

**Navigating the Digital Landscape:  
Working Together to Create  
Responsible Digital Citizens**  
*at Stephen Gaynor School*

# **Presented by:**

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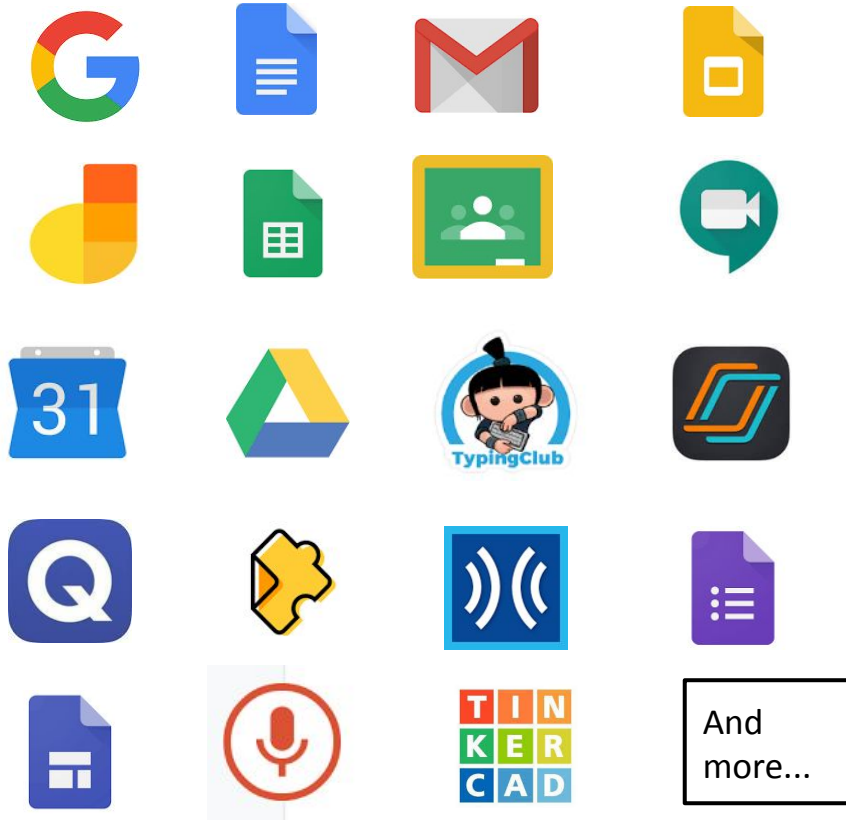
***Kat Pearl, School Psychologist***

***Clare Cosentino, Senior Consultant***

# Agenda

1. Introduction
2. Overall Wellness of Your Child(ren)
3. Media Guidelines
4. What You're Up Against
5. Sense of Agency
6. What Do We Do At School?
7. What Can You Do At Home?
8. Breakout Room Discussions

# Technology can be a powerful tool:



- It's part of our world
- Helps students connect, learn, and discover
- Helps students create, explore, design and build
- Important, necessary skills in today's workforce
- Useful organizational tools
- Accessibility and advocacy tools
- Gives a powerful voice to students and their passions
- Expands logical thinking and problem solving skills

# However...

- It can be a distraction
- It can lead to negative/harmful/isolating social situations
- It can become an addiction
- Doesn't replace live interaction, playdates, friendships, experiences
- Exposes kids to misinformation and age-inappropriate content
- Can distort a child's sense of reality

# What Are You Up Against?

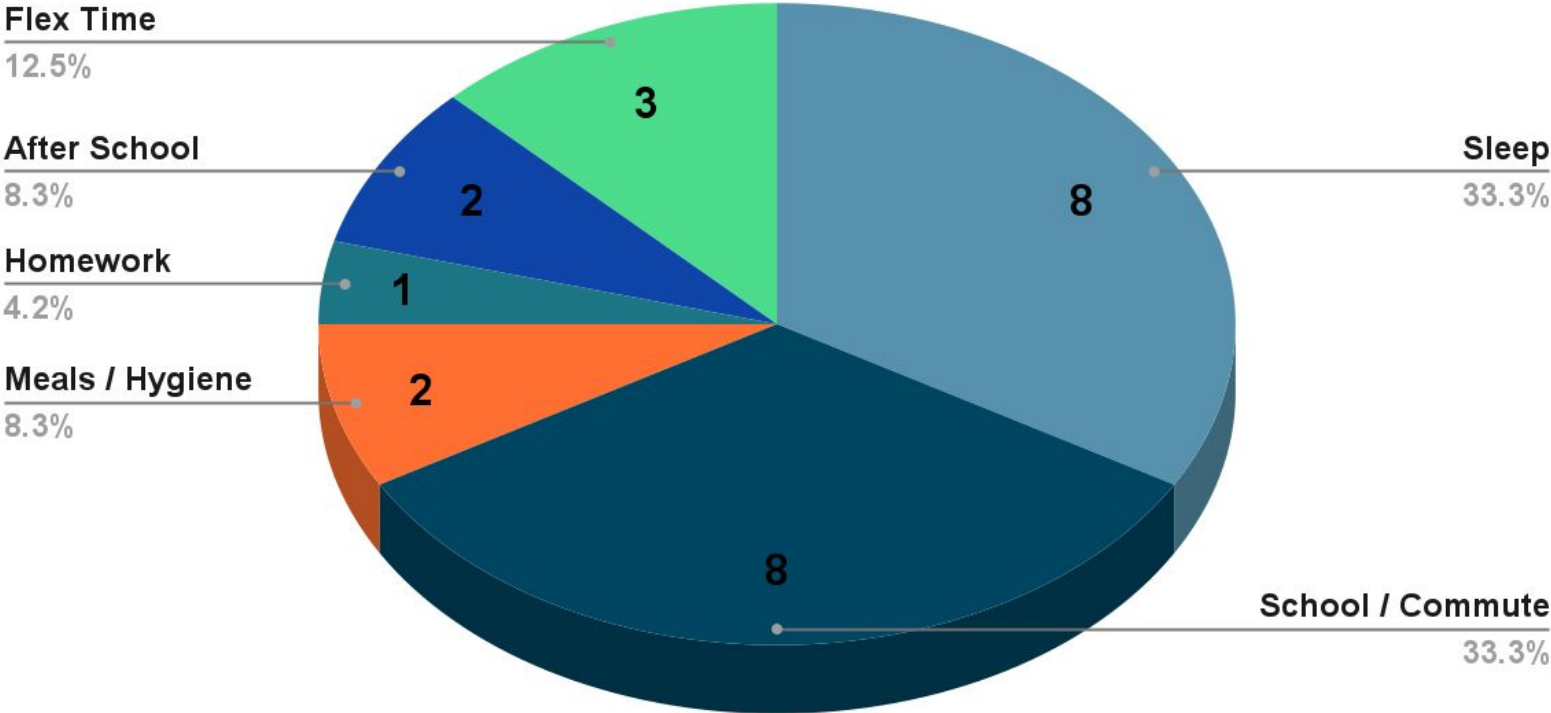
- Peer Pressure
- Parental Pressure
- Pushback / fighting for setting limits
- Shifting Societal Norms
- Addictive Gaming
- Endless media: YouTubers, Streamers, Tik Tokers
- Social effects of screen time: isolation / lack of social connectedness / depression
- Tech Companies: Profits before safety, Ads
- FOMO

