Parenting Workshop
Digital Parenting – Good Practices

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IMPORTANT NOTE: Before you leave today, please take a few minutes to share your ideas and suggestions with us by completing the last page of this handout. Please give the completed form at the Front Desk. THANK YOU for being with us today!

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INTRODUCTION

Welcome everyone!

Speaker. Did not want to reschedule (A)Several registered (B)Urgency on this matter.
Decided to do the session. Will share based on experience and learn. Also facilitate discussion, asking questions, sharing ideas, so that we can help each other and learn from each other as well.

Plan for the day.
Morning 10am-1pm, with a short break. Will cover content. (A)Time for Reflection and Ideation – where you reflect, note down ideas to apply learning into your specific home situation (B)Time for Questions and Discussion. Time for prayer.
Afternoon 2pm-3pm very important session. None of what we learn in the morning will work without healthy relationships.

Scriptures:

Children must be trained
Proverbs 22:6
Train up a child in the way he should go, And when he is old he will not depart from it.

Arrows must be aimed
Psalm 127:3-4
3 Behold, children are a heritage from the LORD, The fruit of the womb is a reward.
4 Like arrows in the hand of a warrior, So are the children of one's youth.

Training must be positive
Ephesians 6:4
And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.

I. DIGITAL HAS CHANGED OUR WORLD!

We have journeyed from the TV and desktop computers to laptops and mobile devices. It's a whole new world.

For most of us, the first thing we do after we wake up is to check our phones.
We check our phones upwards of 50 times per day.

Parenting in the digital age:
Challenges
Opportunities
Guidance

Strategies

Digital is here to stay.

Digital generations:
Generation Z (1995-2009)
Generation Alpha (2010 to 2024)
Generation Beta (2025-2039)

Generation Z (1995-2009)

Generation Z (Gen Z) is the world's current generation of teens and young adults.
Most researchers place the birth years between 1995-2009 (or 2012)

Grew up with the internet and social media

2020 Research by OneHope.net (See https://www.globalyouthculture.net/)
8,394 teens, ages 13-19, 20 countries, 14 languages

1.   Least religious generation ever
2.   Digital natives
3.   Constantly connected
4.   Entrepreneurial
5.   Self-learners
6.   Ambitious, achievement-minded

Authentic digital natives

Gen Z do not believe online spaces compromise their ability to be authentic
55% say their social media image is very or somewhat close to who they are in real life
64% say social media helps them feel authentic rather than fake
69% agree it makes them feel confident and included (71%)
56% say they prefer to be anonymous online
Juggling multiple social media accounts is nothing new to Gen Z, and they do it easily.

In Gen Z's eyes, social media is not the enemy of authenticity, but instead can provide a space
for it to flourish by giving teens a voice and an audience – and yet they prefer being anonymous.

Constantly connected generation

7.5 hours online daily
Around 2 in 3 teens say they are constantly connected online.
98% of all Gen Z internet users own a smart phone
58% experience Smartphone separation anxiety (feeling stressed being away from

their phone for a few hours)
31% say they can't handle being separated for 30 minutes or less
<mark>Sleep deprivation</mark> resulting in poor mental health

U.S. teens
on an average spending more than 13.5 hours using social media each week
49% say social media sometimes or often makes them feel sad, anxious, or depressed.
Other studies show that teens who are heavy social
27% risk depression, suicidal thoughts

Entrepreneurial

Self-learners

Ambitious, achievement-minded

Generation Alpha (2010 to 2024)
New education medium (media, digital)
Access to more information than any other generation
New skills needed to thrive

2. CHALLENGES

The constant use of digital devices has <mark>displaced many important activities such as face-to-face interaction, family-time, outdoor-play, exercise, unplugged downtime, and sleep.</mark>

It has created a world with <mark>constant distractions and interruptions.</mark>
our brains are limited in their ability to pay attention. We don't really multitask but rather switch rapidly between tasks. Distractions and interruptions, often technology-related collide with our goal-setting abilities. We want to finish this paper/spreadsheet/sentence, but our phone signals an incoming message and we drop everything. Even without an alert, we decide that we "must" check in on social media immediately.

