videos and proposes two corresponding activities, Following this, the "Close" button is presented (see figure 3). Clicking this button locks the application for a duration of one to three hours, as set in the settings. However, parents can unlock it by entering a code. In the upper left corner, accessible via a gear wheel icon, parents can access settings to input information about the child, such as age, name, and activity

Figure 3: Joy suggests two activities based on the content of the last show when the session ends and the application switches to locked mode for a user-defined time.

interests. Additionally, parents can access a list of all videos and manage access to specific ones, aligning with the child's needs and preferences.

4 EVALUATION

Our evaluation aimed to examine the transition from screen time to non-screen time among preschool children (ages 3-5) using the "Watch with Joy" application. Furthermore, we aimed to gather parents' reflections on their children's media usage through the application. Before our evaluation, we conducted a 3-day pilot study with a family (mother and 2 boys,4y,6y) to test and enhance our application. At the beginning, we conducted an interview to discuss family's current digital media usage, rules and restrictions, as well as the challenges they faced as a family when transitioning from screens. The family primarily used popular media platforms (e.g. Netflix, YouTube, Amazon Prime, etc.), for children's content and made efforts to manually enforce time limits. The mother mentioned that typical applications in this space were not child-friendly and that they tried to expand watch-times. Incorporating feedback from the pilot testing, we added a confirmation pop-up feature and made adjustments to the dialogues of the character Joy to better capture the child's attention.

4.1 Participants

Following our pilot study, we conducted a four-week evaluation involving four families. Participants were chosen based on two criteria: preschoolers aged 3 to 5 years who used screen media at least twice a week. We recruited children from a local nursery school, consisting of one boy (5y) and three girls (3y,3y,4y), along with their parent(s)(4f,1m). We gained ethical approval from our university's review board and secured parental consent for the study. Children were informed about the voluntary nature of their participation.

4.2 Procedures

We asked families to replace their common streaming services with our application while maintaining their regular viewing times and habits. We conducted semi-structured interviews with each family individually, either through Zoom or by phone. We defined our interview protocol in three phases as follows: In the interview before the start of the study, the child's usage behavior was discussed. This included information about frequency, length, and content. We also inquired about the environments in which digital media are used. Parents' knowledge of security settings and filter programs was also a topic of discussion. Furthermore, we explored parents' opinions about digital media and their approaches during the interview. The interview lasted between 20-30 minutes. We conducted the second phase of the interview about two weeks after the start of the study, which lasted only 5-8 minutes. During this phase, we primarily discussed the initial use and also explored the children's initial reactions to the character, as well as their responses to the suggested activities. The final interview which lasted between 30-45 minutes, followed a similar protocol to the first one. Specifically, we discussed any changes from their previous behavior or use of digital media. Additionally, we addressed the proposed activities and whether the child had engaged with them. We also asked the parents for their opinions about the application's design and the character. Another focal point was the parents' perspective on whether the application helped them enforce screen time limits and their overall impressions of the app. In all the interviews, only the parent(s) participated. It was only during the final interview for Family 2 that their child joined the conversation.

4.3 Data Collection and Analysis

Throughout the interview process with the families, we documented our observations through field notes and made audio recordings of the discussions. These recorded interviews were subsequently transcribed and analyzed using thematic analysis techniques [3]. We initiated the analysis by engaging in open coding, which involved the identification of initial patterns and themes. We then proceeded to axial coding to establish meaningful connections between various codes. Finally, through selective coding, we refined the core themes that emerged from the collected data. Notable themes that were derived included aspects like children's interactions with characters, children's reactions to transition events, children's understanding of the user interface, children's responses to suggested activities, parents' perspectives on parental controls, and whether the application was helpful in managing media consumption strategies.

5 RESULTS

In interviews with various families, parents shared their experiences with their children's screen time. One mother (F1) shared experiences with her 4-year-old son, who was not permitted to use digital media without supervision. He frequently struggled to comply with screen time restrictions, and his mother's remedy was to disconnect the device, potentially causing frustration. Family 2 (F2) looked after a 3-year-old foster child, who formed an early bond with smartphones due to her biological mother's frequent phone usage. Managing screen time often sparked heated debates, but they strived for responsible media usage without overexposure. Within Family 3 (F3), the mother mainly discussed their 3-year-old daughter, who had early exposure to smartphones through viewing

photos. She frequently opposed ending media usage, but the parents actively restricted her access. In Family 4 (F4), the parents closely monitored their 4-year-old daughter, during screen time, but she seldom stopped voluntarily. Despite parents' announcements *"It was time to stop after this episode"*, she frequently disregarded these instructions, leading to arguments and necessitating device shutdown. In Family 5 (F5), the parent managed their 5-year-old son's digital media usage, often using phrase like *"just 5 more minutes"* and in certain situations where episodes were too long the parent would turn off the screen before episodes finished, sometimes resulting in discussions or delays on child's part. In all the families, parental control settings were known, but only three families (F1, F2, F5) actively used them. Similarly, just three families (F1, F2, F5) set clear time slots for digital media use, while others didn't establish specific rules.