# Start with Wellness

## Is my child...

- Getting enough sleep?
- Are they getting enough exercise?
- Are they eating a balanced diet?
- Spending quality time with family?
- Engaging in imaginative play?
- Seeing friends?
- Invested in school and keeping up with homework?
- Spending time on hobbies and extracurriculars?

# Our Goal: A Well Rounded Day For Your Child





# Media Guidelines

# Media Guidelines:

- Young Children (under 4)
  - Limit exposure
  - Start leading early by example
  - Don't underestimate the value of traditional toys, play, and open spaces (these are key to building socialization and executive functioning)
    - Encourage imaginative play
  - Leave the tablet at home
- Grade School (5-11)
  - Digital oversight is everything
  - Screen time needs to have sensible boundaries and there should be media free spaces
  - Be discerning (dig in and go to Common Sense Media!)
    - Age appropriate
    - Engage your child's imagination
    - Think about your family values
- Encourage other activities
- Be prepared for them to discover adult content and pornography online

# Media Guidelines Continued:

- Tweens and Teens
  - Keep modeling good tech behavior
  - Encourage privacy settings
  - Have an open dialogue about sharing passwords and have access to their accounts
  - Have proactive conversations about posting online
  - Make it explicitly clear that once something is online it can be traced back to your child/your child leaves a digital footprint
  - Texting can be tricky (it's easy to misinterpret messages)
  - Monitoring of online behavior is essential but extremely difficult (which is why proactive conversation, developing an atmosphere of trust and open communication is critical!)



# Digital Agency

## Common messages:

- Think before you post
- Don't sext!
- Stand up to cyberbullies
- Stand up for what you believe in
- Be kind!
- Be there for friends in need
- Get off your phone
- You are what you post; now, tomorrow, and in the future

## Support their sense of:

- Personal agency
- Collective agency
- Proxy Agency

# Personal Agency

- **Building teens' *personal agency* means supporting skills and strategies they can deploy when digital stressors come up.**
- Modeling intentional digital habits (e.g., “I need to turn off my notifications for a bit, I’m feeling so distracted by my phone today”), we can help teens do the same for themselves.
- Parents are thick exemplars who share with children times when we struggle with our own digital experiences, misstep, or puzzle over how to do the right thing.

# Collective Agency

- ***Collective agency* is when people provide mutual support and work together to secure what they cannot accomplish on their own.**
- Examples:
  - When teens form pacts to vet photos of each other before tagging and posting
  - **Teens who create online study spaces over Discord or Zoom to help each other maintain focus while keeping other digital distractions in check**
  - When friends keep phones in an untouched stack during dinners together
  - Using location-sharing as a group effort to keep friends safe during a night out
- Parents can validate efforts that support collective agency

# Proxy Agency

- ***Proxy agency* is where adults most often come in:**
  - **This mode of agency acknowledges that on their own, teens only have so much control over their circumstances.**
  - Proxy agents are typically those who hold more power and can wield it on others' behalf to support their agency.
- Parents
- Those who hold gatekeeping roles make decisions about whether to consider digital artifacts in school admissions, scholarship awards, and hiring.
- Educators



# Creating a Partnership

- *We will:* lead discussions at school, support students
- *You will:* expand and engage in proactive discussions at home, revisit continually
- *Your children will:* be reassured that
  - Gaynor is a safe environment
  - They can speak to their teachers and psychologists
  - We hope they will be able to speak with their parents openly

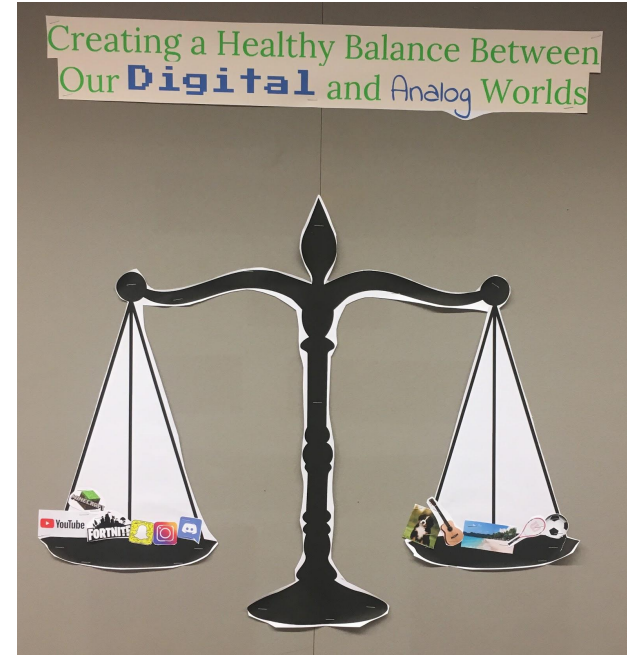
*You do not need to be a Tech Expert to teach your child responsible digital conduct*

# What Do We Do At School?


# Digital Citizenship at Gaynor

## Curriculum:

- Rights and Responsibilities
  - Acceptable Use Policy at School
  - User Terms of Service
- Safety
  - Private & Personal Information
  - Impact of Digital Footprint
- Social Media
  - The Power of Words & Cyberbullying
- Being Mindful with Tech Use:
  - Media and Consumerism
  - Screentime
  - Tech Addiction