And then there are the <mark>big issues with digital use and online content:</mark> promotion of violence, advertising, uncontrolled screen time, gaming, pornography, cyber-bullying, trolling, stalking, online predators, cyber bullying (in some cases resulting in suicide), sexting, gamer drop-outs, misinformation, etc.

Some have resorted to <mark>helicopter parenting, technological monitoring,</mark> and we wonder about the effectiveness of strict controls.
(A helicopter parent is a parent who pays extremely close attention to a child's or children's experiences and problems, particularly at educational institutions. Helicopter parents are so

named because, like helicopters, they "hover overhead", overseeing every aspect of their child's life constantly.)

Parents experience anxiety about how to manage new technology.

What are some risks of social media and the online world that we need to alert our children/teens to? What are some precautions we can take?

Risks
- Online footprint tracking
- <mark>Your digital reputation</mark> and who's looking? (colleges, scholarships, coaches, employers, etc.)
- Technology addiction and why it's important to set limits.
- Safety issues – posting too much personal information, online predators (who they are, who they target, and how they work), online challenges
- Social media anxiety – what it is and to remember it's not always about the "likes".
- Advertising
- Misinformation
- Sexting (only discuss when age appropriate) – potential consequences on reputation & possible legal consequences
- Hateful content / hateful posting – why it's so easy, why it's so serious, and what to do if you see it.
- Identity Theft: As millions share their personal information for getting registered in one or more social media platforms, these data become vulnerable as hackers and identity thieves use this information's to reset passwords, apply for loans, or other malicious objectives.
- Romance Scams: A romance scam is a fraudulent scheme in which a swindler pretends romantic interest in a target, establishes a relationship, and then attempts to get money or sensitive information from the target under pretenses.
- Whistle-blower: People are often impulsive on social media; they show their vexation with their colleagues or bosses without thinking. They may deliberately reveal sensitive data in their posts, which can cause significant damage to the reputation of the organization.
- Cyber Stalking: It refers to harassment over the internet. Cyberstalkers harass victims on social media by sending unpleasant and lewd messages. They morph photos of victims and circulate them on social media, alleging rumors making the victim's life unbearable.
- Cyber Bullying: It refers to bullying through the digital medium. It can take place on social media, gaming platforms, messaging platforms, etc. It is aimed at scaring, shaming, or annoying the targeted victim.
- Cyber Terrorism: Nowadays, social media is also used to facilitate terrorism-related activities. It can support, promote, engage, and spread terrorism propaganda like incitement to terrorism, recruitment, radicalizing training, and planning of terrorist attacks.

Precautions
- Creating strong passwords is the primary option to ensure the privacy of your information.

- Ensure passwords are complex, including upper & lower case, numbers, and special characters. It should be memorized and never be written on paper.
- We need to be sensitive in what we upload/share in our social networking accounts and avoid sharing personal information like date of birth, social security details, phone numbers, names, and pictures of family members.
- Use security and privacy options provided by social media platforms viz: 2-factor authentication system, access control.
- Connect our devices only to authorized wifi access, use privacy options provided by various mobile operating systems, use auto-lock features, and download apps only from authorized app stores.
- Keep the operating system updated with the latest patches, turn-on the firewall, and avoid installing cracked software.
- Ensure our antivirus is updated and scans are performed frequently.
- We need to be smart using the internet and avoid visiting untrusted websites; referral links to visit websites are never to be clicked; instead, type in the browser's URL address.
- Care needs to be taken to accept friend requests only from people we know and block those who post upsetting content or comments.

Source: https://www.jigsawacademy.com/blogs/cyber-security/social-media-cyber-security/

3. OPPORTUNITIES

There are many positives and great opportunities with the world being digital.

