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<u>Understanding Social Media & Privacy</u>

Social Media History Warmup----------------------10 minutes

Understanding Cyberbullying------------15 minutes

Using Privacy Settings--------------------30 minutes

Conclusion/Reflection------------------5 minutes

<u>Objectives</u>

Objectives for girls during this section include:

- To understand the history of social media
- To recognize that things put online cannot be deleted (digital footprint)
- To understand that both unknown and known people can access and use that information
- To learn about privacy settings and why they are important

<u>Key Messages</u>

- ❖ Social media started as an easy, fast way for people to communicate

    - What we know as social media, like blogging[1], started in 1997 and it gave people the ability to contact other people using the Internet. It started as a way for people to communicate and interact with one another in a new way.

❖ Once photos or written updates are posted on social media platforms, people can instantly see them so even if they are taken down, someone could have already saved them

- This could happen if photos are screenshotted or downloaded

- Before posting photos or updates, think of who could be looking at them. Use the rule of thumb: if your grandparent/parent could see it, would you still post it?

❖ Friends can look at and save things posted on social media, but if not prevented through methods such as strengthening your privacy settings, strangers could also be looking at and saving that information

- Information or pictures could be used against you, which is dangerous. Also, strangers from anywhere around the globe could be doing the same thing, which is frightening.

❖ Privacy settings on social media can help protect you from people seeing updates and pictures that you may not want them to see

- On each social media platform, there are privacy settings that you can set up so that when people look you up, they are unable to see any of your information.

❖ Social media can be a great resource and way to connect with people; the key is to learn how to use it responsibly

Social Media History Warm Up

Purpose: To assess what the girls know about social media history and explain it to them in a fun, exciting way.

Materials: Social media quiz,
pencils/pens Time: 5 minutes

Planning Notes

- Create a large print out of the key messages so the girls can understand what they are doing and are able to refer back to it

- Make sure the questions about social media history are interesting, fun, and not necessarily something they know, which is good, if not preferable.

Procedure

1. Welcome the girls and have everyone introduce themselves.

2. Ask the girls if they know what social media is.

3. Give the following instructions: "Just for fun, I am going to hand out little quizzes for you to take that will ask you a few questions about social media.If you don't know the answer, that's fine! You can guess!"

4. Have the girls answer the questions and indicate when they are done.

5. Discuss each question briefly.

- What social media app did they think is used most frequently?

- Are they surprised by the amount of teenagers who use social media?

- Do they already use some of these social media platforms/are they excited to use them?

- What age did they start using social media/what age should you be to start using social media?

6. Ask the girls if they were surprised by the outcomes and/or what they think.

7. Transition the group into the next activity

6. Ask the girls if they were surprised by the outcomes and/or what they use

Quiz:

1. What is the most commonly used social media app among teenagers?

A.   Facebook

B.   Text messaging

C.   Instagram

D.   Twitter

Answer: B. Text Messaging

2. What percent of teenagers use social media?

A.   95 percent

B.   81 percent

C.   63 percent

D.   24 percent

Answer: B. 81 percent

3. At what age do most kids start using social media?

A.   10

B.   12

C.   8

D.   11

E.   **Answer: 10**

Understanding Cyberbullying

Purpose: To describe what cyberbullying is and to understand the laws on cyberbullying.

Materials: Handouts with specific example of someone who was cyberbullied

Time: 15 minutes

Key Term: Cyberbullying

Planning Notes

- Ask the girls to imagine a cyberbullying scenario, and have them come up with a narrative.

- Give handouts to girls with specific examples of people who have experienced cyberbullying and discuss their thoughts on those.

- Plan questions to ask the girls about it; ask girls if they can relate, if they have seen this before

- Ask girls if they have any ideas of how to prevent this

Procedure

1. Ask the girls if they know what bullying is. Then ask if they know what cyberbullying is.

2. Have the girls come up with an imagined scenario of cyberbullying. For example, say something like, "imagine your best friend told you she was being cyberbullied. Someone was sending her mean messages online and she came to you asking what she should do. What would you say to her?"

3. After having a brief discussion about it, show the girls the example of cyberbullying.

4. Ask the girls if they have any examples of cyberbullying that they have seen, or bullying in general if they have not.

5. Put the words, *willful*, *repeated*, *harm*[2] on the board to help them understand. Explain what the words mean and ask them to apply it to cyberbullying. Example: In order for something to be classified as bullying of any kind, it needs to be a repeated source of conflict.

