



Digital Empowerment

**A Resource for Professionals
who work with Youth**

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Introduction

About the Authors

Clearinghouse for Military Family Readiness at Penn State



The Clearinghouse for Military Family Readiness at Penn State (Clearinghouse) is an interdisciplinary team comprised of research faculty and staff and creative services professionals who are committed to providing outstanding support to professionals who provide programs and services to military families. The Clearinghouse is located within the Social Science Research Institute at The Pennsylvania State University.

The Clearinghouse has partnered with the Department of Defense's Office of Military Community and Family Policy (MC&FP) to create this Digital Empowerment resource for professionals who work with children and youth and their families.

CLEARINGHOUSE
FOR MILITARY FAMILY READINESS

SOUND SCIENCE ★ STRONG FAMILIES ★ STRONGER SERVICE



Introduction

A Resource for Professionals

Importance of this Resource



Media has become an integral part of everyday life. In order to support the healthy development of children, professionals need to understand which media activities children engage in, for how long they stay involved, and in what context they use the activities (Rideout, 2017). This Digital Empowerment resource has been developed for professionals who work with children and youth. This resource intends to help guide these professionals as they provide support to children, youth, and families in order to help these individuals develop socially appropriate and responsible online behaviors.

This Digital Empowerment resource provides a background of digital citizenship and offers activities and resources that can be used to speak with children and youth about media use and communicate the importance of good digital citizenship.

Activities and resources have been developed to make it easier for the professional to identify appropriate material to use in daily lesson planning with children who are 5 to 10 years old and adolescents and teens who are 10 to 18 years old. In addition, resources are provided that offer supplementary support to the professional on specific digital citizenship topics. Furthermore, resources include posters that can be printed and placed in facilities and parent handouts and family activities that can be used to engage the entire family in practicing good digital citizenship habits.

Introduction

Digital Empowerment

Empowering children and youth to participate safely, responsibly, and respectfully in the virtual world



This Digital Empowerment Resource offers support to professionals and parents as they educate their children and youth about what it means to be a good digital citizen and empower them to positively participate in the virtual world.



Digital Empowerment

Digital Citizenship

What is Digital Citizenship?



Digital citizenship is relatively new wording that, according to Weinstein and Mendoza (2019), refers to “the responsible use of technology to learn, create, and participate.” The term emerged due to advances in digital and social technology that have resulted in the increased access to and use of media platforms. Ribble and Park (2019) define digital citizenship as “the continuously developing norms of appropriate, responsible, and empowered technology use.” Essentially, to be a good digital citizen one needs to be responsible and follow guidelines – guidelines that continue to be developed - in the digital world.

The rapid development of information and communication technology has blurred the boundaries of online and offline interaction (Kim & Choi, 2018) and has challenged the concept of citizenship. In the current digital age, digital citizenship has emerged as an effort to reevaluate traditional constructs of citizenship, which emphasize rights and responsibilities, within an online society. The underlying goal of digital citizenship is to educate and encourage users to follow socially responsible norms and behaviors when participating in the virtual world.

This effort has led to the establishment of frameworks (e.g., Ribble’s Nine Elements, 2017) and guidelines (e.g., Federal Trade Commission, 2014) that intend to help users foster positive digital experiences, recognize online actions may have consequences, and understand the use of online participation in terms of the common good. These frameworks and guidelines have been used to assist in the development of this Digital Empowerment Resource.



Digital Empowerment

Youth and Digital Media

Impact of Digital Media on Youth



Media has become a part of daily life, and children are participating in screen time activities at a very young age. The American Academy of Pediatrics recommends screen time limits for children and notes that parents need to be aware of the impacts screen time and media use can have on children of all ages. Screen time usage has been shown to affect all aspects of children's lives - from sleep to physical activity to proper nutrition.

Media habits that children and youth develop at an early age may continue through adulthood. Providing support to children to navigate the digital world responsibly – enhance the positive attributes and cope with the challenges and dilemmas – at a young age may increase their abilities to have respectable, meaningful interactions with others through constructive online engagement.

Online platforms can offer youth and children a vast virtual world, which increases their exposure to a variety of topics and diverse individuals - good and bad. Professionals and parents serve as the cornerstone to teaching the fundamental skills of digital citizenship to youth and empowering youth to be good digital citizens by helping them understand the virtual world and helping them know how to keep themselves safe within that world.



Digital Empowerment

Using the Resource

How to use the Resource



This Digital Empowerment Resource is intended to be used by professionals who work with children, youth, and families to help provide support for these individuals in the development of appropriate and responsible online behaviors.

The categorization of topics allows for the professional to easily identify a topic area and quickly find activities or resources that pertain to the specific topic. The use of the activities can be built into existing lesson plans or used alone. Examples of activities include the *5210 Challenge*, which asks children to track the number of hours in 1 month that they spend doing the 5-2-1-0 behaviors (i.e., consume 5 or more fruits or vegetables, engage in 2 or fewer hours of recreational screen time, engage in 1 or more hours of physical activity, and consume 0 sweetened beverages per day) and *Respectful Communication*, which encourages adolescents and teens to practice role-playing scenarios about how they would respond to another individual when something inappropriate or unkind is said (either to him or her or about someone else) via an online platform.

Resources are available for each topic area and consist of additional information for the professional or parent, posters to display in common areas, family media plans and contracts, and parent handouts. Examples of resources include *Cell Phone Etiquette*, which can be useful for adolescents, teens, and adults; *Technology Use Contract*, which is a handout for the entire family to complete and follow; and *Talking Tips to Protect your Child from Online Predators*, which is a handout for parents to use as they support their children in creating and maintaining safety for the child in the virtual world.



Digital Empowerment

Digital Empowerment Resource Layout

Resource Layout

This Digital Empowerment resource is divided into three main categories: Identify (Who you are), Create (What you do), and Educate (How you do it). Each main category is divided into subcategories, and each subcategory contains relevant topics with accompanying activities and resources. Activities are age appropriate for children who are 5 to 10 years old and adolescents and teens who are 10 to 18 years old. Resources are available for professionals, parents, and families.

Identify

<u>Digital Access</u>	<u>Digital Identity</u>	<u>Digital Footprint</u>	<u>Social Media</u>
<u>Digital Participation and Engagement</u>	<u>Self-Image</u>	<u>Reputation</u>	<u>Your Online Self</u>
<u>Finding a Balance</u>	<u>Self-Disclosure</u>	<u>Permanency</u>	<u>Benefits</u>
<u>Parental Awareness</u>	<u>Digital Health and Welfare</u>	<u>Photo Sharing</u>	<u>Risks</u>

Create

<u>Digital Etiquette</u>	<u>Digital Ethics</u>	<u>Digital Dilemmas</u>
<u>Respectful Communication</u>	<u>Safe, Ethical, and Responsible Online Behaviors</u>	<u>Digital Drama</u>
<u>Digital Distractions</u>	<u>Hate Speech</u>	<u>Cyberbullying</u>
<u>Positive Relationships</u>	<u>Digital Rights and Responsibilities</u>	<u>Sexting</u>

Educate

<u>Digital Security</u>	<u>Digital Literacy</u>	<u>Harmful Content</u>
<u>Safety</u>	<u>Media Literacy</u>	<u>Predators</u>
<u>Security</u>	<u>Information Literacy</u>	<u>Violence</u>
<u>Privacy</u>	<u>Fake News</u>	<u>Sexual Imagery</u>



Digital Empowerment

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Identify

Who You Are



Create

What You Do

Educate

How You Do It

Identify

Digital Access

Having the ability to access the tools and technologies to participate in a digital society



Not all children are provided the same access to digital technology. Families may not have the resources available to offer equal access. Alternative options need to be made to lessons or information sharing, so all children are afforded the same opportunities.



