

D201: Using ICT

Tom xxxxx, Candidate Number 0001

St Ann's Technology College, Centre Number xxxxx

29 April 2005

Welcome to my eportfolio. As you can see, it contains a number of publications about the influence of screen-based media on children.

I started my project by using MS Excel to create a project plan that helped me to finish all my tasks on time. Later in the project I also used MS Excel to create a spreadsheet to present the results of a survey I carried out. I used MS Word to save my research, create a questionnaire, a letter, a report and a review. I used MS Access to create a database and produce a report for the head teacher. I created my leaflet in MS Publisher and my presentation in MS Powerpoint.

The web pages and this eportfolio were created using Macromedia Dreamweaver.

Planning

I have produced a detailed plan that has enabled me to complete all the tasks within the given timescale.

I first read through the whole project brief. We then had a brainstorming session in class and I created a spider diagram to help me.

After I had thought about the project a little bit more I began planning the project.

I filled in the plan as I went along. I did not have any difficulties sticking to my plan. I am lucky because I also have a computer at home to do extra work.

For further information please see:

Lessons at our school are 50 minutes long. There are 4 lessons per week. 2 lessons on Monday, 1 lesson on Tuesday and Thursday.

This colour has been used to show when I finished a task early.
This colour has been used to show when I finished a task late.
This colour has been used to show when I finished a task on time.
This colour shows changes made to plan to save time.

Task No	Task	Description	Start date	Finish date	Time estimated in minutes	Actual time in minutes
1	Reading project brief	carefully read project brief and become familiar with tasks.	20/11/2004	20/11/2004	50	50
Sub-task	Store Dids website in favourites folder	Easy access of website which has project brief	20/11/2004	20/11/2004	2	2
2	Planning and brainstorm	Creating a plan using MS Excel. Plan must contain main tasks and subtasks. Brainstorm in class to think about secondary resources.	20/11/2004	20/11/2004	100	100
Sub-task	Create spider diagram (homework)	Identify secondary sources	20/11/2004	20/11/2004	10	10
3	Create folder structure	Create folders to store any work produced	20/11/2004	20/11/2004	10	10
4	Looking at secondary sources	Use websites from project brief and find new websites using internet.	20/12/2004	27/12/2004	100	100
Sub-task	Store websites in favourites folder	Store for later access	20/12/2004	27/12/2004	20	20
Sub-task	Look at newspapers (homework)	Find more information from other sources	20/12/2004	28/12/2004	100	100
5	Gather information from primary sources	Make interviews with pupils in class to find out what they think about topic.	20/12/2004	20/12/2004	90	90
Sub-task	Think about questions for pupils	Write down questions. I will ask pupils in my class.	10/12/2004	10/12/2004	15	15
Sub-task	Create database that contains interviews with pupils	Database includes picture and interview with pupils.	10/12/2004	10/12/2004	70	70
Sub-task	Recording interview of questions to pupils	Use MS Soundrecorder to record primary sources	10/12/2004	14/12/2004	50	50
7	Creating database using MS Access	Design database to store data	10/12/2004	10/12/2005	150	150

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Sub-task	Set up database.	Create all the fieldnames needed to store the data provided. Set fieldlength, type and create validation rules.	1/10/2005	10/10/2005	50	50	
Sub-task	Import data.	Import the data provided by LEA.	1/10/2005	1/10/2005	20	20	
Sub-task	Store rejected data.	Create word document that shows all the data rejected.	1/10/2005	1/10/2005	60	60	
9	Create data entry form.	The data entry form has to be designed to enter new data.	10/10/2005	10/10/2005	50	50	
Sub-task	Enter new information.	Input in class new information using data entry form.	20/10/2005	20/10/2005	50	50	Pupils took longer entering information about themselves.
9	Conducting a survey.	Design a questionnaire to find out what parents think. The answer have to be analysed in spreadsheet. So both need to be designed at the same time.	20/10/2005	20/10/2005	150	150	
Sub-task	Design questionnaire and spreadsheet on paper first. (homework)	Think about the questions first by designing questionnaire on paper. In order to find useful data that can be analysed in spreadsheet answers should contain numbers.	20/10/2005	27/10/2005	50	50	
10	Hand out questionnaire (homework)	Gather information from at least 50 parents. Enter data into spreadsheet and analyse information using graphs.	30/10/2005	30/10/2005	200	100	Gave some of the questionnaires to friends in school. This is why it took less time.
Sub-task	Enter information from questionnaire into spreadsheet.	Enter information and create graphs and charts.	30/10/2005	31/10/2005	100	100	
11	Write formal letter to newspaper editor.	Respond to letter from editor using MS Word.	30/10/2005	30/10/2005	100	100	
Sub-task	Head letter.	Head letter from project sheet.	21/10/2005	21/10/2005	20	20	

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Sub-task	Check letter.	Proofread and spell check letter.	21/10/2005	21/10/2005	10	50	Unable to finish task in time because of network going down.
12	Create leaflet.	Create leaflet aimed at children aged 8-11 on the risks of playing computer games.	21/10/2005	24/10/2005	150	150	
Sub-task	Check leaflet.	Proofread and spell check leaflet.	25/10/2005	25/10/2005	20	20	printed leaflet and took it home to save time. I did not want to feel behind with time.
13	Report to PTA.	Create paper based report to summarise findings from survey.	26/10/2005	26/10/2005	150	100	
Sub-task	Check report.	Proofread and check report.	30/10/2005	31/10/2005	20	50	
14	Create storyboard for slideshow.	Design storyboard on paper first using storyboard. Decide on layout, font, images etc.	30/10/2005	31/10/2005	50	50	Took home storyboard to save time.
15	Create presentation.	Use storyboard to create slideshow. The slideshow must show a positive image of screenbased media.	20/10/2005	20/10/2005	200	200	
Sub-task	Check presentation.	Proofread and spell check presentation.	10/10/2005	10/10/2005	20	20	
16	Speakers notes for presentation.	Create speakers notes for the slideshow.	10/10/2005	10/10/2005	20	20	
17	Creating webpages for parents.	Create a number of webpages for the school website. The webpages must contain information and advice for parents.	14/10/2005	17/10/2005	200	200	
Sub-task	Editing and checking website for mistakes.	Proofread and spellcheck website. Check that all the hyperlinks work correctly.	21/10/2005	21/10/2005	20	50	found some links that did not work. It was difficult to link pages again and took longer.

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18	Create a menu to link to information	Create a webpage that will contain hotspots to link to all the reports within website.	21/03/2005	21/03/2005	50	50
19	Create report for headteachers.	Use MS Access to create a report for head teachers. The report must contain queries.	11/04/2005	11/04/2005	50	50
20	Producing an portfolio	Produce portfolio that shows all the work that has been created. It must be easy to use and navigate.	11/04/2005	18/04/2005	200	200
Sub-task	Think about hyperlinks for portfolio (homework)	Make paper plan on linking pages	18/04/2005	18/04/2005	20	20
21	Review	Write a review evaluating project outcomes.	18/04/2005	25/04/2005	150	150
Total minutes					287	287
Total hours					4.78	4.78

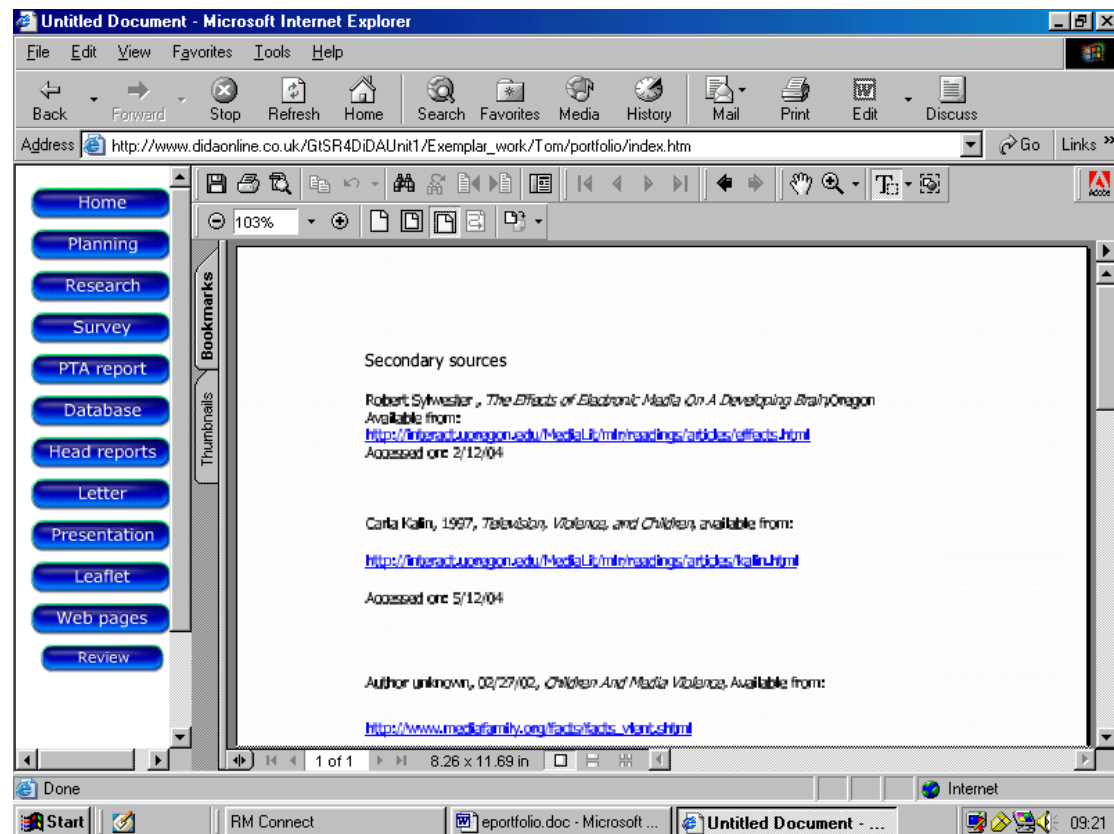
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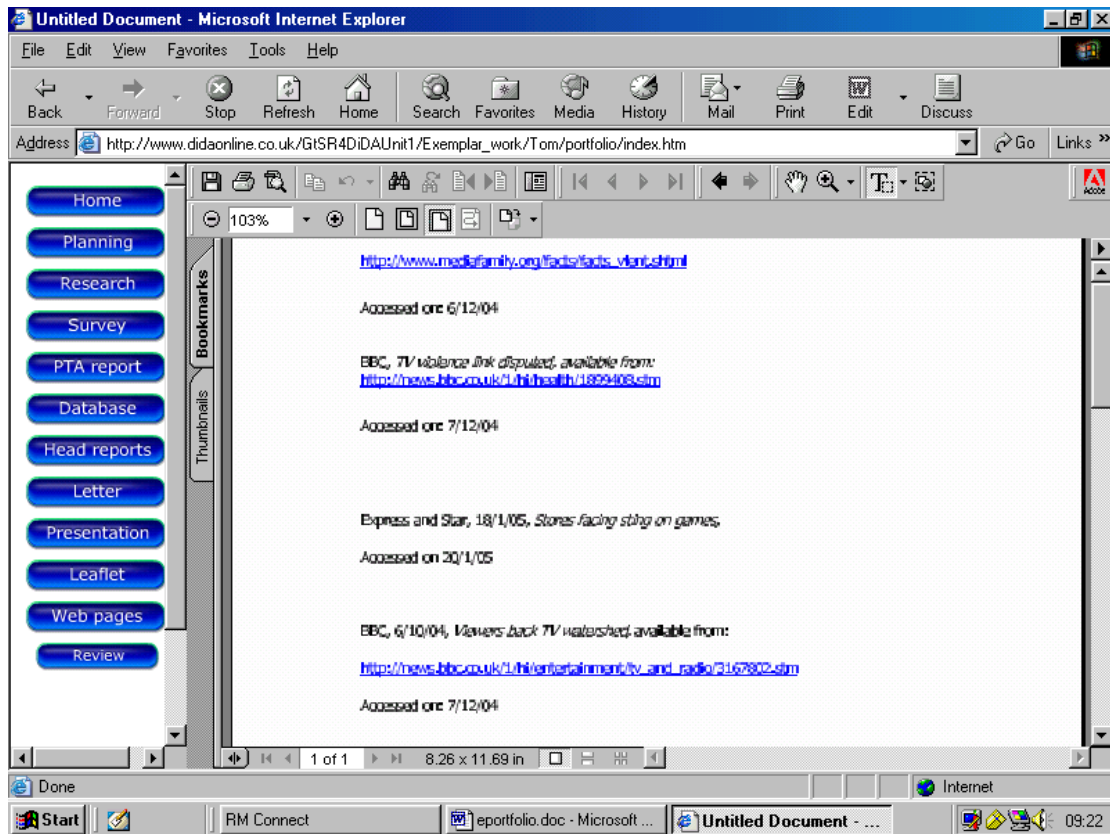
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Research

To find out information I used the Internet. When I was doing my research I found that there were a lot of websites for this topic.





Survey

I have been asked to find out the views of local parents by conducting a survey.

Here is the [questionnaire](#) I designed to collect the data.

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Questionnaire for parents

As part of my DiDA course I am doing a project on the influence of screen-based media such as television, computers and play stations effect childrens behaviour.

Please tick the appropriate box or circle the answer.

1. What is your gender?
male ☐ female ☐

2. Do you have any children?
yes ☐ no ☐

If yes how old are they?
5 6 7 8 9 10 11 12 13 14 15

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3. How many hours per day does your child watch television?
_____ hours per day

4. Do any of your children have a television in their bedroom?
yes ☐ no ☐

5. How many hours do your children spend with their mates out of school?
1 2 3 4 5+ ☐ ☐ ☐ ☐ ☐

6. How many hours per day do your children play on the play station?
1 2 3 4 5+ ☐ ☐ ☐ ☐ ☐

7. Who controls the television in your house?
Mum ☐ Dad ☐ No-one ☐

8. Do your children take regular breaks whilst playing on the play station?

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8. Do your children take regular breaks whilst playing on the play station?
yes ☐ no ☐

9. Has your child ever had repetitive strain injury (RSI)?
yes ☒ no ☒

10. Does your child have a personal computer?
yes ☐ no ☐

If yes how many hours do your children spend on the PC?

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10. Does your child have a personal computer?
yes ☐ no ☐

If yes how many hours do your children spend on the PC?
_____ hours per day

11. Does your child do any outdoor activities?
yes ☐ no ☐

12. Are you worried about the effects of screen-based media on your child?
yes ☐ no ☐

13. Do you think children would be better off without screen-based media?
yes ☐ no ☐

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Here is the [spreadsheet](#) I produced to collate my results.

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Survey results			
Q1. NUMBER OF PARENTS SURVEYED		50	
male	20		
female	30	50	
Q2. AGE OF CHILDREN			
5	8		
6	11		
7	10		
8	2		
9	9		
10	7		
11	13		
12	8		
13	3		
14	17		
15	7		
TOTAL	95		
AVERAGE AGE	10		
MAXIMUM AGE	15		
MINIMUM AGE	5		

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AVERAGE AGE		10	
MAXIMUM AGE		15	
MINIMUM AGE		5	
Q3. HOURS CHILDREN SPEND WATCHING TV (per day)			
less than 2 hours	0		
2-3 hours	13		
3-4 hours	30		
more than 4 hours	7	50	
Q4. NUMBER OF CHILDREN WITH TV IN BEDROOM		48	
Q5. HOURS CHILDREN SPEND WITH MATES (per day)			
1	8		
2	25		
3	12		
4	4		
5+	1	50	
Q6. HOURS CHILDREN SPEND ON PLAYSTATION (per day)			
1	14		
2	15		
3	5		
4	0		
5+	0	34	
Q7. WHO CONTROLS TV?			
Mum	22		
Dad	9		

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Q9. HAS YOUR CHILD EVER HAD RSI?							
yes	0						
no	50	50					
Q10. NUMBER OF CHILDREN WITH A PC							
			39				
HOURS CHILDREN SPEND ON PC (per day)							
1	4						
2	25						
3	9						
4	1						
5	0	39					
Q11. NUMBER OF CHILDREN WHO DO OUTDOOR ACTIVITIES							
yes	50						
no	0	50					
Q12. PARENTS WORRIED ABOUT THE EFFECTS OF SCREEN-BASED MEDIA							
yes	38						
no	12	50					
Q13. PARENTS WHO THINK CHILDREN WOULD BE BETTER OFF WITHOUT SCREEN-BASED MEDIA							
yes	9						
no	28	37					

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These are the [formulae](#) I used.