6. Explain that cyberbullying can happen at any age, to anyone, by friends or not.

7. Tell the girls that there are people and places[3] they can go to to report cyberbullying and to get help.

Discussion Points:

1. Why do you think cyberbullying or bullying in general happens?

2. Is there any way to prevent it? What do you think those strategies are?

3. What steps could you take to make sure that you are not cyberbullying?

4. What would you do if you realized that you were being cyberbullied?

5. What would you do if you saw someone being cyber bullied online?

Using Privacy Settings

Purpose: To explain what privacy settings are, what they do, and why they are useful and important.

Materials: Paper with empty Facebook profiles for girls to fill in during the activity, pencils/pens, markers

Time: 30 minutes

Planning Notes

- Find empty Facebook profiles that the girls can use for the activity, and print them out.

- Print out an example of general privacy settings for social media that they can all have a copy of.

Procedure

1. Ask the girls what they know about privacy settings.

2. Ask the girls: "Do you know what people can see when they type your name in on social media platforms?"

3. Pass out the handout with the privacy settings on them and explain what they mean.

4. Explain what you can control and prevent, in terms of what people can see.

   Example: "If someone posts a picture of you on a social media platform, untag yourself if you don't like it, or ask the person who posted it to untag you. Make sure that all pictures posted and kept are appropriate. Remember, would you want your parents/grandparents to see this?"

5. Explain what people can do with the things you post. For example, people can screenshot things, send them to others, copy and paste written words.

6. Explain activity to students in which they will design Facebook pages for characters in a movie. What would these characters *not want* everyone to see? For example: Snow White would not want to post a picture of where she is because she does not want the evil queen to find her. What would these characters *want* everyone to see? For example: Snow White would want people to know that she is a hard worker.

7. Have the students work in groups of two or three for about ten minutes. The girls are more than welcome to color in their drawings.

8. Have the girls share what they have come up with.

9. Ask the group to address the following questions.

Discussion Points:

1. Why should you have privacy settings? What can they accomplish for you?

2. How can you prevent people from getting unwanted information from you?

3. What is okay to post and what is not, despite privacy settings?

Facilitator Resource:

(Write in your character's name)

(Draw a profile picture)

Where does your character live? _____

What is your character's birthday?_____

Who is your character friends with?_____
_____

W
h   _____
a
t

i
s

What is your character's job? _____

What are some things your character likes?

_____

Contact information:

_____

Write a good post:

_____

_____

4 ❤️   **9** 😄   **2** 🙂

Write a bad post:

_____

_____

2 🙁   **4** 😣

Conclusion/Reflection

Purpose: To summarize the material covered in this session.

Materials: The key messages sheet

Time: 5 minutes

Procedure:

1. Read over the key messages sheet and see if each topic was sufficiently covered.

2. Ask the girls if they have any questions about the messages.

3. Remind the girls of the next session together and explain next week's topic.

Understanding Social Media & Privacy

Social Media History Warmup----------------------10 minutes
Understanding How Information Can be Used by Others--------
--15 minutes
Using Privacy Settings---------------------------------30 minutes

Conclusion/Reflection---------------------------------5 minutes

Objectives

❖ Objectives for girls during this section include:
- To understand the history of social media

- To recognize that things put online cannot be deleted (digital footprint)

- To understand that both unknown and known people can access and use that information

- To understand how to properly and appropriately communicate

- To review what privacy settings are, what they do, and why they are important

Key Messages

❖ Social media started as an easy, fast way for people to communicate

- What we know as social media, like blogging[1], started in 1997 and it gave people the ability to contact other people using the Internet. It started as a way for people to communicate and interact with one another in a new way.

❖ Once photos or written updates are posted on social media platforms, people can instantly see them so even if they are taken down, someone could have already saved them

- This could happen if a photo is screenshotted or downloaded

- Before posting photos or updates, think of who could be looking at them. Use the rule of thumb: if your grandparent/parent could see it, would you still post it? If you are participating in activities that parents may not approve of, make sure to leave them off the Internet! Never post a picture that implies illegal activities.

❖ Friends can look at and save things posted on social media, but if not prevented through methods such as strengthening privacy settings, strangers could also be looking at and saving that information

- Information or pictures could be used against you, which is dangerous. Also, strangers from anywhere around the globe could be doing the same thing, which is frightening.

❖ Future employers and college admissions often look at social media before hiring, so keeping it clean is important

- If a college admissions person or someone assessing your qualifications for a job sees a picture on social media of something unethical, illegal, or inappropriate, it could mean giving up your dream school or job.