Identify

Digital Access

Digital Participation & Engagement



Children can only participate and be engaged in a digital society if this virtual world is inclusive.

Inclusivity in a digital world is about having access, but it is also about having the tools (e.g., internet connection and device, screen reader) to utilize existing software. In addition, one must have the digital literacy to use those tools.



Activities

Ages 5-10	Color Craze
Ages 10-18	Bag of Inclusion



Resources

Digital Access Survey
Strategies for Promoting Digital Access and Equity



Identify

Digital Access

Finding a Balance



We live in a digital world with technology all around us. While there are practical benefits to technology, such as communicating or interacting with others, advanced digital technologies may create potential threats to positive interpersonal and family relationships and child health.



Activities

Ages
5-10

[5210 Challenge](#)

Ages
10-18

[5210 Challenge](#)



Resources

[Screen Time Recommendations](#)

[Screen Time and the Very Young](#)



Identify

Digital Access

Parental Awareness



Parents should be aware of the time that children are spending on devices to ensure screen time is not interfering with healthy behaviors (e.g., physical activity, proper nutrition) and that children are forming healthy relationships with digital and social media. Parents should also be cognizant of their own interactions with digital technology and model appropriate behaviors.



Activities

Ages
5-10

[Decreasing Screen Time](#)

Ages
10-18

[5210 Media Project](#)



Resources

[Family Media Plan Builder](#)

[Physical Activity Guidelines](#)

Identify

Digital Identity

The persona created by an individual through an online platform



Digital platforms provide an opportunity for people to perform daily tasks like signing up for activities or events and connecting socially with others to express ideas or perspectives. Through these activities, one's digital identity is created. A person's digital identity can have an impact on his or her sense of self, his or her relationships, and his or her reputation.



Identify

Digital Identity

Self-Image



Self-image is how one perceives him or herself, but it also includes how one interprets what others think of him or her and who he or she wants to be.

The presence of social media allows individuals to compare themselves to others in a virtual format. This comparison, however, is sometimes exaggerated and what is depicted is the “perfect picture” and not a representation of reality.

In addition, online, or digital, activities can allow for anonymity and deception. This feeling of invisibility may change or affect the way a person presents him or herself in online interactions, and his or her presentation may be different from how he or she would present him or herself in face-to-face interactions.



Activities

Ages
5-10

[Self-Image and Gender Stereotypes](#)

Ages
10-18

[My Real Identity](#)



Resources

[Children and Self-Esteem \(poster\)](#)

[The Importance of Positive Self-Image](#)



Identify

Digital Identity

Self-Disclosure



Online self-disclosure includes the verbal or written expression of oneself, but it also contains nonverbal expression, such as posting pictures, favoriting certain links, or liking posts.

Online users have an increased ability to be whomever they want to be in the virtual world. Furthermore, online users have the ability to disclose information about others with or without their consent.

Professionals and parents can offer guidance to children to help them understand how they can develop a positive image of who they are and who they want to be - in person and online. In addition, trusted adults can help children establish appropriate boundaries for the type of information they share about themselves and about others.



Activities

Ages
5-10

[Uniquely You](#)

Ages
10-18

[Uniquely You](#)



Resources

[Self-Disclosure](#)

[Self-Disclosure and the Internet](#)



Identify

Digital Identity

Digital Health & Welfare



Two components of digital health and welfare include (1) physical well-being and (2) psycho-social well-being.

Physically - an individual's digital activities should not interfere with him or her getting enough daily physical activity or adequate sleep. Furthermore, when one engages in digital activities, he or she needs to be mindful of his or her posture, such as proper seating arrangements or lighting to prevent eye strain.

Psycho-socially - individuals may feel pressure or undue stress to create or maintain constant and consistent technological connectedness.



Activities

Ages 5-10	This is Me
Ages 10-18	Digital Activity Log



Resources

Digital Guidelines
Coping Strategies for Children
Digital Wellness 101

Identify

Digital Footprint

The information that is available online about a person



An individual's digital footprint is the trail he or she leaves as he or she engages in online activities, such as posting on social media platforms, communicating through email, and using applications. Everything an individual does online is part of his or her online history and can potentially be seen by other individuals or even tracked in a database. Information that is available online about a person may have been placed there by the person or by another individual, intentionally or unintentionally.



Identify

Digital Footprint

Reputation



Information that is shared virtually helps to create each individual's online reputation. How you appear to others online may be the same as you appear in person, or it could be entirely different. Children need to understand the potential impacts of sharing too much information online and how personal disclosures in virtual formats can tell a story for others to follow and can build upon how one is perceived.



Activities

**Ages
5-10**

[Staying Safe and Responsible on the WWW](#)

**Ages
10-18**

[How much do you care about privacy?](#)



Resources

[10 Things to Know about Digital Footprints](#)

[Reputation](#)



Identify

Digital Footprint

Permanency



Any information (e.g., posts, photographs) that is put in the virtual world is permanent and may or may not have consequences. Online information can be found by anyone (e.g., colleges, employers), and children, adolescents, and teens should be cautious when they engage in digital platforms.



Activities

Ages
5-10

[Follow the Digital Trail](#)

Ages
10-18

[Thinking Critically about Permanency](#)



Resources

[Harmful Digital Footprint Impacts](#)

[Do you know your own digital permanency?](#)



Identify

Digital Footprint

Photo Sharing



Sharing photos of yourself and others impacts your digital footprint and other people's digital footprints. Before sharing photos, you should consider what photos you share, where you share them, and with whom you share them. Also, individuals can make their boundaries clear to others. It's okay for someone to have clear boundaries about sharing photos of him or herself online and communicating his or her wishes to others about not sharing photos online. Online users should ask permission of others before they post photos of other people online and respect their wishes.



Activities

Ages
5-10

[How sharing photos can multiply online!](#)

Ages
10-18

[Private to Public](#)



Resources

[What should you do?](#)

[Guide to Sharing Photos Legally](#)

Identify

Social Media



Online platforms that allow users to engage in social networking

Social media has changed the way we communicate on a daily basis. While there are many benefits to using social media (e.g., supportive environment, sense of belonging), there are also potential risks to everyone and especially children (e.g., impacts on self-esteem, isolation). Professionals and parents can help children understand the benefits and the risks of using online communication platforms and help them develop guidelines for appropriate use.