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Survey results			
Q1. NUMBER OF PARENTS SURVEYED			
male	20	50	
female	30	=SUM(B4:B5)	
Q2. AGE OF CHILDREN			
5	8		
6	11		
7	10		
8	2		
9	9		
10	7		
11	13		
12	8		
13	3		
14	17		
15	7		
TOTAL		=SUM(B8:B18)	
AVERAGE AGE		=AVERAGE(A8:A19)	
MAXIMUM AGE		=MAX(A8:A18)	
MINIMUM AGE		=MIN(A8:A18)	
Q3. HOURS CHILDREN SPEND WATCHING TV (per week)			
less than 2 hours	0		
2-3 hours	13		

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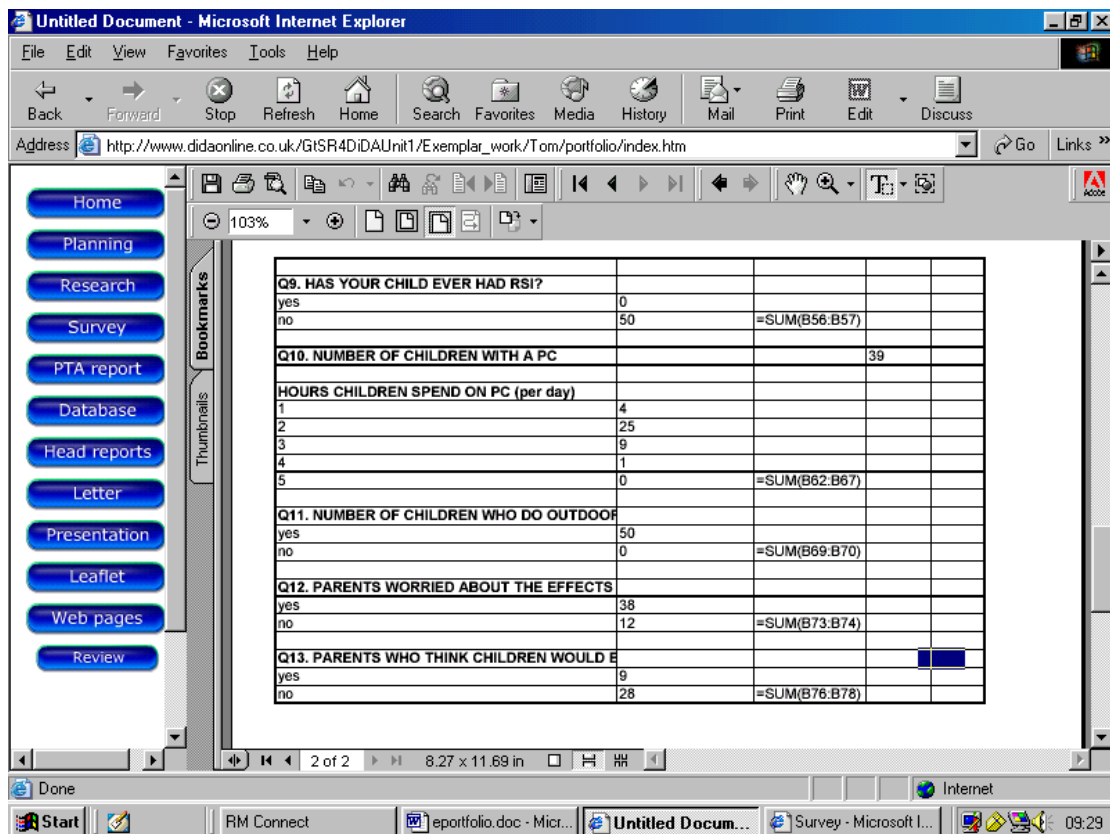
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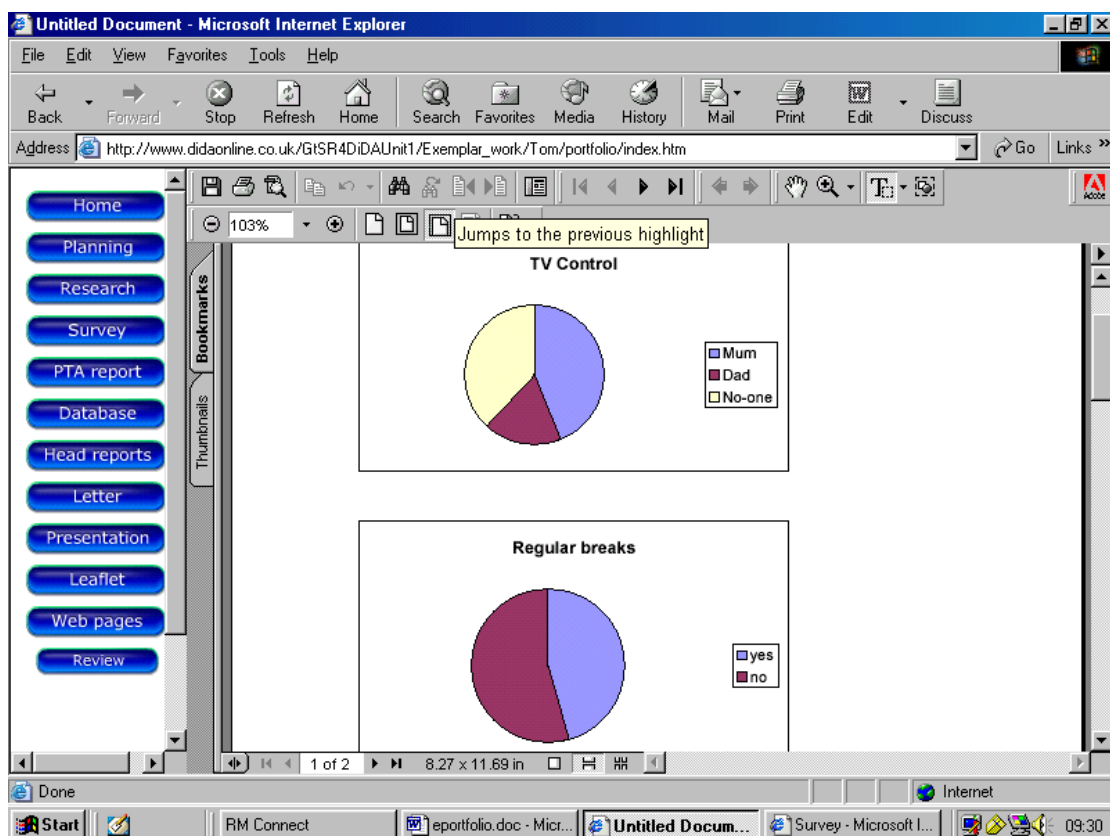
Q3. HOURS CHILDREN SPEND WATCHING TV (per week)			
less than 2 hours	0		
2-3 hours	13		
3-4 hours	30		
more than 4 hours	7	=SUM(B25:B28)	
Q4. NUMBER OF CHILDREN WITH TV IN BEDROOM			48
Q5. HOURS CHILDREN SPEND WITH MATES (per week)			
1	8		
2	25		
3	12		
4	4		
5+	1	=SUM(B33:B37)	
Q6. HOURS CHILDREN SPEND ON PLAYSTATION			
1	14		
2	15		
3	5		
4	0		
5+	0	=SUM(B40:B44)	
Q7. WHO CONTROLS TV?			
Mum	22		
Dad	9		
No-one	19	=SUM(B47:B49)	
Q8. DO CHILDREN TAKE REGULAR BREAKS WHEN WATCHING TV?			
yes	10		

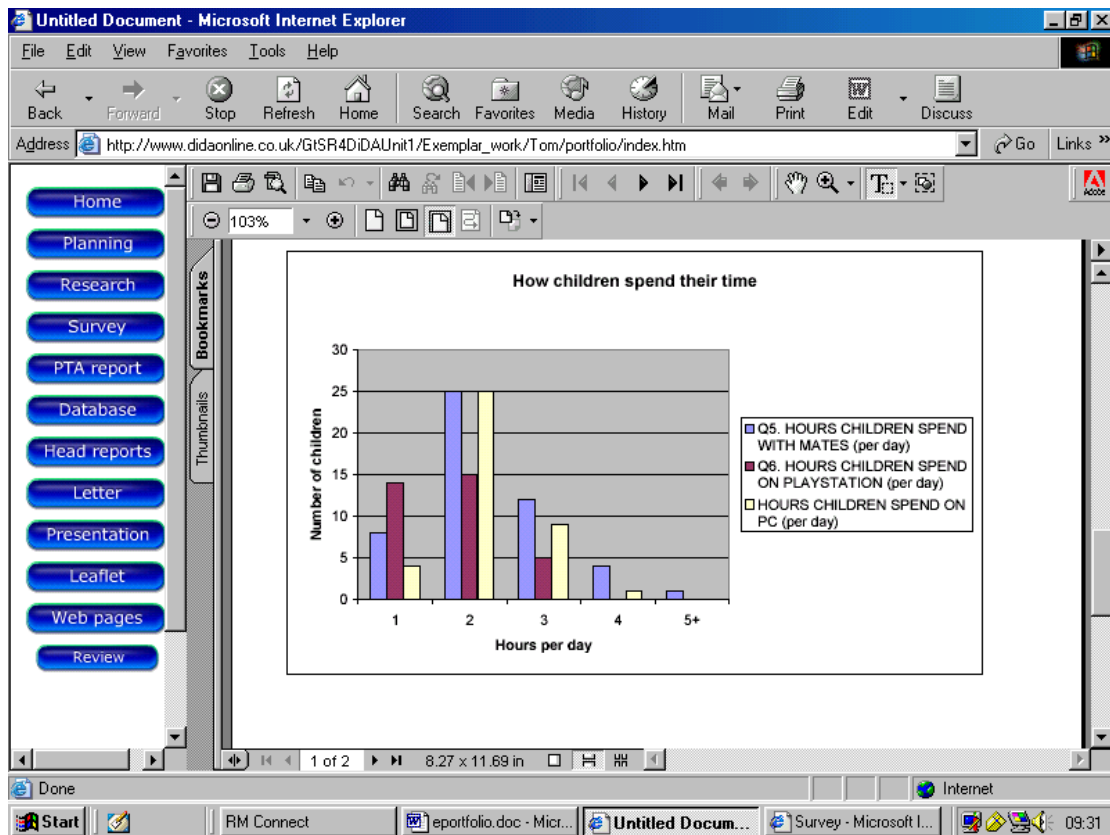
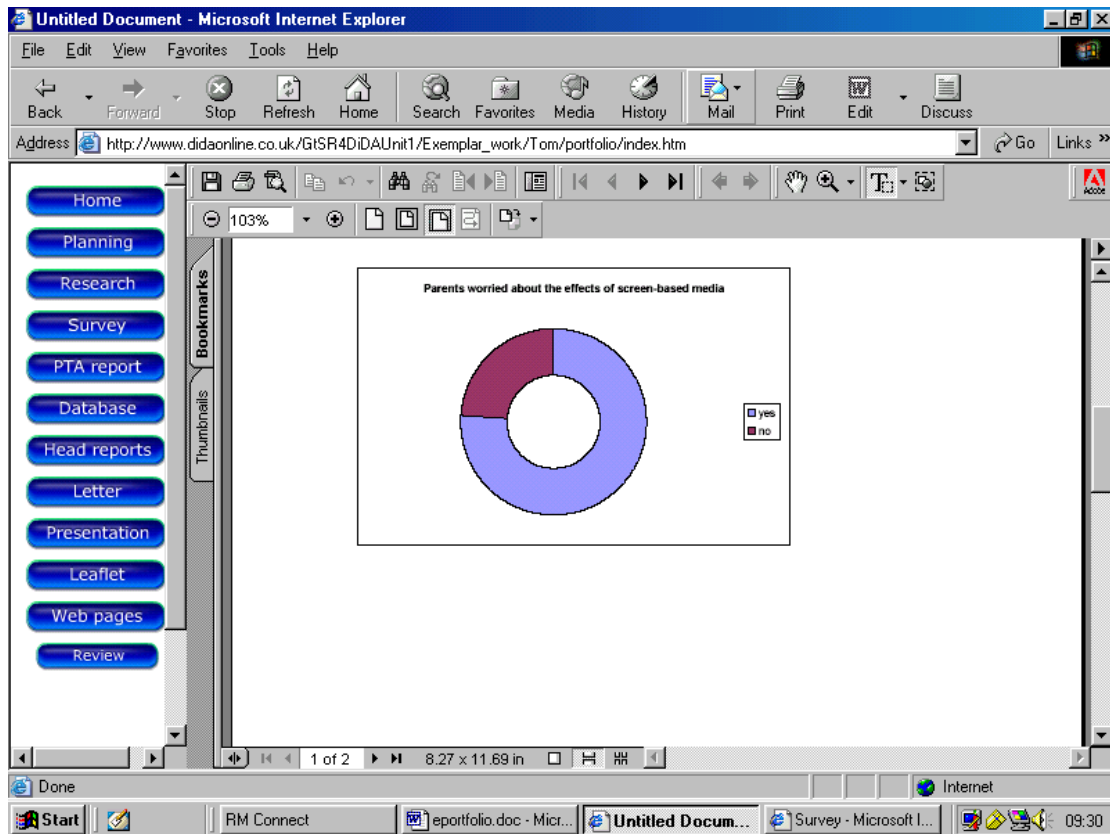
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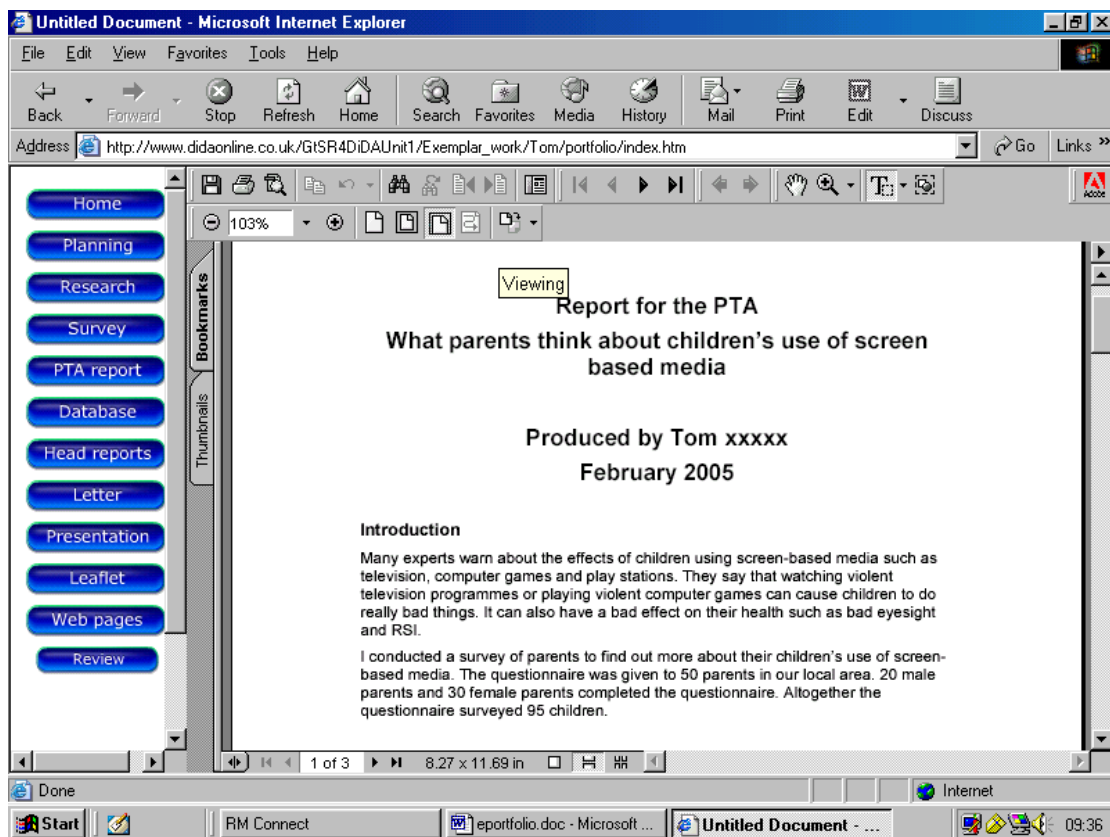
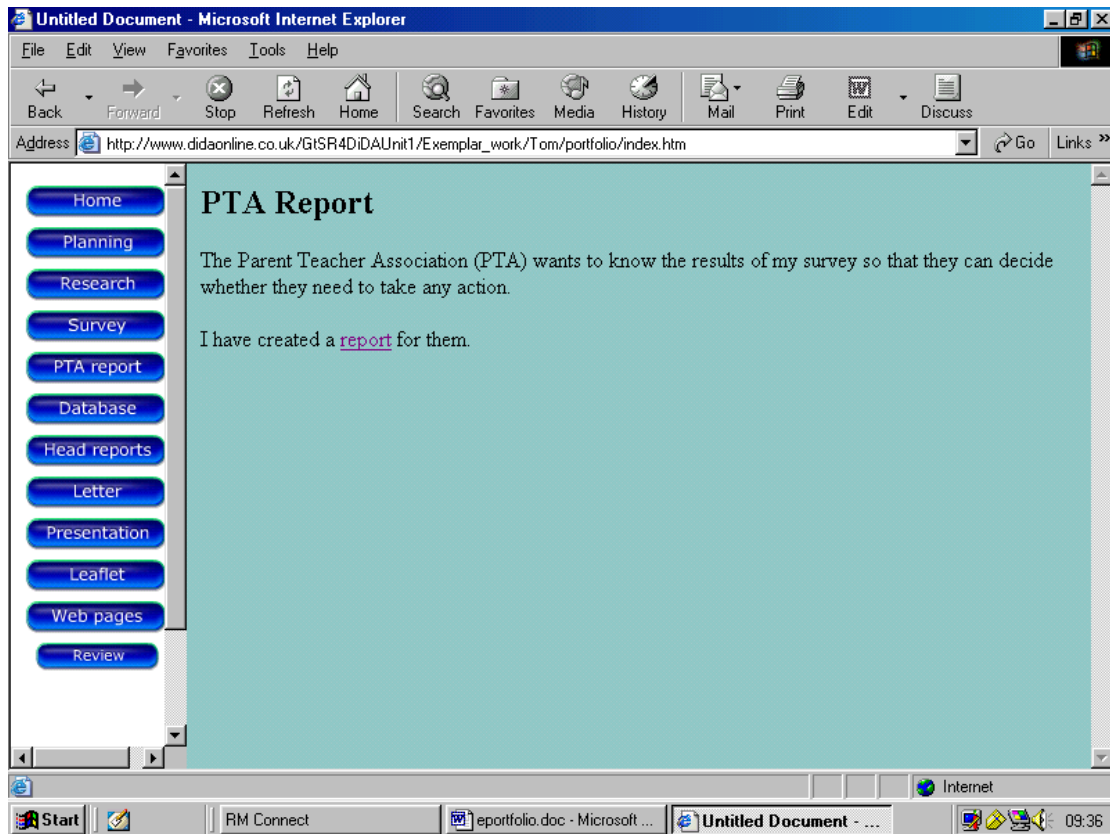
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Here are the [charts](#) I produced to show my findings.