❖ Social media can be a representation of yourself and your views.

- What you choose to post and associate yourself with can affect how you are seen by others. Make sure that the way you use social media reflects how you want to be seen and what you want others to know about you
  - You can use social media as a way to educate others about your views or causes you support
  - Examples of this could be the Black Lives Matter movement or the movement for a cleaner environment. If the girls believe strongly in a movement and want to take action within it, they can use social media as a platform to share their views and show others how they can become involved or help.

❖ Privacy settings on social media can help protect you from people seeing updates and pictures that you may not want them to see

- On each social media platform, use the privacy settings that you can set up so that when people look you up, they are unable to see any of your information. Although posting pictures of absolutely everything can be dangerous, keeping your profile private will help keep you out of potentially harmful situations.

❖ Social media is and can be a great resource and way to connect with people; the key is learning how to use it responsibly

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Social Media History Warm Up

Purpose: To assess what the girls know about social media history and explain it to them in an interesting and fun way.

Materials: Open-ended social media quiz, pencils/pens Time: 5 minutes

Planning Notes

- Create a large print out of the key messages so the girls can understand what they are doing and are able to refer back to it

- Make sure the questions about social media history are interesting, fun, and not necessarily something they know, which is good, if not preferable.

Procedure

1. Welcome the girls back and if there are any new girls, have them introduce themselves.

2. Ask the girls if they use social media on a regular basis and what forms they use.

3. Have them get in a circle and share their social media habits. Have them go around and each say a potential problem that might arise when using social media.

4. Ask the girls if they have noticed anything wrong with social media.

5. Have them discuss pros and cons of social media. Let them guide and carry the conversation. Let them be specific if they want to be.

6. Transition the group into the next activity

Understanding What Can Be Done With Your Information

Purpose: To review what cyberbullying is and the laws are on cyberbullying. To understand sexting[4] and its implications. Lastly, to explain how advertisers can take information to target people individually.

Materials: N/A

Time: 15 minutes

Key Terms: Cyberbullying, sexting

Planning Notes

Plan questions to ask the girls about it; ask girls if they can relate, if they have seen this before (active bystander)

1. Have you ever seen cyberbullying happen? Have you heard of it happening to others?

2. Why do you think sexting and/or cyberbullying occurs?

3. What are ways you think cyberbullying and sexting can be prevented?

4. Do you know what the laws are regarding sexting? Why are they there?

❖ Describe what sexting is and how it legally works. Tie sexting and cyberbullying together. Sexting can turn into cyberbullying or even start as cyberbullying. Since sexting can have terrible consequences, it is directly related to cyberbullying.

❖ Ask the girls to come up with a sexting incident. For example, ask "if your best friend told you that someone was sexting her, what would you do?" Or, ask what they would do personally in that situation.

❖ Understand that companies are taking information from online profiles as well as online searches to individually advertise

Procedure

1. Review the definition of cyberbullying. Ask if they know anyone who has had experience with it.

2. After having a brief discussion about it, have the girls go around and answer/discuss the questions listed above.

3. Ask the girls if they know what sexting is. Explain the definition of sexting clearly. Sexting means sending someone sexually explicit messages of photographs via cell phone (although it can be via social media, as well). Make it clear that sexting can be messages, not just photographs.

4. Tie cyberbullying and sexting together. Explain that sexting can be a form of cyberbullying, considering the risks. Unwanted pictures or messages can be sent around and used to harass the victim.

   Show video "Think Before You Post": https://www.youtube.com/watch?v=OhBknvwgfmk

5. Describe that sending or receiving explicit photographs of someone underage is a crime, and that even if they are not underage, people can take those photographs or messages and use them to cyberbully them or cause them harm.

6. Put the words, *willful*, *repeated*, *harm*[2] on the board to help them understand. Explain what the words mean and ask them to apply it to cyberbullying.

   Example: In order for something to be classified as bullying of any kind, it needs to be a repeated source of conflict.

7. Explain that cyberbullying can happen at any age, to anyone, by friends or not.

8. Tell the girls that there are people and places[3] they can go to report cyberbullying and even sexting and that there are ways get help.

Discussion Points:

1. Why do you think sexting and/or cyberbullying in general happens?

2. Is there any way to prevent it? What do you think those strategies are?

3. What would you do if you realized that someone was sexting you?

4. What are the laws regarding sexting and why are they put in place?

Using Privacy Settings

Purpose: To explain some common privacy settings, what they do, what they protect individuals from and why they are useful and important.