Identify

Social Media

Your Online Self



An individual's sense of self is the perception of what defines him or her to others. Social media can positively and negatively affect a person's sense of self.

Those who engage in social media can connect more broadly with individuals, and these connections can help people define themselves. However, social media can also serve as a platform where users only share what they want with others, and this potential misrepresentation can create a false sense of reality.

Furthermore, social media users need to understand how sharing information about others, or making posts directly related to others, can significantly affect that person's sense of self.



Activities

**Ages
5-10**

[Social Media Mindfulness](#)

**Ages
10-18**

[Think Before you Post](#)



Resources

[The Impacts of Social Media on Self-Image and Self-Esteem](#)

[Post Responsibly - Be Mindful of your Audience](#)



Identify

Social Media

Benefits



Social media allows for broadened communication, provides new ways for people to learn and connect, and enhances the readiness of supportive networks. In addition, social media can strengthen friendships and foster a sense of belonging by creating an avenue where individuals are able to express themselves openly and freely.



Activities

**Ages
5-10**

[Benefits of Social Media Word Search](#)

**Ages
10-18**

[Benefits of Social Media for Teens](#)



Resources

[Social Media and Kids - Benefits](#)

[Avoid the Risks and Enjoy the Benefits \(poster\)](#)



Identify

Social Media

Risks



While engagement in social media offers benefits to children, it does come with risks. Children, adolescents, and teens may be influenced by what they see online and be more prone to engage in risky behaviors. High levels of media use have also been found to correlate with unhealthy behaviors (e.g., obesity, less sleep, lower cardiovascular health). In addition, children may become the target of predators or cyberbullying.

Families should monitor children's social media use and establish guidelines to be followed in order to reduce the risks.



Activities

**Ages
5-10**

[Introducing the Risks of Social Media](#)

**Ages
10-18**

[Social Media Permanent Footprint Worksheet](#)



Resources

[Social Media and Kids - Risks](#)

[Safety and Social Media](#)

Identify

Digital Access

Digital Participation and Engagement

Ages
5-10

[Color Craze](#)

Ages
10-18

[Bag of Inclusion](#)

Finding Balance

Ages
5-10

[5210 Challenge](#)

Ages
10-18

[5210 Challenge](#)

Parental Awareness

Ages
5-10

[Decreasing Screen
Time](#)

Ages
10-18

[5210 Media Project](#)



Digital Participation and Engagement

Color Craze

Ages
5-10

Instructions:

Put together a fun activity. Then, provide only a select group of the children with the tools or equipment to be able to participate in the fun activity. Those children who do not have the needed items (e.g., tools, equipment) to participate in the fun activity will sit out from the activity. After the activity, talk to the children who had to sit out from the activity about how being excluded made them feel.

1. Set up the activity.

Fun Activities		Educational Activities
Indoor Activities	Outdoor Activities	
Go Fish	Tag	Letters to friends and family
Paper Airplanes	Duck, Duck, Goose	Word searches
Card magic trick	Hid-and-Seek	Crossword puzzles
Board games	Sardines	Color
Charades	Simon says	Independent reading
Hang man	Red Light, Green Light	Professional reading book
Movement Chain	Capture the flag	
Scavenger hunt	Jump rope	
Room word search	Group walk outside	

2. Provide children in Group A with the tools or equipment to participate in the fun activity.
3. Have the children in Group B sit to the side and watch the children in Group A participate for a set period of time (e.g., 10 minutes). Let them know they can't participate because they do not have the items needed to participate in the activity.
4. After the set period of time, ask the children in Group B to discuss how they felt about not being able to participate.
 - a. Is it fair that they have to sit out just because they don't have the items needed to participate?
5. Talk to the entire group and discuss how everyone could be included. Come up with a solution, and link it to digital participation.



Digital Participation and Engagement

Bag of Inclusion

**Ages
10-18**

Prep/Pre-Activity Instructions:

Purchase and organize supplies to place in a bag for each participant group.

Note: each bag should be for a group of 3-6 people. These materials below are the for “complete/privilege” bag as it has all the materials and instructions in English. There should only be about 1-2 of the completed bags in the activity, and the rest should have a few things missing to simulate inequity.

Supply list:

- 1 Gallon Size Freezer Bag
- 1 Set of instructions (see instructions sheet)
- 1 Safety scissors
- ½ sheet of blue construction paper
- ¼ sheet of yellow construction paper
- 1 glue stick or adhesive
- Sharpie marker or pen
- Optional: Smarties (to represent positive messages people receive in life about their identities)
- Optional: Dum Dums (to represent negative messages people receive in life about their identities)

Facilitator Instructions:

Divide participants into groups, and pass out one bag with materials to each group.

Facilitator says: Please do not open the bag until I say to do so. The goal for this activity is to complete this task under 5 minutes using the instructions provided. I will not have any helping role in this activity so please do not ask me any questions.

Facilitator says: Now, open your box and read the instructions first before touching anything. Again, you will not be given any additional instructions beyond what is on this paper. After you read the instructions, you can begin the activity.

Note: (some groups may express that it's not fair. Allow them to vent, but do not help them or provide any additional information/instructions)

Facilitator says: If you have a limitation follow through with it until your team completes the task. The timer begins now! [Start timer for 5 minutes.]

Note: After a few minutes, the team with no limitations usually finishes first, and the facilitator needs to enthusiastically ask for the class to give that group a round of applause. Say things like, “you are so smart to shine like this.” Usually, other groups will speak up about the obvious that some groups had it harder and with limitations. Allow them to talk about the limitations. The facilitator’s goal in this activity is to help the participants realize that, while all groups were given the same instructions, there were many differences that made completing the goal more challenging.

Facilitator’s Discussion Questions (15-20+ minutes)

- # What questions or problems came up during the activity?
- # How does this activity relate to people who have limitations?
- # Was the winning group the best group? Why or why not?
- # Optional: For those who won or who had an advantage, why did you not assist those who did not have the same advantages? (Good discussion question that is meant to empower us to consider being more inclusive and promote allyship to those who do not have the same advantages/privileges as we do)

- # Optional: For those who did not have an advantage, why didn't you ask those who had an advantage for help? (Good discussion question that frames a common theme that historically underrepresented students tend to not ask for help and that we must help each other to be better)
- # How has this activity influenced you as you go forward?

Facilitator says: In organizations and in workplaces, people come in many different sizes and races and with different ability levels, but all of us have a great task ahead to honor our and each other's identities, affirm each other's successes, and be more mindful and inclusive as we go forward together.

INSTRUCTIONS SHEETS (cut into strips and place one set into each bag)

Note: All of your team members should fully participate in the activity and follow the directions given.

Instructions:

1. Take the blue piece of paper and fold it in half. (Team Member 2)
 2. Take the yellow paper and cut a circle out of it. (Team Member 3)
 3. Glue this circle onto the blue paper. (Team Member 4)
 4. Use the sharpie to write "School is Awesome!" on the circle. (Team Member 2)
 5. Put your names on the back side of the card. (All Team Members)
-

Note: All of your team members should fully participate in the activity and follow the directions given.