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When asked how long their children watched television per day it became clear that many parents allow their children to watch more than 3 hours of television per day. 30 children watched 3 to 4 hours of television per day and 7 more than 4 hours. This is time that could be spent with friends or family or even doing homework.

My research shows that television is the most popular of all the screen-based media. Children generally prefer to watch television than do anything else. I also found that almost all children have their own TV in their bedroom. When children can watch television in their own room with no parents to supervise them this is very worrying. This can mean that many children ignore the 9 o'clock watershed and watch whatever programme they feel like. This can also mean that children watch programmes which are not suitable and may be harmful to them. It also means that they will probably watch television well past their bedtime and will miss out on hours of sleep. This could harm their performance in school on the next day.

The table below shows that playing with friends is still a favourite activity and is about as popular as using the PC. 34 children have a play station and 15 of them spend 2 hours a day playing on it. This could be harmful to them and could mean that they get RSI (Repetitive Strain Injury).

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How children spend their time

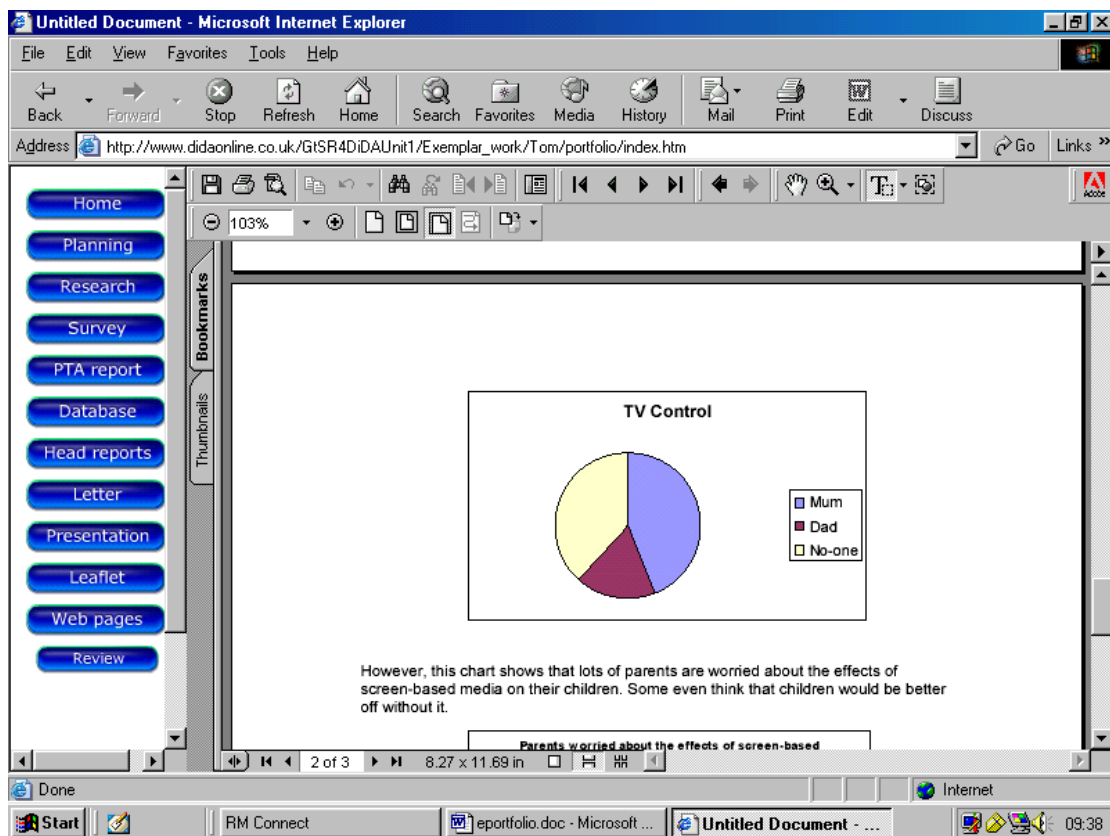
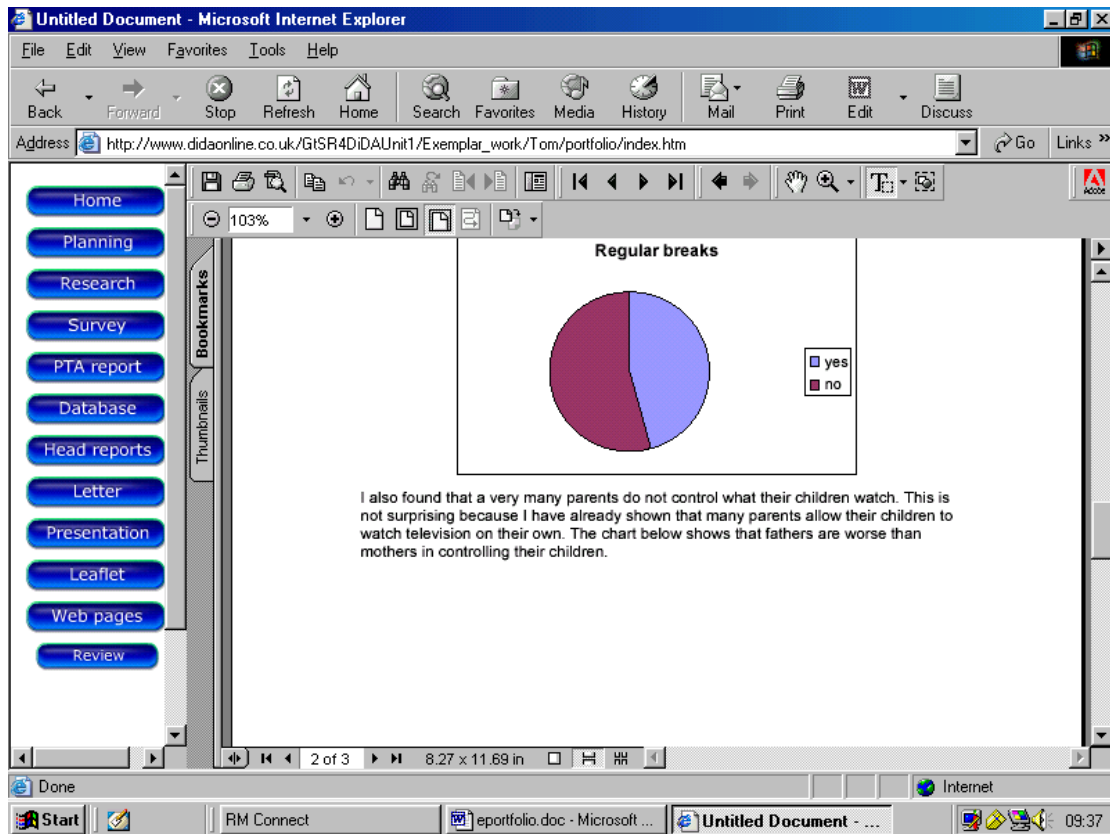
Hours per day	Q5. HOURS CHILDREN SPEND WITH MATES (per day)	Q6. HOURS CHILDREN SPEND ON PLAYSTATION (per day)	HOURS CHILDREN SPEND ON PC (per day)
1	8	14	4
2	25	15	25
3	12	5	9
4	4	0	1
5+	1	0	0

My survey shows that 55% of children do not take breaks when playing or doing their homework on the PC. Regular breaks are important to stop problems like bad eyesight, back pain and RSI (Repetitive Strain Injury).

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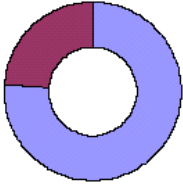
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Parents worried about the effects of screen-based media



Response	Percentage
yes	75%
no	25%

Conclusion

My conclusion is that it is important that parents ensure the safety of their children. Parents must learn to say no to their children when it comes to too much television, computer games or play stations. They should think about other activities they can do together with their children. Its really is up to the parents. The PTA should warn parents about the dangers of screen-based media and give them advise about getting their children more exercise.

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Microsoft Access - [Table1 - Table]

Field Name	Data Type	Description
TV after 2000	Yes/No	yes or no
Watching TV	Text	is chosen disk channels are not applicable
During advertisement	Text	watch or flick through or other
TV control	Yes/No	yes or no
PC control	Yes/No	yes or no
Internet control	Yes/No	yes or no
Work hrs on PC	Number	time spent for using doing work
Leisure hrs on PC	Number	time spent on pc for leisure purposes
Location of PC	Text	use in living area or study bedroom
Hrs playing on PC	Number	time spent on the pc playing games/entertainment
Hrs alone on games	Number	time spent alone playing on pc games
Hrs per week	Text	number of hrs watched per week
Observed class files	Yes/No	are files classifications observed yes or no
Hrs spent with mates	Text	number of hours spent with mates out of school
Hrs on over ride	Text	number of hours spent on over ride telling I cycling to school or college

Field Properties

General Lookup

Field Size: 50

Format:

Input Mask:

Caption:

Default Value:

Validation Rule:

Validation Text:

Required:

Allow Zero Length:

Indexed:

Unicode Compression:

Design view. F5=Switch panes. F1=Help.

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Data that has to be changed

```

"E483969","B","F",10,"GCSE","IT",
"E946490","B","B",10,"GCSE","IT",
"B347496","D","B",3,"GCSE","IT",
"B474587","C","B",12,"e-gual","S
"B348787","C","B",12,"e-gual","C
"E943891","B","B",9,"none","C","11:
"407846","D","F",4,"none","S","11:
"B495990","B","B",9,"none","T","11:
"B356835","B","B",11,"GCSE","S",
"B35683","B","B",11,"GCSE","S",

```

1. The first mistake I noticed was in the filename ID. One of the ID numbers was missing the letter.

I used this to take away the wrong data:
Format: @@@@
Input mask: L"0000000"

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"R857591", "B", "F", 8, non
 "R839294", "D", "K", 6, non
 "R483989", "B", "F", 10, "G
 "R848490", "B", "E", 10, "G
 "R347496", "D", "K", 3, "GC
 "R474587", "C", "K", 1, "G

2. The second mistake I noticed was in the third field: Gender. Instead of using the letters F and M there was an E accidentally placed.

I used this to take away the wrong data:
 Validation rule: "M" Or "F"
 Validation text: Please enter M or F

12,0,1,"I","watch",0,0,0,15,0,
 .0,"c","flick",1,1,0,1,0,"livi
 e","flick",0,0,0,0,5,"bedroom"
 ,"e","other",0,1,0,0,2,"living
 .10,0,0,"c","watch",1,1,0,1,0,
 36,0,1,"c","no",0,0,0,8,0,"st
 .0,0,"c","watch",1,1,0,15,5,"t
 .c","other",1,1,0,2,1,"living
 c","no",0,0,0,12,8,"study",5,
 .8,0,0,"c","flick",1,1,0,3,0,"

3. The third mistake was in the field 'During advertisement'. This field should only contain the words 'watch', 'flick' or 'other'. One of the records however contained the word 'no'.

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I made sure that this did not happen by using the validation rule:
 "watch" Or "flick" Or "other"

.0,0,0,0,,0,0,3,0,15,0
 1,0,0,2,"living area",6,2,0,1,3,3
 .0,0,0,,0,0,8,0,10,0
 .0,1,0,8,0,"bedroom",2,0,1,0,2,5
 lick",1,1,0,0,"study",15,10,0,1,
 .0,0,10,2,"bedroom",0,0,2,0,8,8
 .0,0,0,10,3,"bedroom",3,1,2,0,15,:

1. Control of TV viewing should have had either the numbers 1 or 3. But one of the fields contained the number 3.

I corrected this by using the format 'yes' or 'no'.

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ID	School	Gender	Year group
R0356	E	M	11

IT qualification	TV type:	TV location:	Total TV hours:	Type of program:
GCSE	T	bedroom	21	Music

Hours watching:	Breakfast TV	Tv after 9pm	Watching TV
14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	c

During advertisement	Tv control	PC control	Internet control	Work hrs on PC
other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Leisure hrs on PC	Location of PC	Hrs playing on PC	Hrs alone on games
14	bedroom	0	

Films per week	Observed class films	Hrs spent with mates	Hrs on exercise
7	<input checked="" type="checkbox"/>	14	1

ID	School	Gender	Year group
R0357	A	M	11

IT qualification	TV type:	TV location:	Total TV hours:	Type of program:
CLAIT	T	living area	0	None

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IT qualification	TV type:	TV location:	Total TV hours:	Type of program:
CLAIT	T	living area	0	None

Hours watching:	Breakfast TV	Tv after 9pm	Watching TV
0	<input type="checkbox"/>	<input type="checkbox"/>	n/a

During advertisement	Tv control	PC control	Internet control	Work hrs on PC
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Leisure hrs on PC	Location of PC	Hrs playing on PC	Hrs alone on games
0		7	

Films per week	Observed class films	Hrs spent with mates	Hrs on exercise
0	<input checked="" type="checkbox"/>	40	15

ID	School	Gender	Year group
R0394	A	F	10

IT qualification	TV type:	TV location:	Total TV hours:	Type of program:
None	C	living area	10	Soap

Hours watching:	Breakfast TV	Tv after 9pm	Watching TV
7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	c

During advertisement	Tv control	PC control	Internet control	Work hrs on PC
other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Leisure hrs on PC Location of PC Hrs playing on PC Hrs alone on games

0 7

Films per week Observed class films Hrs spent with mates Hrs on exercise

0 ☒ 40 15

ID School Gender Year group

R0394 A F 10

IT qualification TV type: TV location: Total TV hours: Type of program:

None C living area 10 Soap

Hours watching: Breakfast TV Tv after 9pm Watching TV

7 ☐ ☒ C

During advertisement Tv control PC control Internet control Work hrs on PC

other ☐ ☐ ☐ ☐

Leisure hrs on PC Location of PC Hrs playing on PC Hrs alone on games

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My database queries

Favourite program = drama

QUERY

RESULT

ID	Year group	Type of program	Films per week
R455445	10	Drama	2
R396843	10	Drama	1
R098247	10	Drama	3
R474750	11	Drama	10
R468053	11	Drama	2
R458954	11	Drama	4
R865555	11	Drama	2
R579679	12	Drama	4
R543076	13	Drama	2
R344234	13	Drama	5
R457487	13	Drama	0
R836564	13	Drama	2
R984598	8	Drama	0
R456345	8	Drama	1
R456835	8	Drama	3
R366756	8	Drama	0
R845885	8	Drama	0
R494595	8	Drama	0

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Pupils who watch breakfast tv and after 9 pm

