



DIGITAL WELLBEING, BUILT ON RESEARCH

Every parent in this study said they wanted more guidance from their child's school.

Digital Tweens gives you something to offer them. It is built on doctoral research into what actually happens to children after they get their first phone.

Parent evenings and webinars

Staff training and lesson plans

Doctoral research, UNSW

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Seven years following what happens after the phone arrives.

Dr Mark Yeowell spent twelve months with three Australian eleven year olds and their parents, from the month they got their first smartphone. The study is published and openly available.

1

Parents were braced for the wrong problem

They went in worried about strangers and content. What caused the most conflict at home was different. Use climbed quickly, the children could not regulate it themselves, and the phone became the answer to every empty moment.

2

Every parent meant to wait

All of them intended to delay. All of them yielded earlier than planned as their child's friends got phones first.

3

Other things quietly fell away

Parents watched non-digital activities get displaced, and that displacement worried them more than anything they had feared beforehand.

4

They wanted help from school

Every parent said they would have welcomed more guidance and support from their child's primary school.

Three children, three families, twelve months. A small study by design, because the point was depth. It shows what actually happened in three homes rather than what happens on average.

An evening that sends parents home with something to do on Monday.

Parents arrive worried. They leave with a clear picture of what changes when a child gets a phone, and six things they can act on. The tone is calm and specific throughout.



Delay	Wait for need and readiness rather than age or peer pressure
Restrict	Set boundaries with your child, and relax them as they earn it
Involved	Stay curious, ask open questions, use it alongside them
Visible	Devices in shared spaces rather than bedrooms
Educate	Teach safety and judgement explicitly
Role Model	They learn more from watching you than from hearing you

DRIVER was developed from this study. Parents take it home on one page. Delivered in person or online, and suited to a P&C evening, a parent information night, or a transition event for families entering Year 6 or Year 7.

Train your staff once, and the capability stays.

A visiting speaker does an assembly and leaves. Digital Tweens trains the adults who are there every day, and hands over lesson plans your staff deliver themselves, adapted to your students.



Train Staff

Confident, informed educators come first

Hold Space

Protect time for play and offline connection

Role Model

Staff model balanced and ethical use

Integrate

Explicit, continuous, built into the curriculum

Voice

Ask students and parents what they actually need

Empower

Give parents practical strategies they can use

The research found that one-off talks from visiting experts do not reliably change everyday habits without wider reinforcement. That finding shaped how Digital Tweens works.

One approach, three ages.

Digital Tweens is where the doctoral research sits. All three programmes run now.



0 TO 8

Early habits, family routines, and first devices used under supervision.



9 TO 12

The first phone, and the transition the research examined.



13 TO 18

Independence, social platforms, and judgement without supervision.

What a school receives

- ✓ Professional learning for staff in delivering digital wellbeing education
- ✓ Ready-to-use lesson plans, adaptable to your students and context
- ✓ A parent session that runs alongside the student programme

Dr Mark has spoken at schools and organisations including



Northside
Christian College



Thirty years in schools, and seven years researching this one transition.



Dr Mark Yeowell has worked with children, young people and families for more than thirty years, across the United Kingdom, the United Arab Emirates and Australia. His background spans public and independent schools, mainstream and specialist settings, and senior leadership in education and the not-for-profit sector.

His doctorate at UNSW examined what happens to children in the months after they receive their first smartphone. He describes that period as digital puberty: the transition out of supervised digital childhood and into independent access.

He is also co-founder of EDberg Education. Both businesses come from the same conviction: that technology in children's lives works best when the adults around them are informed and involved.

Yeowell, M. (2026). *The Impact of Tweens' Initial Smartphone Ownership: Towards an Understanding of Digital Puberty*. Doctor of Education thesis, UNSW Sydney. Openly available at doi.org/10.26190/unswworks/32164

START A CONVERSATION

Tell us what your parents are asking about.

Most schools come to us with a specific pressure: a year group where phones have become a problem, a parent body asking for guidance, or a staff team who want to teach this well and are not sure where to start.

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Parent evening

In person or online, for a parent body or year group

Staff training

Professional learning in delivering digital wellbeing education

Lesson plans

Ready to use, delivered by your own staff

