



CREATIVE INDUSTRIES CLUSTER OF VOJVODINA

2026

Children in Media Chaos: Guide to Ethical Production

CREATIVE
INDUSTRIES
CLUSTER OF
VOJVODINA

MEDIA CONTENT SHAPES CHILDREN'S PERCEPTION
CARRYING FOR THEM THE WEIGHT OF REALITY

2026

Children in Media Chaos:

Guide to Ethical Production



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EDITOR'S NOTE

Alongside unprecedented opportunities for content creation and distribution, the digital age has brought an urgent need to protect children from an uncontrolled influx of developmentally inappropriate and irresponsibly designed media programming.

Today, when commercial interests have almost entirely supplanted educational content and narrowed safe spaces, creating quality programming for children becomes our duty and a direct response to contemporary media chaos, the consequences of which profoundly affect our society as well.

Media content shapes children's perception, carrying for them the weight of reality. That is why it is our duty to adapt our creative vision to the developmental pace of the youngest audiences, fostering conditions for genuine innovation at a time when standards of excellence are rising across the global market.

The trust with which children immerse themselves in the media space obliges us not to fail them, frighten them, or confuse them.

Carefully designed children's content offers strong support to families and modern parenting in fostering children's media literacy and digital safety.

This *Ethical Production Guide* offers creators a steadfast foundation, so that their art may leave a noble imprint on the lives of future generations.



Tatjana Kalezić

Co-founder, Creative Industries Cluster of Vojvodina

EXPERT ADVISORS



Miljana Tasković, BA in Pedagogy, author of child development handbooks, and founder of the [Odrastanje s osmehom](#) (*Growing Up with a Smile*) platform. She is the author of the document *Pedagogical Analysis of Critical Points and Expert Guidelines for Script Development*, utilized in developing narrative standards.



Žanja Ilić, MA in Audiovisual Media Production with extensive experience in film and TV production. She contributed to shaping the guide's concept as a balance between authorial freedom, realistic dramaturgy, children's sensitivity, and imagination.



Maja Ravanska, Editor-in-Chief of the *Lice v lice Sustainable Development Platform* in North Macedonia and Programme Manager at the PUBLIC Association for Social Impact Development. She contributed to the development of participatory inclusion principles.



Branislav Micić, MFA in Dramatic and Audiovisual Arts and Professor at the Academy of Arts in Novi Sad. As a sound engineer, music producer, and founder of [Supersonic Studio](#), he contributed to the development of sound standards, enriching the process with his extensive pedagogical background in psychoacoustics.



Vida Jović, MFA in Dramatic and Audiovisual Arts and PhD candidate at the Academy of Arts in Novi Sad. As the founder of [Snimateljka Studio](#) and a long-standing collaborator of the *Zmajeve dečje igre* (Zmaj Children's Games), she contributed to defining standards for visual design and editing.

INTRODUCTION

Given that children, in their earliest stages of development, represent the most neurologically,¹ emotionally, and psychologically² sensitive audience, their maturation places the highest level of professional and ethical responsibility on creators.

Implementing the [Code of Quality for Children's Media Content 2026](#) by the Creative Industries Cluster of Vojvodina, this Guide serves as a reliable craft tool for creative and production teams to elevate the children's media space across television, digital, and online environments.

Furthermore, the Guide offers valuable insights for pedagogues, educators, and developmental specialists, illuminating the complex craft processes behind audiovisual production, digital platforms, and social media dynamics.

The Guide defines operational frameworks through nine ethical standards of children's media production that collectively ensure the highest level of quality in children's media space:

1. **Developmental Alignment Standard** – Establishes the [Developmental Alignment Map](#), which defines the sensory, emotional, and cognitive content a child is ready for at a specific age, thereby aligning the complexity of the media message with the child's developmental capacities.
2. **Linguistic Identity Standard** – Sets the framework for protecting the mother tongue and native script as foundational pillars of cognitive development and identity formation, while simultaneously affirming multiculturalism through the respect and interweaving of diverse cultural patterns within a shared media space.
3. **Narration and Communication Standard** – Directs story structure and dialogue models toward narrative solutions that strengthen the child's character and emotional development through assertive communication, empathy, and the constructive resolution of interpersonal and peer conflicts.
4. **Audio Design Standard** – Provides protection against sensory overload through the careful calibration of psychoacoustic³ parameters, natural dynamics, and the use of frequencies that support the inner peace and focus of the child's nervous system.
5. **Visual Design Standard** – Aligns the pace of montage cuts, lighting, color palette, and the spatial composition of the frame with the neurological rhythm and perceptual capacities of the child.

¹ Neurological Development: The maturation of the brain and nervous system. In children, neural pathways and protective mechanisms are not fully formed; consequently, their brains experience fatigue much faster, registering sudden flashes of light, jarring sounds, or abrupt narrative shocks as genuine physical stress.

² Psychological Development: The set of internal maturation processes governing the whole personality, encompassing the formation of emotional experience, self-awareness, baseline trust in the world, psychological resilience, and the manner in which an individual perceives and values personal and shared experiences.

³ Psychoacoustics: The scientific discipline studying psychological and physiological human responses to sound; it investigates how the human auditory apparatus and brain hear, process, perceive, and emotionally register acoustic stimuli.

6. **New Media Ethics Standard** – Defines the safety and ethical frameworks of the digital environment, multimedia content, and video-on-demand (VOD) platforms, protecting neurosensory⁴ calm and children’s focus from algorithmic manipulation, deceptive design patterns (*dark patterns*), and commercial exploitation, while encouraging imaginative off-screen play.
7. **Inclusion and Diversity Standard** – Ensures authentic representation and equal participation of all children according to the principle “Nothing About Us Without Us,” deconstructing stereotypes, pity, and paternalism.
8. **Universal Accessibility Standard** – Guarantees sensory, physical, and digital accessibility of content for all children without barriers, through early integration of tailored subtitling, audio description, and full compliance with WCAG (*Web Content Accessibility Guidelines*).
9. **Professional Verification Standard** – Establishes a protocol for independent ethical, pedagogical, and craft impact assessment of media content on children’s well-being (CRIA – *Child Rights Impact Assessment*), providing the final guarantee of the work’s quality and safety prior to its public release.

Each standard is evaluated across three dimensions of developmental impact: **sensory**, **emotional**, and **cognitive**.⁵

The accompanying *Developmentally Aligned Children’s Media Production Maps (P1–C4)*⁶ and control criteria enable creative teams to guide a project safely and precisely from the initial idea to international distribution.

At the end of the Guide is the [Developmentally Aligned Children’s Media Production Matrix](#), which synthesizes the *Developmental Alignment Maps* of all nine ethical standards across six developmental age tiers, serving as a practical tool for calibrating creative work across every stage of production.

⁴ Neurosensory System: The network of neural pathways and brain centers that receive, transmit, and process sensory information gathered through sight, hearing, and touch. Neurosensory peace denotes a state of the nervous system free from excessive, overly rapid, or chaotic stimuli.

⁵ Cognitive Development: Refers to the totality of a child’s mental processes—perception, attention, memory, language comprehension, logical deduction, and moral reasoning. In the context of media content, preserving cognitive integrity means protecting working memory from overload, allowing the child to independently process received information.

⁶ Developmental Coding System in the Guide: Preschool age tiers are designated as P1 (ages 0–3) and P2 (ages 3–6), where “P” represents Preschool, while school-age and adolescent tiers are designated as C1 (ages 6–9), C2 (ages 9–12), C3 (ages 12–15), and C4 (ages 15+), where “C” represents Children, aligned with reference international frameworks for media content assessment, such as Common Sense Media.

REGULATORY FRAMEWORK

This Guide is rooted in international and national legal instruments that define the media's obligations toward young audiences, translating statutory norms into operational production practice. While legislation sets the baseline minimum—what is prohibited—this document establishes rigorous ethical quality standards for what is developmentally beneficial and enriching for children.

International Foundations and United Nations Guidelines

- **UN Convention on the Rights of the Child (UNCRC):** Represents the foundational framework of the Guide through the operationalization of key provisions:
 - **Article 17:** Mandates access to information and media content designed to promote children's social, spiritual, and moral well-being, as well as physical and mental health, while ensuring protection from harmful material;
 - **Article 12:** Guarantees children's right to freely express their views and participate authentically, in accordance with the principle "Nothing About Us Without Us";
 - **Article 31:** Protects the right to rest, leisure, play, and full participation in cultural and artistic life.
- **UN Committee on the Rights of the Child, General Comment No. 25 (2021) on Children's Rights in Relation to the Digital Environment:** Requires creators of digital content and platforms to mitigate risks and protect children's privacy.
- **UNICEF Guidance on Digital Child Rights Impact Assessment (D-CRIA):** Serves as the foundation for independent expert verification and format safety assessment.

European Technical, Media, and Ethical Standards

- **EU Audiovisual Media Services Directive (AVMSD):** Defines obligations to protect the physical, mental, and moral development of minors from harmful commercial and audiovisual influences.
- **Web Content Accessibility Guidelines (WCAG 2.2 AA) of the World Wide Web Consortium (W3C):** Establish mandatory technical benchmarks for removing sensory and digital barriers.
- **European Broadcasting Union Recommendation EBU R128:** Standardizes loudness normalization to prevent sensory overstimulation of the nervous system.

National Legislative Framework of the Republic of Serbia

- **Law on Public Information and Media (2023):** Defines public interest through the production of quality programming for children and prescribes strict legal protection of the dignity, privacy, and identity of minors, prohibiting the exploitation of children regardless of consent from parents or guardians.

- **Law on Electronic Media (2023):** Prescribes the legal obligation of media service providers in electronic media and online environments to protect minors. This Guide operationalizes this statutory requirement by safeguarding neurosensory calm and preventing cognitive overload.
- **Rulebook on the Protection of the Rights of Minors in the Provision of Media Services of the Regulatory Authority for Electronic Media (REM):** While the Rulebook defines what cannot be broadcast prior to watershed hours (content rated 12, 16, or 18), the Guide establishes parameters for content that is developmentally safe at all times, transforming regulatory restriction into a culture of creative prevention.

NINE QUALITY STANDARDS FOR CHILDREN'S MEDIA PRODUCTION

Developmentally Aligned Children's Media Production Maps

The Nine Quality Standards for Children's Media Production establish the value-based, pedagogical, and craft principles essential for creating a safe and stimulating media environment. The standards protect a child's neurosensory calm, emotional security, and cognitive integrity, setting clear criteria for responsible creative work.

The practical backbone of each standard is the Developmental Alignment Map, which translates ethical norms into measurable production parameters across six developmental tiers (P1–C4), providing creative and production teams with a reliable craft roadmap for aligning the complexity of the work with the biological stage of development of the young audience.

1. DEVELOPMENTAL ALIGNMENT STANDARD

Creating an Atmosphere for Content Comprehension

The Developmental Alignment Standard for children's media content mandates aligning the sensory, emotional, and cognitive complexity of the author's work with the biological age and developmental capacities of the child, creating a safe environment for message comprehension and the preservation of a child's attention.

The quality of media content for children represents an organic unity of artistic freedom and an in-depth understanding of the young audience's developmental capacities. When the authorial and production team precisely aligns narrative complexity and sensory stimulus intensity with biological age, media content becomes a harmonious environment that preserves the child's attention, prevents cognitive overload, and enables effortless story tracking and message absorption.

