

# Get Digital Bullying Prevention

This collection draws from engagement and wellness pillars to teach key social and emotional learning skills that allow students to think about who they are, how to treat others with respect and kindness and how to take care of themselves when they are experiencing bullying online.

# Get Digital Bullying Prevention

EDUCATOR COLLECTION

# Respect and boundaries



## LESSON OBJECTIVE

Students will better understand others' perspectives and feelings in the context of individuals sharing personal information online.



### ▶ ESSENTIAL QUESTIONS

- ▶ What does it mean for someone to cross your personal boundaries online?



### ▶ AGE

- ▶ 10-18



### ▶ MATERIALS

- ▶ “Understanding and sharing the feelings of others” Handout
- ▶ “Understanding and sharing the feelings of others Handout” - Educator’s Copy



### ▶ PREPARATION

- ▶ Print one handout per student



### ▶ ISTE DIGITAL COMPETENCY

- ▶ ENGAGED: I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities
- ▶ INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy



## SUPPORT MATERIALS

Visit [facebook.com/fbgetdigital](https://facebook.com/fbgetdigital) to access resources for parents and young people that can complement the lesson students took on Engagement today.

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## CLASS INTERACTION

Ask students to pair up and give each student a copy of the “Understanding and sharing the feelings of others” Handout.

Allow students 15 minutes to read and discuss the scenarios.

Walk around the room and help students with additional teacher prompts contained in the handout.

## ASK YOUR STUDENTS

- ▶ What do the scenarios have in common?
- ▶ Which one was the hardest to talk about? The easiest? Why?
- ▶ How would you address/deal with each of the scenarios were it to happen to you?
- ▶ How can you protect yourself from other types of invasions of privacy?

## CLASS INTERACTION

Inform students that some forms of snooping are actually illegal and, in nearly all cases, snooping is probably not ethical. In different kinds of relationships, people want to share various pieces of information about themselves. This variation is reasonable and normal.

## TELL YOUR STUDENTS

Now we are going to extend the scenarios we just talked about.

On your sheet of paper, draw two separate comic strips (if students are not excited about the idea of a comic strip, suggest that they write a short story instead), illustrating:

1. A scenario where you feel like your boundaries or someone else’s, were not respected and how you wish others had reacted.
2. A different scenario where you feel like your boundaries or someone else’s, were respected and how others showed respect and kindness.

## ASSIGNMENT

Give students 30 minutes to finish their comics.



# Understanding and sharing the feelings of others

## SCENARIO 1

Gabi was at lunch with her friends, but when she ran to the bathroom, she left her phone on the table. While she was gone, her friend Castel grabbed Gabi's phone and started looking through her texts. The first text she saw was an angry one from Gabi's mom because she failed math.

▶ How would that make Gabi feel?

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▶ Why would Gabi not want to tell her friends about her bad result?

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▶ Were Castel's actions acceptable?

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▶ How would the other friends at the lunch table feel about Castel's actions?

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▶ What do you think about Castel? Was Castel acting ethically? Would you want to be friends with Castel?

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▶ How would you feel if someone did that to you?

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▶ Is snooping ever okay? What if you are worried about your friend?

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# Understanding and sharing the feelings of others

## SCENARIO 2

Rodrigo is talking to Caitlin when he trips and falls into the mud. Caitlin thinks he looks really funny and takes a picture of him, but Rodrigo doesn't laugh and appears embarrassed.

▶ Why might Caitlin post the photo online?

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▶ Why is Rodrigo upset?

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▶ What do you think Rodrigo should say to Caitlin?

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▶ How would you feel if someone took an embarrassing picture of you? Would you want that online?

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▶ Is this situation an incident of bullying?

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# Understanding and sharing the feelings of others

## SCENARIO 3

Victoria is a 15-year-old student with two brothers, a mom and a lot of friends and schoolmates. Victoria and Marek are schoolmates and are working together on a project in science class. Yesterday, they had a science test and when everyone received their results, Marek noticed that Victoria looked very upset. The next week, Victoria is absent from school for several days, so Marek has to work on the science project by himself. When she returns, she tells Marek that she had to see the doctor, but she doesn't say anything else.

▶ Who needs to know about her results at school? Her medical history? Why?

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▶ Whom might Victoria want to talk to about any of these issues?

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▶ In your life, what are examples of information that you want your parents/ caregivers to see but not your friends or vice versa?

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# Understanding and sharing the feelings of others

EDUCATOR'S COPY

## SCENARIO 1

Gabi was at lunch with her friends, but when she ran to the bathroom, she left her phone on the table. While she was gone, her friend Castel grabbed Gabi's phone and started looking through her texts. The first text she saw was an angry one from Gabi's mom because she failed math.

▶ **How would that make Gabi feel?**

- ▶ Gabi may feel that her privacy has been violated and may lose trust in her friend.

▶ **Why would Gabi not want to tell her friends about her bad result?**

- ▶ Gabi may consider her grades to be private information.

▶ **Were Castel's actions acceptable?**

- ▶ Students should consider their own norms around privacy connected to both grades and their phone, as well as what they expect from their friends.

▶ **How would the other friends at the lunch table feel about Castel's actions?**

- ▶ Students should consider how they would act if they saw potentially inappropriate behavior.

▶ **What do you think about Castel? Was Castel acting ethically? Would you want to be friends with Castel?**

▶ **How would you feel if someone did that to you?**

▶ **Is snooping ever okay? What if you are worried about your friend?**

- ▶ Students should reflect on their own norms around privacy and personal relationships.



# Understanding and sharing the feelings of others

EDUCATOR'S COPY

## SCENARIO 2

**Rodrigo is talking to Caitlin when he trips and falls into the mud. Caitlin thinks he looks really funny and takes a picture of him, but Rodrigo doesn't laugh and appears embarrassed.**

▶ **Why might Caitlin post the photo online?**

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- ▶ Students should recognize Caitlin's motivations: getting laughs or likes is usually an acceptable motivator for posting something online, as long as it does not come at the expense of another person.
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▶ **Why is Rodrigo upset?**

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- ▶ Students should reflect on how to consider others' feelings when using social media.
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▶ **What do you think Rodrigo should say to Caitlin?**

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- ▶ Students should come up with strategies to address this behavior.
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▶ **How would you feel if someone took an embarrassing picture of you? Would you want that online?**

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- ▶ Students should consider their own norms around what they want to be shared online by others.
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▶ **Is this situation an incident of bullying?**

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- ▶ Students should consider what constitutes bullying and discuss the particulars of this specific situation.
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# Understanding and sharing the feelings of others

EDUCATOR'S COPY

## SCENARIO 3

**Victoria is a 15-year-old student with two brothers, a mom and a lot of friends and schoolmates. Victoria and Marek are schoolmates and are working together on a project in science class. Yesterday, they had a science test and when everyone received their results, Marek noticed that Victoria looked very upset. The next week Victoria is absent from school for several days, so Marek has to work on the science project by himself. When she returns, she tells Marek that she had to see the doctor, but she doesn't say anything else.**