5.1 Children's understanding of the user interface

All children were capable of comprehending and utilizing "Watch with Joy". Parents in our interviews reported that children could navigate and select videos with ease. The daughter of F2 demonstrated in the final interview how she navigated the app all by herself and showed how she started her favorite series,"Peppa Pig". She had no issues doing so and mentioned that she preferred watching it alone because she already knew how to. This made her proud. She said, she enjoyed watching videos with the app and would have loved to watch more. F3 noted that the video selection process held particular significance for their daughter. *F3:"For her [the daughter] it was of course something special that she was allowed to choose for herself what [...] she wanted to watch"*. Parents expressed positive feedback for the inclusion of a time limit; however, children required adult support in determining their desired viewing duration. In this context, F2 recommended incorporating a more visual representation of time and implementing loading animations to enhance the child's understanding of the setup process. F4 always initiated the App for their daughter and remained by her side when she entered the Time. However, she managed the remaining process independently and selected a video of interest. Regarding the application's design, families presented varying experiences. The design was well received by F2, particularly highlighting its integration of natural elements and the big buttons. F5 appreciated the design's aesthetic but was concerned that it was too simple compared to other apps, that feature more dynamic and animated elements e.g. character animations. F4 highlighted the absence of advertisements within the app as an advantage. *F4:"I think that is quite good, that there are no commercials in between shows"*.

5.2 Children's interactions with the character

Some parents expressed that Children programs on media services such as Netflix or Disney Plus have established very high standards for character design. F3 mentioned that, While watching content on those platforms, their daughter often engages in dances in front of the TV screen or even counts along with the characters. However, she didn't take Joy seriously as a character. Some parents expressed that Joy should be animated, more exciting or even more interactive with their child. F3 suggested that Joy could participate in or demonstrate various activities visually. Three families felt that Joy's voice was not appropriate. F4 added, *"I think the voice need some time to get used to it and it could sound more child-like"* . F5 also noted that their son didn't interact much with Joy, initially referring to it as *"your App"*, over time, he began to call the app *"Bear App"*. F2 also shared that they and their daughter would discuss at the end of a video whether she liked it or not. *F2:"If she clicked no, we had the chance to discuss why she did not like the show"*.

5.3 Children's response to suggested activities

Our findings indicate that the suggested activities show positive results for the families. All families reported experiencing positive changes in their children's media consumption habits, resulting in reduced arguments and conflicts *F4: "we didn't have to fight like that anymore"*. F2 mentioned that when screen time ended and activities were proposed, their daughter would take a moment to consider and then select one of the suggestions, subsequently resolving any potential issues. F2 suspected that their daughter required motivation to explore different activities. While she sometimes followed the suggestions closely, at other times, she used them as inspiration. F2 also mentioned that they had attempted various methods, but none had proven effective before. F1 recalled an instance when Joy suggested playing with a ball; the younger child did not interpret this as a suggested activity but rather as an invitation to watch a video related to playing with a ball. However, as they continued to use the system, the child became accustomed to the idea of follow-up activities. *F1: "And then they [their two sons] said, yes, let's build a cave [this was one of the suggestions] and that's what they did."*. F3 observed that their daughter wasn't pleased when the videos ended. This often led to her becoming upset and screaming, which prompted the parents to intervene and suggest alternative activities. However, the parents(F3) didn't specifically propose character-related activities. Despite hearing Joy's suggestions, their daughter resisted and declined them. F3 believed that their daughter might still be too young to understand the abrupt end of an activity. Overall, F3 remained uncertain whether she viewed the suggestions as inspiration or simply disregarded them. Nevertheless, with a few more uses, she gradually became more accustomed to the idea of videos concluding after the set time. similar to F1, F4 expressed that their daughter consistently felt dissatisfied when videos ended. Complaints were especially prevalent during the first three or four uses, but later, a decrease in these discussions was observed. However, parents occasionally intervened by announcing the end of the allocated time and reinforcing the app's message manually. F5 also mentioned that their son frequently watched movies before bedtime. In such cases, the suggested activities were not very helpful, as he was not able to engage in longer activities due to bedtime.

5.4 Parents' perspectives on parental controls

Two families expressed their appreciation for using technology to facilitate the transition to non-screen time, and all five families could envision themselves continuing to use the app after the study concluded. F2 experienced significant improvements with the app. Their daughter's previous strong reactions to ending videos subsided, and she more readily accepted endings and engaged with

suggestions. F3 conveyed that while the suggested approach and activities did not sometimes resonate with their daughter, they still valued the fundamental concept of the app. Additionally, F3 questioned how long the app would remain operational and whether it might eventually become an official application. F3 had previously established strict rules for digital media usage, and the app's timing feature proved to be particularly advantageous in this regard. Although the application has worked well for F4, the family remained skeptical about whether technology can effectively assist them in setting boundaries for digital media consumption. They mentioned that their family did not heavily rely on technology, and their perspective might be different if smartphones and tablets played a larger role. Nevertheless, F4 noted that the concept of selecting a time-frame together with the child proved to be very useful for them. F5 also emphasized that incorporating a second character into the application could enhance engagement. Moreover, F5 appreciated the strategy of utilizing technology to facilitate the transition to non-screen time and the app's functionality seamlessly aligned with the family's usual routine. F5 further remarked that their son had already inquired about using the "Bear app" again after the study ended. Two families (F2, F4) continued using the app for three more weeks after the study had ended.