Levels of Impact on the Child's Personality: Developmental Alignment

A child's inner world matures and takes shape through direct life experiences. Given that media content carries the weight of lived reality in a child's consciousness, the developmental alignment of an authorial work serves as the decisive safeguard of child integrity, as it exerts a simultaneous impact on the child's personality across three interrelated levels: sensory, emotional, and cognitive.

1. Sensory Level (Physical Reception of Information): All information from the external world reaches the child first through the senses—primarily hearing and vision. The complexity and alignment of the atmosphere built by sound, image, and speech as integral components of media content directly determine whether the child's nervous system experiences that environment as safe and pleasant or distressing. When this atmosphere is tailored to the biological stage of development, space opens up for working memory to spontaneously and effortlessly follow, comprehend, and absorb the artistic message.

2. Emotional Level (Experience and Trust): Emotions serve as the primary compass through which a child evaluates the world and builds baseline trust in life. Because media content evokes powerful feelings, when the senses are at ease, the child enters the narrative atmosphere with undivided attention and trust, actively living through the characters' experiences. Through dramatic situations and sensory experiences, the child builds personal emotional responses and patterns for emotional recognition. To emerge empowered from this experience, every emotional challenge in media content requires clear causal logic and a secure, warm resolution that reinforces the child's sense of protection and faith in goodness.

3. Cognitive Level (Meaning and Values): By following the story arc and characters' actions, the child actively learns about causes and consequences, building an authentic value system and worldview. In a media atmosphere where the senses are peaceful and emotions are secure, the child is given the cognitive room to reason independently, connect events, and draw conclusions and deeper meaning from the narrative. Through such experience, the child forms a personal perspective and adopts moral takeaways, whereby the quality of media content directly fosters the ethical autonomy and character strength of the young personality.

Media content aligned with the developmental capacities of the child's being fulfills the highest professional and ethical benchmarks of contemporary production, providing a safe harbor for the growth of imagination and an enduring value anchor for growing up.

Quality Control: Developmental Alignment

As a reliable operational guide throughout the creative and production process, content is calibrated through four key developmental filters:

- **Sensory Range Calibration:** Adapting sound dynamics, editing pace, and color palettes to the neurosensory threshold of the target age, thereby preventing sensory shock and sensory overload.
- **Emotional Safety Verification:** Ensuring clear cause-and-effect relationships and an obligatory secure resolution for every dramatic tension, safeguarding the child from unresolved fear and existential anxiety.
- **Cognitive Complexity Alignment:** Calibrating message abstraction, pacing of delivery, and the density of simultaneous information to the child's working memory capacity.
- **Attention Protection Against Manipulation:** Completely eliminating algorithmic and visual traps (artificial timers, aggressive audio cues designed for compulsory attention capture) to protect authentic interest in the story.

The Developmental Alignment Map establishes a systemic overview of the sensory, emotional, and cognitive capacities of each developmental tier, providing creators with an orientation framework for harmoniously matching the complexity of the media message to the biological stage of maturation.

Developmental Alignment Map

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Soft acoustic transients and slow pacing Emotional Unconditional predictability Cognitive Clean and simple impressions	Basic sensory security and world discovery Establishing fundamental tranquility through predictability, repetition, and the complete absence of dramatic tension.
P2	Preschool Age 3–6 years	Sensory Stable composition and soothing tone Emotional Linear story progression Cognitive Clear link between action and outcome	Understanding emotions through play and imagination Building linear empathy and naming basic emotions through concrete action, free from irony and sarcasm.
C1	Early School Age 6–9 years	Sensory Harmonious dynamics and clear visual framing Emotional Culture of mutual respect Cognitive Clear ethical outcome of choices	Building empathy and trust in relationships Affirming the power of togetherness, friendship, and constructive resolution of challenges within the peer community.
C2	School Age 9–12 years	Sensory Multilayered compositions and selective focus Emotional Ingenuity over brute force Cognitive Autonomous logical reasoning	Development of logic and resilience to trends Strengthening character through cause-and-effect analysis, fidelity to personal values, and resisting peer pressure.
C3	Early Adolescence 12–15 years	Sensory Authentic visual texture without artificial filters Emotional Vulnerability, resolve, and honesty Cognitive Discerning core essence and nuances	Quest for identity and truth Deconstructing false ideals and aesthetic manipulations; affirming a constructive “third way” in conflict resolution.
C4	Adolescence 15+ years	Sensory Fidelity of portrayal and visual dignity Emotional Empathetic activism Cognitive Ethical sovereignty	Assuming social responsibility Strengthening critical consciousness, defending human dignity, and fostering readiness for responsible social and civic action.

2. LINGUISTIC IDENTITY STANDARD

Affirming the Mother Tongue and Cultural Diversity

The Linguistic Identity Standard for children's media content mandates the correct usage, protection, and nurturing of the Serbian language and its native Cyrillic script as the cornerstone of cognitive development, alongside the full affirmation of the community's linguistic richness and cultural diversity.

Every media work addressing children serves as a living spoken model: precision of pronunciation, richness of vocabulary, and the natural cadence of phrasing directly shape the way a child thinks, expresses emotions, forms a worldview, and acquires a fundamental sense of belonging.

Concurrently, the standard mandates that every translation and linguistic adaptation preserve the spirit, warmth, and core value system of the original work, thereby building bridges of mutual understanding and respect across diverse cultures within a shared media ecosystem.

Levels of Impact on the Child's Personality: Linguistic Identity

Given that thought processes and language develop in an indissoluble unity, the levels of linguistic identity impact on the child's personality operate simultaneously across all three planes: sensory, emotional, and cognitive.

- 1. Sensory Level (Speech Reception and Diction):** The child spontaneously absorbs the natural melody of speech, correct accents, and clear articulation. Employing warm human intonation and articulate diction protects the child from auditory fatigue and enables effortless, organic acquisition of the phonetic system of the mother tongue.
- 2. Emotional Level (Experience of Closeness and Security):** Words of the mother tongue and authentic speech patterns foster feelings of warmth, safety, and trust. Through unadulterated expression and heritage-anchored storytelling, the child builds self-confidence and develops the capacity for empathy and healthy emotional connection with others.
- 3. Cognitive Level (Constructing Meaning and Conceptual Thinking):** A rich vocabulary, lucid syntactic structure, and creative linguistic play (neologisms, wordplay, and phonetic nonsense as developmental stimuli) directly build the capacity for abstract thought and precise reasoning. This level protects the child's cognitive space from linguistic impoverishment, aggressive slang, and mechanical loanwords, fostering authentic intellectual sovereignty.

Media content that consistently honors linguistic integrity and cultural diversity achieves the highest benchmarks of artistic and production excellence, empowering creators to use the beauty of the mother tongue to enrich children's imagination and cultivate a safe harbor for their linguistic and spiritual maturation.

Quality Control: Linguistic Identity

As a reliable operational guide throughout the creative and production process, content is calibrated through four key linguistic checkpoints:

- **Official Use of the Cyrillic Script:** Consistent application of the native Cyrillic script across all textual and on-screen graphical elements (titles, lower-thirds/chyron banners, graphic symbols, closing credits).
- **Filtering Loanwords and Trivialization:** Replacing unnecessary foreign borrowings and street colloquialisms with rich, precise expressions of the native language.
- **Diction and Accent Preparation:** Obligatory professional verification of correct articulation and standard literary accents prior to voice recording and dubbing sessions, preventing the adoption of distorted speech models.
- **Multicultural and Translation Verification:** Ensuring that translations and linguistic adaptations fully convey the spirit, values, and authenticity of the original work, while rigorously respecting the cultural diversity of the community.

The Developmental Alignment Map for the field of children’s media linguistic identity defines benchmarks for lexical, vocal, and cultural progression, delivering precise craft parameters to calibrate sentence rhythm, vocabulary, diction, and native script integration across target age tiers.

Developmental Alignment Map: Linguistic Identity

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child’s Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Melodiousness and an authentic human voice Emotional Soothing tone and simplicity Cognitive Naming fundamental concepts	Acquiring vocal rhythm and the melody of the mother tongue Narratives based on rhythm, lullabies, and counting rhymes. Complete departure from synthetic, digitally generated speech. <i>Craft Guidelines:</i> Sentence length of 1–3 words; extended pauses between concepts.
P2	Preschool Age 3–6 years	Sensory Clear diction and proper accents Emotional Warmth and absence of irony Cognitive Connecting words with concrete action	Nurturing vocabulary and early literacy engagement Naming emotions and phenomena through action; introducing Cyrillic letters through play and illustration. Departure from sarcasm and exaggerated delivery. <i>Craft Guidelines:</i> Sentence length of 3–8 words; simple linear sentence structure.
C1	Early School Age 6–9 years	Sensory Balance between voice and soundscape Emotional	Lexical enrichment through the ethics of community Introducing more complex folk literature, stories, and proverbs. Replacing slang with

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
		Culture of mutual respect and friendship Cognitive Enriching vocabulary and descriptive forms	standard literary expressions. Departure from mockery and labeling. <i>Craft Guidelines:</i> Sentence length of 8–12 words; more developed dialogues.
C2	School Age 9–12 years	Sensory Clarity of spoken expression within complex soundscapes Emotional Assertive dialogue without insults Cognitive Grasping metaphors and logic	Linguistic integrity and multilayered meaning Fostering logical deduction through rich metaphors and precise linguistic structures. Departure from banal catchphrases and superficial communication trends. <i>Craft Guidelines:</i> Sentence length of 12–18 words; complex syntactic structures.
C3	Early Adolescence 12–15 years	Sensory Authentic speech without electronic modulation Emotional Honesty and respect for personal dignity Cognitive Discerning implicit messaging	Affirming dialogue and reasoned articulation of perspectives Departure from melodrama, sensationalism, and covert manipulation. <i>Craft Guidelines:</i> Sentence length of 15–25 words; rhetorically structured thought.
C4	Adolescence 15+ years	Sensory Elevated vocal culture and dynamic expression Emotional Empathetic and accountable tone Cognitive Full linguistic sovereignty	Linguistic sovereignty and social responsibility Mastering elevated rhetoric, reasoned debate, and public speaking. Uncompromising protection of the media environment from hate speech and discrimination. <i>Craft Guidelines:</i> Full stylistic and syntactic freedom paired with strict grammatical accuracy.

3. NARRATION AND COMMUNICATION STANDARD

Fostering Empathy and Trust

The Narration and Communication Standard for children’s media content mandates the application of developmentally appropriate storytelling principles and ethical frameworks that, through coherent plot structure, constructive conflict resolution, and assertive dialogue, strengthen a child’s empathy, emotional stability, and character.

A quality narrative strives for clear plot progression and dramatic resolution that preserves faith in goodness, reinforcing personal integrity, empathy, and hope. The creative process consciously avoids cynicism, ridicule, humiliation, unresolved conflicts, and violence as dramatic shortcuts, transforming the story into a safe testing ground for healthy emotional and social maturation.

Levels of Impact on the Child’s Personality: Narration and Communication

Given that every dramatic narrative leaves a profound imprint on character formation, the levels of narration and communication impact on the child’s personality operate simultaneously across all three spheres: sensory, emotional, and cognitive.