# Digital Citizenship begins with our Acceptable Usage Policy:

  
STEPHEN GAYNOR SCHOOL  
TECHNOLOGY ACCEPTABLE USE POLICY

Students at Stephen Gaynor School are expected to use technology resources in a safe, ethical and legal manner. Our code of acceptable use is outlined below:

- We will handle laptops, tablets and all technology devices with care and respect.
- We will never eat or drink while using technology; we will make sure our workspace is clean and dry.
- We will log out of personal accounts and return the device to the charging dock when a computer session is finished.
- We will respect the privacy of others and never attempt to open other people's files without permission.
- We will only use our Stephen Gaynor School email accounts and Google accounts for school related activities and will not log into personal email accounts or social networking sites while at school.
- When communicating digitally, we will use respectful and appropriate language.
- Cyberbullying will not be tolerated.
- We will only use teacher-approved software, apps, or extensions.
- We will only visit teacher-approved web sites, use teacher-approved backgrounds, screensavers or icons.
- We will immediately report inappropriate communication to a teacher and/or parent.

Ethical use of technology extends beyond the school day and building. As a member of the Stephen Gaynor School community, we will be mindful of how we represent

ourselves online and understand that these choices can directly affect our physical and emotional safety. The words we choose when communicating online have the same power as those said face-to-face.

The Stephen Gaynor School community will not tolerate any negative or untrue comments spread electronically, whether they originate from school or home.

School staff are always available if there are any questions or concerns about digital communication.

Failure to follow these very important guidelines may result in the immediate suspension of technology privileges, as well as other disciplinary action.

I have read and understand the Stephen Gaynor School Technology Policy and I accept personal responsibility. I understand that my child will be unable to use technology at school until this document is signed and returned.

Technology Specialist	Date:
Alan Signature	Date:
Signature	Date:

# Cluster Level Topics

## Red Cluster

### Conversation Topics

- What is the internet?
- Staying safe
- Apps that we use
- Private vs. public
- Internet stop light

## Orange Cluster

### Conversation Topics

- Cyberbullying
- Online responsibility
- Power of words
- Safe gaming
- Anonymity



# Cluster Level Topics

## Yellow Cluster

### Conversation Topics

- Public vs private information
- Cyberbullying
- Mindful limits of screen time
- Family Homework:  
- Poster Project

## Silver Cluster

### Conversation Topics

- Oversharing
- Group chat norms (or lack thereof)
- Gaming guidelines
- Family Homework:  
- Topic Presentation

## Green Cluster

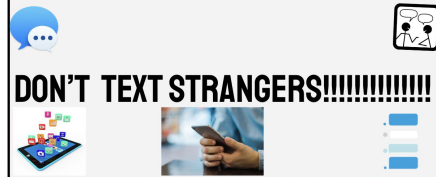
### Conversation Topics

- Feeling included/excluded
- Digital footprint
- Mindful habits
- Family Homework:  
- Family Challenge

When using technology, always remember:



When using technology, always remember:



Something to remember when using technology is..



When using technology, always remember:



# Cluster Level Topics

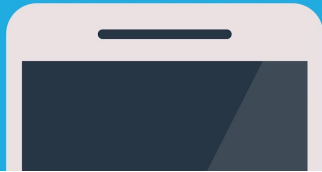
## Blue Cluster

### D.C. Conversation Topics

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Screen Time: manage healthy daily balance</li><li>• Your “Digital Footprint” / “Digital Billboard”</li><li>• Influence of Ads and Marketing</li><li>• Data tracking by tech companies</li><li>• Social Media: its purpose and influence</li><li>• Group Txting</li><li>• Consent in Online Situations/Relationships</li><li>• Trust and Friendship online</li></ul> | <ul style="list-style-type: none"><li>• Tik-Tok, Instagram, Youtube Algorithms</li><li>• Meme Culture, Influencer Culture</li><li>• AI and its influence on our habits/actions</li><li>• Privacy, Location Services, Tracking</li><li>• “FOMO,” Peer Pressure, Perceived Anonymity, Self-Esteem, Cyberbullying</li><li>• Impulsivity, “going down the rabbit hole,” losing track of time/responsibilities</li></ul> |
|---|---|

## Technology Expectations:

- Teachers decide when devices will be used.
- We show care and respect for all devices.
- Using devices in hallways requires a pass.
- Devices are not allowed during lunch or recess.
- We keep devices charged.



## How to Know if I am Using Technology Appropriately:

1

Am I using my device to complete an assignment?

2

Am I using my device to research a related question?

3

Do I actually need my device for this task?

4

Is my device distracting me or others?





# What Can You Do At Home?

# Educate Yourself Before You Purchase:

- Figure out your parenting style and family culture
  - Consider what kind of relationship you have with technology and what kind of relationship you wish to model for your family
- Make ongoing efforts to understand the digital landscape
- Decide if your child is ready for a device
- Create a family technology plan and media rules
- Remain positively engaged: Pay attention, look for teachable moments, and seek to understand what your child is engaging with (e.g. apps, games, group chats)
- Tackling peer pressure
  - Work together as a community

# Group Chats (Group Texting):

- Happens on txt messaging apps
- Happens on multiplayer games: Roblox, Minecraft, etc
- Happens inside social media apps
- First gateway for bullying online
- Older students: Discord servers, Reddit
- Students report feeling group chats are not being monitored or are not a big deal→ when it goes too far, then they feel like it is an invasion of privacy (which it shouldn't be!)
- **Must be monitored at all times**

# Create a Family Plan:

- Start with compassion
- Brainstorm screen alternatives
- Discuss a family contract
- Make it clear that they will be monitored by you
  - Discuss parental controls i.e. [Qustodio](#)
  - Discuss and set privacy settings
- Create a family schedule
- Model healthy screen use
- Emphasize connection

# Create a Family Plan:

Home Tutorial **My Family** Priorities Media Balance Communicating About Media Kindness & Empathy Digital Privacy & Safety Screen Free Zones Screen Free Times Choosing Good Content Using Media Together Review