Instructions:

1. Tomar la pieza azul de papel y doblar por la mitad.
 2. Tomar el papel amarillo y cortar un círculo fuera de él.
 3. Pegue este círculo en el papel azul.
 4. Utilice el lápiz para escribir en marrón "Yo amo la escuela." Dentro del círculo.
 5. Poner su nombres en la parte posterior del la tarjeta.
-

Note: All of your team members must follow the directions with all of their eyes closed.

Instructions: With your eyes closed:

1. Take the blue piece of paper and fold it in half.
 2. Take the yellow paper and cut a circle out of it.
 3. Glue this circle onto the blue paper.
 4. Use the sharpie to write "I love School" on the circle.
 5. Put your names on the back side of the card.
-

Note: All of your team members must follow the directions, and all team members must have one of their hands behind their backs.

Instructions: With one hand behind your backs:

1. Take the blue piece of paper and fold it in half.
 2. Take the yellow paper and cut a circle out of it
 3. Glue this circle onto the blue paper.
 4. Use the sharpie to write "I love School" on the circle.
 5. Put your names on the back side of the card.
-

Note: Only two people on the team can give instructions to one person, and that one person must have his or her eyes closed at all times.

Instructions: Two people guide the other person who has his or her eyes closed, and they say the following:

1. Take the blue piece of paper and fold it in half.
 2. Take the yellow paper and cut a circle out of it
 3. Glue this circle onto the blue paper.
 4. Use the sharpie to write "I love School" on the circle.
 5. Put your names on the back side of the card.
-

Note: No one can talk.

Instructions: Without talking do the following:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it
3. Glue this circle onto the blue paper.
4. Use the sharpie to write "I love School" on the circle.
5. Put your names on the back side of the card.



Finding a Balance

5210 Challenge

Ages
5-10

Track your
healthy behaviors
all month long!

5210 Challenge

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks
# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks	# fruits and veggies 2 hrs or less "screen" time 1 hr physical activity 0 sugar-sweetened drinks
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Score one point for each serving of a fruit or veggie

Score 2 points for every day you had 2 hours or less of "screen" time (tv, computer, Gameboys)

Score 2 points for every day you participated 1 hour (or more) in physical activity

Score 2 points for every day you had zero (no) servings of a sugar-sweetened drinks

Score 2 bonus points for each new fruit and vegetable you ate:

List new fruits/vegetables _____

Points

Points

Points

Points

Points



LET'S GO!

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NAME _____ PARENT SIGNATURE _____

TOTAL POINTS _____

Reference

Clearinghouse for Military Family Readiness at Penn State. (2017). 5210 Challenge Calendar [Activity].

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Finding Balance

5210 Challenge

Ages
10-18

Track your
healthy behaviors
all month long!

5210 Challenge

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___
# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___
# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___
# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___	# fruits and veggies ___ 2 hrs or less "screen" time ___ 1 hr physical activity ___ 0 sugar-sweetened drinks ___

Score one point for each serving of a fruit or veggie

Score 2 points for every day you had 2 hours or less of "screen" time (tv, computer, Gameboys)

Score 2 points for every day you participated 1 hour (or more) in physical activity

Score 2 points for every day you had zero (no) servings of a sugar-sweetened drinks

Score 2 bonus points for each new fruit and vegetable you ate:

List new fruits/vegetables _____

Points

Points

Points

Points

Points

NAME _____

PARENT SIGNATURE _____

TOTAL POINTS _____



www.lets-go.org

Reference

Clearinghouse for Military Family Readiness at Penn State. (2017). 5210 Challenge Calendar [Activity].

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Parental Awareness

Decreasing Screen Time

**Ages
5-10**

We live in a world full of electronics and screens. Screens are everywhere - from the face of a cell phone to the big movie screens in theaters. There are televisions, computers, tablets, and more. People spend time in front of screens for work and for recreation. They are necessary; however, many people probably spend too much time in front of a screen.

Lesson Overview

This lesson helps children define “screen time” and identify and understand the potential problems with spending too much time looking at electronic screens. They will analyze how much of their day they spend in front of electronic screens and think of healthy ways to limit their screen time.

Facilitation Notes

Before facilitating this lesson, you may want to review the following information about screen time for children. These facts can be shared with the young people during your discussions.

Screen time includes time spent in the following activities:

- watching television,
- using the computer with or without the internet,
- texting using a cell phone, or
- playing handheld games.

There are several health concerns that can arise from spending large amounts of time in front of a screen. For example, looking at screens can be harmful to our eyes. Individuals are encouraged to look away from screens every 20 minutes, so their eyes have a chance to focus on other objects before returning to the screen. In addition, increased screen time is often associated with decreased activity. A decrease in physical activity can lead to weight gain and other health problems.

The American Academy of Pediatrics recommends the following for screen time usage:

- Children ages 2 to 5: Limit your child to 1 hour or less of high-quality programs each day. Watch these programs with your child to help him or her better understand the action and/or messages being portrayed.
- Children ages 6 and older: Set a screen time limit that is appropriate for your child’s developmental stage or for your family’s needs. Remember, screen time should never replace healthful behaviors such as physical activity, sleep, and interaction with others.

Activity:

1. Ask the children if they know what screen time is. Then explain that screen time includes time spent doing these activities:
 - watching television,
 - using the computer with or without the internet,
 - texting using a cell phone, or
 - playing hand-held games.
2. Ask the children to list the various screens in their current environment or home. You can then point out the growing number of screens each young person is exposed to in a typical day. Here are some examples: cell phones, televisions, movie screens, screens in arcades, handheld games, computers, and navigation screens in cars.

3. Ask the children how much time they spend in front of a screen each day. Talk about the importance of limiting total screen time to 2 hours or less each day.
4. Explain to the children how being physically active is essential to their health and well-being. Emphasize the benefit of being physically active over sedentary screen time. Our bodies like to move and be physically active, so, when we sit in front of a television screen for hours, we don't get the amount of physical activity our bodies need every day to be healthy.
5. Pass out the "Change the Channel on Screen Time" handout and crayons to each young person. Ask them to cross out the pictures of screens. Color the pictures that show good things to do when you turn away from the screens.
6. Allow the children time to color. If time permits, young people can draw a picture of a favorite activity that emphasizes the benefits of physical activity over screen time on the back of the paper. Volunteers can share their drawings.