- 1. Sensory Level (Storytelling Pace and Perception):** The rhythm of plot progression and dramatization is calibrated to the natural attention span. Alternating tension and calm enables the child to follow the plot effortlessly without being overwhelmed by drastic twists and shocks that disrupt inner peace.
- 2. Emotional Level (Experience of Security and Resolution):** The story never leaves the child in a state of unresolved fear or anxiety. Every conflict or emotional challenge leads to a logical, warm, and just resolution that affirms empathy, preserves dignity, and nurtures baseline trust in people.
- 3. Cognitive Level (Character Building and Ethical Choices):** The characters’ actions clearly illustrate cause-and-effect relationships and ethical responsibility. The narrative encourages autonomous reasoning, builds resilience against manipulation, and champions ingenuity, diligence, and honesty over brute force and deceit.

Media content that consistently applies this standard achieves supreme craft maturity, empowering authors to use the power of noble storytelling to cultivate a secure space for the development of an independent, empathetic, and moral personality.

Quality Control: Narration and Communication

As a reliable operational guide throughout the creative and production process, content is calibrated through four key dramaturgical checkpoints:

- **Detection of Aggressive Patterns:** Complete elimination of physical and verbal violence as a source of humor or a legitimate means of achieving objectives.
- **Dialogue Assertiveness Verification:** Replacing punishment, coercion, shaming, and mockery with communication models based on cooperation, recognizing virtues, and setting boundaries.

– **Ethical Validation of Dramatic Resolution:** Ensuring that dramatic conflict always delivers a constructive outcome where responsibility and honesty prevail over selfishness and manipulation.

– **Authenticity in Portraying Reality:** Avoiding trivialization, false perfectionism, and premature eroticization, while affirming empowering truths that provide constructive solutions.

The Developmental Alignment Map for the field of narration and communication in audiovisual and media content for children establishes dramaturgical frameworks and empathetic dialogue models, enabling authors to precisely tailor plot structures, character profiles, and ethical resolutions to the stage of social and emotional development of children and youth.

Developmental Alignment Map: Narration and Communication

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Soothing tempo and predictable progression Emotional Unconditional protection Cognitive Simple and clear plots	Basic sensory security and plot predictability Narratives based on rhythm and repetition. Immediate physical resolution of any mild tension within the same scene through predictable joy, free from negative plot twists and abstract threats. <i>Craft Guidelines:</i> Linear plot in the present moment; simple situational play without antagonists or conflict.
P2	Preschool Age 3–6 years	Sensory Clear spatial and temporal continuity Emotional Linear empathy and warm resolution Cognitive Recognizing and naming emotions	Understanding emotions through play and imagination Explaining characters' internal states through concrete action. Pauses in action that allow the child to independently anticipate the flow of events. Departure from irony, sarcasm, and humor based on vulnerability or helplessness. <i>Craft Guidelines:</i> Clear link between action and consequence; imaginative plots with a secure return to harmony.
C1	Early School Age 6–9 years	Sensory Balanced dynamics of events Emotional Culture of mutual respect Cognitive Clear ethical outcome of choices	Building empathy and trust in relationships Portraying characters who correct their own mistakes through reflection and dialogue. Affirmation of friendship and community over mockery of appearance, weakness, or old age. Departure from dark humor. <i>Craft Guidelines:</i> Plots based on peer collaboration; conflict resolution through dialogue and empathy.
C2	School Age 9–12 years	Sensory Multilayered and focused dramaturgy	Development of logic and strength of character Overcoming challenges through skill, knowledge, consensus, and understanding motives. Characters build character by resisting

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
		Emotional Ingenuity over brute force Cognitive Logical deduction and accountability	peer pressure. Departure from glorifying revenge, cynicism, and false "cleverness" through deceit. <i>Craft Guidelines:</i> Plots featuring moral dilemmas; overcoming obstacles through personal effort and ingenuity.
C3	Early Adolescence 12–15 years	Sensory Authentic atmosphere without illusions Emotional Vulnerable resolve and honesty Cognitive Deconstructing false ideals	Quest for identity and truth Introducing "vulnerable resolve"—protagonists acknowledge fear but choose truth and dignity. Seeking a constructive "third way" in complex conflicts. Strict departure from trivialization, eroticization, and one-dimensional worldviews. <i>Craft Guidelines:</i> Multidimensional characters; confronting social pressures while preserving personal integrity.
C4	Adolescence 15+ years	Sensory Dramatic weight with full respect for the viewer Emotional Empathetic activism and solidarity Cognitive Ethical sovereignty and responsibility	Autonomous action and social responsibility Themes of mental health, dignity, and personal accountability. Portraying the real consequences of choices versus romanticizing vice and destruction. Departure from discrimination and insults under the guise of "freedom of speech." <i>Craft Guidelines:</i> Dramatic structures that foster critical consciousness and the assumption of responsibility within the wider community.

4. AUDIO DESIGN STANDARD

Preserving Natural Acoustics and Sensory Peace

The Audio Design Standard for children’s media content mandates preserving psychoacoustic harmony, natural audio dynamics, and organic soundscapes, safeguarding the child’s auditory system and nervous system from sensory overload and acoustic aggression.

Every auditory atmosphere, from the spoken word to the quietest ambient background noise, directly shapes a child’s inner world and influences the physiological state of their nervous system.

Within audiovisual content (AV content) for children, this standard accords absolute priority to the natural timbres of the human voice, organic soundscapes, and balanced frequencies, including the application of natural acoustic tuning at 432 Hz as a recommended aesthetic and psychoacoustic parameter that supports a state of relaxation and natural harmony. The creative process makes a conscious departure from audio saturation, synthetic tones, excessively loud effects, and frequency aggression, protecting children’s auditory and mental space.

For detailed technical guidelines on system calibration, see [*Natural Acoustic Tuning at 432 Hz: Audio Production Systems Calibration Manual*](#).

Levels of Impact on the Child’s Personality: Audio Design

Given that sound acts as a direct physical and psychological stimulant, the levels of audio design impact on the child’s personality operate simultaneously across all three planes: sensory, emotional, and cognitive.

1. Sensory Level (Auditory Peace and Sensory Protection): Controlled dynamics and a balanced frequency spectrum protect the immature auditory system from sensory overload. The use of natural acoustic solutions, smooth audio transitions, and standardized loudness prevents the induction of physiological stress and sensory shock.

2. Emotional Level (Experience of Harmony and Security): The warm and natural timbre of the human voice fosters feelings of trust and security. Authentic soundscapes maintain a stable state of relaxation, enabling the child to spontaneously experience the narrative atmosphere through sound without distressing synthetic distortions.

3. Cognitive Level (Focus and Perceptual Clarity): Lucid layering of the sound mix eliminates psychoacoustic masking and ensures that voice and narration consistently remain in the primary foreground relative to music and sound effects. This acoustic order protects the child’s cognitive capacities, facilitating unobstructed comprehension of the message and deep concentration.

Media content that consistently upholds the principles of acoustic integrity achieves the highest benchmarks of production excellence, empowering creators to use harmonic sound

design to build a safe auditory field that nurtures curiosity and the healthy development of children’s attention.

Quality Control: Audio Design

As a reliable operational guide throughout the creative and production process, content is calibrated through four key acoustic checkpoints:

- **Dialogue Channel Isolation:** Ensuring absolute intelligibility of dialogue and narration relative to the musical score and sound effects (a minimum of 6 dB prominence for speech), while preserving natural dynamics and warm vocal timbre.
- **Dynamic Range and Loudness Control:** Standardizing audio levels according to the EBU R128 protocol using the integrated loudness parameter at –23 LUFS with moderate compression, preventing sudden volume spikes that could trigger micro-shocks.
- **Organic Selection of Sound Effects (SFX):** Prioritizing real, naturally recorded Foley and ambient sounds while eliminating aggressive high-frequency and synthetic stimuli that artificially induce tension.
- **Transition Fluidity and Sound Continuity:** Applying smooth fade-ins, fade-outs, and continuous ambient room tone, eliminating unnatural cuts and creating an organic acoustic flow.

The Developmental Alignment Map for the field of children’s media audio design establishes psychoacoustic parameters and acoustic ecology norms, providing technical guidelines for controlling dynamics, frequency bandwidth, and the dialogue-to-music ratio to protect the child’s auditory apparatus and nervous system.

Developmental Alignment Map: Audio Design

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child’s Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Soft acoustic transients and slow pacing Emotional Soothing ambience and predictability Cognitive Clear separation of fundamental sounds	Basic acoustic security and softness of sound Employing soft sonic impacts, natural sounds, and low frequencies reminiscent of heartbeat and calm breathing. Complete departure from harsh synthetic tones that trigger physiological stress. <i>Craft Guidelines:</i> Frequency range 250–1000 Hz (avoid frequency zones above 4 kHz); musical tempo 60–80 BPM; loudness standardized at –23 LUFS with peak level control capped at –6 dBTP.
P2	Preschool Age 3–6 years	Sensory Fluid transitions and gentle dynamics	Stabilization of auditory attention and clear soundscape Sound effects must be easily recognizable and unambiguously linked to on-screen action.

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
		Emotional Warm human voice free from irony Cognitive Clear link between audio and visual action	Pauses in speech and music allow the child to independently complete the melodic thought. <i>Craft Guidelines:</i> Progressive introduction of the full frequency spectrum with smooth transitions and fades of at least 100 ms on every edit cut; musical tempo up to 120 BPM; loudness at –23 LUFS; sound effects limited to a maximum of –6 dB relative to speech.
C1	Early School Age 6–9 years	Sensory Balanced audio layering without noise Emotional Music as an emotional compass Cognitive Tracking complex acoustic storytelling	Auditory perception and harmony of community Introducing more complex instrumental arrangements that track the characters' emotional development. Complete departure from banal sound effects that mock suffering, helplessness, or physical differences. <i>Craft Guidelines:</i> Progressive implementation of the full audio spectrum; consistent dialogue loudness at –23 LUFS; smooth audio transitions to eliminate digital clicks.
C2	School Age 9–12 years	Sensory Precise audiovisual synchronization Emotional Atmosphere that supports reflection Cognitive Focus on solving challenges	Acoustic logic and character integrity Sound design that supports mental concentration and logical reasoning. Avoiding audio manipulation that artificially generates false tension through aggressive rhythms. <i>Craft Guidelines:</i> Audiovisual synchronization within ± 22 ms; musical underscore and secondary audio layers must not mask human speech frequencies (200 Hz – 5 kHz).
C3	Early Adolescence 12–15 years	Sensory Hi-Fi fidelity and natural acoustics Emotional Honest vocal expression without distortion Cognitive Discerning subtle nuances	Authenticity and listening maturity Preserving the natural timbre of young performers conveying genuine emotions. Departure from excessive digital filters that dehumanize the voice and vocal eroticization (whisper technique) designed to manufacture artificial intimacy. <i>Craft Guidelines:</i> Implementation of Hi-Fi standards without digital distortion (max. True Peak –1 dBTP); loudness at –23 LUFS; preserving the full dynamic range of the human voice.
C4	Adolescence 15+ years	Sensory Hearing protection during prolonged listening Emotional Mature sonic texture and respect Cognitive Ethical acoustic sovereignty	Ethical acoustic sovereignty and production quality Delivering high-fidelity audio experiences that stimulate critical thinking and respect the young listener's mental peace. Complete departure from acoustic aggression and rhythmic structures that promote destruction. <i>Craft Guidelines:</i> Hi-Fi production while preserving natural dynamic range (LRA above 8 LU); peak level control (True Peak max. –1 dBTP) at a consistent –23 LUFS.