Fear and fact about digital engagement

Sara Dewitt (TED Talk: 3 fears about screen time for kids -- and why they're not true):
Fear: Screens are passive prevent kids from moving
Fact: It can embody and energize learning.

Fear: Screens are a waste of time, distract from education
Fact: Games could help cognitive learning, and help assess their individualized learning

Fear: Screens isolate parents from their children
Fact: can play games that empower parents to talk to kids about their media/what they watched

Tap into the opportunities that digital experiences provide

Making it a positive experience
Tapping into its potential
Shift focus from fear to opportunity

What are some ways I can leverage digital engagement for my child/Teen?

Research and learning

Online courses for areas of interest

Build portfolio for college admissions or job applications

Monetize skills

Apply for jobs

4. MEDIA USE GUIDELINES FOR FAMILIES (BY AGE GROUP)

AGE	DESCRIPTION	MEDIA USE GUIDELINE
Younger than 2 years old	Children younger than 2 learn and grow when they explore the physical world around them. Their minds learn best when they interact and play with parents, siblings, caregivers, and other children and adults. Children younger than 2 have a hard time understanding what they see on screen media and how it relates to the world around them. However, children 18–24 months of age can learn from high-quality educational media, IF their parents play or view with them and reteach the lessons.	Media use should be very limited and only when an adult is standing by to co-view, talk, and teach (for example, video chatting with family along with parents). For children 18–24 months, if you want to introduce digital media, Choose high-quality programming. Use media together with your child. Avoid solo media use.
2 to 5 years of age	At 2 years of age, many children can understand and learn words from live video chatting. Young children can listen to or join a conversation with their parents. Children 3–5 years of age have more mature minds, so a well-designed educational program such as Sesame Street (in moderation) can help children learn social, language, and reading skills.	Limit screen use to no more than 1 hour per day. Find other activities for your children to do that are healthy for their bodies and minds. Choose media that is interactive, nonviolent, educational, and pro-social. Co-view or co-play with your children.
5 years and older	Today's grade-schoolers and teens are growing up immersed in digital media. They may even have their own mobile device and other devices to access digital media.	Make sure media use is not displacing other important activities, such as sleep, family time, and exercise. Check your children's media use for their health and safety.
Tweens and teens	Tweens and teens are more likely to have some independence in what they choose and watch, and they may be consuming media without parental oversight.	Parents should engage tweens and teens in conversations about their media use, digital citizenship, what they've seen or read, who they are communicating with, and what they have learned from their media use.

5. STRATEGIES FOR KIDS

Media and digital devices are an integral part of our world today. The benefits of these devices, if used moderately and appropriately, can be great. But, research has shown that face-to-face time with family, friends, and teachers plays a pivotal and even more important role in promoting children's learning and healthy development. Keep the face-to-face up front, and don't let it get lost behind a stream of media and tech.

Make your own family media use plan.

When used thoughtfully and appropriately, media can enhance daily life. But when used inappropriately or without thought, media can displace many important activities such as face-to-face interaction, family-time, outdoor-play, exercise, unplugged downtime and sleep. (See next section for Media Use Plan).

Treat media as you would any other environment in your child's life.

The same parenting guidelines apply in both real and virtual environments. Set limits; kids need and expect them. Know your children's friends, both online and off. Know what platforms, software, and apps your children are using, what sites they are visiting on the web, and what they are doing online.

	Childs play area	Online engagement
Time for its use	Time for its use	
Social skills	Make friends and you would know their circle of friends	
Purposeful while fun	Activity for skill development	
Safe use	Use play equipment safely	
Warnings	Stay away from wrong people	
Sharing	Share what happened	
Involvement	Get involved if they get hurt	

Set limits and encourage playtime.

Media use, like all other activities, should have reasonable limits. Unstructured and offline play stimulates creativity. Make unplugged playtime a daily priority, especially for very young children.

I can do this in my family by _____

_____

_____

Screen time shouldn't always be alone time.