QUERY

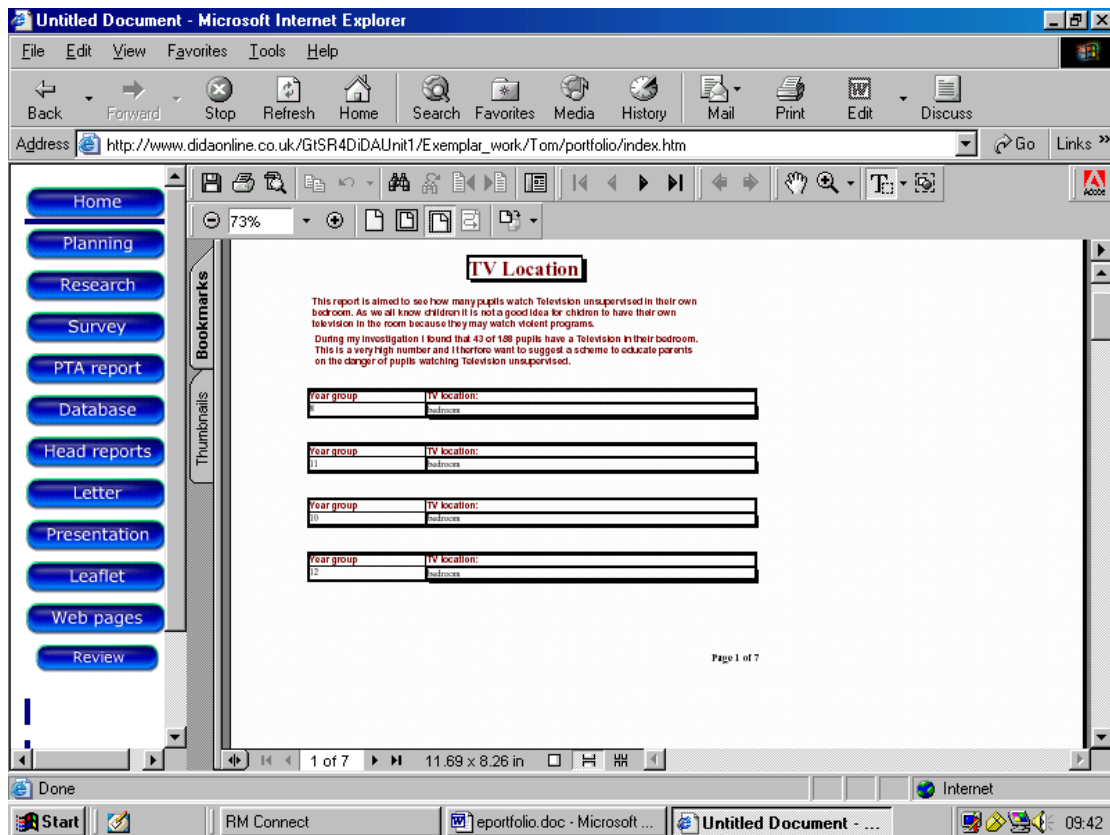
RESULT

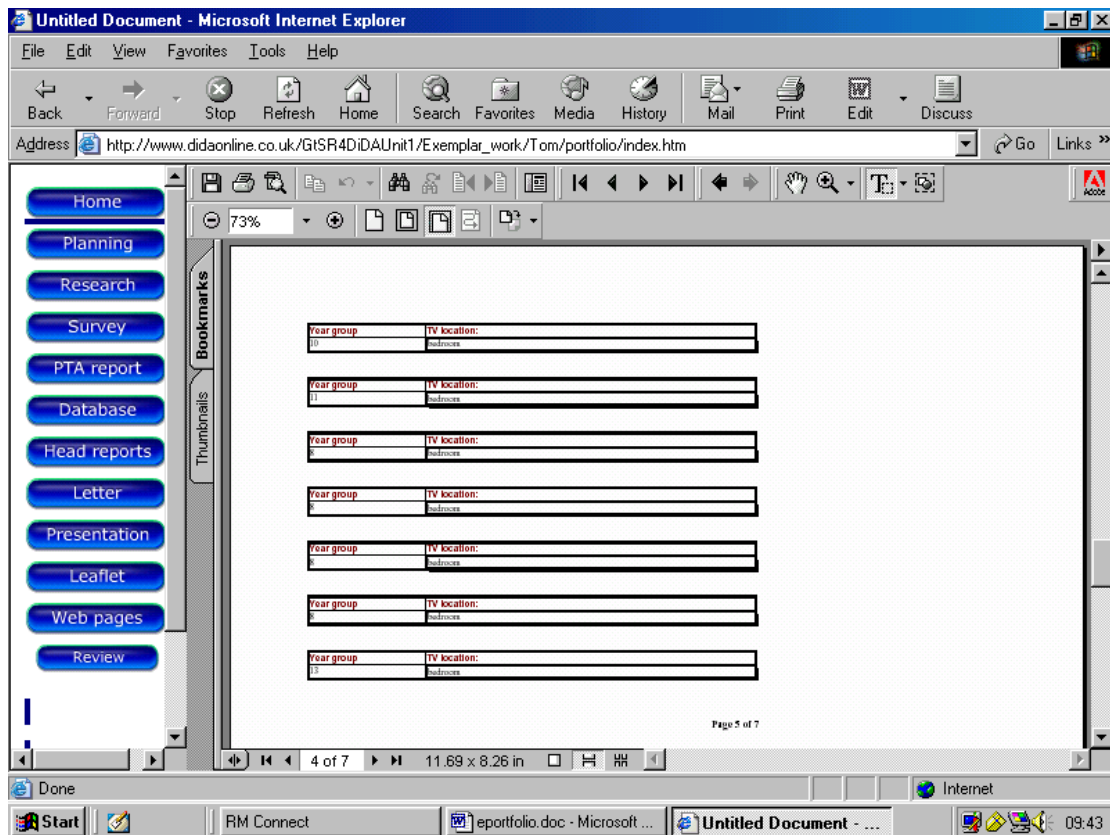
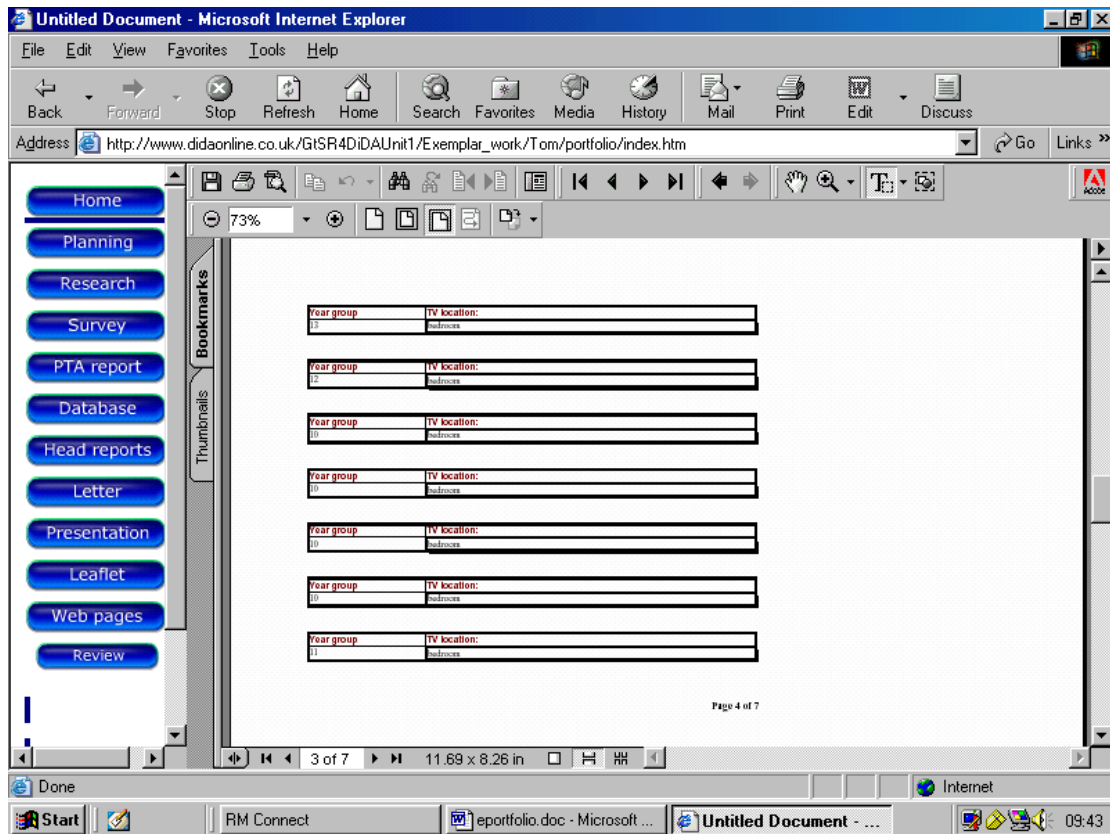
ID	Gender	Breakfast TV	Teatime
6142747	M	00	00
6173407	M	00	00
6294924	M	00	00
6335075	M	00	00
6489254	F	00	00
6555734	M	00	00
6648368	M	00	00
6743425	F	00	00
6863500	M	00	00
6946266	M	00	00
7040734	F	00	00
7045780	F	00	00
7067617	F	00	00
7040734	M	00	00
7070466	M	00	00
7500324	M	00	00
7670954	M	00	00
8072673	M	00	00

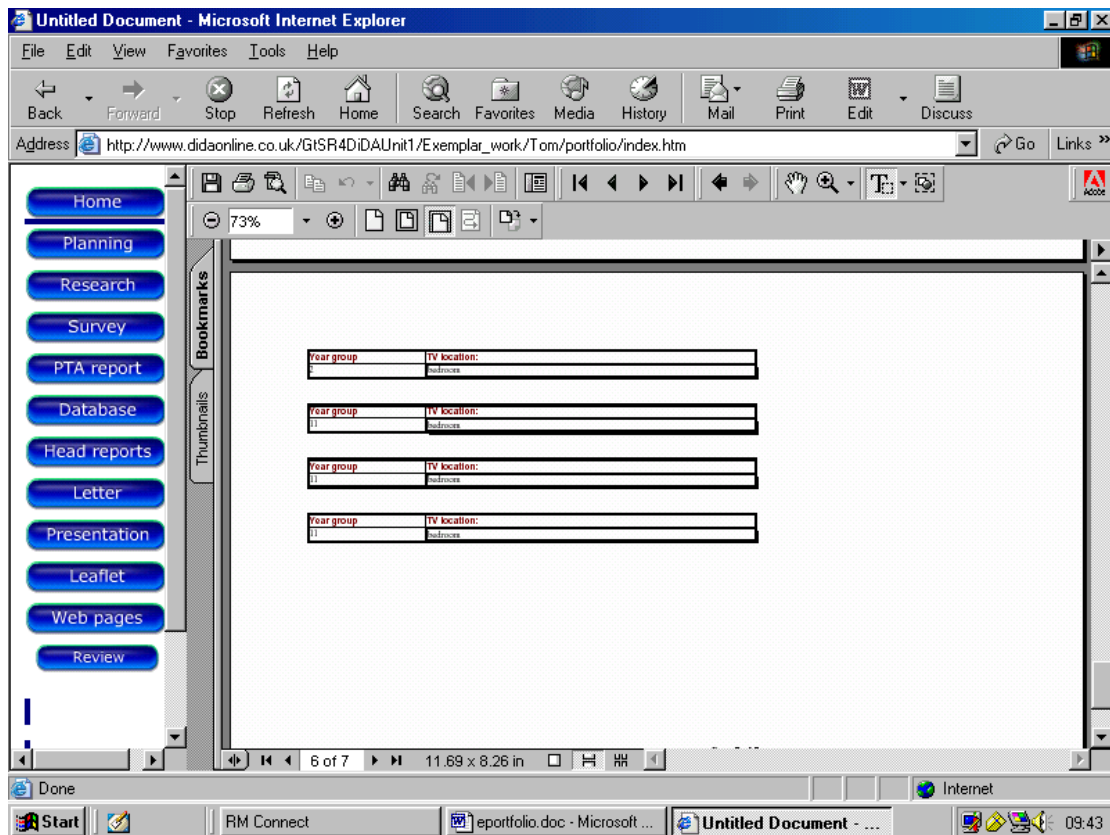
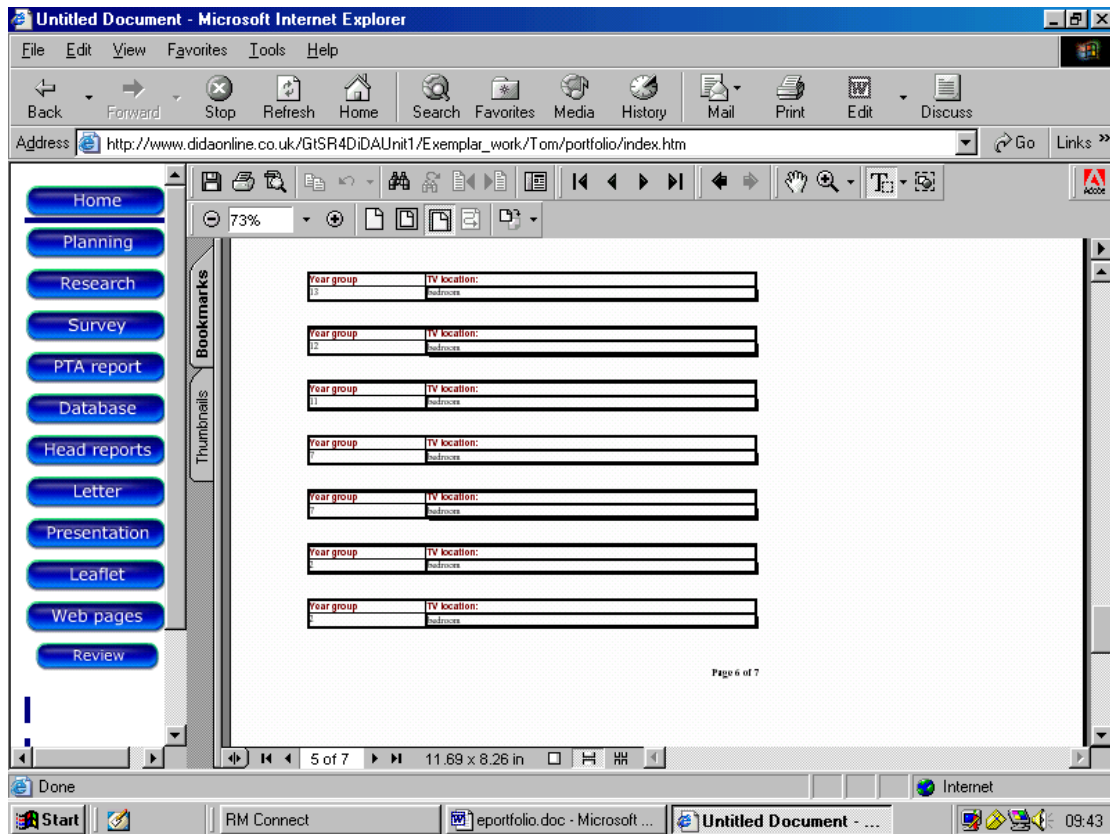
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Children who watch television before school and after 9 oclock

ID	Breakfast TV	Gender	Tv after 9p
R742747	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R473457	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R384924	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R835975	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R489754	<input checked="" type="checkbox"/>	F	<input checked="" type="checkbox"/>
R555734	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R844448	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R247425	<input checked="" type="checkbox"/>	F	<input checked="" type="checkbox"/>
R568356	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>

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R489754	<input checked="" type="checkbox"/>	F	<input checked="" type="checkbox"/>
R555734	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R844448	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R247425	<input checked="" type="checkbox"/>	F	<input checked="" type="checkbox"/>
R568356	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R546256	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R345734	<input checked="" type="checkbox"/>	F	<input checked="" type="checkbox"/>
R345786	<input checked="" type="checkbox"/>	F	<input checked="" type="checkbox"/>
R987687	<input checked="" type="checkbox"/>	F	<input checked="" type="checkbox"/>
R345724	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R976456	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R586534	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>
R035673	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>

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Boys who don't get enough exercise

ID	R657865
Gender	M
Hours watching:	20
Hrs on exercise	0

ID	R445666
Gender	M
Hours watching:	8
Hrs on exercise	1

ID	R347496
Gender	M
Hours watching:	20
Hrs on exercise	0

ID	R345645
Gender	M
Hours watching:	5
Hrs on exercise	0

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ID	R345645
Gender	M
Hours watching:	5
Hrs on exercise	0

ID	R356767
Gender	M
Hours watching:	4
Hrs on exercise	18

ID	R373455
Gender	M
Hours watching:	6
Hrs on exercise	0

ID	R354842
Gender	M
Hours watching:	40
Hrs on exercise	10

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ID	R065956
Gender	M
Hours watching:	8
Hrs on exercise	15
ID	R836564
Gender	M
Hours watching:	20
Hrs on exercise	1
ID	R473675
Gender	M
Hours watching:	12
Hrs on exercise	0
ID	R298797
Gender	M
Hours watching:	5
Hrs on exercise	0
ID	R098247
Gender	M

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Hours watching:	7
Hrs on exercise	0
ID	R384924
Gender	M
Hours watching:	6
Hrs on exercise	0
ID	R847583
Gender	M
Hours watching:	2
Hrs on exercise	10
ID	R937983
Gender	M
Hours watching:	2
Hrs on exercise	10