5. VISUAL DESIGN STANDARD

Nurturing Visual Rhythm and Aesthetics

The Visual Design Standard for children's audiovisual content mandates aligning the pace of montage cuts, lighting, color palette, and framing composition with the biological tempo of a child's perception, facilitating effortless narrative comprehension and preserving visual peace.

Within audiovisual production (AV production) for children, each shot is crafted as a carefully structured, orderly whole characterized by warmth, natural lighting, lucid composition, and spatial logic, providing room for deep narrative comprehension and authentic nonverbal connection with the characters. The creative process makes a conscious departure from visual aggression, stroboscopic flashes, rapid cuts, hyper-saturated fluorescent palettes, and obtrusive animations that overstimulate the senses and artificially hijack attention.

Levels of Impact on the Child's Personality: Visual Design and Editing

Given that every visual stimulus communicates directly with the child's nervous system, the levels of visual design and editing impact on the child's personality operate simultaneously across all three spheres: sensory, emotional, and cognitive.

- 1. Sensory Level (Visual Peace and Neurostability):** Natural color palettes, diffused lighting, and a composed editing rhythm protect photoreceptors and the brain's attentional threshold from overstimulation. This approach eliminates visual shock and states of passive hypnosis, providing the eye with a stable and safe environment.
- 2. Emotional Level (Experience of Warmth and Security):** Gentle frame geometry, symmetry, and clear visual anchor points instill a sense of baseline security and trust. Authentic facial expressions and characters' micro-mimicry, free from artificial digital filters, enable the child to accurately recognize emotions and develop empathy.
- 3. Cognitive Level (Spatial Logic and Message Processing):** Adhering to the axis of action (the 180-degree rule), maintaining temporal editing continuity, and providing visual breathing room allow the cognitive apparatus to decode spatial relationships and connect causes with effects effortlessly. Restrained graphic design and clear typography maintain focus on the story's core essence, preventing cognitive fatigue.

Media content that consistently implements this standard demonstrates supreme craft maturity, empowering creators to use aesthetic restraint and harmonious pacing to build a visual realm that fosters true understanding and safeguards the child's inner tranquility.

Quality Control: Visual Design and Editing

As a reliable operational guide throughout the creative and production process, content is calibrated through four key visual checkpoints:

- **Chromatic Ethics and Lighting Balance:** Applying a natural color spectrum, dramatically motivated and diffused lighting, and precise color grading, while completely eliminating neon over-saturation and stroboscopic effects that overstimulate the senses.

– **Cognitive Pacing Alignment (Editing Rhythm):** Ensuring sufficient shot duration calibrated to the target age and introducing calming visual pauses following complex scenes, free from abrupt jump cuts.

– **Preserving Spatial Continuity:** Strict adherence to the 180-degree rule (axis of action) and establishing a clear visual anchor within the frame, ensuring natural spatial orientation for the child.

– **Character Authenticity and Typographic Restraint:** Preserving the natural expression of the human face without beautifying filters, maintaining organic movement physics in animation, and employing legible, restrained typography and graphics.

The Developmental Alignment Map for the field of children’s media visual design and editing defines the neurological and perceptual boundaries of visual cognition, guiding shot selection, cutting pace, lighting, and color grading toward the preservation of visual peace and spatial orientation in children.

Developmental Alignment Map: Visual Design and Editing

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child’s Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Static camera and slow pacing Emotional Natural palettes and soft shapes Cognitive Simple spatial unity	Basic visual security and softness of portrayal Long takes with minimal camera movement and natural colors. Gradual and logical shot transitions that protect the child from sudden light flashes, rapid cuts, and aggressive animations. <i>Craft Guidelines:</i> Average Shot Length (ASL) greater than 8 seconds; low-contrast lighting (<i>high-key</i>) while avoiding IRE level fluctuations above 70%; exclusively static camera or slow tracking shots, free from shaky-cam effects.
P2	Preschool Age 3–6 years	Sensory Clear separation of subject from background Emotional Warm and predictable atmosphere Cognitive Deep focus and spatial context	Clarity of portrayal and visual empathy Focus on distinct compositional separation of characters to facilitate effortless narrative tracking. Color and lighting follow the emotional arc of the story in a predictable and soothing manner, free from visual irony and caricatured emotions. <i>Craft Guidelines:</i> Rule-of-thirds composition with a sharp focus on the character’s eyes; deep focus to provide spatial context; transitions executed exclusively via straight cuts or dissolves of at least 20 frames, avoiding aggressive digital wipes.
C1	Early School Age 6–9 years	Sensory Natural saturation without neon tones Emotional Visual togetherness and respect Cognitive	Visual values and spatial harmony Portraying characters through natural framing within shared spaces, visually reinforcing the concepts of collaboration and friendship. Departure from visual narratives that celebrate superficiality and aggression through neon palettes.

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
		Cutting on action and logical continuity	<i>Craft Guidelines:</i> Neutral eye-level camera angles; standard natural color saturation (Rec. 709); implementing cutting on action to preserve the logical flow of events.
C2	School Age 9–12 years	Sensory Multilayered foreground and background depth Emotional Visual ingenuity over brute force Cognitive Uncovering cause-and-effect relationships	Logical visualization and frame integrity Framing that highlights the characters' skill, reflection, and consensus in solving challenges. Avoiding chaotic editing and visual cynicism that mocks kindness and honesty. <i>Craft Guidelines:</i> Multilayered compositions to train attentional depth; meticulous application of color psychology through color grading; zero-frame deviation in audiovisual synchronization.
C3	Early Adolescence 12–15 years	Sensory Motivated natural lighting Emotional Substance and truth without filters Cognitive Deconstructing false aesthetic ideals	Visual honesty and authenticity Candid portrayals of young people in their quest for identity with fidelity to natural physiognomy. Strict departure from digital retouching of face and body, artificial filters, and exaggerated sexualization that trivializes reality. <i>Craft Guidelines:</i> Use of natural, motivated lighting; shooting with focal lengths that match human perception (35–50 mm); preserving authentic skin texture without software smoothing.
C4	Adolescence 15+ years	Sensory Wide dynamic range imaging Emotional Affirming human dignity Cognitive Visual sovereignty and critical consciousness	Ethical visual sovereignty and purposeful cinematography High-caliber visual production that authentically explores serious societal issues and mental health. Complete departure from romanticizing destruction and visual humiliation. <i>Craft Guidelines:</i> Dynamic camera work with a clear dramatic purpose; high dynamic range (HDR) for maximum visual fidelity; optimization for mobile formats while preserving compositional integrity (without forced vertical cropping).

6. NEW MEDIA ETHICS STANDARD

Interactivity and Attention Protection

The New Media Ethics Standard for children's media content mandates establishing safety, pedagogical, and ethical frameworks that safeguard children's attention and privacy from algorithmic addiction traps, dark patterns, uncontrolled algorithmic feeds, aggressive gamification of attention, and commercial exploitation, while actively encouraging creative play and physical movement beyond digital screens.

Digital environments, contemporary web portals, social media platforms, immersive virtual environments, nonlinear interactive worlds, and audiovisual services are designed as safe spaces that respect the child's cognitive boundaries, preserve a natural connection with the physical world, and uphold the right to an uninterrupted childhood. The creative process makes a conscious departure from intrusive timers, coercive notifications, in-app purchases, virtual status exploitation, and all mechanisms that promote compulsive behavior, competitive frustration, or aggression.

Levels of Impact on the Child's Personality: New Media Ethics

Given that interaction in new media directly engages the child's nervous system and decision-making processes, its impact on the child's personality operates simultaneously across all three psychophysical planes: sensory, emotional, and cognitive.

1. Sensory Level (Attention Protection and Overstimulation Prevention): The user interface is engineered through principles of ethical design, ethical UI/UX, restrained visual solutions, the absence of aggressive light and audio alerts, and the disablement of automatic playback (*auto-play*). This approach protects the child from sensory overload and allows them to dictate their own pace of media engagement autonomously.

2. Emotional Level (Sense of Agency and Inner Peace): Content eliminates manufactured urgency, fear of missing out (FOMO), and frustration stemming from insurmountable barriers. Interaction provides supportive feedback that builds self-confidence and inner peace, replacing dopamine-driven loops fueled by relentless reward systems.

3. Cognitive Level (Active Exploration and Digital Integrity): The digital realm stimulates logical reasoning, purposeful creativity, and critical thinking. A clear user experience structure enables the child to understand the objective of each task, protecting their moral and intellectual integrity from stealth marketing and manipulative algorithms.

Media content that consistently implements this standard achieves the highest digital and ethical excellence, empowering creators to use innovative technologies to build a safe, stimulating environment that strengthens children's creativity and opens pathways for real-world play.

Quality Control: New Media Ethics

As a reliable operational guide throughout the creative and production process, content is calibrated through four key interactive checkpoints:

- **Eliminating Addiction Mechanics:** Completely disabling auto-play sequences, high-pressure countdown timers, and algorithmic retention hooks designed for coercive screen engagement.
- **Privacy Protection and Commercialization Prevention:** Total absence of in-app monetization, covert advertising (*product placement*), personal data collection, and safeguarding children’s digital footprints amid modern media platformization.
- **Ensuring User Control and Predictability:** Lucid and shallow navigation structures that enable the child to pause, save progress, or exit content at any moment without stress or penalty.
- **Creative Connection to the Physical World:** Creative interaction design that motivates the child toward physical activity, tangible play, drawing, or real-world exploration following screen use.

The Developmental Alignment Map for the field of children’s digital and interactive media content establishes safety benchmarks for digital well-being and user experience, providing guidelines for developing educational mechanics and content free from algorithmic traps and attentional overstimulation.

Developmental Alignment Map: New Media Ethics

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child’s Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Absence of interactive screens Emotional Physical contact with a parent Cognitive Discovering the physical world	Primary physical experience and absence of screens For this age group, physical, tactile, and acoustic real-world interaction is exclusively recommended (embossed sound books, in-person dialogue). Screen-based content is not recommended in order to protect early neurosensory development. <i>Craft Guidelines:</i> No digital applications for autonomous use; focus on audio and tactile formats experienced alongside a parent.
P2	Preschool Age 3–6 years	Sensory Restrained interface and gentle responsiveness Emotional Sense of achievement without pressure Cognitive	Intuitive exploration and encouragement of off-screen play Simple digital picture books and educational games with a definite beginning and end. Interaction that does not demand speed of execution, but sparks imagination and invites physical movement (e.g., drawing, dancing). <i>Craft Guidelines:</i> One tap—one clear reaction; maximum session duration up to 10–15

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
C1	Early School Age 6–9 years	Simple cause-and-effect relationship Sensory Stable display without flashing animations Emotional Cooperation over competition Cognitive Development of foundational digital logic	minutes with a clear ending prompt; zero advertisements and countdown timers. Creative expression and collaboration through play Interactive formats that stimulate children's creativity (puzzles, building mechanics, collaborative problem-solving). Complete departure from game mechanics based on compulsive point-gathering and virtual punishment. <i>Craft Guidelines:</i> Games with cooperative outcomes; prominently visible pause button; navigation tailored to beginner readers.
C2	School Age 9–12 years	Sensory Balanced dynamic of stimuli Emotional Resilience to virtual winning pressures Cognitive Strategic thinking and trap detection	Logical problem-solving and digital literacy Narrative-driven games and educational applications that cultivate logic, planning, and ethical decision-making. Mastering core self-protection principles online (personal data privacy, scam recognition, safe communication) and identifying manipulative virtual offers. <i>Craft Guidelines:</i> Clearly defined levels with natural rest breaks; zero “pay-to-progress” monetization; safeguards against unmonitored communication with strangers.
C3	Early Adolescence 12–15 years	Sensory Managing visual and auditory oversaturation Emotional Resistance to algorithmic comparison and FOMO Cognitive Critical evaluation of digital content	Digital sovereignty and critical thinking Interactive media and platforms that affirm authentic competencies, critical vetting of information, and teamwork. Departure from toxic social mechanics centered on “like” metrics and superficial comparisons. <i>Craft Guidelines:</i> Transparent algorithms; native screen-time management tools; encouraging digital content creation over passive consumption.
C4	Adolescence 15+ years	Sensory Optimized digital environment Emotional Ethical responsibility in online communication Cognitive Full digital and information literacy	Civic activism and ethical creation in new media Deploying interactive technologies and social networks for community-beneficial initiatives, constructive debate, and human rights advocacy. Uncompromising defense against cyberbullying, disinformation, and digital exploitation. <i>Craft Guidelines:</i> Full safeguarding of personal data and digital footprints; robust protocols for mitigating hate speech; integrating ethical community standards into user networks.