Enter your family name \*

**My Family**

+ Add Another Family Member

Family Member's Name \* Age

0-24 months 2-5 years 6-12 years 13-18 years Adult

Family Member's Name \* Age

0-24 months 2-5 years 6-12 years 13-18 years Adult

American Academy of Pediatrics

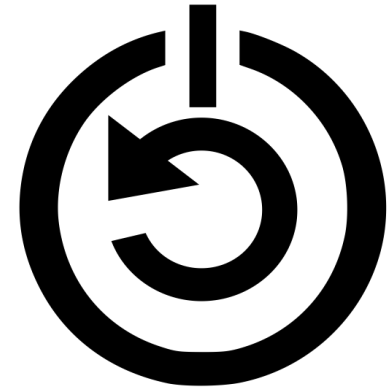
DEDICATED TO THE HEALTH OF ALL CHILDREN™



<https://www.healthychildren.org/English/fmp/Pages/MediaPlan.aspx#/family>

# It's Never too Late to Hit 'Reset'

- Don't be afraid to take devices away briefly and start over
- Revisit the family plan regularly to revise and update



# Smart Phone Family Contract:

*Phone Contract  
for the parties,*

&

(Date)

Having a smartphone is a responsibility, and one that should not be taken lightly. I, \_\_\_\_\_, agree to the following rules:

1. My phone is on loan to me from my parents. It is technically theirs.)
2. I must give my parents access to my passwords.
3. If my phones rings, I will answer it. I will say hello and use my manners. I will never ignore a phone call if the screen reads "Mom" or "Dad".
4. I will hand the phone to one of my parents promptly at 7:30pm every school night & every weekend night at 9:00pm. It will be shut off for the night and turned on again at 7:15 am. (My phone will be charged outside of my bedroom and left there overnight.)
5. If the phones falls into the toilet, smashes on the ground, or vanishes into thin air, I am responsible for the replacement costs or repairs.
6. I will not use my phone to write mean or nasty things about my friends or peers.
7. I will not take pictures of myself or my friends without our clothes on.
8. I will not take pictures of myself or my friends doing anything that would get me (or them) in trouble.
9. I will not forward any questionable pictures that I may receive to anyone else.
10. I will never use this technology to lie, fool, or deceive another human being. I will not involve myself in conversations that are hurtful to others.
11. I will not post any pictures of people without their consent.
12. I will not text, email, or say anything through this device that I would not say in person or in front of parents.
13. I will only search the web for information that I would openly share with my parents. If I have a question about anything, I will ask my parents.

14. I will turn off sounds and ringers in a restaurant, at the movies, or while speaking with another human being.

15. I will not walk down or cross the street while looking at my phone. I will keep my head up. This goes for earphones, too. I will always be aware of my surroundings at all times.

16. My parent(s) has the right to check my phone at any time for any reason and have access to my phone's location.

17. I will mess up. My parents will take away my phone. But we will sit down, talk about it, and we will start over again.

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Amendments for social media:

18. I will ask my parents for permission before I sign up for any social media platform. My parents have the right to deny permission.
19. I will ask my parents for permission before I allow someone to follow me on a social media platform.
20. I will ask my parents for permission before I post anything to my social media account(s).

*\*adapted from Janell Burley Hofmann and Logan Levkoff, Ph.D.*

# Try Incorporating these practices at home:

- Start with a “screen time” contract that you set up with your children.
- Establish rules for how much screen-time, which days, how to earn more time, etc. (Make sure children are aware of these rules).
- Build in good sleep habits
- Decide which apps and which games can be used and when.
- Also, set up a separate but similar cell phone contract.



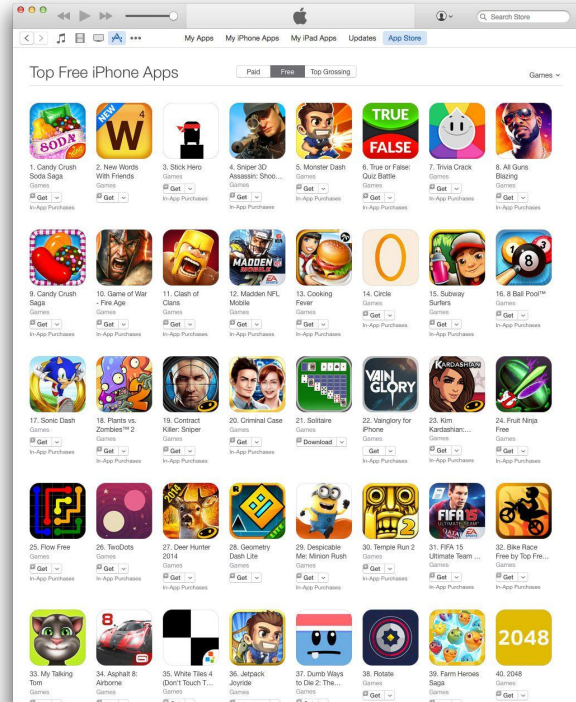
# Try Incorporating these practices at home:

- Have a cell phone / digital device basket
- Keep laptops stored away until needed (designated location)
- Password protect all shared/open desktop computers, so that kids can't just use them when they want or be sneaky.



# Try Incorporating these practices at home:

- “Try before you buy” - any apps/ games from the app store (or play the game yourself first)
- Install ad blockers and tracker identifiers
- Be weary of “free” online games or apps.



Ghostery – Privacy Ad Blocker

[www.ghostery.com](http://www.ghostery.com) Featured

★★★★★ 13,327 | Productivity | 2,000,000+ users



AdBlock

The most popular ad blocker for Chrome!

# Try Incorporating these practices at home:

- Do a bit of research - usually **Common Sense Media** is the best place to start.
- **Protect Young Eyes** is another great resource.
- Talk about the “good” and the “bad” of certain apps. Create rules about what features of specific apps and games your child can use.
- YouTube Restricted Mode.

The screenshot displays the Common Sense Media website interface. At the top, there is a search bar and navigation links for 'Movies', 'TV', 'Books', 'Games', 'Podcasts', 'Apps', 'Parent Tips and FAQs', 'Latinx', 'Research', and 'About'. The main content area is titled 'Discord' and includes an app review by Patricia Monticello Kievan. The review features a star rating of 4.5 out of 5, an age recommendation of 'age 13+', and a note that the voice chat has 'slink features, some mature content'. There are buttons for 'Save' and 'Rate app'. Below the review, there is a carousel of images showing the Discord app interface. A section titled 'Did we miss something on diversity?' includes a link to a research report on diverse representations in media. At the bottom, there is a 'What Parents Need to Know' section and a 'Our Editors Recommend' section with a 'See how we rate' button.



