# Digital Engagement Family Workbook

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# Digital Inventory

Parents, fill this section out on your own (no kids present). List each member of your family (including parents) and the primary technological devices they have access to and/or engage in on a regular basis. Mark if it's their personal property or a shared device among the family, and rate the amount of usage on the device.

*Tip: When it comes to the TV, you may want to separate some of the devices connected to it to help you in the evaluation/discussion.*

**USAGE SCALE: 1 = MINIMAL  2 = FAIR  3 = AVERAGE  4 = LOTS  5 = EXCESSIVE**

**NAME: _____**

| **Device:** | **Ownership:** | | **How much usage?** | | | | |
|---|---|---|---|---|---|---|---|
| 1. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 2. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 3. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 4. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 5. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 6. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |

**NAME: _____**

| **Device:** | **Ownership:** | | **How much usage?** | | | | |
|---|---|---|---|---|---|---|---|
| 1. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 2. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 3. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 4. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 5. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 6. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |

**NAME: _____**

| **Device:** | **Ownership:** | | **How much usage?** | | | | |
|---|---|---|---|---|---|---|---|
| 1. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 2. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 3. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 4. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 5. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |
| 6. _____ | Personal | Shared | 1 | 2 | 3 | 4 | 5 |

# Digital Inventory (cont.)

**USAGE SCALE: 1 = MINIMAL  2 = FAIR  3 = AVERAGE  4 = LOTS  5 = EXCESSIVE**

**NAME: _____**

| Device: | Ownership: | How much usage? |
|---|---|---|
| 1. _____ | Personal   Shared | 1  2  3  4  5 |
| 2. _____ | Personal   Shared | 1  2  3  4  5 |
| 3. _____ | Personal   Shared | 1  2  3  4  5 |
| 4. _____ | Personal   Shared | 1  2  3  4  5 |
| 5. _____ | Personal   Shared | 1  2  3  4  5 |
| 6. _____ | Personal   Shared | 1  2  3  4  5 |

**NAME: _____**

| Device: | Ownership: | How much usage? |
|---|---|---|
| 1. _____ | Personal   Shared | 1  2  3  4  5 |
| 2. _____ | Personal   Shared | 1  2  3  4  5 |
| 3. _____ | Personal   Shared | 1  2  3  4  5 |
| 4. _____ | Personal   Shared | 1  2  3  4  5 |
| 5. _____ | Personal   Shared | 1  2  3  4  5 |
| 6. _____ | Personal   Shared | 1  2  3  4  5 |

**NAME: _____**

| Device: | Ownership: | How much usage? |
|---|---|---|
| 1. _____ | Personal   Shared | 1  2  3  4  5 |
| 2. _____ | Personal   Shared | 1  2  3  4  5 |
| 3. _____ | Personal   Shared | 1  2  3  4  5 |
| 4. _____ | Personal   Shared | 1  2  3  4  5 |
| 5. _____ | Personal   Shared | 1  2  3  4  5 |
| 6. _____ | Personal   Shared | 1  2  3  4  5 |

# INVENTORY DISCUSSION

**FOR THE PARENTS:**

1. As you filled out this evaluation, what were some of your initial observations or things that especially stuck out to you (positive, negative, or completely neutral)?

2. Which device(s) seem to be engaged with the most among the collective family? What are some of the implications of this?

3. Talk through each family member's individual engagements. Are there any specific issues that need to be considered?

**FOR THE FAMILY:**

*Now that you've worked through this as a parent, make it a discussion around a mealtime or other family gathering/meeting. Go around and have each person do his/her own inventory and evaluation. After the inventory, discuss the following:*

1. Which device(s) seem to be engaged with the most among our entire family? How is this affecting our family? (Share positives and negatives.)
2. Have each person share: Which device do you think you need the most accountability with, and why?
3. We/I (parent) did this inventory/evaluation before and would like to share our/my responses. (Share what you wrote on the previous two pages.)
4. After sharing: What observations or questions do you have for us on our evaluation?

*Allow the above to serve as a guide to facilitate what could be a healthy family discussion, but don't hesitate to let the conversation go other places if you discern it to be healthy for your discipleship journey with your kids.*

# SOCIAL MEDIA/CONNECTIONS EVALUATION

Parents, fill this section out with no kids present. Identify any social media or interactive platform that each child has access to, how active he/she is, and the level of awareness you have on his/her specific activity on that platform. *Tip: Not sure what to include? If he/she has a username and password for it, put it down.*

**ACTIVE SCALE: 1 = MINOR  2 = FAIR  3 = AVERAGE  4 = LOTS  5 = EXCESSIVE**

**AWARENESS SCALE: 1 = NO CLUE  2 = SOME AWARENESS, NO MONITORING**
**3 = MINOR MONITORING  4 = AVERAGE MONITORING**
**5 = TIGHT MONITORING**

**NAME: _____**

| Social Media Platform: | How active? | Your Awareness: |
|---|---|---|
| 1. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 2. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 3. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 4. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 5. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 6. _____ | 1  2  3  4  5 | 1  2  3  4  5 |

**NAME: _____**

| Social Media Platform: | How active? | Your Awareness: |
|---|---|---|
| 1. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 2. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 3. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 4. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 5. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 6. _____ | 1  2  3  4  5 | 1  2  3  4  5 |

**NAME: _____**

| Social Media Platform: | How active? | Your Awareness: |
|---|---|---|
| 1. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 2. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 3. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 4. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 5. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 6. _____ | 1  2  3  4  5 | 1  2  3  4  5 |