7. INCLUSION AND DIVERSITY STANDARD

Equal Participation and Co-creation: “Nothing About Us Without Us”

The Inclusion and Diversity Standard for children’s media content mandates ensuring authentic representation, dignified portrayal, and equal participation of all children grounded in the co-creation principle “Nothing About Us Without Us,” systematically deconstructing social stereotypes, stigmatization, pity, and paternalism.

Inclusion is established as an inseparable element of the authorial concept from the initial ideation and project development phases. Children of diverse physical, sensory, intellectual capacities, and lived experiences are portrayed as equal protagonists in media stories with their authentic potential, enabling every child to see themselves reflected in the media and recognize their rightful place in the community. The creative process makes a conscious departure from patronizing tones, melodrama, romanticization, or superficial depictions of disability as a “superpower” or an external source of inspiration.

Levels of Impact on the Child’s Personality: Inclusion and Diversity

Given that media representation directly shapes social patterns and the sense of self-worth, the levels of inclusion and diversity impact on the child’s personality operate simultaneously across all three psychophysical planes: sensory, emotional, and cognitive.

- 1. Sensory Level (Authenticity of Portrayal and Respect for Diversity):** The content presents assistive devices, assistive technologies, and specific communication methods (such as sign language or tactile elements) as a natural and integral part of the visual and acoustic environment, without concealment or artificial emphasis.
- 2. Emotional Level (Dignity, Empathy, and Belonging):** Characters with developmental disabilities or distinct backgrounds are depicted with complete human dignity, through authentic emotions, friendships, and relationships. For children from vulnerable groups, this representation affirms self-worth and belonging, while eliminating discomfort and stigma among peers in the audience, cultivating deep mutual empathy and trust.
- 3. Cognitive Level (Normalization of Diversity and Co-creation):** Narratives are constructed through active participation and consultation with children from diverse life backgrounds (the principle of co-creation). The child audience internalizes diversity as a natural societal asset, developing critical social consciousness, dismantling stereotypes, and eliminating paternalism without false idealization.

Media content that consistently implements this standard achieves supreme social and ethical value, empowering creators to build a media landscape where every child feels seen, respected, and supported.

Quality Control: Inclusion and Diversity

As a reliable operational guide throughout the creative and production process, content is calibrated through four key inclusive checkpoints:

- **Co-creation and Consultation Principle:** Engaging children, youth, and experts with lived experience of disability and individual specificities directly in the story conception and verification process according to the principle “Nothing About Us Without Us.”
- **Departure from Medical and Therapeutic Tones:** Centering the narrative on the child’s personality, talents, aspirations, and agency, rather than on diagnoses, therapy, or viewing the child as a “burden” to be endured by their surroundings.
- **Elimination of Pity and “Superhero” Tropes:** Rejecting patronizing language and sorrowful depictions of helplessness, as well as unrealistic glorification of impairments as mystical superpowers, while giving credit to genuine effort and tangible achievements.
- **Authenticity of Casting and Expression:** Casting actors and collaborating with creators with disabilities for voiceover and live-action roles, alongside rigorous adherence to the linguistic standards of natural and sign languages.

The Developmental Alignment Map for the field of inclusion and diversity in children’s media content establishes ethical and representative benchmarks for the visibility of children with developmental disabilities and diverse lived experiences, guiding the production team through the deconstruction of stereotypes and the practice of authentic co-creation.

Developmental Alignment Map: Inclusion and Diversity

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child’s Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Clear and warm visual depictions Emotional Sense of overarching security Cognitive The world as a naturally diverse place	Basic recognition of the world’s natural diversity Illustrations and simple depictions of children of diverse appearances and traits within a calming ambience. Natural integration of assistive devices without undue emphasis. <i>Craft Guidelines:</i> Simple, warm character design; organic palettes; complete absence of singling out or labeling.
P2	Preschool Age 3–6 years	Sensory Visibility of all participants in the frame Emotional Spontaneous acceptance and closeness Cognitive Diversity as an integral part of play	Normalizing diversity through collaborative play Depicting children who use various assistive devices (glasses, hearing aids, wheelchairs) in everyday play with peers. Complete departure from framing the child as “special” or helpless. <i>Craft Guidelines:</i> Equal participation in play; natural dialogue; assistive devices portrayed as ordinary personal items.
C1	Early School Age	Sensory	Empathy and barrier-free friendship

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
	6–9 years	Focus on genuine interaction Emotional Empathy and shared success Cognitive Overcoming social barriers	Crafting stories in which the peer group collaboratively discovers ways to remove physical or social barriers. Characters with individual specificities actively contribute to the community. <i>Craft Guidelines:</i> Plots centered on camaraderie and teamwork; departure from passive aid or pity; upholding dignity across all dialogues.
C2	School Age 9–12 years	Sensory Fidelity of nonverbal cues Emotional Appreciating personal talents and skills Cognitive Dismantling peer prejudice	Social integrity and respect for individuality Characters with disabilities are portrayed through their interests, knowledge, and ingenuity. Overcoming prejudices by confronting facts and taking joint action. <i>Craft Guidelines:</i> Multidimensional characters with authentic strengths and flaws; assertive dialogue built on mutual respect.
C3	Early Adolescence 12–15 years	Sensory Authentic voice and realistic visual framing Emotional Honesty in the quest for identity Cognitive Deconstructing social discrimination	Deconstructing social barriers and stigma Introducing themes that openly deconstruct prejudices and myths surrounding differences. Authentic youth voices candidly discussing their challenges, fears, and rights. <i>Craft Guidelines:</i> Documentary-style and authentic live-action approaches; genuine dialogue; complete absence of melodrama and clichés.
C4	Adolescence 15+ years	Sensory High-fidelity realistic environment Emotional Empathetic activism and solidarity Cognitive Awareness of human rights and equality	Social advocacy and full inclusive equality Themes of neurodivergence, mental health, and systemic barriers in society. Empowering youth to defend their own rights and the rights of others to be different. <i>Craft Guidelines:</i> Formats that stimulate public debate; content co-creation with youth from marginalized groups; safeguarding human integrity.

8. UNIVERSAL ACCESSIBILITY STANDARD

Sensory and Functional Content Accessibility

The Universal Accessibility Standard for children's media content mandates the timely removal of all sensory, physical, and technological barriers through the integration of tailored subtitling, audio description, sign language, and adaptable user interfaces in full compliance with the highest international standards under WCAG (*Web Content Accessibility Guidelines*).

Access to art, information, and play constitutes a fundamental right of every child, which is why sensory accessibility and multisensory experiences are established as prerequisite conditions of professional creative work.

The proactive inclusion of multisensory accessibility formats (spoken, visual, and tactile/textual descriptions) in children's audiovisual and media production is planned from the initial concept and budgeting stages, thereby avoiding retroactive, improvised solutions and ensuring that every child is a full participant in the shared media space.

For core technical guidelines on the production of accessible content, see [Guide to the Production and Labeling of Accessible Media Content](#).

Levels of Impact on the Child's Personality: Digital and Technical Accessibility

Grounded in the four international pillars of universal design (perceivability, operability, understandability, and robustness), the levels of accessibility impact on the child's personality operate simultaneously across all three psychophysical planes: sensory, emotional, and cognitive.

- 1. Sensory Level (Multichannel Availability and Clarity):** Content delivers information across multiple parallel sensory channels. Visual elements feature high contrast, legible typography, and alternative textual or tactile descriptions, while the audio signal is clear, free from acoustic clutter, and accompanied by synchronized descriptions of ambient sounds and music.
- 2. Emotional Level (Autonomy and Sense of Equality):** The child is empowered to consume media content independently, without relying on external assistance and free from feelings of frustration or embarrassment. Such an environment sparks the joy of discovery, fostering a sense of equal worth and full belonging.
- 3. Cognitive Level (Intuitive Navigation and Predictability):** User interfaces, printed editions, and video materials are logically structured, featuring clear pictograms and architectures that require no strenuous decoding. Content provides sufficient time for information processing and full user control over pacing.

Media content that consistently implements this standard fulfills the highest benchmarks of global distribution and technical excellence, ensuring that creative works reach all children without exception.

Quality Control: Universal Accessibility

As a reliable operational guide throughout the creative and production process, content is calibrated through four key accessibility checkpoints:

- **Visual Accessibility and Contrast:** Ensuring a minimum color contrast ratio of 4.5:1 for all text and graphic elements (utilizing solid background bounding boxes behind subtitles), producing tactile editions with embossed markings, and formatting digital documents to be fully readable by screen readers.
- **Auditory Accessibility and Subtitling:** Implementing Subtitles for the Deaf and Hard of Hearing (SDH) with descriptions of crucial background audio cues and speaker color-coding, providing standardized sign language translation, and ensuring a minimum dialogue prominence of 6 dB relative to background music.
- **Audio Description for the Blind and Visually Impaired:** Planned recording of an additional audio track (AD) that concisely and dynamically describes visual action, spatial context, facial expressions, and character movements during natural pauses in dialogue.
- **Motor and Functional Operability:** Enabling full navigation exclusively via keyboard or external switches, with interactive touch target sizes of at least 48×48 dp (approximately 9 mm), and the complete absence of time constraints or automated content progression.

The Developmental Alignment Map for the field of children’s media universal accessibility standardizes technical and multisensory modalities for content engagement (subtitling, audio description, sign language, and interface design), guaranteeing the removal of all sensory and physical barriers in media consumption.

Developmental Alignment Map: Universal Accessibility

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child’s Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Clear primary shapes and contrast Emotional Soothing and secure audio environment Cognitive Equitable sensory reception	Sensory equity and simplicity Employing clearly defined shapes and bold visual contrast for recognition by children with visual impairments. Audio completely free from unnecessary background clutter to facilitate information processing for children with residual hearing. <i>Craft Guidelines:</i> Clear tactile picture books with embossing; pure audio recordings of lullabies and counting rhymes without vocal masking.
P2	Preschool Age 3–6 years	Sensory Prominent symbols and audio cues Emotional Autonomy in following the story	Sensory support and spatial navigation Introducing audio cues that assist visually impaired children in understanding spatial movement. Clear pictograms for core controls and open captions for beginner readers.