▶ **Who needs to know about her results at school? Her medical history? Why?**

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- ▶ Students should consider how different information has different levels of privacy. Victoria's results at school are sensitive information that she would not want her friends, schoolmates or the public at large to know. However, they are not private to her parents/caregivers. The same goes for her medical history, though that information is much more sensitive.
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▶ **Whom might Victoria want to talk to about any of these issues?**

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- ▶ Victoria may personally want to keep her information private. This decision should be respected. She can also choose to share some, but not all, private information. For example, she may share struggles she may have with results at school with her parents/caregivers, but not her friends.
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▶ **In your life, what are examples of information that you want your parents/caregivers to see but not your friends or vice versa?**

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- ▶ Students should consider their own choices regarding privacy.
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# Healthy relationships



## LESSON OBJECTIVE

Students will explore qualities that constitute healthy and kind relationships and how online behaviors play a role in both healthy and unhealthy relationships. Students will also examine the opportunities and challenges around the intersection between social media and relationships in their own peer group and learn how to promote “upstanding” among their peers.



### ▶ ESSENTIAL QUESTIONS

- ▶ In the digital world, how do you know if a relationship is healthy or unhealthy?



### ▶ AGE

- ▶ 13-18



### ▶ MATERIALS

- ▶ Flipchart
- ▶ Poster paper for questions
- ▶ Sticky notes
- ▶ Pens
- ▶ Spectrum activity post-it notes
- ▶ Storyboard assignment materials



### ▶ PREPARATION

- ▶ Write up spectrum activity post-its
- ▶ Put up possible poster questions



### ▶ ISTE DIGITAL COMPETENCY

- ▶ ENGAGED: I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities
- ▶ ALERT: I am aware of my online actions and know how to be safe and create safe spaces for others online



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# Relationship vocabulary

## Part 1

### CLASS INTERACTION

Gather students into a circle.

### TELL YOUR STUDENTS

Today, I want to talk about how what we do online has an impact on the health of our relationships. We'll also talk about what you can do to be an "upstander" for others and recognize when our friends need help with some of their problems in relationships.

### ASK YOUR STUDENTS

- ▶ Who's heard of the words "bystander" or "upstander"? What do these words mean to you?

### CLASS INTERACTION

Listen to 2-3 responses.

### TELL YOUR STUDENTS

Like you suggested, a bystander is someone who observes some kind of act take place. For today's exercise, we're talking about acts related to unhealthy/unkind relationships. An upstander is someone who does something positive in response—maybe by supporting the victim, helping to stop the act or in other ways, depending on the situation.

## Part 2

### TELL YOUR STUDENTS

Now let's talk about relationships: first, we should recognize that "relationships" is a pretty broad term. For our purposes, we're going to define "relationship" to mean any connection between peers. For example, you may be connected to your peers as friends, schoolmates or as members of the same out-of-school activity (e.g., film club). Whenever we talk about healthy relationships, a tough question always comes up: "What exactly is a healthy relationship?" Everyone has different ideas about this topic and there are a lot of good answers.

To make sure we're all on the same page, let's think out loud about words that can describe healthy relationships—friendships, schoolmates, a variety of relationships! We know that sometimes things can go wrong in all kinds of relationships, so let's talk about healthy behaviors unique to various types.

Let's play a small game. As we go around in a circle, let's each say one word that describes healthy relationships. I'll start. I think relationships can be \_\_\_\_\_ (supportive, caring, kind, etc.).

### CLASS INTERACTION

Write down what students say on the flipchart.

### TELL YOUR STUDENTS

Great! Thanks for contributing! Let's take a look at these words.

### ASK YOUR STUDENTS

- ▶ Do we agree with them?
- ▶ Do you have anything extra to add?
- ▶ Based on these words, can someone come up with a one-sentence definition of a healthy relationship?

Guide the group in developing a shared definition of a healthy relationship.

## Gallery walk

### CLASS INTERACTION

Divide students into pairs.

### TELL YOUR STUDENTS

Now that we have a pretty good list of the things we think about when we talk about "healthy relationships," it's time to switch our focus a bit and take a look at our own experiences with relationships on the internet.

### CLASS INTERACTION

Write one question from the possible list below on a poster and affix posters around the room.

Possible Poster Questions:

1. Who do you interact with through technology?
2. What platforms, services or websites do you use to interact with people?
3. How have the internet and mobile technologies (like tablets or mobile phones) given you opportunities for creating or maintaining healthy relationships?
4. How can you keep in touch with people thanks to mobile devices and computers?
5. What challenges do the internet and mobile technologies pose in creating/maintaining healthy relationships?
6. What kinds of friendship drama have you seen or experienced because of things that were posted online?

### TELL YOUR STUDENTS

I'm going to give each pair some sticky notes and a pen. On the posters around the room are different questions. When I give you your materials, you can move around to the

posters. Write your answers down on the sticky notes and put them on the posters. If you have more than one answer to a question, write down each answer on a separate sticky and put them onto the posters. You'll have 8 minutes. Have fun!

### CLASS INTERACTION

Collect posters at the end of the activity and gather the group together again.

### ASK YOUR STUDENTS

- ▶ What are common answers to each of these questions?
- ▶ Are there any things that you think are missing?
- ▶ Are there trends that you notice?
- ▶ How has technology changed your relationships with your friends? Has technology made things easier or more difficult? Why?

## Scenario discussion

### TELL YOUR STUDENTS

- ▶ Now we're going to discuss a scenario connected to technology and relationships called "over-texting."
- ▶ Does anyone know what "over-texting" is?

### CLASS INTERACTION

Listen to 2-3 responses.

### TELL YOUR STUDENTS

Over-texting is when someone sends so many texts to another person that the other person becomes overwhelmed.

### ASK YOUR STUDENTS

- ▶ Has anyone ever experienced over-texting?
- ▶ If you were the person receiving the texts, what would you do? Why?
- ▶ If one of your friends approached you and said that they were facing this situation, what advice would you give? Would you take action? What different types of actions could you take?

**Follow-up:** Taking these actions to help your friends is also called "upstanding."

### ASK YOUR STUDENTS

- ▶ What might stop someone from standing up for their friend?
- ▶ Let's pretend that one of your friends asks their friend to stop texting them so much. What happens if their friend starts coming to their house all the time, constantly

asking to see them? The problem seems to be getting worse, which can be termed "escalation." What advice would you give to your friend if the problem escalates?

- ▶ If the problem does escalate, can you still respond as an upstander in the same way as before? What actions could you now take to be an upstander?

### TELL YOUR STUDENTS

"Over-texting" is only one example of a situation where technology can get in the way of a healthy relationship.

### ASK YOUR STUDENTS

- ▶ What are other examples?
- ▶ What are some solutions to these problems?
- ▶ What has our discussion so far told us about the role of technology in relationships?