# SOCIAL MEDIA/CONNECTIONS EVAL (cont.)

**ACTIVE SCALE: 1 = MINOR  2 = FAIR   3 = AVERAGE   4 = LOTS   5 = EXCESSIVE**

**AWARENESS SCALE: 1 = NO CLUE   2 = SOME AWARENESS, NO MONITORING**
**3 = MINOR MONITORING   4 = AVERAGE MONITORING**
**5 = TIGHT MONITORING**

**NAME: _____**

| Social Media Platform: | How active? | Your Awareness: |
|---|---|---|
| 1. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 2. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 3. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 4. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 5. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 6. _____ | 1  2  3  4  5 | 1  2  3  4  5 |

**NAME: _____**

| Social Media Platform: | How active? | Your Awareness: |
|---|---|---|
| 1. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 2. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 3. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 4. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 5. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 6. _____ | 1  2  3  4  5 | 1  2  3  4  5 |

**NAME: _____**

| Social Media Platform: | How active? | Your Awareness: |
|---|---|---|
| 1. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 2. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 3. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 4. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 5. _____ | 1  2  3  4  5 | 1  2  3  4  5 |
| 6. _____ | 1  2  3  4  5 | 1  2  3  4  5 |

# SOCIAL MEDIA/CONNECTIONS DISCUSSION

**FOR THE PARENTS:**
1.  As you fill out this evaluation, what are some of your initial observations or things that especially stick out to you (positive, negative, or completely neutral)?

2.  What needs more attention or further discussion on how you are going to parent your kids through the communities they are engaged in?

3.  Are there any corrective measures you should take when it comes to what you have already allowed your kids to engage in?

4.  What are the criteria you need to put in place when it comes to allowing your kids to join in on a new social media or interactive platform?

**FOR THE FAMILY:**
*Rather than doing this section workbook style, make it a discussion around a mealtime or other family gathering/meeting.*
1.  Walk through each individual's list. Ask if you are missing anything. If you have multiple kids, allow them to point out each other's active platforms.
2.  Ask them to rate their activity on each platform.
3.  Ask them to rate the level of accountability they feel they have with each platform.
Discuss the following questions:
  - What do you think it looks like to healthily engage in these different platforms?
  - How confident are you that you are healthily participating in these different platforms?
  - How can we best help you engage in these platforms?
  - How well do you think we/I (parent) are engaging in these platforms?
*Again, don't hesitate to let the conversation go other places if you discern it to be healthy for your discipleship journey with your kids.*

# DIGITAL CODE OF CONDUCT EXERCISE

**The remaining section of this workbook is very wide open for you to take in the direction you see fit. Allow these prompts to help you, as parents, come up with a strategy for your family to engage in technology in a Christ-centered and redemptive manner.**

**USAGE AND ENGAGEMENT:** Through *Adolescence, Technology, and Parenting* we talked about four goals when it comes to engaging technology. Consider each and respond to the questions.

1. **TALK ABOUT IT:** Discuss what is out there and the ways to engage/disengage in it in a Christ-centered manner.

   How are we doing with this (give yourself a grade)?     A     B     C     D     F

   What are we doing with this?

   What could we be doing with this?

2. **MODEL HEALTHY USE:** Find ways to engage in it personally and collectively to show your kids how to engage in a Christ-centered way.

   How are we doing with this (give yourself a grade)?     A     B     C     D     F

   What are we doing with this?

   What could we be doing with this?

3. **PUT IT TO THE SIDE:** Find the moments where technology will be around, but we will not pay attention to it so that we can pay attention to what else is in the room.

   How are we doing with this (give yourself a grade)?     A     B     C     D     F

   What are we doing with this?




   What could we be doing with this?




4. **TURN IT OFF:** Take extended times to completely disengage ("fasting" from technology).

   How are we doing with this (give yourself a grade)?     A     B     C     D     F

   What are we doing with this?




   What could we be doing with this?




**FOR THE FAMILY:**
*After you have worked through this as parents, consider throwing the discussion out as a family. Get their feedback on the PUT IT TO THE SIDE and TURN IT OFF moments that could be happening in your family. Consider setting up some ground rules.*

# RULES AND BOUNDARIES

What are the boundaries we want to have in place when it comes to the type of content that is allowed in this house or on our devices?

What are the boundaries we want to have in place when it comes to the times and places we will and will not engage in our devices?

What are the expectations we need to more clearly communicate to our kids, and how do we want to go about communicating the expectations to them?

What are some current restrictions that may be lifted with age/maturity, and how we will go about evaluating when we will lift those restrictions?

What are the clear and communicated repercussions we need to have in place when our kids miss the mark on our rules and boundaries?

What will be our game plan in the times/areas where we don't have clear and communicated repercussions, but our kids have missed the mark in how they have engaged in technology?

**FOR THE FAMILY:**

*After you have worked through this as parents, consider bringing your kids in on the discussion in areas where you think they might be able to think critically, give feedback, and/or gain ownership in the process.*

*Consider a written "code of conduct" or contract as a family on any specific areas of expectations, rules, boundaries, game plans, and repercussions.*

*Through this process, remember that you are meant to be your kids' frontal lobes, so you get to make the final calls!*

# NOTES/ EXTRA WORK SPACE

**Websites and Devices:**
https://info.axis.org/blog
www.smartsocial.com
www.iparent.tv
www.cpyu.org
www.commonsensemedia.com
Monitoring and Parental Controls - Disney Circle: www.meetcircle.com