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
		Cognitive Multisensory concept integration	<i>Craft Guidelines:</i> Reading speed of subtitles calibrated to age (up to 12 characters per second); oversized control buttons with high-contrast borders.
C1	Early School Age 6–9 years	Sensory High font legibility Emotional Sense of belonging and community Cognitive Effortless acquisition of written and spoken text	Accessibility in primary education formats Implementing dyslexia-friendly fonts and accessible typography for beginning readers (sans-serif, generous line spacing). Integrating child-tailored audio description that vividly clarifies on-screen action. <i>Craft Guidelines:</i> Subtitles with speaker color-coding; printed materials with embossed tactile markings on glare-free matte paper.
C2	School Age 9–12 years	Sensory Multisensory synchronization Emotional Full agency over the media Cognitive Parallel tracking of audio, image, and text	Multisensory tracking and technological adaptability Enabling content consumption across parallel sensory channels (audio accompanied by SDH subtitles or haptic feedback in games). Avoiding rapid strobe lighting effects to protect photosensitive children. <i>Craft Guidelines:</i> Full keyboard navigation functionality; interface responsiveness for both portrait and landscape viewports.
C3	Early Adolescence 12–15 years	Sensory Discreet and precise content guidance Emotional Preserving privacy and dignity Cognitive Autonomous use of advanced tools	Functional independence and advanced accessibility Ensuring specialized screen reader compatibility across all digital formats and documents. Implementing sign language interpretation and closed captioning that do not obstruct the visual aesthetics of the film. <i>Craft Guidelines:</i> Integrating dark mode functionality; semantic structural tagging of digital documents for assistive technologies.
C4	Adolescence 15+ years	Sensory Full sensory compatibility Emotional Equal participation in public discourse Cognitive Unimpeded access to complex information	Universal digital accessibility and professional compliance Full compliance with international WCAG protocols across platforms, websites, and applications. Enabling voice control and barrier-free access to complex educational and media repositories. <i>Craft Guidelines:</i> Full compliance with WCAG 2.2 AA criteria; optimization for diverse assistive hardware (eye-tracking sensors, refreshable Braille displays).

9. PROFESSIONAL VERIFICATION STANDARD

Ethics and Multidisciplinary Content Alignment

The Professional Verification Standard for children’s media content mandates implementing a binding multidisciplinary protocol for independent ethical, pedagogical, and craft impact assessment on children’s rights and well-being—CRIA (*Child Rights Impact Assessment*), providing the ultimate institutional guarantee of safety and quality before public release.

Every authorial project, regardless of its distribution format or platform, undergoes transparent professional verification procedures to ensure that no single element compromises children’s psychophysical health, dignity, or right to truth. The creative process makes a conscious departure from superficial rubber-stamping, covert commercial interests, degraded professional criteria, and the dissemination of unvetted content under the guise of artistic or market freedom.

Levels of Impact on the Child’s Personality: Professional Verification

Grounded in the fact that ethical and professional verification protects the child’s integrity at all stages of media consumption, the levels of compliance system impact on the child’s personality operate simultaneously across all three psychophysical planes: sensory, emotional, and cognitive.

1. Sensory Level (Technical Safety Verification): Systemic auditing of all technical parameters (loudness levels, frequency stability, absence of photosensitive stroboscopic flashes, and user interface safety). This control prevents the broadcast of content that could induce acoustic, visual, or neurological stress.

2. Emotional Level (Safeguarding Psychological Security): Analyzing potential psycho-emotional triggers, verifying the constructiveness of the dramatic resolution, and assessing the impact on the child’s baseline trust. Verification guarantees that the work nurtures empathy and emotional stability, protecting the audience from unresolved fear and feelings of helplessness.

3. Cognitive Level (Ethical Responsibility and Truth Protection): Evaluating factual accuracy, narrative sincerity, and the complete absence of covert manipulation, algorithmic exploitation, or commercialization. Verification strengthens the critical integrity of the media ecosystem and confirms that the work honors the child’s right to an authentic portrayal of the world.

Media content verified through multidisciplinary professional certification carries the highest benchmark of social responsibility, providing authors, parents, and the broader community with complete trust in the core values and safety of the published work.

Quality Control: Professional Verification

As a reliable operational guide throughout the creative and production process, content is calibrated through four key verification checkpoints:

- **Preliminary Ethical Assessment during Development:** Early-stage evaluation of the core concept, screenplay, audiovisual plan, and transmedia child safety to ensure timely identification and remediation of potential risk factors.
- **Multidisciplinary Expert Review:** Compliance verification across all eight preceding standards conducted by an expert panel (pedagogues, developmental psychologists, communications specialists, and broadcast audio/video engineers).
- **Participatory Focus Group Testing:** Empirical content testing with the target demographic of children and youth, integrating their feedback based on principles of equitable valuation.
- **Ethical Certification and Ongoing Monitoring:** Awarding the official code compliance label, public disclosure of the developmental age classification (P1–C4), and ongoing monitoring of post-release impact.

The Developmental Alignment Map for the field of children’s media quality professional verification provides a multidisciplinary oversight framework for Child Rights Impact Assessment (CRIA), enabling systemic evaluation of ethical, pedagogical, and craft safety before media content is publicly released.

Developmental Alignment Map: Professional Verification

P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child’s Personality	Developmental Objective and Production Focus
P1	Early Childhood 0–3 years	Sensory Absolute sensory peace Emotional Total protection from stress Cognitive Inviolability of early development	Absolute protection of early childhood Strict verification of the complete absence of digital retention hooks, excessive audio levels, and intrusive visual stimuli. Full institutional safeguarding of infants and toddlers from commercial exposure. <i>Craft Guidelines:</i> Authorizing exclusively content designed for joint engagement alongside a parent; zero tolerance for autonomous screen application use.
P2	Preschool Age 3–6 years	Sensory Verifying softness of audio and visual transitions Emotional Confirming stable and warm resolution Cognitive Safeguarding imagination and play development	Verification of predictability and psychological peace Monitoring narrative progression to guarantee a safe, unambiguous ethical resolution. Preventing perceptual confusion and uncalibrated dramatic plot twists. <i>Craft Guidelines:</i> Verifying the simplicity of syntactic structures; validating moral clarity; certifying materials that stimulate off-screen play.
C1	Early School Age 6–9 years	Sensory Dynamic balance control Emotional	Ethical validation of behavioral models Evaluating portrayed interpersonal dynamics to protect the values of camaraderie and empathy. Complete elimination of content

Developmental Tier Code	Developmental Period and Age	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
		Elimination of mockery and humiliation Cognitive Clarity of ethical causes and consequences	that normalizes verbal aggression and peer exclusion. <i>Craft Guidelines:</i> Text and dialogue screening for the absence of labeling; verifying font legibility and accessibility for beginner readers.
C2	School Age 9–12 years	Sensory Verifying editing balance Emotional Fostering healthy self-confidence Cognitive Detection of commercial manipulation	Safeguarding critical consciousness and independent thought Verifying the logical foundation and factual integrity of presented information. Preventing covert product placement and narratives glorifying disloyalty and revenge. <i>Craft Guidelines:</i> Rigorous fact-checking across educational content; monitoring compliance with copyright and information integrity standards.
C3	Early Adolescence 12–15 years	Sensory Verifying natural visual portrayal Emotional Safeguarding youth mental health Cognitive Departure from disinformation and stereotypes	Psychosocial verification and identity protection Assessing media impact on body image, self-esteem, and peer relations. Strict prohibition of content promoting unrealistic aesthetic standards or trivializing severe emotional crises. <i>Craft Guidelines:</i> Professional psychological assessment of scripts addressing crisis-sensitive themes; complete ban on digital body retouching intended for manipulation.
C4	Adolescence 15+ years	Sensory Full technical format compliance Emotional Respect for civic dignity Cognitive Confirmation of social responsibility	Full societal validation and integrity of public discourse Final compliance auditing against international conventions on the rights of the child and youth. Shielding public discourse from hate speech, disinformation, and political exploitation. <i>Craft Guidelines:</i> Complete CRIA documentation dossier; publicly declared youth impact assessment report; full compliance with legal frameworks governing public information.

DEVELOPMENTALLY ALIGNED CHILDREN’S MEDIA PRODUCTION MATRIX

The Developmentally Aligned Production Matrix represents the operational core of this guide and a precision instrument for the craft calibration of media content to the developmental age of the child. It translates ethical principles into exact production parameters, empowering authors and production teams with complete quality control over the work—from initial concept to final post-production.

The structure of the matrix represents a horizontal and vertical synthesis of the Developmental Alignment Maps across all nine ethical standards throughout six developmental age tiers (P1–C4). Its application ensures the alignment of sensory, emotional, and cognitive messages with the authentic capacities of the child, guaranteeing the highest level of professional excellence, developmental appropriateness, and international competitiveness of the media product.

Developmentally Aligned Production Matrix: P1 – Early Childhood (0–3 years)



P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
1. Developmental Alignment Standard	Sensory Soft acoustic transients and slow pacing Emotional Unconditional predictability Cognitive Clean and simple impressions	Basic sensory security and world discovery Establishing fundamental tranquility through predictability, repetition, and the complete absence of dramatic tension.
2. Linguistic Identity Standard	Sensory Melodiousness and an authentic human voice Emotional Soothing tone and simplicity Cognitive Naming fundamental concepts	Acquiring vocal rhythm and the melody of the mother tongue Narratives based on rhythm, lullabies, and counting rhymes. Complete departure from synthetic, digitally generated speech. <i>Craft Guidelines:</i> Sentence length of 1–3 words; extended pauses between concepts.
3. Narration and Communication Standard	Sensory Soothing tempo and predictable progression Emotional Unconditional protection Cognitive Simple and clear plots	Basic sensory security and plot predictability Narratives based on rhythm and repetition. Immediate physical resolution of any mild tension within the same scene through predictable joy, free from negative plot twists and abstract threats. <i>Craft Guidelines:</i> Linear plot in the present moment; simple situational play without antagonists or conflict.
4. Audio Design Standard	Sensory Soft acoustic transients and slow pacing Emotional Soothing ambience and predictability Cognitive Clear separation of fundamental sounds	Basic acoustic security and softness of sound Employing soft sonic impacts, natural sounds, and low frequencies reminiscent of heartbeat and calm breathing. Complete departure from harsh synthetic tones that trigger physiological stress. <i>Craft Guidelines:</i> Frequency range 250–1000 Hz (avoid frequency zones above 4 kHz); musical tempo 60–80 BPM; loudness standardized at –23 LUFS with peak level control capped at –6 dBTP.
5. Visual Design Standard	Sensory Static camera and slow pacing Emotional	Basic visual security and softness of portrayal Long takes with minimal camera movement and natural colors. Gradual and logical shot transitions that protect the

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
	Natural palettes and soft shapes Cognitive Simple spatial unity	child from sudden light flashes, rapid cuts, and aggressive animations. <i>Craft Guidelines:</i> Average Shot Length (ASL) greater than 8 seconds; low-contrast lighting (<i>high-key</i>) while avoiding IRE level fluctuations above 70%; exclusively static camera or slow tracking shots, free from shaky-cam effects.
6. New Media Ethics Standard	Sensory Absence of interactive screens Emotional Physical contact with a parent Cognitive Discovering the physical world	Primary physical experience and absence of screens For this age group, physical, tactile, and acoustic real-world interaction is exclusively recommended (embossed sound books, in-person dialogue). Screen-based content is not recommended in order to protect early neurosensory development. <i>Craft Guidelines:</i> No digital applications for autonomous use; focus on audio and tactile formats experienced alongside a parent.
7. Inclusion and Diversity Standard	Sensory Clear and warm visual depictions Emotional Sense of overarching security Cognitive The world as a naturally diverse place	Basic recognition of the world's natural diversity Illustrations and simple depictions of children of diverse appearances and traits within a calming ambience. Natural integration of assistive devices without undue emphasis. <i>Craft Guidelines:</i> Simple, warm character design; organic palettes; complete absence of singling out or labeling.
8. Universal Accessibility Standard	Sensory Clear primary shapes and contrast Emotional Soothing and secure audio environment Cognitive Equitable sensory reception	Sensory equity and simplicity Employing clearly defined shapes and bold visual contrast for recognition by children with visual impairments. Audio completely free from unnecessary background clutter to facilitate information processing for children with residual hearing. <i>Craft Guidelines:</i> Clear tactile picture books with embossing; pure audio recordings of lullabies and counting rhymes without vocal masking.
9. Professional Verification Standard	Sensory Absolute sensory peace Emotional Total protection from stress Cognitive Inviolability of early development	Absolute protection of early childhood Strict verification of the complete absence of digital retention hooks, excessive audio levels, and intrusive visual stimuli. Full institutional safeguarding of infants and toddlers from commercial exposure. <i>Craft Guidelines:</i> Authorizing exclusively content designed for joint engagement alongside a parent; zero tolerance for autonomous screen application use.