Co-view, co-play and co-engage with your children when they are using screens—it encourages social interactions, bonding, and learning. Play a video game with your kids. It's a good way to demonstrate good sportsmanship and gaming etiquette. Watch a show with them; you will have the opportunity to introduce and share your own life experiences and perspectives—and guidance. Don't just monitor them online—interact with them, so you can understand what they are doing and be a part of it.

Be a good role model.

Teach and model kindness and good manners online. Because children are great mimics, limit your own media use. In fact, you'll be more available for and connected with your children if you're interacting, hugging and playing with them rather than simply staring at a screen.

I can do this in my family by _____

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Know the value of face-to-face communication.

Very young children learn best through two-way communication. Engaging in back-and-forth "talk time" is critical for language development. Conversations can be face-to-face or, if necessary, by video chat with a traveling parent or far-away grandparent. Research has shown that it's that "back-and-forth conversation" that improves language skills—much more so than "passive" listening or one-way interaction with a screen.

I can do this in my family by _____

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Limit digital media for your youngest family members.

Avoid digital media for toddlers younger than 18 to 24 months other than video chatting. For children 18 to 24 months, watch digital media with them because they learn from watching and talking with you. Limit screen use for preschool children, ages 2 to 5, to just 1 hour a day of high-quality programing. Co-viewing is best when possible and for young children. They learn best when they are re-taught in the real world what they just learned through a screen. So, if Ernie just taught the letter D, you can reiterate this later when you are having dinner or spending time with your child.

Create tech-free zones.

Keep family mealtimes, other family and social gatherings, and children's bedrooms screen free. Turn off televisions that you aren't watching, because background TV can get in the way of face-to-face time with kids. Recharge devices overnight—outside your child's bedroom to help him or her avoid the temptation to use them when they should be sleeping. These changes encourage more family time, healthier eating habits, and better sleep.

I can do this in my family by _____

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Don't use technology as an emotional pacifier.

Media can be very effective in keeping kids calm and quiet, but it should not be the only way they learn to calm down. Children need to be taught how to identify and handle strong emotions, come up with activities to manage boredom, or calm down through breathing, talking about ways to solve the problem, and finding other strategies for channeling emotions.

Apps for kids – do YOUR homework.

More than 80,000 apps are labeled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than "pushing and swiping." Look to organizations like Common Sense Media (www.commonsensemedia.org) for reviews about age-appropriate apps, games and programs to guide you in making the best choices for your children.

What are some good online resources Christian and general for kids?

Remember: Kids will be kids.

Kids will make mistakes using media. Try to handle errors with empathy and turn a mistake into a teachable moment. But some indiscretions, such as sexting, bullying, or posting self-harm images, may be a red flag that hints at trouble ahead. Parents must observe carefully their children's behaviors and, if needed, enlist supportive professional help, including the family pediatrician.

Source:
https://www.healthychildren.org/English/family-life/Media/Pages/Tips-for-Parents-Digital-Age.aspx

6. MORE STRATEGIES FOR TWEENS AND TEENS

Establish and maintain values.

Live close to values and include use of digital technology close to values.
Encourage children to use media to enhance their education and self-development and to avoid use that might distract them from goals of high achievement
Encourage the use of digital and mobile media in ways that are respectful, aligned to values, and family-focused/aligned to family's interests, etc.

I can do this in my family by _____

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<mark>What are some Biblical values that we could bring into context (apply) for digital engagement?</mark>

We could apply and model these are parents and also discuss these with our children

Stay in the fear of the Lord at all times
Pro_23:17 Do not let your heart envy sinners, But be zealous for the fear of the LORD all the day;

Use digital platform for good and to glorify God at all times
1 Cor 10:31

Be salt and light in this space
Matthew 5:
Create content that will impact lives

Your identity is in Christ, not in likes, followers, or views
2 Cor 5:17

Your emotions are in Christ, not in like, followers or views
1 Thess 5 Rejoice in the Lord, always,

Discern good and bad, right and wrong
Hebrews 5:

Sheep among wolves must be wise and harmless
Matthew 10:

Stay away from all appearance of evil
1 Thess 5:

Do not repay evil for evil, overcome evil with good
Romans 12:

Do not spread hate

Listen to children and their digital engagement.