## A Lot or a Little?

The parents' guide to what's in this game.

<b>Positive Messages</b> + ● ● ● ● ● >	<b>Positive Role Models</b> + ● ● ● ● ● >	<b>Ease of Play</b> ● ● ● ● ● >
<b>Violence &amp; Scariness</b> ● ● ● ● ● >	<b>Sex, Romance &amp; Nudity</b> ● Not present	<b>Language</b> #! ● ● ● ● ● >
<b>Products &amp; Purchases</b> \$ ● ● ● ● ● >	<b>Drinking, Drugs &amp; Smoking</b> ● Not present	

### What Parents Need to Know

Players need to know that Among Us is a downloadable action/strategy game for Windows PCs. The game has also been released on iOS and Android devices. Players take on the role either of crewmates trying to accomplish tasks or of imposters trying to sabotage these missions and murder the crew. Imposters can kill players in somewhat gory ways, and bodies are left behind, but there's no blood and the cartoonish visuals limit the impact of the deaths. While there's no dialogue, play is unmoderated, especially when using external chat programs or discussing who may have killed other players. Gamers can also select offensive phrases as their character name, so players should be warned that they could encounter racist, sexist, or homophobic language. Players can choose to purchase cosmetic items and pets that tag along, but these give no advantages within play sessions.

[Show less ^](#)



## The bottom line: Is Among Us safe for your kids?

- Due to the public chat, the age of app in the App Stores should be at least 12+.
- Anyone younger than 12 should be supervised 100% of the time while playing Among Us.

This app can be a lot of fun if you have strong [digital trust](#) with your kid. Just make sure they know how to handle strangers, to avoid naughty chat, and YOU as the parent have to play it with them first! Maybe you both join an online game together?

# Before You Set up a Chromebook for Your Child:

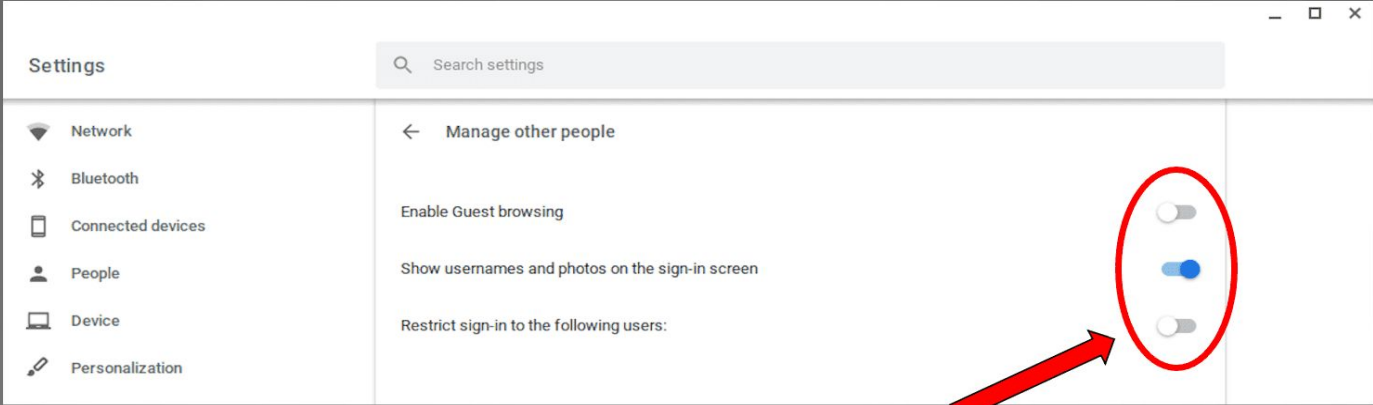
## If you have a personal Chromebook:

**Make a Parent the OWNER of the Chromebook.** The first user to set up the Chromebook becomes the “owner” of the Chromebook and can set up special privileges. This is similar to being the “admin” for a Windows environment.

A parent should be the “owner.” If a student is set up as the owner, and a parent wants to change this, [perform a factory reset and start over with the set-up process](#). No harm.

**Turn off GUEST BROWSING on the Chromebook.** The “owner” should turn off guest browsing. This is important because Chromebooks don’t maintain web history for guest browsing, making it easy to conceal web activity.

# Before You Set up a Chromebook for Your Child:



The screenshot shows the Chrome OS Settings application. On the left is a sidebar with categories: Network, Bluetooth, Connected devices, People, Device, and Personalization. The main area is titled 'Manage other people' and contains three settings: 'Enable Guest browsing' (toggle off), 'Show usernames and photos on the sign-in screen' (toggle on), and 'Restrict sign-in to the following users:' (toggle off). A red circle highlights the three toggle switches, and a red arrow points to them from the bottom right.

**Enable Guest Browsing** – you don't want this toggled on because if you do, then anyone can use the Chromebook without a Gmail account and Guest Browsing doesn't maintain any web history. It's like using the device in Incognito mode where activity can be hidden.

**Show username** – toggle this one on so that you can always see what accounts are actively using the device.

**Restrict sign-in to the following users** – FOR NOW, toggle this off, as shown above. This will allow you to add your child's Family Link Gmail account next.



# Before You Set up a Chromebook for Your Child:

## Set up **Family Link** on a Chromebook


The sequence is important. It looks like an overwhelming list, but you can do this! One step at a time.

1. **Download the Family Link app** on your own smartphone or tablet (it's available for both [iOS](#) or [Android](#)).
2. **If your child doesn't have a Gmail account yet -> create a new Gmail account from some computer.** If your child already has a Gmail account, then skip to step 4. If your child is <13 years old (in the United States – note that different countries have different ages that signal digital adulthood), then a parent will have to perform certain verification steps.
3. **\*\*\*NOTE – if you are a parent with an iPhone**, and you downloaded the Family Link app, DO NOT attempt to create the Family Link Gmail account for your child through the iOS app. Eventually, you'll run into a dead end, where the app will give you a 9-digit code, like XXX-xxx-XXX, and ask you to link it to a device. Unfortunately, there's no place to type that 9-digit code into a Chromebook. It's a dead end we've brought up with Google in multiple support threads, and no one, including "Google Experts" knows how to solve this. Stick with creating a Gmail account outside of iOS by [following these instructions](#).