6 DISCUSSION

6.1 Role of characters for the identity of the application

In our study featuring the character Joy, we found that some parents did not perceive Joy as a character their children took seriously. Their feedback suggested a desire for Joy to be more animated, exciting, and interactive. As our study continued, we observed changes in how children interacted with Joy. For example, F5's son initially referred to the app as "your App" but over time, he began calling it "Bear App" indicating a growing attachment and personalization of the character. Furthermore, F2 shared that their interactions with the character included discussions about whether their daughter liked the content. If their daughter clicked "no," this provided an opportunity to discuss the reasons behind her preferences, highlighting the character's potential for facilitating communication and engagement. In conclusion, our study provides insights into the significance of character design in children's applications for shaping the application's identity. The character's ability to engage and interact with children not only contributes to the app's appeal but also has the potential to enhance the overall user experience. These insights can inform the development of children's applications by underscoring the importance of well-designed, engaging, and interactive characters. Coco's videos [11] also served to demonstrate that young children can perceive that a character is an authoritative figure, making them more inclined to follow their instructions. Thus, it is possible that by increasing the character's involvement during the transition from screen time to non-screen time, the child is allowed to observe the character's behavior. This enables us to assess how this observational experience may influence the child's behavior. Such an approach could potentially motivate the child to pay attention to the character's instructions.

6.2 Role of parents & children in technology use

An application serving as a mediator assists parents in implementing strategies for managing their children's media consumption. Our findings indicate that technology empowers families to proactively monitor and regulate their children's screen time. Notably, our approach also assumes a guiding role for parents, allowing them to be inspired by our proposed strategies for managing screen time. This enables parents to adapt these strategies according to their family's unique circumstances. Additionally, parents can support their child in transitioning smoothly from screen time, particularly when the child uses other platforms like YouTube, Netflix for video viewing. Our observations further reveal that the app facilitated children in adhering more to their allocated screen time. Approaches that provide children the autonomy to select, manage, and take ownership of their activities tend to find more favorable acceptance among both children and parents [11]. This effect persisted even when the proposed activities weren't fully embraced by the children, as children exhibit greater engagement in activities when they participate in the decision-making process [12]. The combined act of setting time limits collaboratively and selecting videos cultivates a sense of autonomy among kids. This active engagement fosters intrinsic motivation, providing children with an opportunity to learn independence in regulating their media habits.

6.3 Role of technology in media consumption

Our results highlight the important role of technology in influencing positive screen time management experiences. The families in our study expressed their appreciation for the innovative use of technology to facilitate the transition from screen time to non-screen time. This highlights how technology can be harnessed to create meaningful shared experiences and foster a smoother shift from digital engagement to other activities. It also emphasizes the significance of "screen-free zones" within the home environment, where technology should be intentionally restricted. While we advocate the potential of technology in enhancing screen time management, it's important to recognize that it should complement existing manual strategies within families. The families we observed were diverse in their reliance on technology and the effectiveness of our approach varied. Families who actively engaged in collaborative discussions with their children and set up customized screen time schedules achieved the most significant benefits. In conclusion, our findings emphasize the complementary relationship between technology and existing screen time management strategies within families. Our approach can serve as a valuable tool to improve the screen time transition, with its success dependent on active parental involvement and customization based on individual family interaction.

7 LIMITATIONS AND FUTURE WORK

Our research, although valuable, does have certain limitations. We encountered challenges in recruiting participants that aligned precisely with our specified demographics. Therefore, we designed our research around a small sample of participants over a one-month period, conducting multiple interviews. Furthermore, we did not conduct a formal quantitative comparison between traditional screen time procedures and the screen time approach supported by our

application. Our primary aim was to facilitate a healthy transition away from screens by suggesting real-world activities based on the video content. While we succeeded in this aspect, there is certainly room for improvement in terms of the variety of activities suggested. Further, our current approach involves manually assigning tags to define suitable activities for each video. Automating this tag assignment process would make integrating new videos into the application more scalable. Future work needs to develop and explore different strategies, particularly focusing on the transition from screen time to non-screen time. Additionally, the character design should be improved through the addition of more features such as animations and child-friendly voices, to facilitate communication with children even better.

8 CONCLUSION

In this paper, we presented "Watch with Joy", a video player for preschool children. Our design specifically focused on the transition phase, which occurs at the conclusion of screen-based media activities. During this transition, the child is offered alternative real-world activities that align with the content of the last video watched. This approach aims to motivate the child to disengage from the screen and facilitate a smooth transition. Through a qualitative study involving four families over a 4-week period, we gained valuable insights into children's responses during the transition away from screens. Our findings indicate that utilizing technology to facilitate the transition towards non-screen activities after media consumption reduces a smoother transition process and reduces conflicts between children and parents. Furthermore, the presence of a character serves as an identifying and can foster effective communication with the child. Ultimately, our research highlights the significant role of parents and their parenting styles in influencing the success of a technology-supported approach.

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