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ID	R356863
Gender	M
Hours watching:	5
Hrs on exercise	12
ID	R984598
Gender	M
Hours watching:	2
Hrs on exercise	1
ID	R665483
Gender	M
Hours watching:	3
Hrs on exercise	12
ID	R456345
Gender	M
Hours watching:	2
Hrs on exercise	10
ID	R356756

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Hours watching:	3
Hrs on exercise	11
ID	R567004
Gender	M
Hours watching:	17
Hrs on exercise	1
ID	R844448
Gender	M
Hours watching:	15
Hrs on exercise	1
ID	R328473
Gender	M
Hours watching:	20
Hrs on exercise	15

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Gender	M
Hours watching:	5
Hrs on exercise	1
ID	R357572
Gender	M
Hours watching:	14
Hrs on exercise	1
ID	R679656
Gender	M
Hours watching:	3
Hrs on exercise	1
ID	R976456
Gender	M
Hours watching:	30
Hrs on exercise	0
ID	R356737
Gender	M
Hours watching:	6

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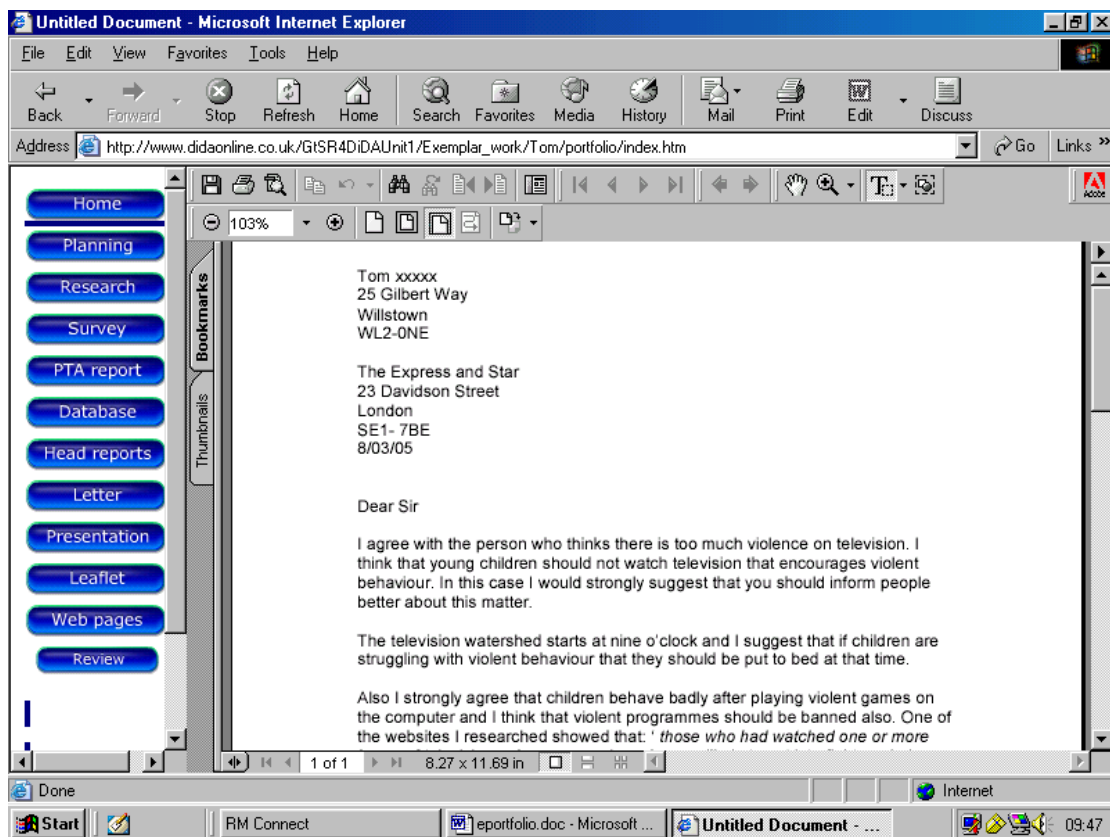
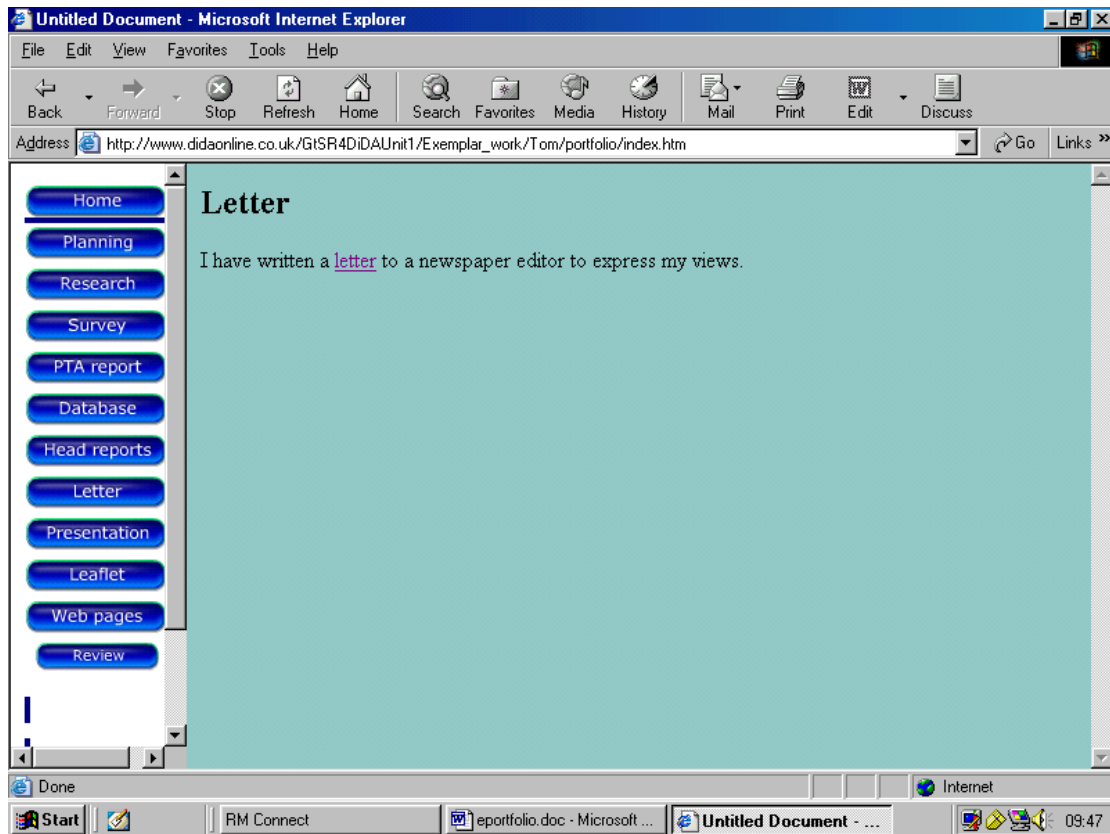
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Hours watching:	6
Hrs on exercise	14
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Gender	M
Hours watching:	15
Hrs on exercise	0
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Hours watching:	6
Hrs on exercise	0
ID	R035673
Gender	M
Hours watching:	14
Hrs on exercise	1