# Google Family Link (Chromebooks and Android Phones):

## Manage supervision and filter settings

You can manage parental control settings for your child's supervised devices with the Family Link app  on your own (i.e., the parent's) device.

## Install Family Link for parents

Parents can install Family Link for parents app  on their devices to change parental control settings and remotely manage their child's supervised devices. To do so, you can download the app from the [Google Play Store \(for parents on Android or Chromebook\)](#)  or the [App Store \(for parents on iPhones or iPads\)](#) .

## Manage your child's account, devices, apps & more

Once you've added supervision to your child's Google Account, learn more about [what you can manage](#).

## Stop supervision

You can't stop supervision until your child reaches [the applicable age](#) to manage their own Google Account.





# Apple Family Sharing

## If your family includes children

With just a few simple steps, parents or guardians can create Apple IDs for kids in their family under 13\*. With their own Apple ID, a child can use their own account on their own device — and even make their own purchasing decisions. But with integrated parental control features, a parent or guardian can easily set up an account with age appropriate content access, Screen Time settings, and more.

[Create an Apple ID for your child >](#)

\* Age varies by country or region.

### Approve what kids buy or download

If you want to see and approve what kids download, set up Ask to Buy. When a child asks to buy apps, movies, or other content, an alert is sent to the family organizer, who can approve or decline it right from their device.

[Set up Ask to Buy >](#)

### Limit how much time kids spend on their devices

With Screen Time, you can keep an eye on how much time your kids spend using apps, visiting

### Kids can use Apple Cash

With Apple Cash Family, your child or teen can send or receive money in Messages and make purchases with Apple Pay. Parents can send allowance or spending money directly to children. And parents can see and limit kids' spending. Family members under 18 can also participate in Apple Card Family.

[Set up Apple Cash Family >](#)

### Kids can stay connected with an Apple Watch

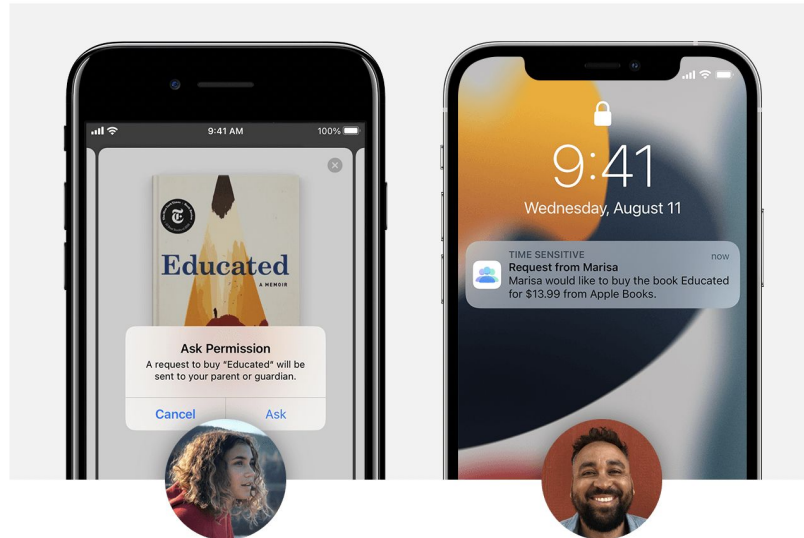
Set up Apple Watch for a school-aged child who doesn't have their own iPhone. Kids can use

# Set Up “Ask to Buy”:

## Approve what kids buy with Ask to Buy

With Ask to Buy, you can give kids the freedom to make their own choices while still controlling their spending.

### How Ask to Buy works



# Set up “Schooltime” on Apple Watches:

- Connected Apple watches **aren't allowed** at Gaynor, as they can cause too much of a classroom distraction.
- But it might be smart to set up Schooltime anyway.

## Use Schooltime on Apple Watch

Set schedule-based limits on a child's Apple Watch with Schooltime, or use it on your own watch whenever you want to focus.

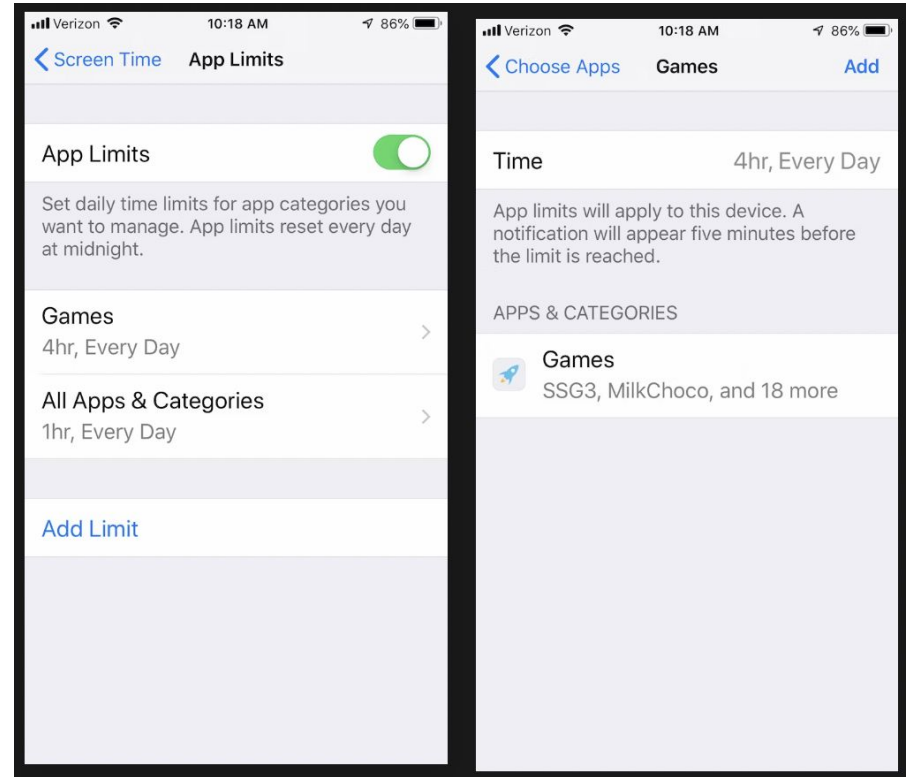
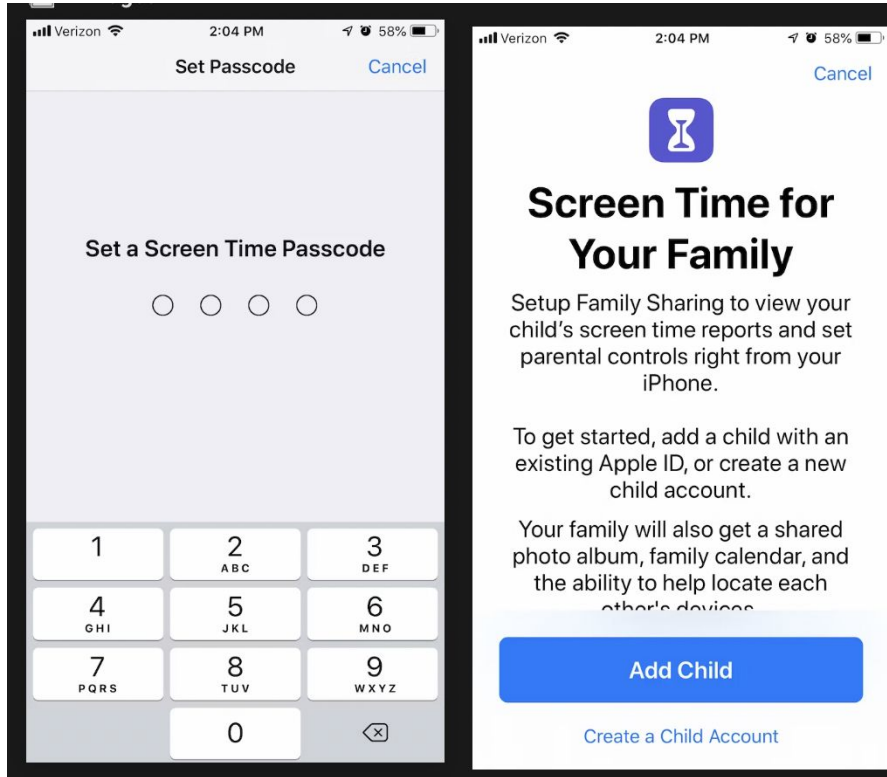
### What you need