### CLASS INTERACTION

Guide a discussion about the positive and negative impacts of technology on relationships.

## Spectrum activity

### TELL YOUR STUDENTS

Let's take a look at specific behaviors in healthy and unhealthy relationships and where they fall on a spectrum from healthy to unhealthy.

I am going to hand each of you one sticky note. On the sticky note is an activity that happens in relationships, like "texting your partner 24/7" or "exchanging social media passwords." Once I give you a sticky note, I'd like you to stand up and move to the front of the room. On one side of the room is the healthiest relationship behavior and on the other side is the unhealthiest relationship behavior.

When you come up, think about how healthy or unhealthy the behavior on the card is and stand in a line. For example, if you believe that "texting your partner 24/7" is less healthy than "liking and re-sharing everything your friends post," then stand closer to the unhealthy side.

### CLASS INTERACTION

Suggested card topics:

1. Texting your partner 24/7
2. Exchanging social media passwords
3. Reading your friend's text messages without their permission

4. Talking to strangers/people you don't know well online
5. Posting rude comments on someone's social media post
6. Texting "good night" or "good morning" (maybe every day) to someone you care about
7. Talking about an argument you had with a friend publicly on a social media platform
8. Liking and re-sharing everything your friends post
9. Posting content on social media using your friend's account (in their name)
10. Tagging your friends in photos from a party
11. Spreading gossip about your schoolmate on social media

As students come up and organize themselves, ask them about why they are standing where they are and encourage students to move around if they feel the need.

Once students have arranged themselves into a spectrum, ask them to place the sticky notes on the wall in the front of the room and take a step back so that they can see the spectrum in its entirety.

### CLASS INTERACTION

If they choose to do so, students can answer the first two questions below through a discussion, versus writing them down on sticky notes and placing them on the wall in the front of the room.

### ASK YOUR STUDENTS

- ▶ Are there any other unhealthy behaviors you can think of? Are there any other healthy behaviors you can think of?
- ▶ Is there only one correct order for this spectrum? Why/why not? Do you all agree?

### ASK YOUR STUDENTS

- ▶ We put these specific behaviors on a spectrum from healthy to unhealthy. But, might there be situations when a healthy behavior turns unhealthy? Or vice versa? When might that happen?
- ▶ If X is an unhealthy behavior (choose a specific behavior that students affixed closer to the 'unhealthy' side of the spectrum), what would you do to resolve it?
- ▶ How would you talk to someone if you were not okay with what they were doing?

## Assignment

### Part 1

#### TELL YOUR STUDENTS

We've talked a lot today about technology and relationships. Now that we've got you thinking, how can you share what you've learned with others? What kind of activities can you create to encourage your peers to become upstanders if they witness any kind of unhealthy behavior in relationships?

#### ASSIGNMENT

Split students into groups of 3 or 4.

#### TELL YOUR STUDENTS

We have two suggestions right now, but if you've got a different idea, go ahead and do it! You have 30 minutes:

1. **Suggestion #1:** Develop an outline for a possible event for members of your school or community around the role of technology in relationships. This event could be a documentary screening/discussion, a campaign like "Spread the Love Week," or even a presentation! Provide examples of how you could use social media, like Facebook or Twitter, to advertise the event. Feel free to create visuals alongside your outline (e.g., drawings, a meme, etc.).
2. **Suggestion #2:** Create a story about a relationship (e.g., a relationship between siblings or a relationship between friends at school) and how it might be affected by social media. You can act out a short play, create visuals (e.g., comic strip) or write down a hypothetical Facebook News Feed or Twitter conversation . . . let's be creative!

### Part 2

#### ASSIGNMENT

After the 30 minutes are up, ask groups to share what they've created and engage them in the discussion questions below.

#### ASK YOUR STUDENTS

- ▶ What topic are you addressing? What do you want people to learn from your idea? How will this idea benefit your school/community/friends?
- ▶ Who is the target audience?
- ▶ How will you advertise your idea to your target audience? How do you think your audience will react?

# Closing reflection

## TELL YOUR STUDENTS

We hope that you've all thought about healthy relationships a little more deeply, especially in terms of how technology has changed things. We also wanted you to think about ways to encourage your friends to "upstand," or to stand up for themselves and others when they see something they are uncomfortable with or something that hurts others.

## ASK YOUR STUDENTS

- ▶ What were some of the things you learned? What was your favorite activity? Why?
- ▶ What was your least favorite activity? Why?
- ▶ How can you take what you learned or worked and apply it to your life? How would you describe what you did to your friends?
- ▶ What was something new or surprising?
- ▶ Do you have any other questions about healthy or unhealthy relationships?

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# Constructively engaging in digital communities



## LESSON OBJECTIVE

- ▶ Identify ways they want others to speak to them
- ▶ Display inclusivity and empathy in group communication
- ▶ Evaluate group communications for bias and hate
- ▶ Develop ways to deal with negative comments, bias and hate speech
- ▶ Develop guidelines for appropriate classroom communication



## ESSENTIAL QUESTIONS

- ▶ Why is it important for people to practice respect, inclusivity and politeness when communicating with each other?
- ▶ How does online communication affect life offline?
- ▶ What responsibility do people have for their online communications?



## AGE

- ▶ 11-14 years old



## MATERIALS

- ▶ Four large placards labeled “do nothing,” “respond,” “report” and “something else.” On each placard, write, “Explain” below the heading.



## PREPARATION

- ▶ Print or handwrite 4 placards as described in the materials section



## ISTE DIGCITCOMMIT COMPETENCY

- ▶ INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.



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## LESSON OVERVIEW

This lesson will introduce students to the need for practicing inclusivity and empathy when engaged in digital communication. Students will discuss the similarities and differences between the digital and physical worlds and develop strategies for dealing with online hate speech.