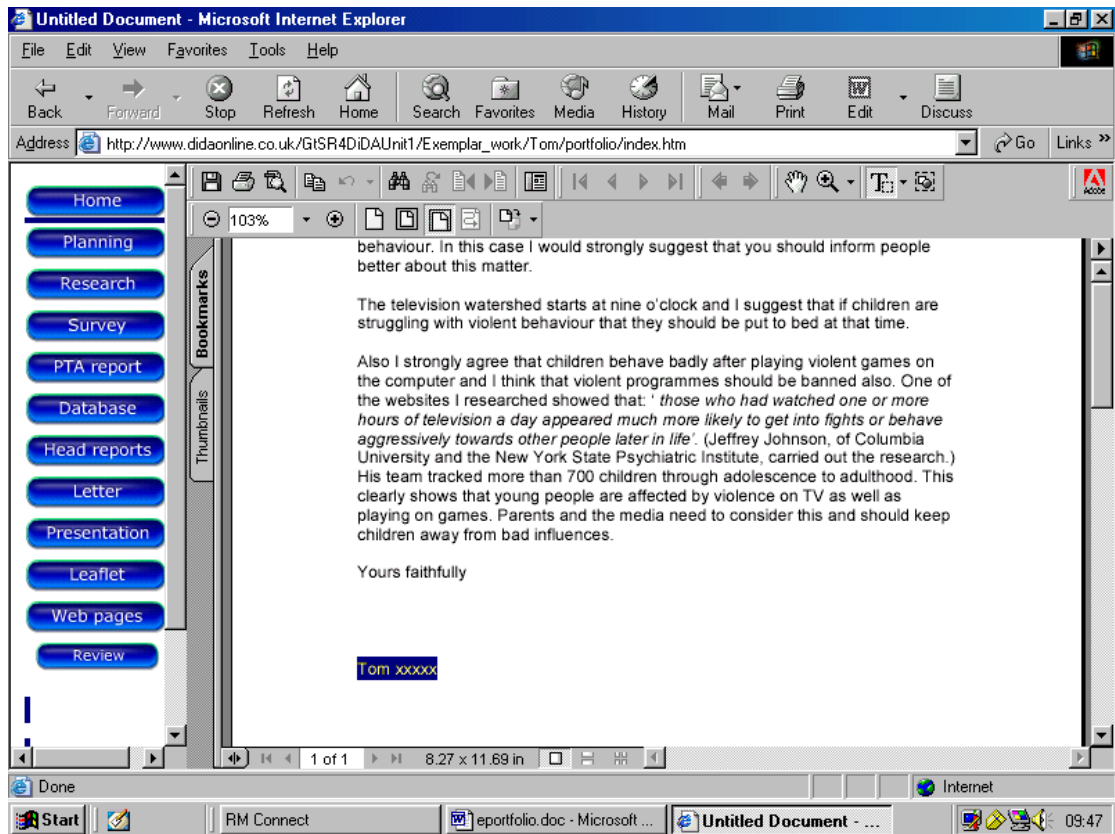
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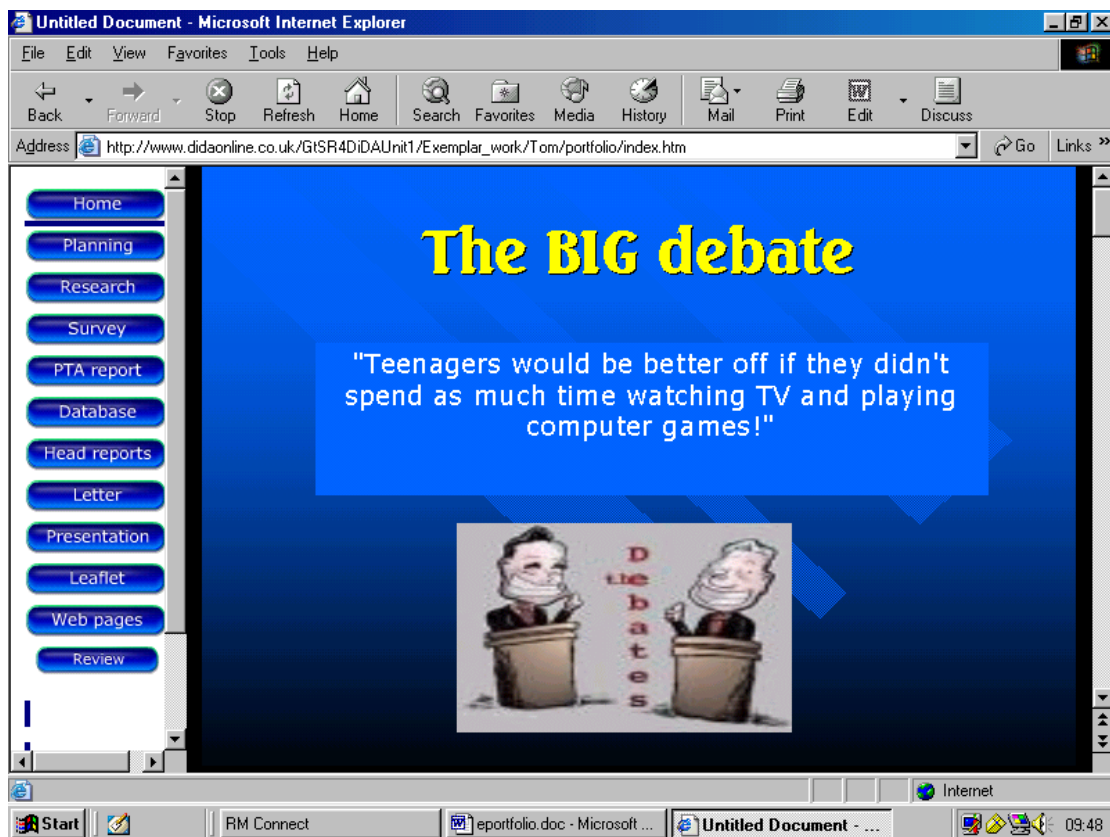
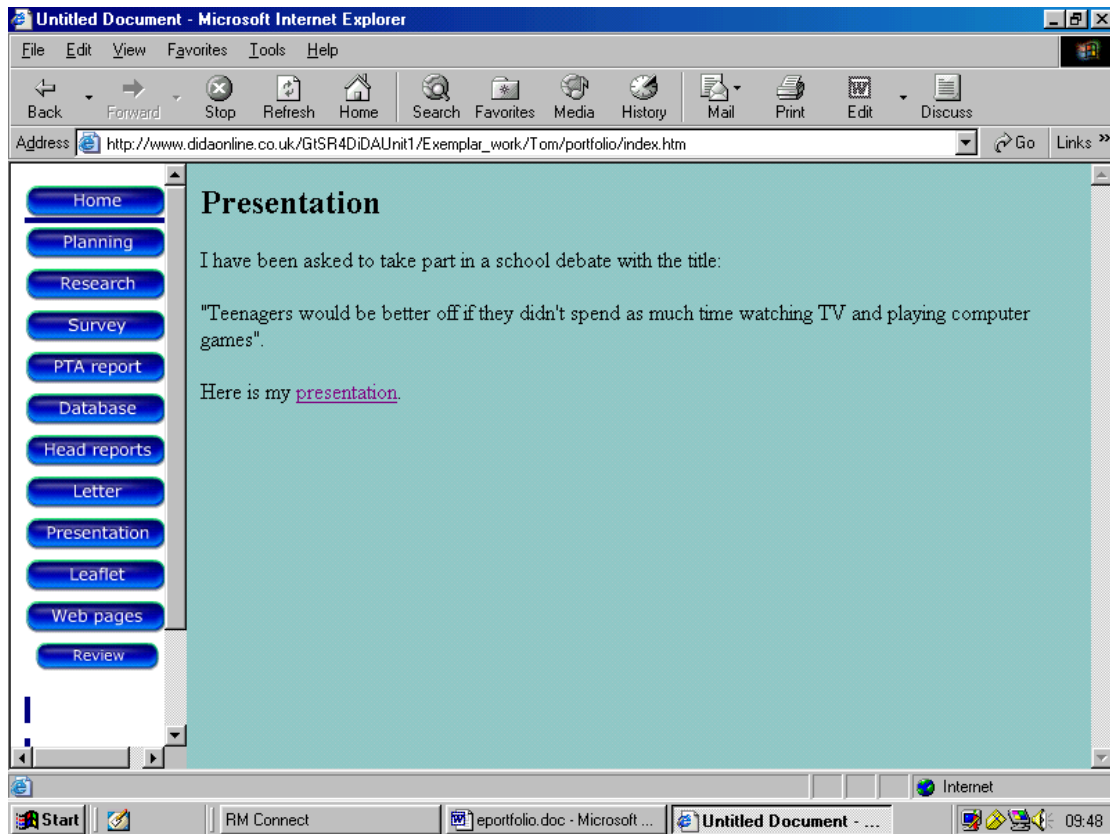
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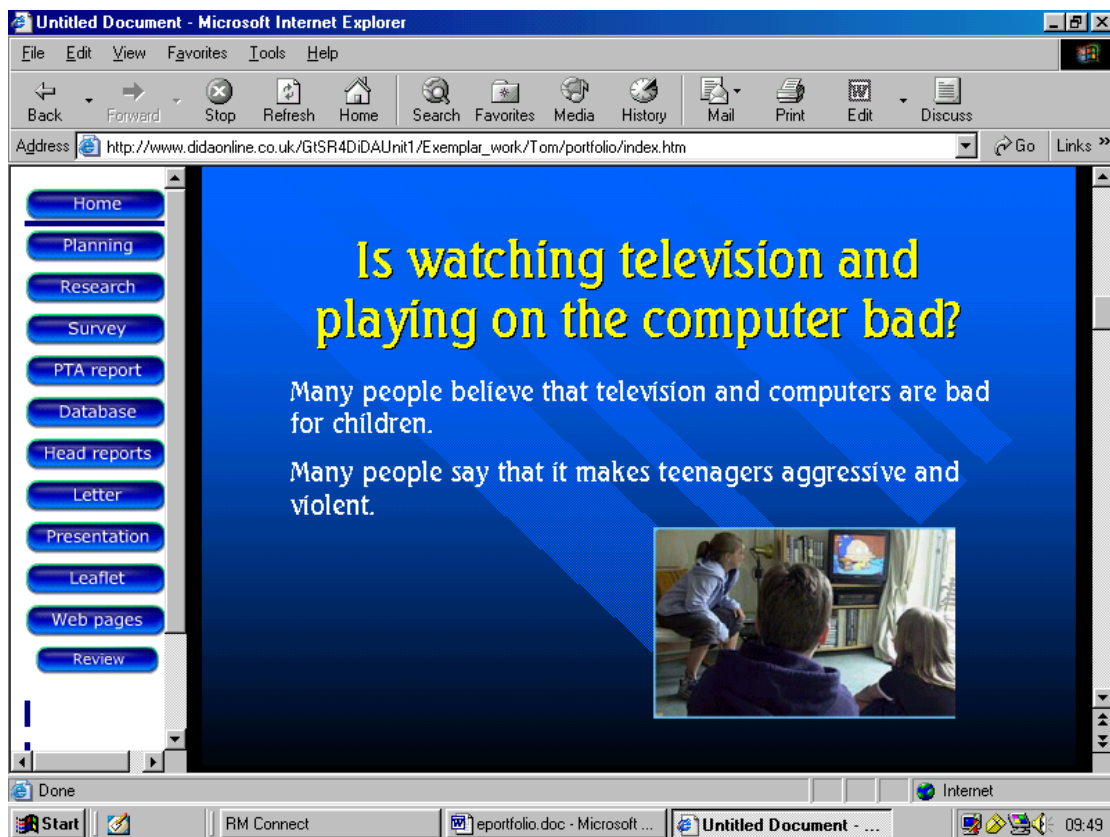
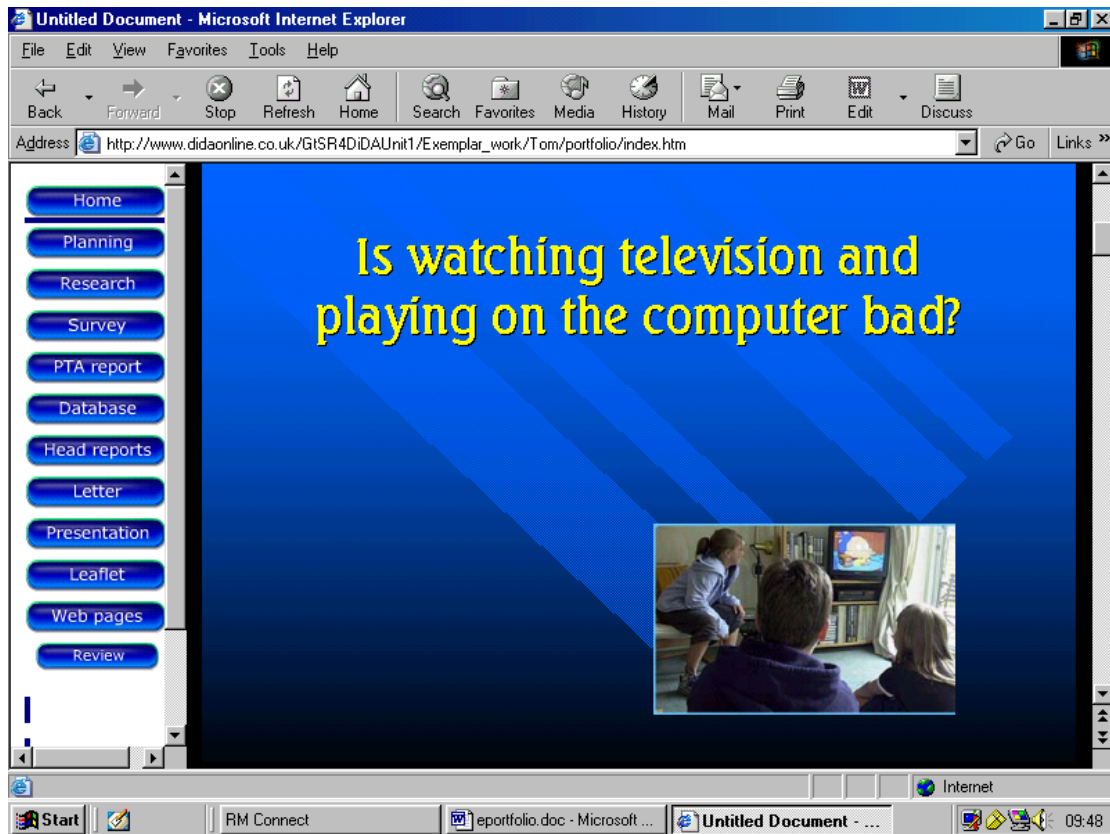
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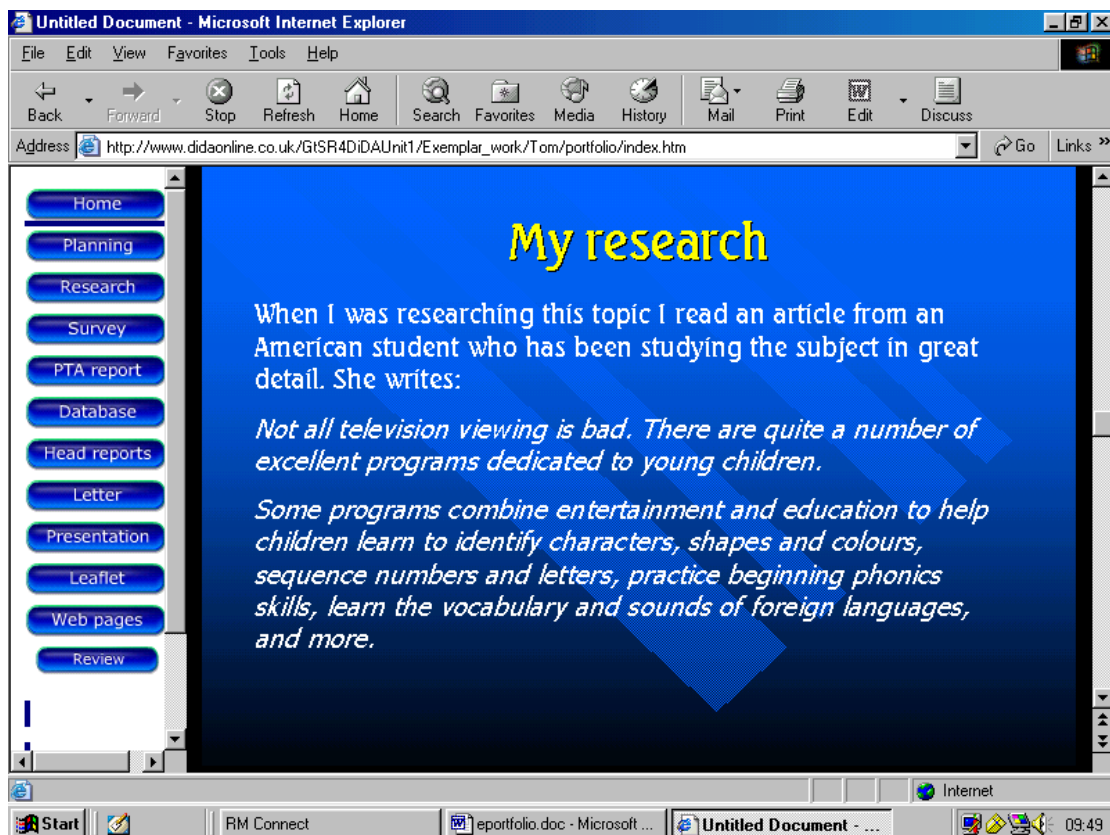
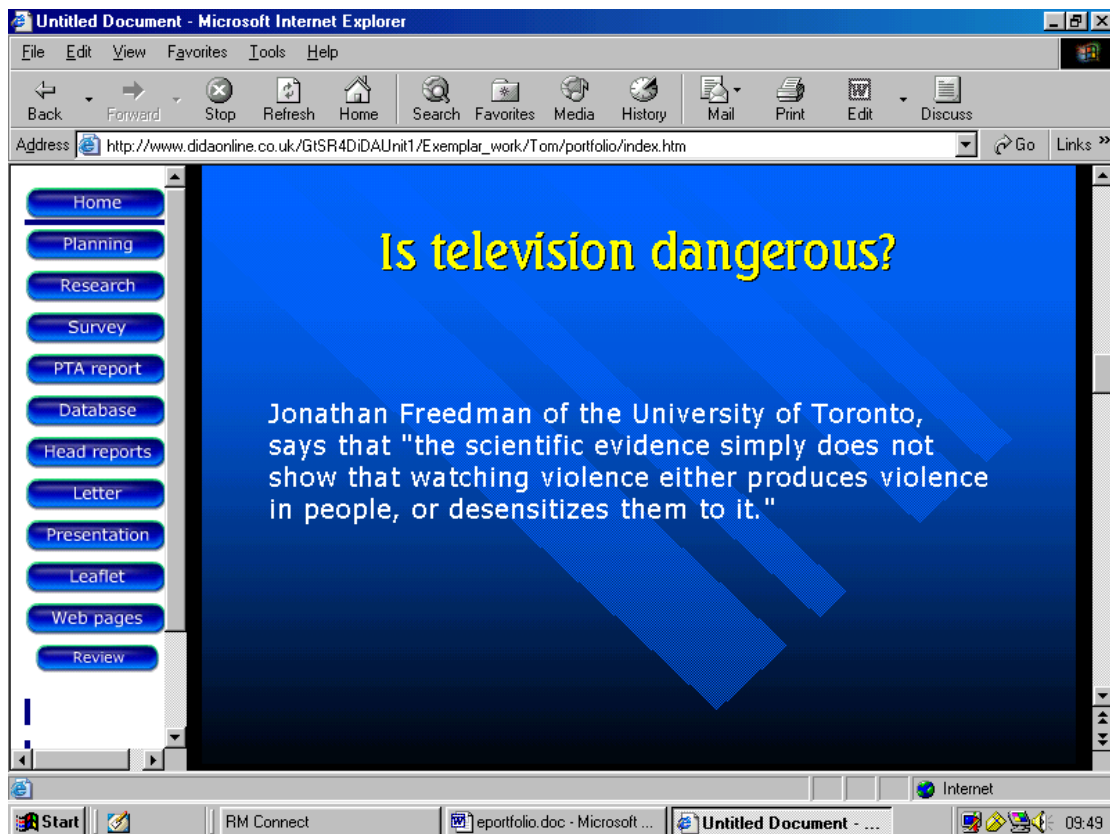
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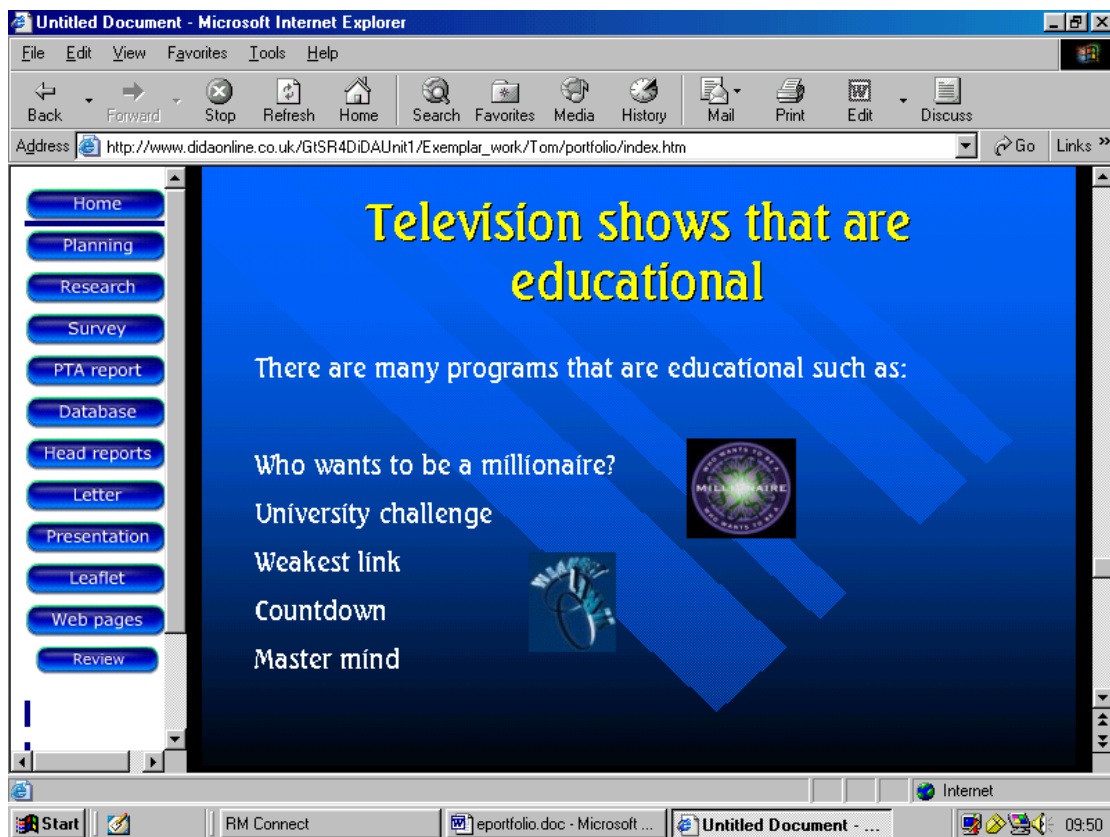
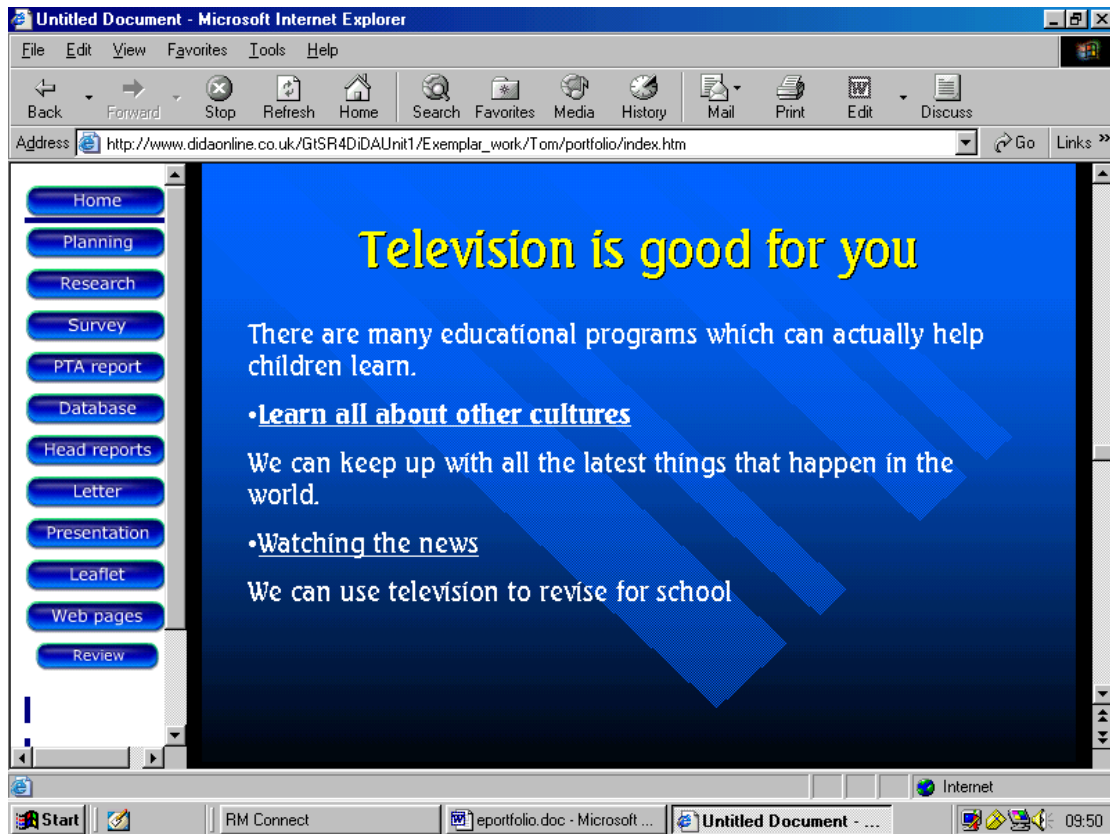