Materials: Paper with empty Facebook profiles for girls to fill in during the activity, pencils/pens, markers

Time: 30 minutes

Planning Notes

- Hand out the profile page print outs.

- Print out an example of general privacy settings for social media that they can all have a copy of.

Procedure

1. Ask the girls what they know about privacy settings.

2. Ask the girls to think about what people might see when they type their name in on a social media platform. Encourage them to search themselves at home on social media platforms that allow them to see their profiles from someone else's point of view.

3. Pass out the handout with the privacy settings on them and tell the girls to gather in groups to discuss the privacy settings. Have they seen them before? Would they know how to find them? Have they ever changed their privacy settings?

4. Ask the girls what they would do if someone tagged them in a picture or a post that they did not want to be tagged in. Ask them how they decide what to post or not post/what others can post or not post about them.

5. Explain what people can do with the things you post. For example, people can screenshot things, send them to others, copy and paste written words. Ask the girls why they think this is not acceptable and how this could go wrong.

6. Explain activity to students in which they will design Facebook pages for a celebrity of their choosing. What would these celebrities not want everyone to see or be public information? For example: Kim Kardashian giving her location in her snapchat stories and robbers tracking her down. Explain how even unexpected consequences can arise if you're not careful on the internet. What would these celebrities want everyone to see? For example: Kim Kardashian donates 10% of her earnings to charity every year.

7. Have the students work in groups for about ten minutes.

8. Have the girls share what they have come up with.

9. Ask the group to address the following questions.

Discussion Points:

1. Why should you have privacy settings? What can they accomplish for you?

2. How can you prevent people from getting unwanted information from you?

3. What is okay to post and what is not, despite privacy settings?

4. Have you ever experienced individualized advertising? Do you feel this is a violation of your privacy?

Facilitator Resource:

(Write in your celebrity's name)

(Draw a profile picture)

Where does your celebrity live? _____

_____

What is

What is your celebrity's birthday?_____

What is your celebrity's job? _____

Who is your celebrity's friends with? _____

_____

What are some things your celebrity likes?

_____

Contact information:

_____

Write a good post:

_____

_____

4 ❤️ **9** 😄 **2** 🙂

Write a bad post:

_____

_____

2 🙁 **4** 🤔

Conclusion/Reflection

Purpose: To summarize the material covered in this session.

Materials: The key messages sheet

Time: 5 minutes

Procedure:

1. Ask the girls what messages stood out to them today. Read over the key messages sheet and see if each topic was sufficiently covered.

2. Ask the girls if they have any questions about the messages.

3. Remind the girls of the next session together and explain next week's topic.

<u>Appendix</u>

1. **Blogging:** Writing about an event, situation, topic, opinion...etc on a social media website. People can write their thoughts on something that others can see, and others can chat with them or respond with their own thoughts and opinions.

2. **Willful-** Having or showing a stubborn and determined intention to do as one wants, regardless of consequences or effects

   Repeated- Done or occurring again several times in the same way, or the same harmful way

   Harm- Physical or emotional injury

3. https://www.stopbullying.gov/get-help-now/ - this is a website that gives a list of people, phone numbers, and suggestions for where to get help if someone is being cyberbullied.

The problem	What you can do
There has been a crime or someone is	Call 911.

at immediate risk of harm.	
Someone is feeling hopeless, helpless, thinking of suicide.	Contact the [National Suicide Prevention Lifeline](#) ⤢ online or at 1-800-273-TALK (8255). The toll-free call goes to the nearest crisis center in our national network. These centers provide 24-hour crisis counseling and mental health referrals.
Someone is [acting differently](#) than normal, such as always seeming sad or anxious, struggling to complete tasks, or not being able care for themselves.	Find a local [counselor or other mental health services](#) The [Mental Health and Addiction Insurance Help](#)consumer portal prototype can help consumers get to the correct resource to solve their Mental Health and Substance Use Disorder insurance coverage issue.
A child is being bullied in school.	Contact the: 1. Teacher 2. School counselor

	3. School principal
	4. School superintendent
	5. State Department of Education
	See more on [working with the school](#).
The school is not adequately [addressing harassment](#) based on race, color, national origin, sex, disability, or religion.	Contact: ● School superintendent ● State Department of Education ● U.S. Department of Education, [Office for Civil Rights](#) ● U.S. Department of Justice, [Civil Rights Division](#)

4. **Sexting -** To send someone sexually explicit photographs or messages via cell phone (or Internet)