## PROCEDURE

1. Divide the class into small groups of students. Have each group brainstorm on a sheet of paper how they would like to be treated when their classmates speak to them. Encourage them to think about ideas like respect, eye contact, non-threatening body language, inclusivity and politeness. Ask students to use positive statements that begin with, “People respect me when they...”
2. Ask some of the groups to share their statements. Point out to students that when people are respectful of others, include everyone in the group and are polite, they are being empathetic.
3. Ask students whether they think speaking positively to or about someone has more impact when said in person or online. What about speaking negatively to or about someone? Why do they think that is the case?
4. Explain to students that hate speech is defined by Dictionary.com as “speech that attacks, threatens or insults a person or group on the basis of national origin, ethnicity, color, religion, gender, gender identity, sexual orientation or disability.” Ask them how they feel when they witness, experience or send hate speech or negative comments or posts. How does what’s said online affect their lives offline? What actions, if any, do they take when they or their friends receive hate speech or negative comments online?
5. Write the following scenarios on the board and have a student read them aloud to the class:
  - ▶ A couple you know is going through a nasty breakup. Both are your good friends. You read a post on social media that trashes one of them.
  - ▶ A good friend of yours recently got into an argument with another student. That student sent a racially insensitive text to your friend and you and others saw a screen shot of the exchange.
  - ▶ A student you don’t know is being bullied online through social media posts. Other students and members of the community are questioning his gender. Some of your friends are the worst offenders.
  - ▶ A photograph and story of you in an embarrassing circumstance has been posted online and portrayed as a real news story.
  - ▶ Some students you don’t know are spreading a nasty story about you on social media. Your friends think it is true and begin to ignore you.
6. To start the next activity, place a placard in each corner of the classroom (see materials needed). Before you begin, remind students that they have the power to escalate or de-escalate a situation through their words and actions. Ask students to think about what they would do under the same scenarios they just examined as a class.
7. Read each scenario again and ask students to carefully listen to the descriptions. After each one is read, ask students to move to the corner that best describes how they would react to that scenario. Once they’ve made their selections, have the group in each corner explain their reasons. Have students state whether they think their action would escalate or de-escalate the situation.
8. To debrief, discuss the following:
  - ▶ Why are positive comments important to you? How do they affect your life?
  - ▶ When people are experiencing some difficulty—such as arguments, friendship breakups, false accusations or harassment—why is it better not to make negative comments?
  - ▶ What responsibility do you have for your online communication?
  - ▶ How can you help encourage all students to take this responsibility seriously?
9. To finish the lesson, place students back into small groups and have them identify the lessons they’ve learned in this activity. Have each group develop class guidelines for online and in-person communication based on what they’ve learned. When they have finished, groups should present their ideas to the class and have the class vote on the best ones. Post the final guidelines in your classroom.

## VOCABULARY

**inclusivity** [in-clu-siv-i-ty] (noun) an intention or policy of including people who might otherwise be excluded or marginalized

**empathy** [em-puh-thee] (noun) identification or experience with the feelings, thoughts or attitudes of another person

**hate speech** [hey-t speech] (noun) speech that attacks, threatens or insults a person or group on the basis of national origin, ethnicity, color, religion, gender, gender identity, sexual orientation or disability

**Source:**

[dictionary.com](https://www.dictionary.com)

[tolerance.org/classroom-resources/tolerance-lessons/constructively-engaging-in-digital-communities](https://tolerance.org/classroom-resources/tolerance-lessons/constructively-engaging-in-digital-communities)

# Civic engagement and communication as digital community members



## LESSON OBJECTIVE

- ▶ Explore different kinds of bias they might encounter when engaging online
- ▶ Develop strategies for identifying and responding to biased language and hate in digital spaces



## ▶ ESSENTIAL QUESTIONS

- ▶ What types of identity-based biases might people encounter in digital communities?
- ▶ How can young people respond safely and justly in the face of biased language or hateful communication online?



## ▶ AGE

- ▶ 15-19 years old



## ▶ MATERIALS

- ▶ “Step In, Step Out Prompts” - Educator’s Copy
- ▶ Copies of “Group Scenarios” Handout
- ▶ Notebooks or paper
- ▶ Pens or pencils
- ▶ Scenario sheets
- ▶ Chart paper
- ▶ Markers



## ▶ PREPARATION

- ▶ Write up spectrum activity post-its
- ▶ Put up possible poster questions



## ▶ ISTE DIGCITCOMMIT COMPETENCY

- ▶ INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.
- ▶ ALERT: I am aware of my online actions and know how to be safe and create safe spaces for others online.



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## LESSON OVERVIEW

Young people are increasingly engaging and communicating online—through forums, comment sections, social media sites, video games and more. Just as we engage students in establishing guidelines for building inclusive, safe spaces in our classrooms, it is vital that students learn how to communicate in Internet groups and respond to bias online. In this lesson, students will respond to digital communication scenarios and develop strategies for identifying and responding to online bias safely.

## PROCEDURE

1. Post the definition of bias for students to record in their notebooks. Then, ask students to respond to the following prompt in their notebooks: Have you ever experienced or witnessed language online that was biased or hateful? Explain. Did you do anything in response or not? Why or why not?
2. If students finish early, you can provide this additional, optional prompt: Do you think people are more likely to use biased or hateful language online versus in real life? Why or why not?
3. Once students have reflected in writing, prompt them to share in small groups of four or five. Then ask groups to share a few responses with the whole class.
4. The next activity—Step In, Step Out—will help students to begin thinking more specifically about types of bias or hate people might encounter in digital communities. Before starting the activity, refer back to previous community guidelines established as a group, emphasizing the need for a safe, brave space to make the activity work.
5. Ask students to stand in a circle. Explain that you will read aloud the prompts from the “Step In, Step Out” Handout provided with this lesson. If students have experienced what is described in the statement, they can step into the circle silently. When given a silent signal, students will step back to rejoin their peers in the original circle. Emphasize that this is meant to be a silent, reflective activity and there will be an opportunity for dialogue afterward.
6. After completing all of the prompts on the handout, debrief the activity, sharing reactions, connections and any questions sparked by the activity.
7. As a class, brainstorm possible kinds of bias young people might face online. Make a list of students’ responses. Examples could include hate speech, hate symbols, offensive name calling and cyberbullying related to social identifiers (for example, religion, race, ethnicity, sexuality, gender, ability or immigration status), harmful threats, offensive jokes or offensive images.
8. Brainstorm a second list of possible digital spaces where people might communicate these types of hateful or biased language and ideas. Examples could include online video gaming, discussion forums, message boards, comment sections of articles, social media pages, email or blogs.

9. Have students form small groups of four or five students. Ask them to discuss an assigned scenario and to create a poster recording their thoughts about the hypothetical situation and responses to the following questions: What is the kind of bias being faced in your scenario? What safety concerns should you consider? What are different ways of responding to the scenario?
10. Ask all groups to present their posters to the class.
11. Lead a class discussion about some of the strategies students took from their scenarios that can help young people identify and respond to biased or hateful language online.\* Chart the students’ responses; they might include some of the following:
  - ▶ Pause to gauge and process your own reaction.
  - ▶ Consider the kind of bias or hate being expressed.
  - ▶ Think about safety concerns: Is the person being biased or hateful a total stranger or a friend/person I know I can engage in dialogue with?
  - ▶ Brainstorm different ways of responding to the same situation.
  - ▶ Consider when it is better to anonymously report an incident or involve an adult versus responding yourself.
  - ▶ Use “I statements” if it is someone you know and feel comfortable talking to.
  - ▶ Think about how to support and lift up members of a digital community who have faced online harassment or cyberbullying.

**\*Note:** A great place to find strategies for countering biased speech online is Teaching Tolerance’s publication “Speak Up at School.” This guide can be helpful if students need help generating ideas or it can be used at the end of the lesson to recap the discussion and add additional strategies.