To use Schooltime schedules on a child's Apple Watch, first [set up the Apple Watch](#) with Family Setup. This requires an [Apple Watch Series 4 or later](#) with cellular,\* or Apple Watch SE with cellular, with [watchOS 7 or later](#). You also need an [iPhone 6s or later](#) with [iOS 14 or later](#) for the initial watch setup.

To [use Schooltime on your own Apple Watch](#), you need watchOS 7 or later.



# Use Apple “Screen Time” to limit specific apps:



# Apple Parental Controls

## Use parental controls on your child's iPhone, iPad, and iPod touch

With Content & Privacy Restrictions in Screen Time, you can block or limit specific apps and features on your child's device. You can also restrict the settings on your iPhone, iPad, or iPod touch for explicit content, purchases and downloads, and privacy.

Set Content  
& Privacy  
Restrictions ⌵

Prevent iTunes  
& App Store  
purchases ⌵

Allow built-in apps  
and features ⌵

Prevent explicit  
content and  
content ratings ⌵

Prevent web  
content ⌵

Restrict Siri web  
search ⌵

Restrict Game  
Center ⌵

Allow changes  
to privacy settings  
⌵

Allow changes  
to other settings  
and features ⌵

# Next Level Content Filtering:

## Set up Clean Browsing



SCHOOLS **FAMILIES** SOLUTIONS: FREE FILTERS SUPPORT PRICING LOGIN

### Content Filtering for Families

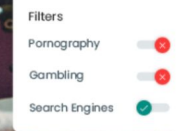
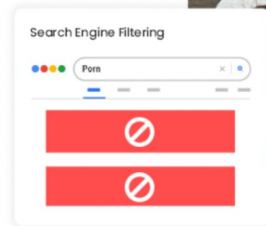
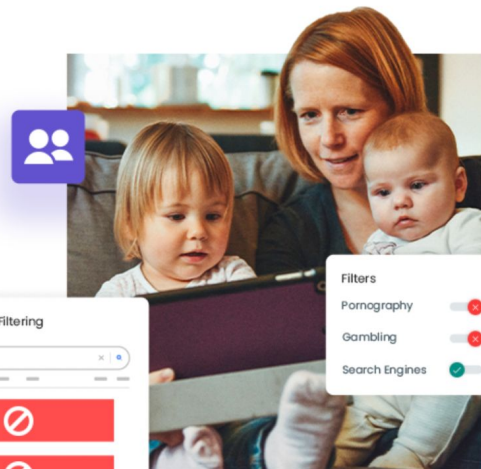
Servicing: Parents, helping create safe browsing experiences in your home.

Parenting in a digital age can be overwhelming. CleanBrowsing helps simplify the process with our [Content Filtering](#) platform.

#### Features include

- Support Up to 25 Devices
- 19+ Custom Filters
- Predefined Platforms
- Activity Monitoring
- Apps for Android, iOS, MacOS, and Windows

Starting at \$59.99 →





# Content Monitoring with Bark:

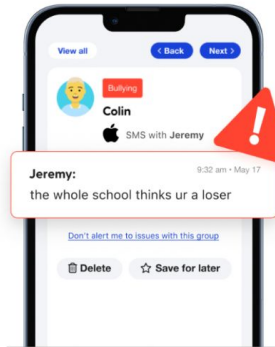


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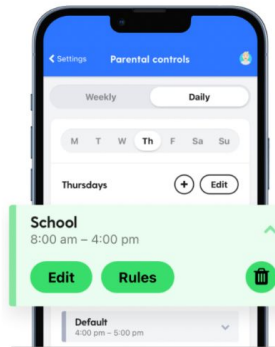
[Start free trial](#)

## With Bark, Parents Can:



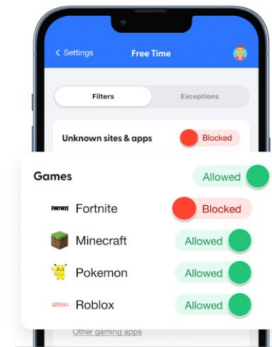
### Monitor content

Get alerts for issues like bullying, predators, sexual content, and more.



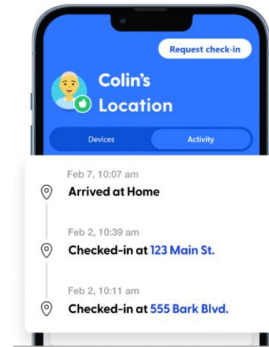
### Manage screen time

Create custom daily screen time schedules for your child's device.