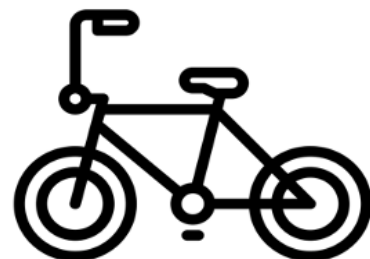
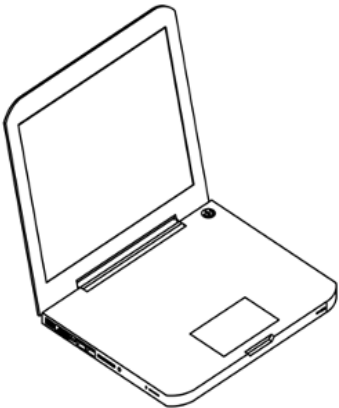
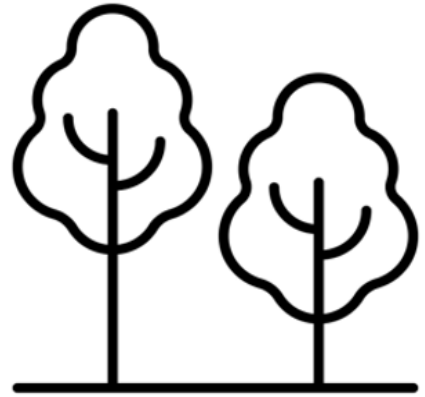
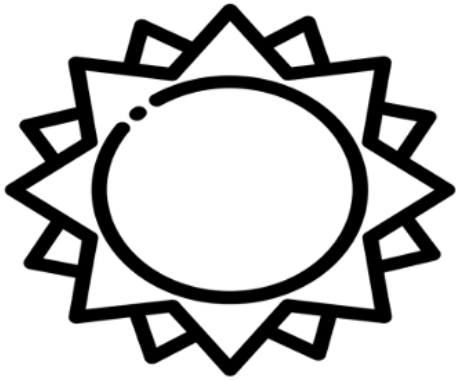
Conclusion:

Set screen time goals for the next week. Some examples include the following:

- Turn the television off if nobody is really watching it.
- Eat food in the kitchen or dining room. No screen time while eating!
- Do not text during family meals or other times that are set aside for family activities.
- Keep track of your screen time each day. When you've reached 2 hours, replace your screen time with a healthy activity. If you've had plenty of exercise already, read a book, make artwork or crafts, or even just have a conversation with other family members

Change the Channel on Screen Time!

Color the fun physical activities and cross out the screens!





Media Projects

Having students create their own health media is a great way to educate their peers and others in the community about teen health issues. You can help teens spread positive 5-2-1-0 messages by working with them and community organizations to create various types of media. Teens will have great ideas for catchy media campaigns and will be excited to create ads that will appeal to their peers.

Objectives:

- Students will experience team work and collaboration.
- Students will become comfortable using modern technology.
- Students will explore the way media is used as a tool to spread health messages.
- Students will create a product that can be shared, assessed, and utilized.

Consider having students create:

- 5-2-1-0 commercials or ads (post them on 'YouTube'!)
- 5-2-1-0 songs, raps, or poems (see if a local radio station will air them!)
- 5-2-1-0 flyers, posters, or brochures (make it a poster contest!)

Or, send students on a photo scavenger hunt to capture people in the 'act' of a healthy behavior. Who can capture the best image that represents the 5 message? The 2 message? 1? 0? Encourage creativity and thinking outside the box!

Creation of any of the above projects could be a:

- Homework assignment
- Class project
- Family project
- Community service project

Be sure to share your students' creations.

You never know, a new 5210 public service announcement could come from you!

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

CLEARINGHOUSE
FOR MILITARY FAMILY READINESS

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as of July 11, 2017

References

Clearinghouse for Military Family Readiness at Penn State. (2017). 5210 Media Projects [Handout].

https://2nzrud2ihl0232cd2q2xiok0-wpengine.netdna-ssl.com/wp-content/uploads/2018/02/mediaprojects_hmc_7-11-17.pdf and
https://2nzrud2ihl0232cd2q2xiok0-wpengine.netdna-ssl.com/wp-content/uploads/2018/02/mediaprojects_hc_7-11-17s.pdf

Identify

Digital Access

Not all children are provided the same access to digital technology. Families may not have the resources available to offer equal access. Alternative options need to be made to lessons or information sharing, so all children are afforded the same opportunities.

Digital Participation and Engagement

-  [Digital Access Survey](#)

-  [Strategies for Promoting Digital Access and Equity](#)

Finding Balance

-  [Screen Time Recommendations](#)

-  [Screen Time and the Very Young](#)

Parental Awareness

-  [Family Media Plan Builder](#)

-  [Physical Activity Guidelines](#)



Digital Participation and Engagement

Digital Access Survey

Not all children are provided the same access to digital technology, therefore professionals may need to make adjustments to lessons or information sharing so that everyone is provided the same access.

Use and distribute the child survey and parent survey templates [in the pages that follow](#) to determine digital access.

Child Survey

What type of technology do you use at home? (Check all that apply)

- ☐ Desktop PC
- ☐ Laptop
- ☐ iPad
- ☐ Android tablet
- ☐ Kindle or Nook
- ☐ Chromebook
- ☐ Smartphone
- ☐ None
- ☐ Other (please specify)

What type of device do you primarily use for schoolwork?

- A. Desktop PC
- B. Laptop
- C. iPad
- D. Android tablet
- E. Kindle or Nook
- F. Chromebook
- G. Smartphone
- H. None
- I. Other (please specify)

What school-related activities do you do on your device?

- ☐ Reading
- ☐ Writing
- ☐ Math
- ☐ Projects/Presentations
- ☐ Research
- ☐ Other (please specify)

How do you access the internet at home?

- ☐ Cable modem
- ☐ Fiber to the home
- ☐ DSL (through the phone company)
- ☐ Dial-Up (must connect via phone dial)
- ☐ Cellular service
- ☐ Satellite service
- ☐ Other
- ☐ No internet access

For what other activities do you use your device?

- ☐ Social Media (e.g., Twitter, Instagram, Snapchat, etc.)
- ☐ Games
- ☐ Music
- ☐ Movies
- ☐ Digital Art
- ☐ Media (e.g., online magazines, TV shows, etc.)
- ☐ Other (Please specify)

Do you use the internet to complete your schoolwork outside of school?

- A. Never
- B. Sometimes
- C. Often
- D. Always

How many other members of the household share the device you primarily use for school-work?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5+

Do you use your personal device for schoolwork while at school?

- A. Yes
- B. No

What other places in your community do you visit to access the internet?

- ☐ Library
- ☐ Commercial business (e.g., coffee shop, restaurants, etc.)
- ☐ A friend's house
- ☐ A family member's house
- ☐ Place of worship
- ☐ Other (Please Specify)

What is the connection speed that you need to engage in anywhere, anytime learning?

- A. Moderate. Enough to get online, check in, and comfortably browse the web.
- B. Fast. Enough to smoothly stream video, quickly download large files, etc.
- C. Lightning speed. Fastest possible connection for all sorts of projects.

Do you have access to this connection speed in your home?

- A. Yes
- B. No
- C. Most of the time, but not always
- D. Sometimes, but not enough
- E. Other situation (explain)

Do you have access to this connection speed in other places in the community where you do school work?

- A. Yes
- B. No
- C. Most of the time, but not always
- D. Sometimes, but not enough
- E. Other situation (explain)

Parent Survey

What type of technology do you use at home?