[tolerance.org/classroom-resources/tolerance-lessons/civic-engagement-and-communication-as-digital-community](https://www.tolerance.org/classroom-resources/tolerance-lessons/civic-engagement-and-communication-as-digital-community)



# Step in, step out prompts

## STEP IN, STEP OUT PROTOCOL

1. Ask students to stand in a circle. Emphasize that this activity is meant to be silent and reflective; there will be an opportunity for dialogue afterward.
2. Have students listen when you read aloud a statement. If students have experienced what is described in the statement, they can step into the circle silently.
3. When you give a silent signal, students will step back to rejoin their peers in the original circle.
4. Repeat for all statements.
5. Debrief the activity, sharing reactions, connections and any questions sparked by the activity.

1. I spend time online.

2. I have used social media.

3. I play video games online.

4. I learn about current events and news online.

5. I've experienced online harassment or cyberbullying.

6. Someone I know has experienced online harassment or cyberbullying.

7. I've experienced online harassment or cyberbullying related to an identity group (or groups) I belong to (for example, race, ethnicity, religion, sexuality, gender, ability or immigration status).

8. Someone I know has experienced online harassment or cyberbullying related to an identity group (or groups) they belong to (for example, race, ethnicity, religion, sexuality, gender, ability or immigration status).

9. I've responded to someone I know online who used biased or hateful language or images.

10. I've responded to a stranger, someone I do not know, online who used biased or hateful language or images online.

11. I've responded in person (offline) to someone I know who used biased or hateful language or images online.

12. I've reported hateful or biased language or images that violate the terms of a digital community (for example, Facebook, Twitter, Instagram or a gaming community).

13. Someone has responded in my defense online when someone else used biased or hateful language or images directed at me.

14. There have been times when I experienced shame, regret, guilt or fear related to biased or hateful language or images faced online.

15. I think it is important to consider personal safety when engaging in communication online as part of a digital community.

16. I think people should respond to those who troll others using biased or hateful language or images.



## Group scenarios

### SCENARIO 1

Kira enjoys online gaming with her friends. They occasionally include strangers in their group gaming sessions. During one game, a person Kira and her friends do not know makes an Islamophobic remark equating Islam with terrorism. Kira and her friend group, including one of her friends who identifies as Muslim, feel offended by the comment but are unsure of how to respond.

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### SCENARIO 2

Lex identifies as queer and transgender (they prefer using they/them pronouns). Lex has a social media account where they enjoy sharing selfies and some photos related to their experiences transitioning. On a recent post, Lex finds a string of hateful, transphobic comments making fun of their transgender identity, calling their transition a sin and threatening Lex physically.

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### SCENARIO 3

Javi reads an article online about recent hate crimes. Javi scrolls through the comments section and reads several comments with racist, anti-black statements, offensive name-calling and offensive “jokes” about slavery and the Holocaust. Some of the user icons include racist images and hate symbols such as swastikas.

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### SCENARIO 4

Andre is part of a group chat brainstorming Halloween costumes for an upcoming party. Some members of the group Andre knows well and others not so much. Someone in the group says they might just “dress up like an Indian or a Mexican” because either will be an “easy, funny costume to pull off” and asks if anyone has a “sombrero, fake mustache or feathers” they could borrow.

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### SCENARIO 5

Shay and Will are close friends and are hanging out after school one day. They log onto a popular social media site to check out recent updates. Shay notices her cousin has just shared a photo of his ex-girlfriend along with a degrading, sexist caption including intimate details about the girl and their relationship. Will and Shay attend the same school as this young woman and are shocked by the post.

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# Analyzing how words communicate bias



## LESSON OBJECTIVE:

- ▶ Identify bias in news articles and stories
- ▶ Discern the point of view of writers and reporters by analyzing their word choice
- ▶ Discern the point of view of writers and reporters by analyzing their tone
- ▶ Separate the point of view of the author from the facts of the news story
- ▶ Be critical of the way they communicate information themselves



## ESSENTIAL QUESTIONS

- ▶ How does word choice implicitly communicate bias?
- ▶ How do we identify a writer's bias through their word choice?
- ▶ Why is it important to read articles from a variety of sources?



## AGE

- ▶ 11-14



## MATERIALS

- ▶ Two different articles on a current event or topic relevant to the students.
- ▶ Chart paper for class t-chart
- ▶ "Evaluating Bias in a Newscast" handout
- ▶ "Creating a Biased News Story" handout



## PREPARATION

- ▶ Print off articles for the student to review, include articles with both conservative and liberal slants.
- ▶ Print one of each handout for each student.



## ISTE DIGITAL COMPETENCY

- ▶ INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints, and I engage with others online with respect and empathy.
- ▶ ALERT: I am aware of my online actions, and know how to be safe and create safe spaces for others online.



## SUPPORT MATERIALS

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## SERIES OVERVIEW

As technology advances and the social landscape shifts, it is crucial for students to become digitally literate citizens. In this series, students will learn the ins and outs of media literacy, from choosing reliable sources and understanding online searches to navigating online security and participating in digital communities. More lessons in this series are listed below under “Related Resources.”

## LESSON OVERVIEW

This lesson addresses the importance of locating and verifying reliable sources when working with online information. Students will compare and contrast different sources on the same topic and think about what makes one source more reliable than another. They will then work collaboratively to develop a checklist of questions for source evaluation.

Students will also zero in on the significance of evaluating sources for bias. They will learn to identify the author’s or designer’s purpose in online information and use this skill to search out biased viewpoints. Students will react to sources presented online and identify common reasoning errors in reactions to digital information.

## PROCEDURE

- ▶ Give students one news story about an event. Put students into groups, and ask them to collect a list of facts from the article using the exact words the author used in the article.
- ▶ Give students the second article about the same event, ensuring that this one has a different tone. Ask the same groups to make a list of facts from the article, again using the exact words the author used in the article.
- ▶ For the whole class, model creating a t-chart with words from each article that depict the same fact or event. For example, you might write murdered in one column and killed in the other. Ask students to complete their own t-charts independently.

- ▶ As a class, define and discuss tone and charged as these ideas apply to word choice. Then, ask students to discuss in their groups what biases they identify in the two articles based on the tone and charge of the words. Allow them to use the “Evaluating Bias in a Newscast” handout to record their observations.
- ▶ Pose two questions to the class: (1) How do we figure out what really happened? (2) Why is it important to be aware of both stories? Discuss as a group or have students write their responses to each question.
- ▶ Tell students they will now practice writing their own “charged” article based on a given scenario that is relevant to current events. Together, review the “Creating a Biased News Story” handout, which they can use to guide their process.
- ▶ Finally, have students share their pieces with each other. Ask them to highlight the charged words and identify the bias in each other’s work and explain how the bias is expressed.