Let them express what they like to do, online.
Use these are **'teachable moments'** to help them develop skills: discern good and bad, values, attitudes, good conduct, positive impact, etc.
Instead of being 'preachy' or 'instructional', guide them in their thinking, recognizing and analysis by asking them open-ended questions: What do you think was good about it? How did you feel when....? What do you think 'so-and-so' could have done differently? Etc.

I can do this in my family by _____

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_____

Share digital experiences.

Do things together digitally, photos, online games, movies, art, share your profession (most of us use technology at work), etc.

I can do this in my family by _____

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_____

Engage in guiding instead of restricting.

<mark>Guiding develops judgment. Restricting breeds resistance.</mark>

I can do this in my family by _____

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Enhance beneficial digital opportunities and options.

Explore exciting ways new technologies that can actually help children grow, connect and learn new skills, even professional skills (e.g. coding, graphics, animation, game development, courses, cooking, etc.)

I can do this in my family by _____

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Help develop a plan on accessibility to devices.

When, where and how much, can be pre-determined, discussed and agreed upon as a family. More on this in the Media Use Plan (next section).

I can do this in my family by _____

_____

_____

Help develop a plan to control out-of-touch anxiety.

Today we have out-of-touch anxiety <mark>(separation anxiety)</mark> if we do not check our phones or messages for a short time. The world does not revolve around our phones! We must have strategies to keep these under check and control.

I can do this in my family by _____

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It's OK for your teen to be online.

Online relationships are part of typical adolescent development. Social media can support teens as they explore and discover more about themselves and their place in the grown-up world. Just be sure your teen is behaving appropriately in both the real and online worlds. Many teens need to be reminded that a platform's privacy settings do not make things actually "private" and that images, thoughts, and behaviors teens share online will instantly become a part of their digital footprint indefinitely. Keep lines of communication open and let them know you're there if they have questions or concerns.

Speak to children about the importance of privacy and the dangers of predators and sexting.

Teens need to know that once content is shared with others, they will not be able to delete or remove it completely and includes texting of inappropriate pictures. They may also not know about or choose not to use privacy settings, and they need to be warned that sex offenders often use social networking, chat rooms, e-mail, and online gaming to contact and exploit children.

Stop policing, spying.

This builds distrust and resentment.

Stop fear mongering.

Digital is here to stay. Children need to learn how to engage with it meaningfully and profitably. Creating fear or dislike for tech will not be helpful for their future.

7. TRANSITIONING, LETTING GO, LETTING GOD

At some point beyond 18+ when children turn into adults, we must let go.

They will experiment with different ideas.

They may show risky behavior.

Cheer their successes.
Many like, many followers, etc.

Continue to love unconditionally.

Continue to pray with unconditional love.

Continue to share ideas and concerns in non-critical, non-judgmental ways.

Understand the redemptive heart of God.

They will transition into responsible adults.

8. MEDIA USE PLAN

Source: https://www.healthychildren.org/MediaUsePlan

The following is only a guide. You can customize it by adding/excluding relevant action points. Take time to check the boxes that you can apply at your home. Add one or more ideas that come to mind, that you will experiment at your home.

Media Balance

Whether at home, school or work, we are surrounded by media and digital devices. At the same time, we know that face-to-face time with family, friends and teachers is important to a child's learning and healthy development.

We will help balance tech with online and offline activities by:

☐ Planning a screen-free activity to do together as a family every day.

☐ Filling our child's days with more play than media.

☐ Making sure screen time doesn't interfere with physical activity and healthy eating.

☐ Tracking online activities and talking about which activities may be taking up too much time.

☐ Making a habit of turning off media that's not being used by anyone.

☐ Participating in other activities available in our community.

☐ Having fewer apps on our devices.