- ☐ Desktop PC
- ☐ Laptop
- ☐ iPad
- ☐ Android tablet
- ☐ Kindle
- ☐ Chromebook
- ☐ Smartphone
- ☐ Other (please specify)

How many devices are being used in the household?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5+

How do you access the internet at home?

- ☐ Cable modem
- ☐ Fiber to the home
- ☐ DSL (through the phone company)
- ☐ Dial-Up (must connect via phone dial)
- ☐ Cellular service
- ☐ Satellite service
- ☐ Other
- ☐ No Internet access

Overall, how comfortable are you using your home device?

- A. Not at all comfortable
- B. Not very comfortable
- C. Somewhat comfortable
- D. Very comfortable

How many other members of the household share the device(s)?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5+

If you have a smartphone or mobile broadband modem, who is your Service Provider for the Data Plan?

- A. AT&T
- B. Verizon
- C. Sprint
- D. T-Mobile
- E. Kajeet
- F. US Cellular
- G. Other (please specify)

Would you be willing to allow your child to use a personal device in school if it were part of the curriculum?

- A. Yes (please explain)
- B. No (please explain)

What is the connection speed that you need for your child to stay connected to learning and school and for you to stay connected to their school?

- A. Moderate. Enough to get online, check in, and comfortably browse the web.
- B. Fast. Enough to smoothly stream video, quickly download large files, etc.
- C. Lightning speed. Fastest possible connection for all sorts of projects and activities.

Do you have access to this connection speed in your home?

- A. Yes
- B. No
- C. Most of the time, but not always
- D. Sometimes, but not enough
- E. Other situation (explain)

Do you or your child have access to this connection speed in other places in the community where you go or where your child does school work?

- A. Yes
- B. No
- C. Most of the time, but not always
- D. Sometimes, but not enough

Reference

COSN: Leading Education Innovation. (2018, June). Digital equity: Supporting students & families in out-of-school learning [Toolkit]. https://cosn.org/sites/default/files/2018%20Digital%20Equity%20Toolkit%20FINAL_0.pdf



Digital Participation and Engagement

Strategies for Promoting Digital Access and Equity

Digital Access - having the ability to access the tools and technologies to participate in a digital society.

Digital Equity - equal access to technology (e.g., devices, software).

How can you and your community or organization work together to advocate for digital equity to create a more equitable learning environment?

Know if your community or organization is “connected”!

- Do children use technology at your location?
- Do children have access to the internet at your location?
- Is there take-home technology available for children who don’t have access to a device at home?

Take action!

- Seek out partnerships with other local communities or organizations, such as the YMCA, Boys & Girls Club, tutoring centers, public libraries, or local businesses, that may already have WiFi available for children and families.

Provide education!

- Communities and organizations can offer supports to parents and children and help them navigate our technology-rich world!
- Organize learning circles at local schools, businesses, or public libraries to complete a free online course with support from in-person peers.



Finding Balance

Screen Time Recommendations

Technology is expanding and becoming a larger part of our life every day. It is easy for anyone to watch a TV show or play a video game and lose track of time. Children need to have supervision and guidance on screen time usage. Parents can set screen time limitations, so their children can participate in a variety of educational activities. Some of the guidelines below could help you set limits for your child's screen time-activity levels.

Overall

- ✓ Be a positive role model by refraining from using your electronic device during family time and mealtime, and use that time to interact with your child.
- ✓ Discuss policies with other families and learn about what works best for these families, and then consider your own family's needs.
- ✓ Engage in screen time together so your child understands the limits you have set.
- ✓ Collect phones at the end of the night to charge them in the kitchen or the parent's bedroom. Removing the phones can eliminate disruptions from needed sleep.

Ages 0-2 years

- Before 18 months, avoid use of screen time unless you video chat with family and friends.
- Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming and watch it with their children and discuss what the screen is displaying to help the children understand what they are seeing.

Ages 2-5 years

- No more than 1 hour of screen time daily of high-quality programs.
- Parents should co-view media with children to help them understand what they are seeing and apply the messages they are learning to the world around them.
- Incorporate other activities such as reading books, building with blocks, or playing with toy cars.
- Interact with your child in creative play to show you care about and are interested in them.

Ages 5-10

- No more than 2 hours of recreational screen time daily.
- Allow some time for your child to relax and enjoy media through educational, high-quality screen time.
- Designate technology free zones such as the bedroom and dinner table.
- No technology is allowed an hour prior to bedtime or during homework time.

Ages 10-18

- No more than 2 hours of recreational screen time daily.
- Be flexible with screen time limitations by letting your child make choices and help him or her understand the consequences his or her choices may have.
- Go over the risks of screen time usage including sleep disruption, cyberbullying, and online solicitation in age-appropriate ways.

References

American Academy of Pediatrics. (2016, October 21). *American Academy of Pediatrics announces new recommendations for children's media use.* <https://services.aap.org/en/news-room/news-releases/aap/2016/aap-announces-new-recommendations-for-media-use/>



Finding Balance

Screen Time and the Very Young

The American Academy of Pediatrics recommends NO screen time for children under 2 years of age. Excessive screen time (over 2 hours a day) can put young children at risk for developmental and health concerns. Listed below are some of the effects that screen time can have on the very young.

Excessive screen time...

- can be habit-forming. The more time a young child is engaged with screens, the harder it may be for him or her to turn off screens as he or she gets older.
- is linked to irregular sleep patterns and delayed language acquisition for children under 3.
- takes time away from meaningful interactions with parents, family members, and caretakers.
- can be associated with problems in later childhood, including lower math and school achievement, reduced physical activity, social issues, and increased Body Mass Index.
- has been associated with increased early childhood aggression.
- simply put, means less time involved in creative play, which is the foundation of learning, constructive problem-solving, and creativity.

Reduced screen time...

- may lead to decreased interest in screens as children become older.
- can help prevent childhood obesity by allowing time for more physical activity and less exposure to television advertising for unhealthy foods that target children.
- allows for better school achievement, a healthier diet, more physical activity, and the opportunity to better engage in school as older children.
- can start now! Limiting exposure before age 6 greatly reduces the risks of excessive screen time.

Do yourself and your young children a favor – create an electronic and media-free bedroom and be a role model by reducing your own recreational screen time.

Reference

American Academy of Pediatrics: Council on Communications and Media. (2016, November). Media and young minds. *Pediatrics*, 138(5), e20162591. <https://pediatrics.aappublications.org/content/138/5/e20162591>



Parental Awareness

Family Media Plan Builder

Families should consider establishing limits and policies when it comes to technology use. Answering these questions can help parents learn and understand what limits they may set for a beneficial screen time experience.