## VOCABULARY

**charged** [chahrjd] (adj) filled with excitement, tension or emotion

**tone** [tohn] (noun) the general attitude communicated in a piece of writing

**bias** [bahy-uh s] (noun) prejudice; favoring one person or point of view more than others

**point of view** [point uhv vyoo] (noun) a particular way of considering a matter; the position from which an event or topic is observed

**implicit** [im-plis-it] (adj) suggested or assumed but not obvious or explicitly stated

**Sources:** Google Dictionary, dictionary.com, en.oxforddictionaries.com

[tolerance.org/classroom-resources/tolerance-lessons/analyzing-how-words-communicate-bias](https://tolerance.org/classroom-resources/tolerance-lessons/analyzing-how-words-communicate-bias)



HANDOUT



# Evaluating bias in a newscast

Evaluate the news story you were given for evidence of bias.  
Answer these guiding questions to help you begin thinking about your analysis.

**What are the facts of the event?**

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**What are words or phrases that stick out to you as “charged”?**

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**What is the tone of the piece?**

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**What are the writers communicating about their point of view?**

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HANDOUT



# Creating a biased news story

Today you will create a biased news story about your given event. Answer these guiding questions before you begin to help prepare yourself and structure your piece.

**What are ALL of the facts in this story?**

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**What is your point of view?**

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**What facts are you going to include?**

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**What facts might you exclude?**

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**What are some charged words you might use to describe your event with your bias?**

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# Online presence



## LESSON OBJECTIVE

Students will be able to identify one type of personal information they can manage online, one form of information they can't totally control online and one thing they can do about some aspect of their personal information online not directly controlled by them.



### ▶ ESSENTIAL QUESTIONS

- ▶ How much control do you have over the information about you online?



### ▶ AGE

- ▶ 13-18



### ▶ PREPARATION

- ▶ Students will need internet access for this lesson



### ▶ ISTE DIGCITCOMMIT COMPETENCY

- ▶ INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.
- ▶ ALERT: I am aware of my online actions and know how to be safe and create safe spaces for others online.



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# Online profiles and storytelling

## Part 1

### TELL YOUR STUDENTS

The public information that is available about you online comes from many sources. You can control some of those sources, like the content you share (e.g., photos, videos, text-based posts) on your social media profiles.

### CLASS INTERACTION

Project Barack Obama's Facebook page on a projection screen. Then, read out or project the hypothetical negative online comments about Obama provided below on projection screen. Please make sure that students understand that the content of these comments and the accounts themselves are fictional. They have been created solely for the purposes of this activity.

1. @Luciano1782586: Barack Obama burns everything he cooks. Even the economy!
2. @Artemis4062456: Obama has a poor sense of direction. He can't even find his way to the White House without a GPS!
3. @Sergei5639876: Obama wouldn't know foreign policy if a treaty hit him in the face.

### ASK YOUR STUDENTS

- ▶ What are your reactions to Barack Obama's Facebook page?
- ▶ What about the hypothetical negative comments directed at Obama?
- ▶ How do you think they might make Obama feel? (e.g., offended, potentially humored) And how might they make other people feel in terms of how much they like/dislike Obama?

## Part 2

### TELL YOUR STUDENTS

Now think about your own social media profile(s).

### ASK YOUR STUDENTS

- ▶ What is the story that people might take away from reading your profile? Who writes that story?
- ▶ How might you manage that information?
- ▶ What can you influence with respect to online content about you? What can't you control?

### TELL YOUR STUDENTS

Look at one of your personal social media profiles (Facebook, Instagram, Snapchat, Twitter, WeChat, etc.) or the social media profile of a public figure (e.g., someone in the music and/or film (movies/TV) industry, political figure, business leader). Pick several pieces of content (e.g., photos, videos, text-based posts) that are visible on the profile.

### ASK YOUR STUDENTS

- ▶ Who created the posts? Why?
- ▶ What are some of the comments?
- ▶ Who was the target audience for each post?
- ▶ What information was left out?

## Assignment

Ask students to write a few paragraphs based on the posts they reviewed in the previous activity and answer the following questions:

- ▶ What is one type of content that you/the account owner DO/DOES primarily control?
  - ▶ Suggested responses: your username; your own status updates; your posts/shares/tweets; the photos or videos you upload to your stories or moments; comments you make on the content other people share on social media.
- ▶ What is one type of content that you/the account owner DO/DOES NOT primarily control?
  - ▶ Suggested responses: comments other people make on the content you share on social media (e.g., your stories, moments, status updates, tweets), the content others share on social media, how friends/followers/those you are connected to share online content you have uploaded.
- ▶ What is one thing you can do about content that someone else has written about you that you do not like for some reason (i.e., this information is NOT in your direct control)?
  - ▶ Suggested responses: untag yourself; reach out to the person who shared the content and ask them to remove it; block the user; if you fear for your safety, tell a trusted adult; depending on the platform, you may be able to report the content and/or the user if it's harassment or bullying.

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# Who do you want to be?



## LESSON OBJECTIVE:

Students will examine how their online identity and the content they create and share related to their goals (e.g., career-related, academic, interests they would like to pursue). They will explore how to manage an online persona that considers subject, platform, name, visual representation and privacy settings.



- ▶ **ESSENTIAL QUESTIONS**
  - ▶ How do digital technologies impact your interests and goals?
  - ▶ How do you convey these interests and goals to others online?



- ▶ **AGE**
  - ▶ 13-18



- ▶ **MATERIALS**
  - ▶ “My online identity” Handout



- ▶ **PREPARATION**
  - ▶ Print one handout per student



- ▶ **ISTE DIGCITCOMMIT COMPETENCY**
  - ▶ **INCLUSIVE:** I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy



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# My online identity

## Discussion

### TELL YOUR STUDENTS

Let's take a minute to think about how we interact with different people depending on who they are. You may act differently around your friends than your family members or your teachers at school. You also may act differently depending on the setting or occasion—one way with friends at school and a different way with the same friends when you spend time together outside of school.

### TELL YOUR STUDENTS

We may be all slightly different people depending on where we are and who we're with. You have a similar ability to manage how you and your content will appear publicly online and it can be helpful to start thinking about how you'd like others to view you on the internet.

Public figures (e.g., those in the music and/or film (movies/TV) industry, political figures, business leaders) do this all the time. By carefully constructing every part of their brand and public presence, from social media content (e.g., photos, videos, text-based posts) to interviews, they are trying to appeal to as many fans or customers as possible.

You don't have to be a public figure with a billion-dollar marketing strategy. But it is useful to think about who might be looking at your online presence and plan how you appear online for the future.

## Interaction

### CLASS INTERACTION

Organize students into pairs.

### ASK YOUR STUDENTS

- ▶ What content do you currently make and/or share online (e.g., videos, music, remixes, blogs, designs, animations)?
- ▶ What inspires you to make or share this content? Why do you do it? What content do you have your real name and image associated with?
- ▶ Is there any content that you would not want to be publicly associated with you? Why not?

### CLASS INTERACTION

Give students 7 minutes to discuss. And ask the groups to share out.