☐ Setting media time limits.

☐ Setting lock-screen reminders.

☐ Preventing unhealthy video gaming habits.

☐ Realizing when we turn to media to dull our own emotions, and finding healthier ways to cope.

☐ Idea _____

☐ Idea _____

Communicating About Media

Media shouldn't be a taboo topic. It's all around us, so we have to talk about it. The more you discuss it as part of your daily routine — in the car, dinner table or at a regular family meeting — the more natural it will become.

We will communicate about media by:

☐ Talking about media on a regular basis.

☐ Discussing media content that is shocking or upsetting.

☐ Listening to each other with open minds.

☐ Using "talk-out-louds" to help teach little minds how to communicate about media.

☐ Becoming more aware of how media and our emotions connect.

☐ Learning how to better recognize ads on the internet.

☐ Talking about the ways media can affect mental health.

☐ Knowing when and how social media is inappropriate or harmful.

☐ Idea _____

☐ Idea _____

Kindness & Empathy

Having family expectations about being kind and understanding of others — both online and off — is key to healthy, respectful relationships and positive media use.

We will emphasize kindness and empathy when using technology by:

☐ Respecting others, both online and in person.
☐ Being polite and considerate to others online and in person.
☐ Having a plan for how to deal with cyberbullying.
☐ Idea _____
☐ Idea _____

Digital Privacy & Safety

The internet is still a bit like the Wild West. Certainly, it is not always designed with kids in mind. Talking about digital safety rules can help your child navigate the digital landscape. You can also use a combination of tools: privacy settings, reporting and flagging inappropriate content and ongoing conversations about online behavior.

We will set and discuss digital safety rules by:

☐ Trying to avoid oversharing.
☐ Discussing and ==avoiding media land mines, rabbit holes and inappropriate content.==
☐ Limiting media use for our young child to keep it from interfering with developmental, social and emotional skills.
☐ Exploring privacy settings and setting them at the highest level of security.
☐ Talking about ways to be a good digital citizen.
☐ Setting and following safety rules for who we chat with online.
☐ Idea _____
☐ Idea _____

==**"Social Media Land Mines"**== like with a land mine, you might not see the danger coming until it's too late.

==**Rabbit holes**== is used to refer to a bizarre, confusing, or nonsensical situation or environment, typically one from which it is difficult to extricate oneself - can be setup online by scammers, stalkers, etc.

Screen Free Zones

Having areas of your home remain screen-free benefits a child's health and development in many ways. A big part of this is understanding and agreeing as a family where screens are not allowed.

We will create some screen-free zones for our family by:

☐ Keeping meals screen-free.
☐ Keeping bedrooms screen-free at night.

- ☐ Not texting (or emailing, web searching, live streaming, etc.) while driving.
- ☐ Keeping strollers and shopping carts screen-free.
- ☐ Not using devices on the way to and from school (or church, other events).
- ☐ Holding off on social media use until age 13 or older, with parent support.
- ☐ Having a plan about devices at school.
- ☐ Idea _____
- ☐ Idea _____

Screen Free Times

Screens don't have to be in every moment and every space of our day, trying to grab everyone's attention. Carving out time for family conversations and play is really important for your child's health and development.

We will choose times and spaces where we don't want distractions from screens by:
- ☐ Choosing which days of the week are OK for screens and media.
- ☐ Having a homework-and-screens plan.
- ☐ Using only one screen at a time.
- ☐ Avoiding screens before school.
- ☐ Planning one screen-free day each week.
- ☐ Silencing phones by putting them on "do not disturb" during family time and playtime.
- ☐ Preventing media use from interfering with sleep.
- ☐ Avoiding screens during the hour before sleep.
- ☐ Idea _____
- ☐ Idea _____

Choosing Good Content

There are millions of shows, apps and video games trying to get your family's attention. Finding content that is a good fit with your family can take work. However, it's worth it to find media that gives your child creative experiences, positive role models and true enjoyment.