Screen Free Zones:

Electronics and TVs should not be in the following zones of our home:

- ☐ Bedroom
- ☐ Kitchen
- ☐ Dining room
- ☐ Other: _____

Screen Free Times include the following:

- ☐ In the car, except for long trips
- ☐ Family time
- ☐ Mealtime
- ☐ An hour before bedtime
- ☐ Other: _____

Device Curfew is as follows:

- ☐ 7:00 PM
- ☐ 8:00 PM
- ☐ 9:00 PM
- ☐ 10:00 PM
- ☐ 11:00 PM
- ☐ Other: _____

Overnight Charging Location is as follows:

- ☐ Doesn't apply for ages 0-2
- ☐ Kitchen
- ☐ Parents' bedroom
- ☐ Other: _____

Recreational Screen Time rules are as follows:

- ☐ Co-view media
- ☐ Co-play apps and videogames
- ☐ Watch educational shows and use appropriate apps reviewed by PBS or Common Sense Media
- ☐ Limit time spent watching shows or playing apps/games that contain excessive action or stimulating content
- ☐ Can use media to communicate

- ☐ Do not use media as a babysitter
- ☐ Limit background media
- ☐ Ask for an adult's permission before downloading apps, movies, and games

Limit Screen Time to engage in other activities, such as the following:

- ☐ Read books
- ☐ Play outside
- ☐ Play dress-up or make believe
- ☐ Play with friends
- ☐ Play with blocks, puzzles
- ☐ Be with family

Teach and understand manners that pertain to electronics:

- ☐ Don't look at the phone while talking to someone
- ☐ Do not allow a phone to be on or beneath the table during meals
- ☐ Other: _____

Teach and understand safety rules, such as the following:

- ☐ Do not provide personal information
- ☐ Do not use a phone while driving
- ☐ Do not use a phone while crossing streets
- ☐ Do not share private photos online
- ☐ Review privacy setting on any used sites
- ☐ Do not chat or game with a stranger without parent's consent
- ☐ Other: _____



Parental Awareness

Physical Activity Guidelines

The Physical Activity Guidelines for Americans (2018) provide recommendations for people of all ages on how to improve their health and well-being. Some benefits of physical activity include improved bone health and weight status for children ages 3 through 5 years, improved cognitive function for youth ages 6 to 13 years, reduced risk of cancer for those adults who are 18 to 65 years, and improved brain health for adults who are over 65 years old.

Age 3-5 years

Preschool-aged children should be physically active throughout the day to enhance growth and development. Adult caregivers of preschool-aged children should encourage active play that includes a variety of activity types.

Age 6-17 years

It is important to provide young people opportunities and encouragement to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety. Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.

- **Aerobic:** Most of the 60 or more minutes per day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
- **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
- **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

Age 18-64 years

Adults should move more and sit less throughout the day. Some physical activity is better than none. Adults who sit less and do any amount of moderate-to-vigorous physical activity gain some health benefits.

For substantial health benefits, adults should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity. Adults can do an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week. Additional health benefits are gained by engaging in physical activity beyond the equivalent of 300 minutes (5 hours) of moderate-intensity physical activity a week. Adults should also include muscle-strengthening activities of moderate or greater intensity and that involve all major muscle groups on 2 or more days a week as these activities provide additional health benefits.

Age 65+

The guidelines for adults also apply to older adults.

As part of their weekly physical activity, older adults should do multicomponent physical activity that includes balance training and aerobic and muscle-strengthening activities. Older adults should determine their level of effort for physical activity relative to their level of fitness. Older adults with chronic conditions should understand whether and how their conditions could affect their ability to do regular physical activity safely. When older adults cannot do 150 minutes of moderate-intensity aerobic activity a week because of chronic conditions, they should be as physically active as their abilities and conditions allow.

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Q Identify

Digital Identity

Q Self-Image

Ages
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[Self-Image and Gender
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Self-Image

Self-Image and Gender Stereotypes

Ages
5-10

Introduction: At an early age, children are introduced to the concept of stereotypes. This activity intends to provide an example of how children are inadvertently conditioned to categorize males and females into specific gender roles.

Purpose: The purpose of this exercise is to show how children as young as 5 years old already hold common ideas of stereotypical gender roles. By asking children to draw and name working professionals and watching a video of someone else doing this same exercise, educators (or any adults using this activity) can use this experience to begin conversations with children about what stereotypes mean and break down the construct of gender roles. Asking children to draw and name working professionals based on their careers can provide confirmation of how gender roles have already been ingrained in young children. The video provides an alternative perspective of stereotypically gendered professional careers. The discussion questions intend to help children think critically about stereotypes and gender and what these terms mean to them. Through this discussion, children will learn how to think differently about stereotypes.

Instructions: Provide materials to children and have them draw and name a firefighter, a nurse, and a police officer. When they have completed their drawings, play the attached video and watch as a group. After the video, have a discussion with the children. Discussion questions are below.

Materials:

- Paper
- Colored Pencils
- Video: <https://adage.com/creativity/work/redraw-balance/45935>
- Video (more academic): <https://www.youtube.com/watch?v=-VqsbvG40Ww>

Directions:

- Give each child 3 pieces of paper and colored pencils.
- Instruct them to draw a firefighter, a nurse, and a police officer.
- Ask them to name their characters.
- Watch the attached video.
- Discuss.

Discussion Questions

1. What differences or similarities did you notice about your drawings and the drawings in the video?
2. What is a stereotype?
 - a. Ideas or images about how people will act based on the group to which they belong. Many children grow up identifying certain characteristics as belonging only to boys or girls.
3. What is gender?
 - a. The state of being male or female. "Gender" also refers to the social roles, behaviors, and traits that a society may assign to men (masculine) or to women (feminine).
4. Where do these ideas come from?
 - a. (e.g. TV, parents, societal norms)
5. What stereotypes did you notice in your drawings and the drawings in the videos?
6. What might be helpful or harmful about these stereotypes?
7. How can holding certain stereotypes in your mind be limiting to children as they grow up?
8. How might a boy feel if he wears pink clothing to school, and people make fun of him?

9. How might a girl feel if she wants to play basketball, and boys tell her she can't?
10. What did you learn from this activity?

References

- Common Sense Education. (2018, November 18). *Promote positive gender representations and give students a broader perspective on their options*. <https://www.commonsense.org/education/articles/age-appropriate-tips-for-addressing-gender-stereotypes-in-the-classroom>
- Ward, L. M., & Aubrey, J. (2017). Watching gender: How stereotypes in movies and on TV impact kids' development [Research Brief]. Common Sense. https://www.commonsensemedia.org/sites/default/files/uploads/pdfs/2017_commonsense_watchinggender_fullreport_0620.pdf



Self-Image

My Real Identity

**Ages
10-18**

People can choose to portray anyone they want to represent in an online environment. They can share as little or as much information as they want. This lesson explores and explains the importance of what having an online identity means, and it looks at helping an individual understand that this identity should align with whom the individual is in reality. It provides pertinent questions for children to consider, like who they are online, what they are sharing online, and how to assess the truthfulness of other information they see online. It also helps children understand what information is okay to share and what information is dangerous to share.

Instructions: Three lessons, each 40 minutes.

Lessons can be presented at different times. They can be part of a week- or 2-week long unit depending on the length of class time.