### ASK YOUR STUDENTS

Before we can talk about your future online presence, let's talk about your future goals. Discuss with your partner: where and what do you want to be in a few years from now when you grow up and how did you first come up with that idea? It's okay if you have more than one idea or one career that currently interests you.

- ▶ What other personal goals do you have that are not related to your career goal(s)?
- ▶ What might you do online to help you achieve your future goals career goals or personal goals?

### CLASS INTERACTION

Pass out "My online identity" Handout to students.

### TELL YOUR STUDENTS

What you do online can help you explore your current interests and also help you discover future passions.

Take a few minutes to fill out this handout and reflect on your aspirations in the context of how you present yourself online. Remember that everyone's online identity may well be different and your own identity will likely evolve based on how your goals and interests change in the future.

## Assignment

### TELL YOUR STUDENTS

Now that we have reflected on how you view yourself and your interests, let's think about how you would like to highlight aspects of your identity to others.

Imagine that you are creating a new social media presence that focuses on a particular aspect of your identity. You will be starting from scratch and you will have total liberty to adjust all of the privacy settings and craft content in any way you wish.

In a written paragraph, discuss how you might structure this new social media presence to portray your chosen image to your friends and followers. In particular, speak to the following concepts:

1. Type of account and platform (e.g., social media, blog, etc.)
2. Type of content (e.g., photos, videos, text-based posts)
3. What would you put in the "About Me" section?
4. What kinds of images would you use?
5. What would you set your privacy settings to? Would any of these settings depend on the type of content you share?



# My online identity

Please write down your answers to the following questions in the space provided.

1. Where do you see yourself in a few years from now? What type of person do you want to be?  
What kind of work do you see yourself doing or how will you be spending your time?

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2. Thinking about this “future you,” what passions, interests or hobbies do you think you will have?

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3. What kind of skills and assets do you think you will have developed by then? Which ones do you think you will be most excited or possibly proud about?

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4. If you think about who/where you are now, do you think how you currently engage online (e.g., how you present and express yourself, the people and communities you interact, the passions you share, the skills you develop) has an impact on who/where you would like to be in the near future? If so, how? Or if not, why not?

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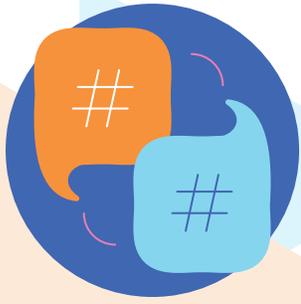
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# Get Digital Bullying Prevention

YOUTH COLLECTION



# Digital Empowerment

## “Humans of...” Project

### ACTIVITY

When we feature the voices and stories of our school community, everyone feels more connected and supported. Try creating a school social media campaign featuring students and staff and leverage social communication to create more positive connections.

- 1 Get inspiration by checking out stories from [“Humans of New York.”](#)
- 2 Ask your school administration if there is a school social media account or internal messaging system you can use to feature stories or ask if you can start one in partnership with an adult. Get approval for your project and ask the yearbook or ASB team to help with photos.
- 3 Come up with a schedule (for example, every day or week) that works for you and any friends who want to lead the project.
- 4 Reach and find a student or small group of students to feature by sharing their picture and story. (Tip: Type up the story they share or record it to type later)
- 5 Remember to consider safety and privacy from Digital Basics and, of course, encourage kind and supportive comments each week. (Tip: Make sure that the person being featured approves the picture and words before posting)
- 6 It’s a great way to build a positive online school culture and help everyone feel a sense of belonging.

**SOURCE** Lesson derived from: <https://inspired.fb.com/projects/humans-of/>

**HERE’S AN OFFLINE VERSION OF THE ACTIVITY:**

Fast facts school bulletin board: <https://inspired.fb.com/projects/fast-facts-campaign/>



# Digital Engagement

## Being Inclusive Online

### ACTIVITY

Online spaces are a reflection of us, and only we have the power to decide to be inclusive and create a positive online community. Take one action today!

- ▶ Reflect on the following questions: How do you treat your friends online? How do people treat you online? Do you think you have appropriate boundaries online, or have you ever felt pressured online e.g., to like something, or to view something?
- ▶ As you know, being online and on social media platforms can be both positive and negative.
- ▶ Think about what certain online spaces look and feel like:
  - ▷ Are there some online communities that make you feel more welcome and supported? What are the reasons for that?
  - ▷ Are there some that make you feel more anxious or less comfortable? What are the reasons for that?
  - ▷ Now that we have an understanding of what positive communities online look like and feel like, let's brainstorm ways that we can be a positive force in online platforms.
- ▶ Reflect on the positive communities you're in, and make a list of ideas about how you can be more inclusive and kind to others online.
- ▶ Now review your list and identify one thing you can do today. Try to take that action today. Continue with one action each day this week.
- ▶ **BONUS:** Think about how you might encourage others to be more inclusive and supportive online.
- ▶ **OPTIONAL:** You can even post your ideas to the Beyond Differences' Facebook Page, or tag Beyond Differences on Facebook, Instagram or Twitter with a caption that includes the hashtag #BeKindOnline.

**SOURCE** This activity was modified from the [#BeKindOnline](https://www.bekindonlineday.org) educator curriculum from Beyond Differences <https://www.bekindonlineday.org>



## Digital Engagement

# Growth Mindset and Empathy

## ACTIVITY

Rate your agreement with the following statements (1-5: 1 = Disagree strongly; 5 = Agree Strongly):

Bullies and victims are types of people who really can't be changed. \_\_\_\_\_

There are two kinds of people: Bullies and their victims. \_\_\_\_\_

Some people are just jerks, and not much can be done to change them. \_\_\_\_\_

Now watch this short [“Growth Mindset Video”](#) (2.5 minutes) and think about the following questions:

1 How can you use the information from this video on growth mindset to think about bullies and victims? Can they grow and change?

2 What “fixed” negative beliefs do you think bullies and/or victims might have about themselves?

3 What ways could they reframe these beliefs so they reflect a growth mindset?

Some examples:

**Fixed Mindset Belief:** No one likes me.

**Growth Mindset Beliefs:** I can make new friends.

**Fixed Mindset Beliefs:** I don't belong.

**Growth Mindset Beliefs:** I can do things to help myself feel more like I belong here.

**Fixed Mindset Beliefs:** He is a bad person.

**Growth Mindset Beliefs:** He did something that I don't like, but it doesn't mean he can't change.

4 Remember the video and how it points out that we can retrain our brains by writing or repeating something to ourselves over and over. We can also retrain our brains by practicing a certain behavior, such as making an effort to say nice things about people, again and again.

5 Next time you're in a challenging situation, try to practice your growth mindset skills, and notice if that improves the way you feel.

## BONUS ACTION

Would your school benefit from a set of guidelines for participation in digital communities? Who better to create this than you and the other students? Ask your teacher to form working groups to brainstorm sets of rules that might guide community participation with empathy and inclusivity.