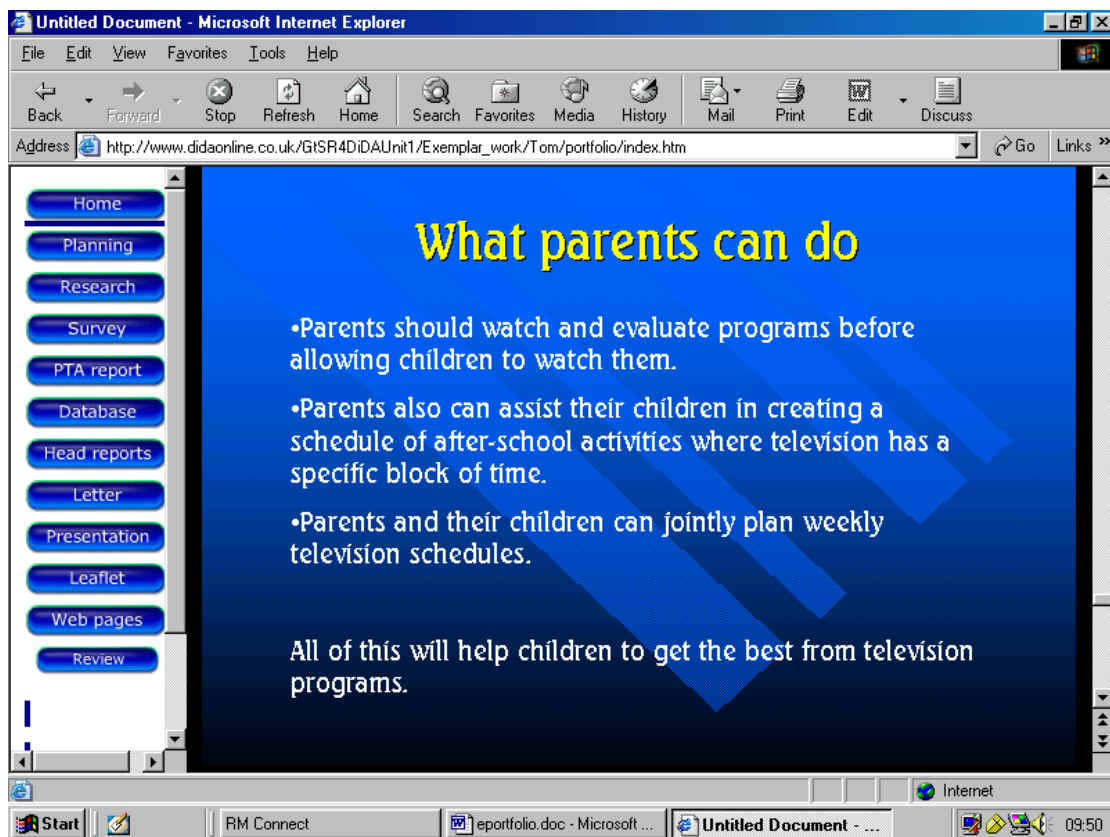
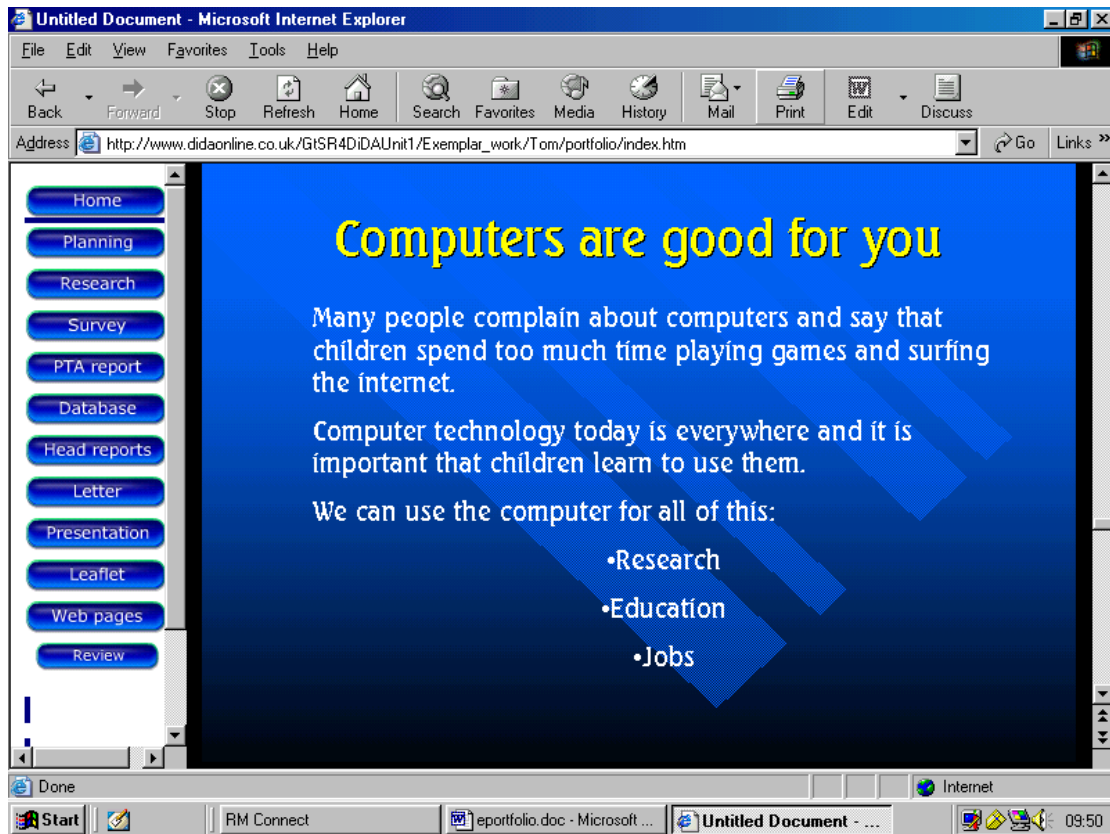


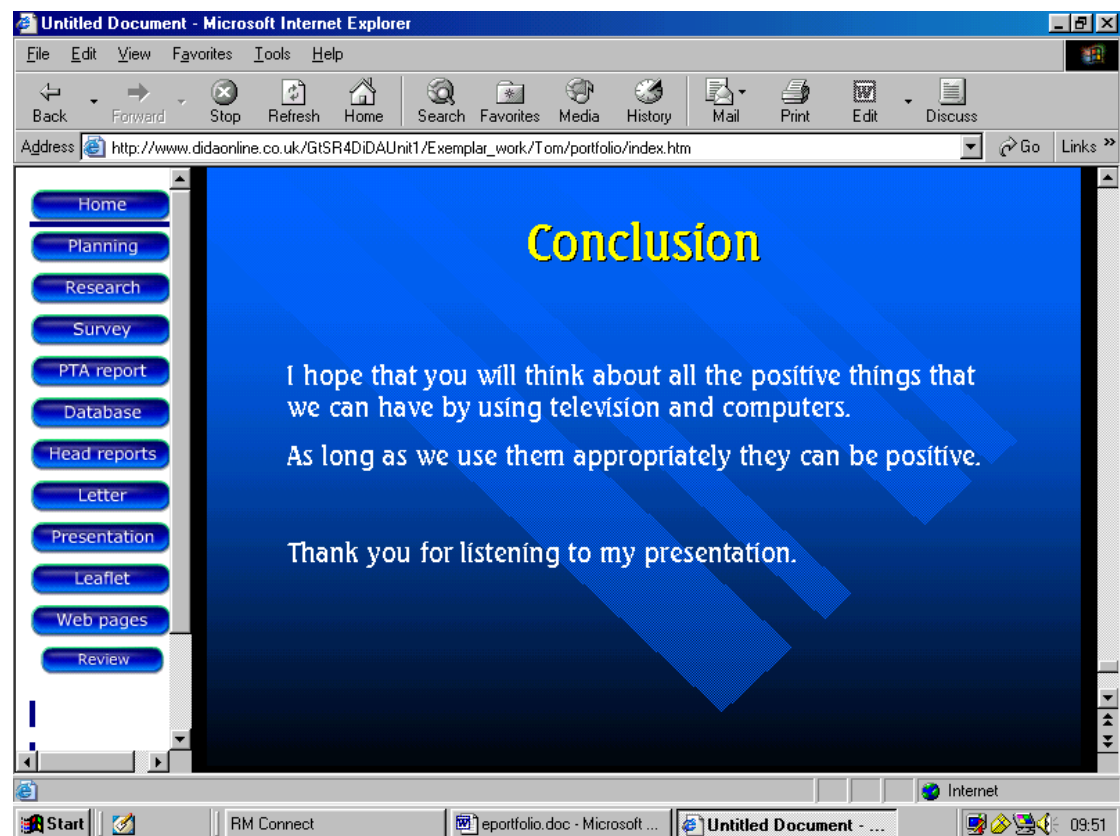


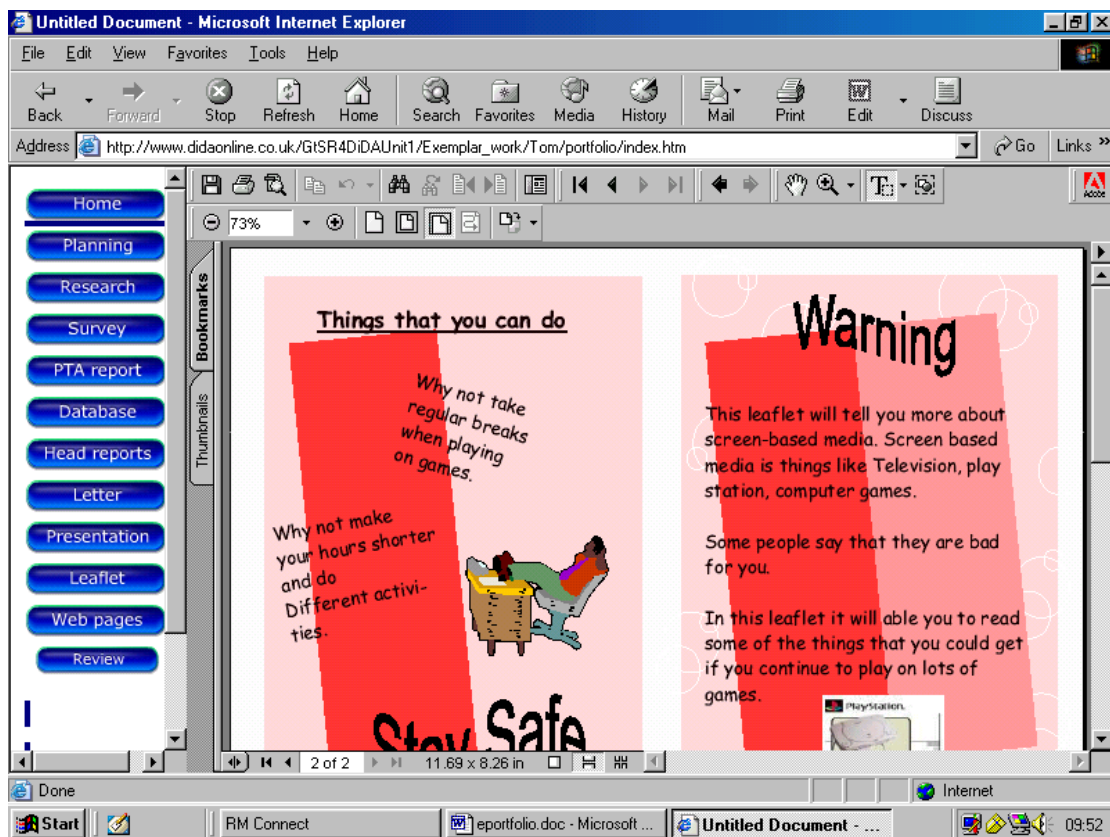
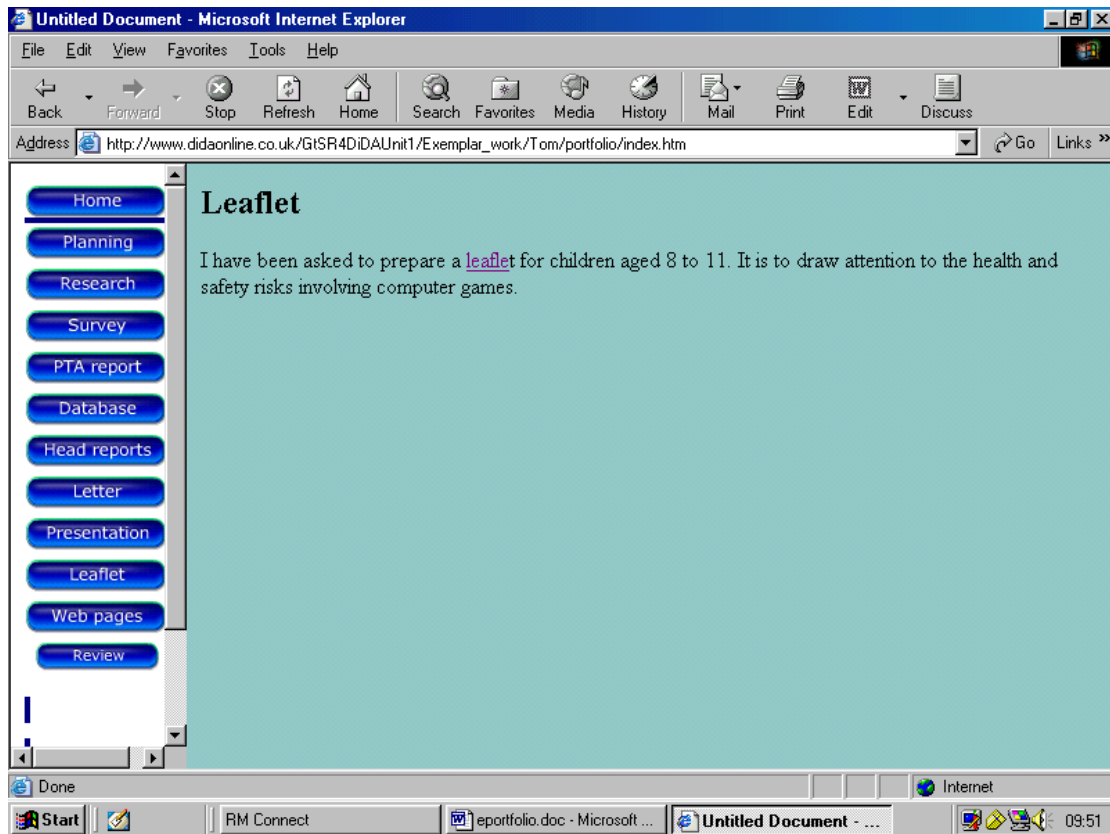