Developmentally Aligned Production Matrix: P2 – Preschool Age (3–6 years)



P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
1. Developmental Alignment Standard	Sensory Stable composition and soothing tone Emotional Linear story progression Cognitive Clear link between action and outcome	Understanding emotions through play and imagination Building linear empathy and naming basic emotions through concrete action, free from irony and sarcasm.
2. Linguistic Identity Standard	Sensory Clear diction and proper accents Emotional Warmth and absence of irony Cognitive Connecting words with concrete action	Nurturing vocabulary and early literacy engagement Naming emotions and phenomena through action; introducing Cyrillic letters through play and illustration. Departure from sarcasm and exaggerated delivery. <i>Craft Guidelines:</i> Sentence length of 3–8 words; simple linear sentence structure.
3. Narration and Communication Standard	Sensory Clear spatial and temporal continuity Emotional Linear empathy and warm resolution Cognitive Recognizing and naming emotions	Understanding emotions through play and imagination Explaining characters' internal states through concrete action. Pauses in action that allow the child to independently anticipate the flow of events. Departure from irony, sarcasm, and humor based on vulnerability or helplessness. <i>Craft Guidelines:</i> Clear link between action and consequence; imaginative plots with a secure return to harmony.
4. Audio Design Standard	Sensory Fluid transitions and gentle dynamics Emotional Warm human voice free from irony Cognitive Clear link between audio and visual action	Stabilization of auditory attention and clear soundscape Sound effects must be easily recognizable and unambiguously linked to on-screen action. Pauses in speech and music allow the child to independently complete the melodic thought. <i>Craft Guidelines:</i> Progressive introduction of the full frequency spectrum with smooth transitions and fades of at least 100 ms on every edit cut; musical tempo up to 120 BPM; loudness at –23 LUFS; sound effects limited to a maximum of –6 dB relative to speech.
5. Visual Design Standard	Sensory Clear separation of subject from background Emotional	Clarity of portrayal and visual empathy Focus on distinct compositional separation of characters to facilitate effortless narrative tracking. Color and lighting follow the emotional arc of the story in a predictable and soothing manner, free from visual irony and caricatured emotions.

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
	Warm and predictable atmosphere Cognitive Deep focus and spatial context	<i>Craft Guidelines:</i> Rule-of-thirds composition with a sharp focus on the character's eyes; deep focus to provide spatial context; transitions executed exclusively via straight cuts or dissolves of at least 20 frames, avoiding aggressive digital wipes.
6. New Media Ethics Standard	Sensory Restrained interface and gentle responsiveness Emotional Sense of achievement without pressure Cognitive Simple cause-and-effect relationship	Intuitive exploration and encouragement of off-screen play Simple digital picture books and educational games with a definite beginning and end. Interaction that does not demand speed of execution, but sparks imagination and invites physical movement (e.g., drawing, dancing). <i>Craft Guidelines:</i> One tap—one clear reaction; maximum session duration up to 10–15 minutes with a clear ending prompt; zero advertisements and countdown timers.
7. Inclusion and Diversity Standard	Sensory Visibility of all participants in the frame Emotional Spontaneous acceptance and closeness Cognitive Diversity as an integral part of play	Normalizing diversity through collaborative play Depicting children who use various assistive devices (glasses, hearing aids, wheelchairs) in everyday play with peers. Complete departure from framing the child as “special” or helpless. <i>Craft Guidelines:</i> Equal participation in play; natural dialogue; assistive devices portrayed as ordinary personal items.
8. Universal Accessibility Standard	Sensory Prominent symbols and audio cues Emotional Autonomy in following the story Cognitive Multisensory concept integration	Sensory support and spatial navigation Introducing audio cues that assist visually impaired children in understanding spatial movement. Clear pictograms for core controls and open captions for beginner readers. <i>Craft Guidelines:</i> Reading speed of subtitles calibrated to age (up to 12 characters per second); oversized control buttons with high-contrast borders.
9. Professional Verification Standard	Sensory Verifying softness of audio and visual transitions Emotional Confirming stable and warm resolution Cognitive Safeguarding imagination and play development	Verification of predictability and psychological peace Monitoring narrative progression to guarantee a safe, unambiguous ethical resolution. Preventing perceptual confusion and uncalibrated dramatic plot twists. <i>Craft Guidelines:</i> Verifying the simplicity of syntactic structures; validating moral clarity; certifying materials that stimulate off-screen play.

Developmentally Aligned Production Matrix: C1 – Early School Age (6–9 years)



P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
1. Developmental Alignment Standard	Sensory Harmonious dynamics and clear visual framing Emotional Culture of mutual respect Cognitive Clear ethical outcome of choices	Building empathy and trust in relationships Affirming the power of togetherness, friendship, and constructive resolution of challenges within the peer community.
2. Linguistic Identity Standard	Sensory Balance between voice and soundscape Emotional Culture of mutual respect and friendship Cognitive Enriching vocabulary and descriptive forms	Lexical enrichment through the ethics of community Introducing more complex folk literature, stories, and proverbs. Replacing slang with standard literary expressions. Departure from mockery and labeling. <i>Craft Guidelines:</i> Sentence length of 8–12 words; more developed dialogues.
3. Narration and Communication Standard	Sensory Balanced dynamics of events Emotional Culture of mutual respect Cognitive Clear ethical outcome of choices	Building empathy and trust in relationships Portraying characters who correct their own mistakes through reflection and dialogue. Affirmation of friendship and community over mockery of appearance, weakness, or old age. Departure from dark humor. <i>Craft Guidelines:</i> Plots based on peer collaboration; conflict resolution through dialogue and empathy.
4. Audio Design Standard	Sensory Balanced audio layering without noise Emotional Music as an emotional compass Cognitive Tracking complex acoustic storytelling	Auditory perception and harmony of community Introducing more complex instrumental arrangements that track the characters' emotional development. Complete departure from banal sound effects that mock suffering, helplessness, or physical differences. <i>Craft Guidelines:</i> Progressive implementation of the full audio spectrum; consistent dialogue loudness at –23 LUFS; smooth audio transitions to eliminate digital clicks.
5. Visual Design Standard	Sensory Natural saturation without neon tones	Visual values and spatial harmony Portraying characters through natural framing within shared spaces, visually reinforcing the concepts of collaboration and

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
	Emotional Visual togetherness and respect Cognitive Cutting on action and logical continuity	friendship. Departure from visual narratives that celebrate superficiality and aggression through neon palettes. <i>Craft Guidelines:</i> Neutral eye-level camera angles; standard natural color saturation (Rec. 709); implementing cutting on action to preserve the logical flow of events.
6. New Media Ethics Standard	Sensory Stable display without flashing animations Emotional Cooperation over competition Cognitive Development of foundational digital logic	Creative expression and collaboration through play Interactive formats that stimulate children's creativity (puzzles, building mechanics, collaborative problem-solving). Complete departure from game mechanics based on compulsive point-gathering and virtual punishment. <i>Craft Guidelines:</i> Games with cooperative outcomes; prominently visible pause button; navigation tailored to beginner readers.
7. Inclusion and Diversity Standard	Sensory Focus on genuine interaction Emotional Empathy and shared success Cognitive Overcoming social barriers	Empathy and barrier-free friendship Crafting stories in which the peer group collaboratively discovers ways to remove physical or social barriers. Characters with individual specificities actively contribute to the community. <i>Craft Guidelines:</i> Plots centered on camaraderie and teamwork; departure from passive aid or pity; upholding dignity across all dialogues.
8. Universal Accessibility Standard	Sensory High font legibility Emotional Sense of belonging and community Cognitive Effortless acquisition of written and spoken text	Accessibility in primary education formats Implementing dyslexia-friendly fonts and accessible typography for beginning readers (sans-serif, generous line spacing). Integrating child-tailored audio description that vividly clarifies on-screen action. <i>Craft Guidelines:</i> Subtitles with speaker color-coding; printed materials with embossed tactile markings on glare-free matte paper.
9. Professional Verification Standard	Sensory Dynamic balance control Emotional Elimination of mockery and humiliation Cognitive Clarity of ethical causes and consequences	Ethical validation of behavioral models Evaluating portrayed interpersonal dynamics to protect the values of camaraderie and empathy. Complete elimination of content that normalizes verbal aggression and peer exclusion. <i>Craft Guidelines:</i> Text and dialogue screening for the absence of labeling; verifying font legibility and accessibility for beginner readers.