**SOURCE** Derived from Greater Good Science Center @ UC Berkeley's GGIE website. Full Educator Lesson:  
[https://ggie.berkeley.edu/practice/developing-a-growth-mindset-about-bullies-and-victims/#tab\\_\\_2](https://ggie.berkeley.edu/practice/developing-a-growth-mindset-about-bullies-and-victims/#tab__2)



## Digital Wellness

# Mindful Breathing

## ACTIVITY

Sometimes when we're online, something happens that makes us feel upset, sad or embarrassed. Before we react and say or do something we might regret, it's a good idea to stop and take a mindful moment to calm down and get clear on the best decision.

- ▶ Try this Mindful Breathing activity to build resilience to stress, anxiety and anger.
- ▶ Lie down [or sit down] and let your body rest. Notice whatever you're thinking right now, however you feel right now.
- ▶ When you're ready, take three deep breaths while paying attention to the rising and falling of your belly. We're not trying to do anything special except just notice the sensation—what it feels like.
- ▶ Place your hand on your belly. As best as you're able, pay attention to the rocking of your hand with each breath.
- ▶ Recognize that your mind will go off somewhere else, over and over again, or you might feel restless—all of that is normal, all of that is totally fine. Each time you notice your attention has gone somewhere else, come back again to your hand rising and falling on your belly.
- ▶ If you'd like, count your breaths, sticking to small groups. Perhaps you could count up to five and then start again at one.
- ▶ Each time you lose track, simply start over. Note any tendency to get frustrated—there's no need to, the distractions will happen. Breathe in, one, breathe out, one, breathe in, two, breathe out, two, continuing at your own pace...and coming back again to breathing in and breathing out.
- ▶ Wherever your mind has gone, allow those thoughts to be for just now. Allow them to show up and then continue on. Thoughts are normal. Everyone has thoughts continually throughout the day, throughout this type of practice.
- ▶ Come back gently, and over and over again to the feeling of breathing, right now. Allow thoughts and feelings to show up because they will, and then each time come back again.
- ▶ Breathe in, one, breathe out, one, breathe in, two, breathe out, two, and then again coming back to the next breath—not trying to fix anything or change anything at that moment, or at this next moment.
- ▶ At some other time during the day, there might be something to act on. But right now, simply lie here, guiding your attention to the rocking of your hand, to the sensation of breathing.
- ▶ And when you're ready, if you'd like, open your eyes, or continue to lie still.

**SOURCE** Derived from Greater Good Science Center @ UC Berkeley's GGIE website. Full Educator Lesson: [https://ggie.berkeley.edu/practice/breath-counting-mindfulness-practice-for-tweens-and-teens/#tab\\_2](https://ggie.berkeley.edu/practice/breath-counting-mindfulness-practice-for-tweens-and-teens/#tab_2)



## Digital Wellness

# Taking a Break

## ACTIVITY

The good news is that most apps today have tools that allow you to manage your time online. Even with that, we all need a little time away from technology to take care of ourselves sometimes.

Here are some great self-care ideas to support your balance and overall wellbeing:

- ▶ Go to the gym.
- ▶ Meditate.
- ▶ Read a book.
- ▶ Cuddle with pets.
- ▶ Journal.
- ▶ Listen to a favorite song.
- ▶ Call or visit a friend or family member.

**SOURCE** Derived from inspirED resource: <https://inspired.fb.com/teen-activities/self-care-day/>

**FOR MORE SELF CARE TIPS, CHECK OUT THESE ACTIVITIES ON INSPIRED:** <https://inspired.fb.com/teen-activities/10-steps-to-balance/>



# Digital Engagement

## Bullying Prevention

### TIPS AND TRICKS

#### 1 BECOME AN EXPERT

Educate yourself. Understand bullying and how/where it occurs. Ask your friends for ideas about how to prevent it.

#### 2 HELP EDUCATE YOUR COMMUNITY AND BE AN ADVOCATE

- ▶ Speak out against bullying. Have a conversation with your friends about bullying.
- ▶ Encourage your friends to share their experience as someone who will stand up. This will start a positive ripple effect.
- ▶ Start a club, build a campaign or host an event to raise awareness.
- ▶ Interview experts to learn more about the issue and what can be done.
- ▶ Create information posters to build awareness in school about problem and solutions.
- ▶ Be a role model and mentor to younger students and relatives about how to be safe online and offline.

#### 3 BE SMART: SAFELY SECURE YOUR IDENTITY AND PERSONAL INFO

- ▶ Set up privacy controls in your profile so you can control who sees your information.
- ▶ Protect your password and change it regularly.
- ▶ Never open unidentified or unsolicited messages.
- ▶ Log out of online accounts when not in use.
- ▶ Use online search engines to search your name regularly. Try to remove personal information that makes you uncomfortable.

#### 4 BE RESPONSIBLE

Pause before you post. Don't post anything that may compromise your reputation, or the reputation of others. Treat others how you want to be treated.

- ▶ Assume everyone has access to your profile (parents, teachers, future employers and authorities).
- ▶ Use good judgment when putting pictures up.
- ▶ Don't discuss things or use language you wouldn't want your family to see.
- ▶ Don't add people as "friends" unless you know them.

#### 5 BE COMPASSIONATE—BE STRONG.

- ▶ Make a decision to help—ask yourself, "am I going to let this person bully this person, or am I going to do something about it?"
- ▶ Support the target!
- ▶ Try to include anyone who is being left out.
- ▶ Discourage those who hurt or humiliate others. If it's safe, make it clear you think the behavior is wrong.
- ▶ If you see something going on that is wrong, speak up or leave the room and tell a trusted adult.

#### 6 Never retaliate or get back at the responsible person. Be "bigger" than that—retaliation keeps the cycle going.

#### 7 Never encourage or indirectly contribute to the behavior! Don't forward hurtful messages, laugh at improper jokes or content, or support the behavior just to fit in.



## Digital Wellness

# Finding Support

## TIPS AND TRICKS

Sometimes it can be hard to ask for help when we need it most. Here are a few tips for reaching out:

**First think about the following questions:**

- 1 Is there something you could use some help on in your life?
- 2 Have you talked with anyone about it?
- 3 Who are the people around you that you can ask? (i.e., parents, teacher, older sibling, counselor at school, etc.)

**Sometimes it's easiest to start by writing down our thoughts.**

- 1 Take a minute to write a note to that person or create an outline of what you might say when you see them.
- 2 Next step is to give them the note (or share a message through social media, email or text) or find time to talk in person.
- 3 If you plan to do this later, set a date for yourself.
- 4 After you connect and get support, remember the gratitude post from above. :-)

**SOURCE** Derived from inspirED activity: <https://inspired.fb.com/activities/asking-for-help/>

**BONUS ACTIVITIES** Getting help from your parents: <https://inspired.fb.com/teen-activities/getting-support-from-your-parents/>