

Parent + Teen Digital Future Guide

A guided conversation about confidence, privacy, AI, school, and building responsibly.

**Their ambition does not need to be ignored.
It needs a safe structure.**

HOW TO USE THIS GUIDE

Start with curiosity, not a verdict.

Your teen completes the starter activities first. Then use these pages to understand the idea, review readiness, agree on boundaries, and decide together whether the next step should be explore, prepare, test, pause, or enroll in more guidance.

WHAT BYFB IS

An educational program that develops self-awareness, digital judgment, communication, responsible AI use, and project planning.

WHAT BYFB IS NOT

A promise of followers, income, business success, or mental-health treatment.
Public posting is not required.

01 Listen for the idea underneath the ask

“I want to be an influencer” may mean “I want to create, be heard, belong, earn, or make an impact.”

PARENT

What I think my teen is asking for

TEEN

What I actually hope to create or experience

TOGETHER

What we agree is worth exploring

02 Review readiness

Commitment should be demonstrated, not only promised.

- ☐ The idea can be explained clearly.
- ☐ The teen can identify who it may help or serve.
- ☐ The teen completed the starter work.
- ☐ School, sleep, activities, and family responsibilities have protected time.
- ☐ The teen accepts that progress may be slow.
- ☐ The teen can receive feedback without treating it as a judgment of personal worth.
- ☐ The family understands which activities require adult participation.

What readiness would look like in our family

03 **Set digital boundaries**

Decide before the pressure to post arrives.

DECISION

OUR FAMILY RULE

Real name or brand name	
Face and personal images	
School, team, or location	
Direct messages and customer contact	
Payments, purchases, and contracts	
Account ownership and passwords	
Comments, harassment, and blocking	
When content must be removed or paused	

04 **Make school the protected priority**

Ambition needs a schedule and a stop rule.

Weekly project hours we consider realistic

Academic periods when the project slows or pauses

Signs that the project is interfering with health, sleep, school, or relationships

What we will do if those signs appear

05 Agree on responsible AI use

Use AI for structure, not substitution.

- ☐ AI may help brainstorm, organize, outline, and create task lists.
- ☐ The teen verifies factual claims and sources.
- ☐ Private, identifying, school, customer, health, and financial information is not entered.
- ☐ The teen does not use AI to impersonate people or invent personal experience.
- ☐ School and teacher rules apply to academic work.
- ☐ A parent reviews uses involving money, legal terms, customer data, or public automation.

TRY THIS

Our approved AI uses

PAUSE FIRST

Uses that require a parent conversation first

06 Separate performance from worth

Improve the work. Protect the person doing it.

DATA CAN ANSWER

Did people understand the message?
Where did attention drop? What
questions were repeated? Which format
was clearer?

DATA CANNOT ANSWER

Is my teen talented? Does the idea
matter? Is my teen worthy of being
heard? Should they copy everyone else?

Our reset plan after criticism or a disappointing result

07 Family digital project agreement

Review every 90 days or whenever the project changes.

- ☐ We understand what is being built and why.
- ☐ We agree on what stays private, trusted, and public.
- ☐ School, sleep, health, and relationships remain protected.
- ☐ A parent participates in accounts, payments, contracts, and customer contact as appropriate.
- ☐ AI supports the teen's work but does not replace judgment or honesty.
- ☐ Either person may request a pause when safety or well-being is in question.
- ☐ Mistakes will be handled with honesty, repair, and learning rather than secrecy.

Additional family rules

Teen name / signature · Date

Parent or guardian / signature · Date