Developmentally Aligned Production Matrix: C2 – School Age (9–12 years)



P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
1. Developmental Alignment Standard	Sensory Multilayered compositions and selective focus Emotional Ingenuity over brute force Cognitive Autonomous logical reasoning	Development of logic and resilience to trends Strengthening character through cause-and-effect analysis, fidelity to personal values, and resisting peer pressure.
2. Linguistic Identity Standard	Sensory Clarity of spoken expression within complex soundscapes Emotional Assertive dialogue without insults Cognitive Grasping metaphors and logic	Linguistic integrity and multilayered meaning Fostering logical deduction through rich metaphors and precise linguistic structures. Departure from banal catchphrases and superficial communication trends. <i>Craft Guidelines:</i> Sentence length of 12–18 words; complex syntactic structures.
3. Narration and Communication Standard	Sensory Multilayered and focused dramaturgy Emotional Ingenuity over brute force Cognitive Logical deduction and accountability	Development of logic and strength of character Overcoming challenges through skill, knowledge, consensus, and understanding motives. Characters build character by resisting peer pressure. Departure from glorifying revenge, cynicism, and false “cleverness” through deceit. <i>Craft Guidelines:</i> Plots featuring moral dilemmas; overcoming obstacles through personal effort and ingenuity.
4. Audio Design Standard	Sensory Precise audiovisual synchronization Emotional Atmosphere that supports reflection Cognitive Focus on solving challenges	Acoustic logic and character integrity Sound design that supports mental concentration and logical reasoning. Avoiding audio manipulation that artificially generates false tension through aggressive rhythms. <i>Craft Guidelines:</i> Audiovisual synchronization within ± 22 ms; musical underscore and secondary audio layers must not mask human speech frequencies (200 Hz – 5 kHz).
5. Visual Design Standard	Sensory Multilayered foreground and background depth Emotional Visual ingenuity over brute force	Logical visualization and frame integrity Framing that highlights the characters’ skill, reflection, and consensus in solving challenges. Avoiding chaotic editing and visual cynicism that mocks kindness and honesty. <i>Craft Guidelines:</i> Multilayered compositions to train attentional depth; meticulous application of color

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
	Cognitive Uncovering cause-and-effect relationships	psychology through color grading; zero-frame deviation in audiovisual synchronization.
6. New Media Ethics Standard	Sensory Balanced dynamic of stimuli Emotional Resilience to virtual winning pressures Cognitive Strategic thinking and trap detection	Logical problem-solving and digital literacy Narrative-driven games and educational applications that cultivate logic, planning, and ethical decision-making. Mastering core self-protection principles online (personal data privacy, scam recognition, safe communication) and identifying manipulative virtual offers. <i>Craft Guidelines:</i> Clearly defined levels with natural rest breaks; zero “pay-to-progress” monetization; safeguards against unmonitored communication with strangers.
7. Inclusion and Diversity Standard	Sensory Fidelity of nonverbal cues Emotional Appreciating personal talents and skills Cognitive Dismantling peer prejudice	Social integrity and respect for individuality Characters with disabilities are portrayed through their interests, knowledge, and ingenuity. Overcoming prejudices by confronting facts and taking joint action. <i>Craft Guidelines:</i> Multidimensional characters with authentic strengths and flaws; assertive dialogue built on mutual respect.
8. Universal Accessibility Standard	Sensory Multisensory synchronization Emotional Full agency over the media Cognitive Parallel tracking of audio, image, and text	Multisensory tracking and technological adaptability Enabling content consumption across parallel sensory channels (audio accompanied by SDH subtitles or haptic feedback in games). Avoiding rapid strobe lighting effects to protect photosensitive children. <i>Craft Guidelines:</i> Full keyboard navigation functionality; interface responsiveness for both portrait and landscape viewports.
9. Professional Verification Standard	Sensory Verifying editing balance Emotional Fostering healthy self-confidence Cognitive Detection of commercial manipulation	Safeguarding critical consciousness and independent thought Verifying the logical foundation and factual integrity of presented information. Preventing covert product placement and narratives glorifying disloyalty and revenge. <i>Craft Guidelines:</i> Rigorous fact-checking across educational content; monitoring compliance with copyright and information integrity standards.

Developmentally Aligned Production Matrix: C3 – Early Adolescence (12–15 years)



P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
1. Developmental Alignment Standard	Sensory Authentic visual texture without artificial filters Emotional Vulnerability, resolve, and honesty Cognitive Discerning core essence and nuances	Quest for identity and truth Deconstructing false ideals and aesthetic manipulations; affirming a constructive “third way” in conflict resolution.
2. Linguistic Identity Standard	Sensory Authentic speech without electronic modulation Emotional Honesty and respect for personal dignity Cognitive Discerning implicit messaging	Affirming dialogue and reasoned articulation of perspectives Departure from melodrama, sensationalism, and covert manipulation. <i>Craft Guidelines:</i> Sentence length of 15–25 words; rhetorically structured thought.
3. Narration and Communication Standard	Sensory Authentic atmosphere without illusions Emotional Vulnerable resolve and honesty Cognitive Deconstructing false ideals	Quest for identity and truth Introducing “vulnerable resolve”—protagonists acknowledge fear but choose truth and dignity. Seeking a constructive “third way” in complex conflicts. Strict departure from trivialization, eroticization, and one-dimensional worldviews. <i>Craft Guidelines:</i> Multidimensional characters; confronting social pressures while preserving personal integrity.
4. Audio Design Standard	Sensory Hi-Fi fidelity and natural acoustics Emotional Honest vocal expression without distortion Cognitive Discerning subtle nuances	Authenticity and listening maturity Preserving the natural timbre of young performers conveying genuine emotions. Departure from excessive digital filters that dehumanize the voice and vocal eroticization (whisper technique) designed to manufacture artificial intimacy. <i>Craft Guidelines:</i> Implementation of Hi-Fi standards without digital distortion (max. True Peak –1 dBTP); loudness at –23 LUFS; preserving the full dynamic range of the human voice.
5. Visual Design Standard	Sensory Motivated natural lighting Emotional	Visual honesty and authenticity Candid portrayals of young people in their quest for identity with fidelity to natural physiognomy. Strict departure from

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
	Substance and truth without filters Cognitive Deconstructing false aesthetic ideals	digital retouching of face and body, artificial filters, and exaggerated sexualization that trivializes reality. <i>Craft Guidelines:</i> Use of natural, motivated lighting; shooting with focal lengths that match human perception (35–50 mm); preserving authentic skin texture without software smoothing.
6. New Media Ethics Standard	Sensory Managing visual and auditory oversaturation Emotional Resistance to algorithmic comparison and FOMO Cognitive Critical evaluation of digital content	Digital sovereignty and critical thinking Interactive media and platforms that affirm authentic competencies, critical vetting of information, and teamwork. Departure from toxic social mechanics centered on “like” metrics and superficial comparisons. <i>Craft Guidelines:</i> Transparent algorithms; native screen-time management tools; encouraging digital content creation over passive consumption.
7. Inclusion and Diversity Standard	Sensory Authentic voice and realistic visual framing Emotional Honesty in the quest for identity Cognitive Deconstructing social discrimination	Deconstructing social barriers and stigma Introducing themes that openly deconstruct prejudices and myths surrounding differences. Authentic youth voices candidly discussing their challenges, fears, and rights. <i>Craft Guidelines:</i> Documentary-style and authentic live-action approaches; genuine dialogue; complete absence of melodrama and clichés.
8. Universal Accessibility Standard	Sensory Discreet and precise content guidance Emotional Preserving privacy and dignity Cognitive Autonomous use of advanced tools	Functional independence and advanced accessibility Ensuring specialized screen reader compatibility across all digital formats and documents. Implementing sign language interpretation and closed captioning that do not obstruct the visual aesthetics of the film. <i>Craft Guidelines:</i> Integrating dark mode functionality; semantic structural tagging of digital documents for assistive technologies.
9. Professional Verification Standard	Sensory Verifying natural visual portrayal Emotional Safeguarding youth mental health Cognitive Departure from disinformation and stereotypes	Psychosocial verification and identity protection Assessing media impact on body image, self-esteem, and peer relations. Strict prohibition of content promoting unrealistic aesthetic standards or trivializing severe emotional crises. <i>Craft Guidelines:</i> Professional psychological assessment of scripts addressing crisis-sensitive themes; complete ban on digital body retouching intended for manipulation.

Developmentally Aligned Production Matrix: C4 – Adolescence (15+ years)



P (Preschool: P1, P2)

C (Children: C1, C2, C3, C4)

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
1. Developmental Alignment Standard	Sensory Fidelity of portrayal and visual dignity Emotional Empathetic activism Cognitive Ethical sovereignty	Assuming social responsibility Strengthening critical consciousness, defending human dignity, and fostering readiness for responsible social and civic action.
2. Linguistic Identity Standard	Sensory Elevated vocal culture and dynamic expression Emotional Empathetic and accountable tone Cognitive Full linguistic sovereignty	Linguistic sovereignty and social responsibility Mastering elevated rhetoric, reasoned debate, and public speaking. Uncompromising protection of the media environment from hate speech and discrimination. <i>Craft Guidelines:</i> Full stylistic and syntactic freedom paired with strict grammatical accuracy.
3. Narration and Communication Standard	Sensory Dramatic weight with full respect for the viewer Emotional Empathetic activism and solidarity Cognitive Ethical sovereignty and responsibility	Autonomous action and social responsibility Themes of mental health, dignity, and personal accountability. Portraying the real consequences of choices versus romanticizing vice and destruction. Departure from discrimination and insults under the guise of “freedom of speech.” <i>Craft Guidelines:</i> Dramatic structures that foster critical consciousness and the assumption of responsibility within the wider community.
4. Audio Design Standard	Sensory Hearing protection during prolonged listening Emotional Mature sonic texture and respect Cognitive Ethical acoustic sovereignty	Ethical acoustic sovereignty and production quality Delivering high-fidelity audio experiences that stimulate critical thinking and respect the young listener's mental peace. Complete departure from acoustic aggression and rhythmic structures that promote destruction. <i>Craft Guidelines:</i> Hi-Fi production while preserving natural dynamic range (LRA above 8 LU); peak level control (True Peak max. -1 dBTP) at a consistent -23 LUFS.
5. Visual Design Standard	Sensory Wide dynamic range imaging Emotional Affirming human dignity Cognitive	Ethical visual sovereignty and purposeful cinematography High-caliber visual production that authentically explores serious societal issues and mental health. Complete departure from romanticizing destruction and visual humiliation. <i>Craft Guidelines:</i> Dynamic camera work with a clear dramatic purpose; high dynamic range (HDR) for maximum visual

Ethical Standard	Levels of Impact on the Child's Personality	Developmental Objective and Production Focus
	Visual sovereignty and critical consciousness	fidelity; optimization for mobile formats while preserving compositional integrity (without forced vertical cropping).
6. New Media Ethics Standard	Sensory Optimized digital environment Emotional Ethical responsibility in online communication Cognitive Full digital and information literacy	Civic activism and ethical creation in new media Deploying interactive technologies and social networks for community-beneficial initiatives, constructive debate, and human rights advocacy. Uncompromising defense against cyberbullying, disinformation, and digital exploitation. <i>Craft Guidelines:</i> Full safeguarding of personal data and digital footprints; robust protocols for mitigating hate speech; integrating ethical community standards into user networks.
7. Inclusion and Diversity Standard	Sensory High-fidelity realistic environment Emotional Empathetic activism and solidarity Cognitive Awareness of human rights and equality	Social advocacy and full inclusive equality Themes of neurodivergence, mental health, and systemic barriers in society. Empowering youth to defend their own rights and the rights of others to be different. <i>Craft Guidelines:</i> Formats that stimulate public debate; content co-creation with youth from marginalized groups; safeguarding human integrity.
8. Universal Accessibility Standard	Sensory Full sensory compatibility Emotional Equal participation in public discourse Cognitive Unimpeded access to complex information	Universal digital accessibility and professional compliance Full compliance with international WCAG protocols across platforms, websites, and applications. Enabling voice control and barrier-free access to complex educational and media repositories. <i>Craft Guidelines:</i> Full compliance with WCAG 2.2 AA criteria; optimization for diverse assistive hardware (eye-tracking sensors, refreshable Braille displays).
9. Professional Verification Standard	Sensory Full technical format compliance Emotional Respect for civic dignity Cognitive Confirmation of social responsibility	Full societal validation and integrity of public discourse Final compliance auditing against international conventions on the rights of the child and youth. Shielding public discourse from hate speech, disinformation, and political exploitation. <i>Craft Guidelines:</i> Complete CRIA documentation dossier; publicly declared youth impact assessment report; full compliance with legal frameworks governing public information.