### Filter websites

Block access to specific websites or even whole categories.



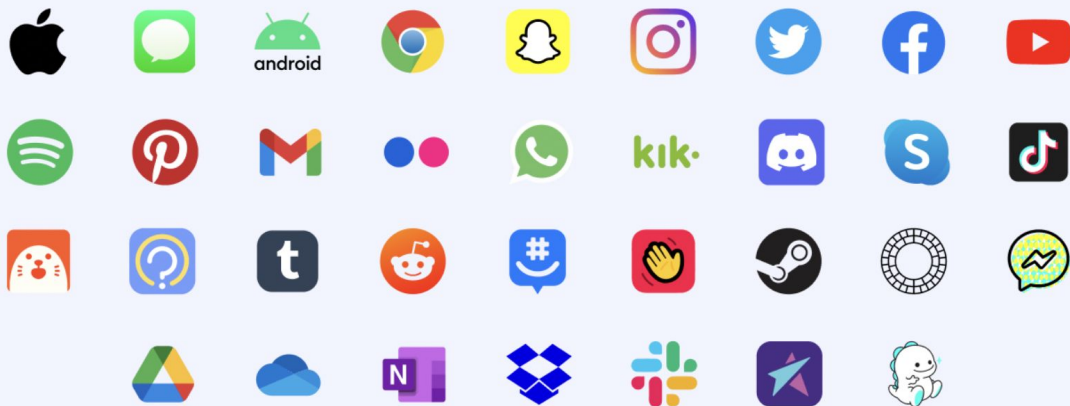
### Set location alerts

Get notified when your kid arrives at or leaves a set location.

# Content Monitoring with Bark:

## The Most Coverage of Any Monitoring Tool

Bark helps families manage and protect their children's online lives. We monitor 30+ of the most popular apps and social media platforms, including text messaging and email, for signs of digital dangers. [Click here for an extensive overview of what Bark monitors.](#)



# Content Monitoring with Kaspersky:

kaspersky

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Home > Home Products > Kaspersky Safe Kids



Kaspersky Safe Kids

## Watch over your children, even when you're not around

Protect your kids online and offline with award-winning parental controls. Get flexible tools that help you safeguard their activities, monitor their behavior and teach them self-control. Our tools let you:

- ✓ Block access to inappropriate or harmful content
- ✓ Set screen time limits per child, per device
- ✓ Track your kids' location with GPS

Compatible with: Windows® | macOS® | Android™ | iOS®



Kaspersky  
Safe Kids

\$14.99\*  
/year

Protects all the children in your family ⓘ

Auto-Renewal ⓘ

Buy Now

# Take Control of Your WiFi Router:

GRYPHON®

PARENTAL CONTROLS INTERNET SECURITY WIFI PERFORMANCE ADVANCED PROTECTION

SHOP NOW



Ultra-Fast WiFi Router, Internet Security  
& Parental Controls



WATCH VIDEO

Hi. Need any help?



# Take Control of Your WiFi Router:



## Want to prevent online gaming after bedtime?

Bark Home plugs into your home Wi-Fi router and lets you manage screen time and filter websites on gaming consoles, TVs, and more.

*Requires a one-time purchase of the Bark Home device (\$79)*

[Learn more](#)

[Buy now](#)

# Choose an alternate (more limited) device:

## Gabb Phone Plus

The *premium* safe phone for kids.

[Shop Now](#)



## Gabb Watch 2

The starter phone you and your kid will rave about.  
5/5 stars for safety, communication, and fun.

[Shop Now](#)



# Remember:

We're not saying that any of these products or methods will solve all of your problems. Your relationship with your child is most important. Even with all your layers of defense in place, kids will seek ways to get around them (and succeed).

# Stay the Course:

- Don't debate
  - Don't get bogged down in arguing with kids about what the rule should be--once it's set, it's not up for discussion
- Believe in your boundaries
  - Know your rules are not harming them and it is more likely they will let the arguments go once they see they are firm
- Pick the right time
  - Think of natural times of transitions (e.g. after breaks, the start of the new year)
- Gather data and evaluate
  - You can start with a trial run (that may be a compromise) and see how this impacts sleep, hw, academics, etc.



# Related Resources:

WSJ: [\*Investigation: How TikTok's Algorithm Figures Out Your Deepest Desires\*](#)

NY Times: [\*What's One of the Most Dangerous Toys for Kids? The Internet.\*](#)

Wired: [\*What Adults Don't Get About Teens and Digital Life\*](#)

Washington Post: [\*A Guide to Giving Your Child Their First Phone\*](#)

SCREENAGERS: [\*\*GROWING UP IN THE DIGITAL AGE & SCREENAGERS NEXT CHAPTER RESOURCES\*\*](#)

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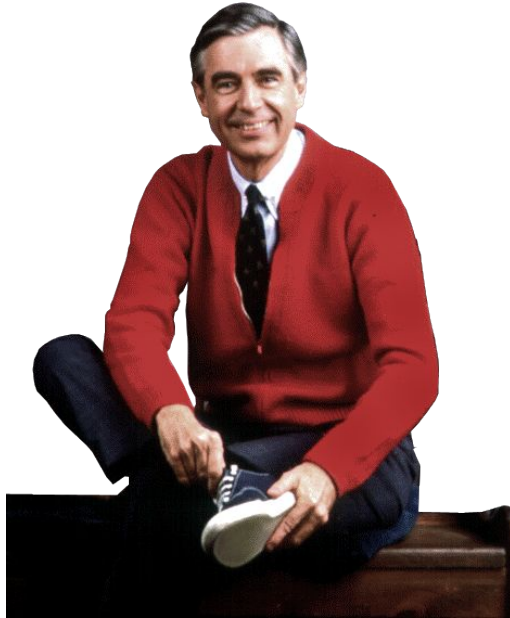
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*“A computer can help you learn to spell ‘hug,’ but it can never help you know the risk or the joy of actually giving or receiving one.”*

-Fred Rogers



# Breakout Room Discussion Questions:

1. What positive experiences do you want your child to have with technology?
2. What does a well rounded day look like for your child? How does tech play a role?
3. What are you struggling with?
4. What's working?