We will choose good content for our family by:
- ☐ Being more intentional about media use.
- ☐ Prioritizing creative, educational, prosocial and positive media.
- ☐ Reviewing new video games/Apps together before buying or playing them.
- ☐ Making a plan about spending money online.
- ☐ Doing family experiments to try out new shows, apps and uninstall others.
- ☐ Idea _____
- ☐ Idea _____

Using Media Together

Not all screen time is created equal. Enjoying movie night, watching an educational video or exploring a learning app together, for example, turns screen time into family time. Using digital media together can build bonds, promote learning and show your child that you care about what matters to them.

We will use media together more often by:

- ☐ Planning family movie nights.
- ☐ Co-viewing media to connect and help our kids learn.
- ☐ Playing apps and games or watching videos together as a family.
- ☐ Idea _____
- ☐ Idea _____

9. TIME FOR REFLECTION AND IDEATION

Take time to review content in this handout. Underline, mark, or write down ideas that you would implement in your home situation.

10. TIME FOR QUESTIONS AND DISCUSSION

What are indicators of unhealthy digital engagement in children/Teens? What are some strategies to handle each type of situation?

Indicators that social media may be adversely affecting your mental health include:

- Spending more time on social media than with real world friends.
- Comparing yourself unfavorably with others on social media.
- Experiencing cyberbullying.
- Being distracted at school or work.
- Having no time for self-reflection.
- Engaging in risky behavior in order to gain likes, shares, or positive reactions on social media
- Suffering from sleep problems.
- Worsening symptoms of anxiety or depression.

Helping a child or teen with unhealthy social media use:

- Monitor and limit your child's social media use.
- Talk to your child about underlying issues.
- Enforce "social media" breaks.
- Teach your child how social media is not an accurate reflection of people's lives.

- Encourage exercise and offline interests.

Source: https://www.helpguide.org/articles/mental-health/social-media-and-mental-health.htm

What are indicators of unhealthy video gaming habits? How can we help a child/teen out of such habits?

Unhealthy video gaming habits:
- They play video games at the expense of homework, sleep, exercise or relationships with family and friends.
- They may have depression, anxiety, shyness, aggression, and problems with too much cell phone use. Children with Attention Deficit/Hyperactivity Disorder (ADHD) may be particularly vulnerable.
- Obsessed with gaming, and is sad, irritable, or anxious when gaming is taken away.
- Wants more and more gaming and is not able to cut down or quit.
- No longer is interested in other activities they used to enjoy.
- Lies about how much time they spend gaming.
- Uses gaming to relieve bad mood.

How can families avoid unhealthy gaming?
- Have a family media plan.
- Be mindful about how your child uses electronic devices and video games and what games and apps your child is downloading.
- Keep gaming in common areas to the extent possible.
- Play games along with them and set a good example.
- Focus on real-world games for younger children.

Source:
https://www.healthychildren.org/English/family-life/Media/Pages/Unhealthy-Video-Gaming.aspx

What does cyberbullying look like? What are some strategies to handling cyberbullying?
Cyber Bullying refers to bullying through the digital medium. It can take place on social media, gaming platforms, messaging platforms, etc. It is aimed at scaring, shaming, or annoying the targeted victim.

What are red flags on social media? What should we train our children/teens to do when they see red flags?

Can demonic deceptions and influences be advanced through online content?

Parental Control software
Apple Screen Time
Google Family Link (kids under 13) families.google.com
Qustodio (kids over 13) qustodio.com

Phone Monitoring and App Block software

Websites for online courses

II. TIME FOR PRAYER

Prayer over children.
Prayer for deliverance.

YOUR IDEAS / SUGGESTIONS

Please take a few minutes to share your ideas and suggestions with us. We greatly appreciate and value your input. Please give this completed form at the Front Desk. THANK YOU for being with us today!

Q1, What topics / themes would you suggest we address in upcoming Parenting Workshops?

Q2, In what ways can APC serve Parents in its congregation(s) better?