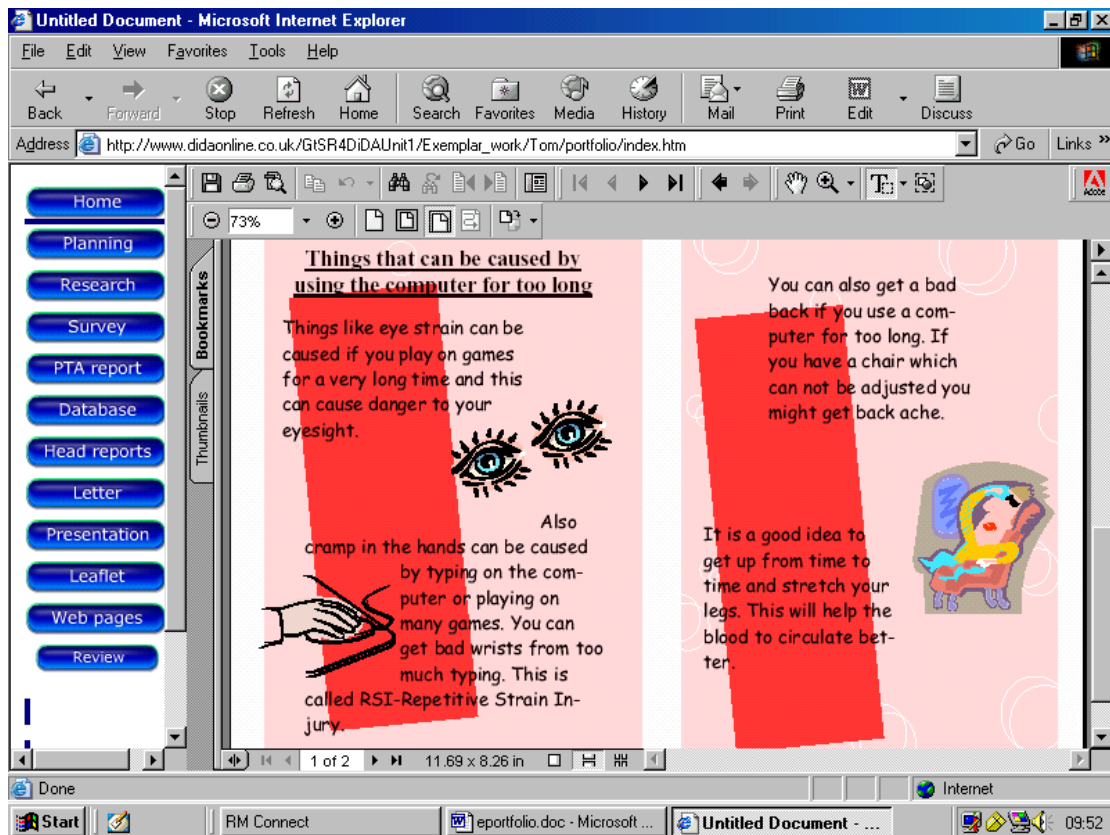
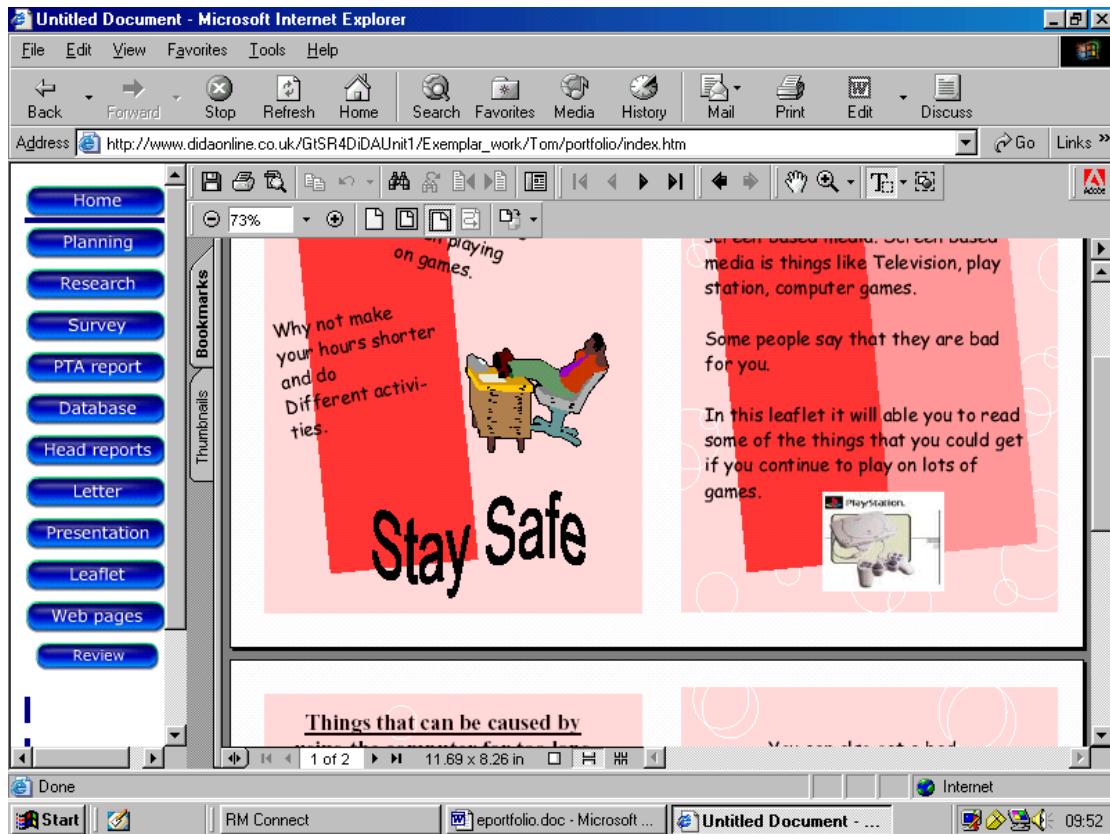


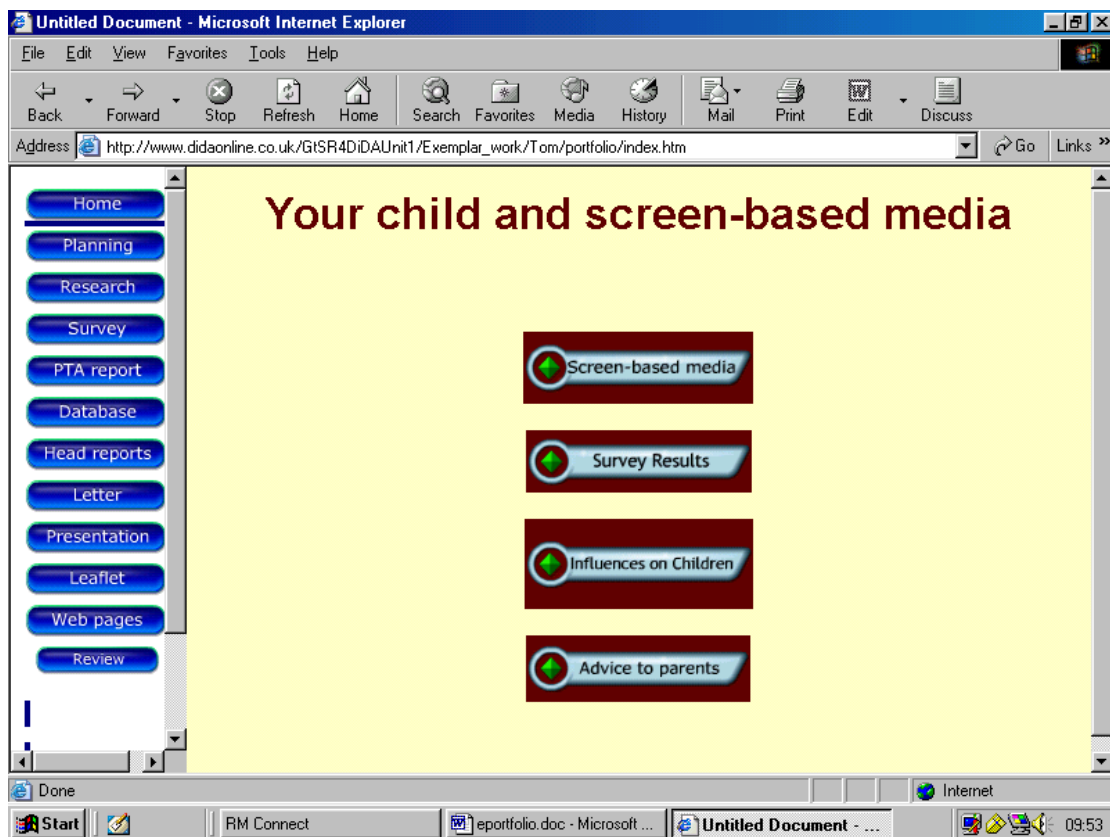
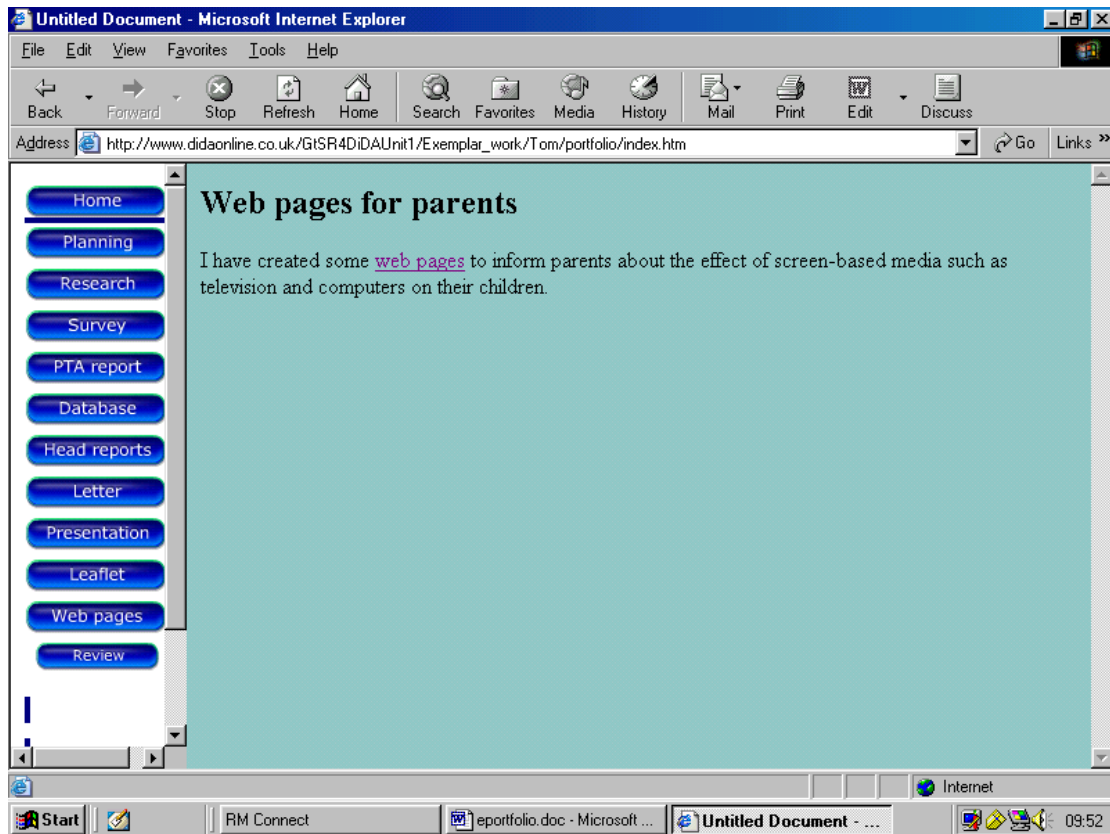












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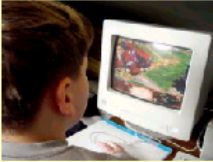
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WHAT ARE SCREEN-BASED MEDIA?

Screen-based media is any form of entertainment that uses a screen to present images, video, sound etc.

Things that can be called 'screen-based media' include:

Televisions  Games Consoles  Computers 

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2005 SURVEY RESULTS

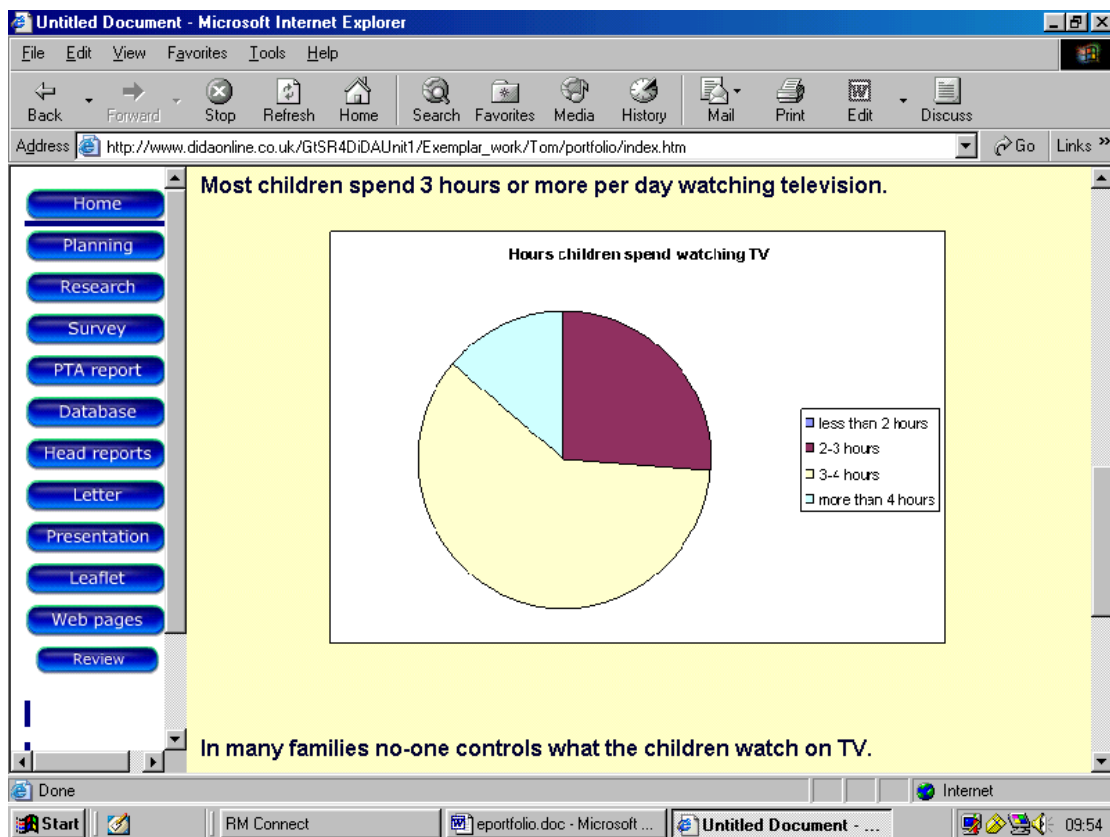
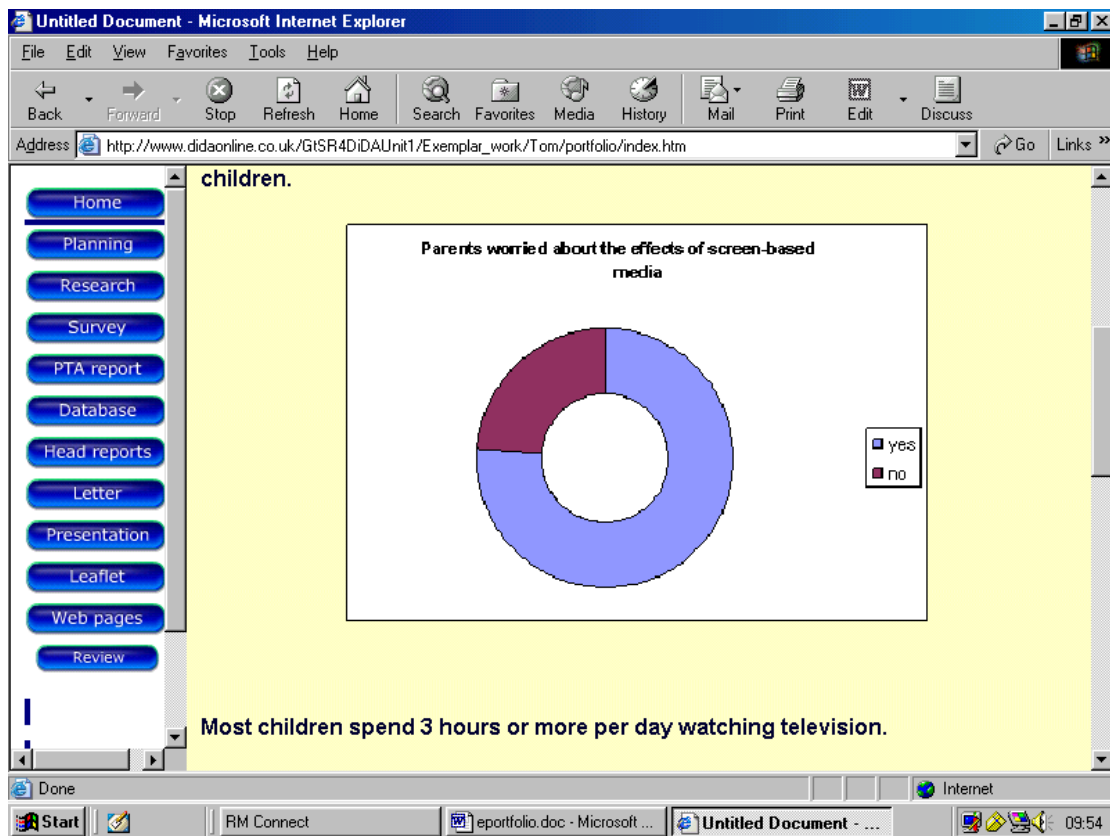


In 2005, 50 parents from St Ann's Technology College were asked what they thought of screen-based media and the effect it may have on their children. Here are some of the key findings.

75% of parent are worried about the effects of screen-based media on their children.

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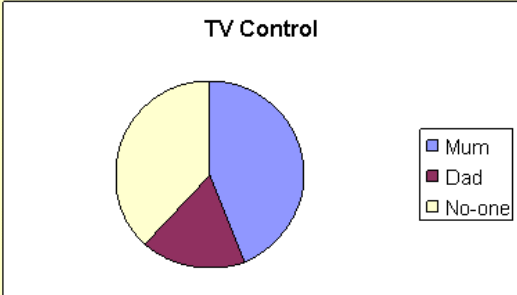
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In many families no-one controls what the children watch on TV.

TV Control



■ Mum
■ Dad
■ No-one

To find out more about the influence that screen-based media may have on your children [click here](#).

RESULTS ARE INDICATIVE AND MAY NOT REFLECT THE MAJORITY OPINION

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INFLUENCES ON CHILDREN

Many people have theories that link use of screen-based media by children to their behaviour.

To find out what screen-based media is [click here](#).



More and more evidence shows that too much usage of things such as games consoles and television, deprives children of essential social skills needed to fit in in today's world.

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