Materials:

- Computer lab or computers in the classroom

Lesson 1: Identity – What is it? Is it important for us?

Step 1: Duration – 15 minutes

- Work in small groups.
- Each group creates its own word cloud (a cluster of words depicted in different sizes).
- Question: What words come to mind when you hear the term identity?
- Groups prepare a short oral presentation that explains how they chose to solve the task.
 - These presentations intend to start a discussion among the children about the different possibilities of what an identity is.
 - The children should be able to reproduce their clouds in front of the class and discuss their solutions.
- Ask the whole class which words are missing.
- Is our own identity important for us? Why? Why not?

Step 2: Duration – 15 minutes

- Divide children into two groups
- Group 1:
 - Prepare ideas on why our identity is important to us and why it should be stable.
- Group 2:
 - Oppose the views of Group 1.
 - Key Questions:
 - Why is it good to change our identity?
 - When is it good to change our identity?
 - Can we always tell a true identity from a false one? Why? And when?
- Both groups discuss their ideas.

Step 3: Duration – 10 minutes

- Children engage in an activity to help them determine how to portray their own identity by choosing from a long list of characteristics. Children are, then, asked to name some of the characteristics that shape their

identity in real life. Hint: tell them to think about their distinguishing factors, their interests, their aspirations, etc.

Lesson 2: Real identity versus online identity. Is it the same thing?

Step 1: Duration – 20 minutes

- Children develop their online identity when they are active on the internet. Their identities are shaped by the pictures they post, nicknames they choose, and written content they use.
- The content children post may unintentionally represent them in a way that does not characterize who they truly are.
- Foster a conversation that explores what the children are posting and how this information can be misinterpreted by other people.
- Ask:
 - Does this really happen?
 - Do first impressions count?
 - Why? Why not?

Step 2: Duration – 20 minutes

- Children are divided into small groups, and every group is given a picture that depicts a different kind of person:
 - A man in a suit,
 - A young girl in a dress with a backpack and books in her hand,
 - A boy with glasses and a cap, and
 - A man with dreadlocks.
- Children are asked to match their picture of the person with the profile that corresponds to that picture (i.e. assign characteristics to the person) and, then, write a short description about their person.
- Children are then asked to present pictures and descriptions.
- Discuss the following:
 - Are first impressions correct?
 - What impression do these images convey?
 - Are the details important?

Lesson 3: When True and False Meet...

Step 1: Duration – 15 minutes

- Children can work individually or in groups.
- Groups are asked to answer these questions:
 - What is “identity deception”?
 - Where is the line between the conscious shaping of my identity and identity deception?
 - Do you lie when you are online?
 - What do people lie about?
- Open a Google Doc so children can type and keep track of their ideas.
 - If you don’t have this capability, give each group a poster-size piece of paper for them to write down their ideas.

Step 2: The truth or not the truth. (Duration – 15 minutes)

- Children can work individually to create their own avatar here (<https://www.voki.com/site/create>). This is a site where children can use the free learning tools to create customized speaking characters.
 - Engaging children with interactive lessons by introducing technology in a fun way to enhance their language skills and providing interesting homework projects can be effective teaching methods.
 - If you don’t have access to a computer, ask your children to draw their avatars on paper.
- Children can choose to make their avatar liars, truth tellers, or a little of both.
- Children can present their avatars they have created.
- Ask the class which avatar is a liar?

Step 3: My characteristics and my profile (Duration – 10 minutes)

- Children create their own fake social media profile.
- They write down answers to the following questions:
 - What is your name?
 - How old are you?
 - Where do you live?
 - Where do you go to school?
 - Who is your best friend?
 - What are your hobbies?
 - What is your phone number?
 - What is your email address?
 - What are your dreams?
 - Can I hide something important about my identity from my parents or friends?
- Highlight the questions/answers in different colors depending on with whom the participants feel it would be safe to share this information.
 - (everyone=green, friends=yellow, parents=red)



Self-Disclosure

Uniquely You

Ages
5-10

Introduction: Having diversity is vital in educational settings. Studies have discovered that greater organizational diversity will improve outcomes for individual minorities (Nicholson-Crotty, 2016). In addition, attending racially diverse schools “contributes to greater comfort with peers of diverse backgrounds and better understanding of their perspectives as well as improvements in critical thinking, communication, and problem solving” (ERIC, 2017).

Activity: Rock Painting

Instructions: To express each student's individuality by painting rocks that represent student's uniqueness and diversity. Students read *Only One You*, by Linda Kranz. This story is about a fish who goes on adventures in the ocean – the message stresses how everyone is unique, and everyone has something to contribute to the world.

- Each student gets a rock to decorate after reading the book.
- Each student is instructed to paint the rock however he or she wants. Each student has full creative autonomy over his or her rock.
- Designate a space outside the school where the rocks can be clustered together to represent the diversity in the school.
 - o Example: a pathway or surrounding the school garden

An elementary school in Newburgh, Indiana, Created a colorful, stone-lined path outside the school entrance.



References

- Educational Resource Information Center [ERIC]. (2017). *Can socioeconomic diversity plans produce racial diversity in K-12 schools?* (Research Brief No. 12). National coalition on school diversity. <https://eric.ed.gov/?id=ED603710>
- Nicholson-Crotty, S., Gissom, J., Nicholson-Crotty, J., & Redding, C. (2016). Disentangling the causal mechanisms of representative bureaucracy: Evidence from assignment of students to gifted programs. *Journal of Public Administration Research and Theory*, 26(4), 745-757. <https://www.doi.org/10.1093/jopart/muw024>



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Digital Health and Welfare

This is Me

Ages
5-10

Instructions: Have children find words that describe themselves and write them inside the oval. This is how they see themselves. Have the children find words that they think others would use to describe them and write them inside the rectangles. This is how they think others see them.

How I See Me

Reference

Common Sense Education. (2018, August). *This is me: How does what I post online affect my identity?* <https://www.commonsense.org/education/digital-citizenship/lesson/this-is-me>



Digital Health and Welfare

Digital Activity Log

Ages
10-18

Introduction: The purpose of this activity is to log the number of hours, or minutes, you spend on a digital device per day. The time logged will be the time you used the device for recreational purposes but not for school-related assignments.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Smartphone:							
TV:							
Video Games:							
Computer:							
iPad/Tablet:							

Instructions:

Divide the children into groups to discuss the following questions. Give about 20 minutes for the groups to discuss the questions. It's okay if they don't answer all of the questions.

1. Do you think this is an appropriate amount of time to spend on a digital device?
2. How has the amount of time spent on digital devices impacted your day and week?
3. Were there other activities you could have been engaging in instead of being on a digital device?
4. Do you think the amount of time you spend on a digital device impacts your sleep?
5. What do you do on your digital device?
6. In what ways does your digital use benefit you?
7. In what ways does your digital use affect you?
8. How do you feel after using social media?

After the small group discussion is over, come together to share each group's thoughts.

Discuss the ways in which digital device use can be beneficial. Are the children using their devices for those reasons?

Discuss the ways in which digital device use can be detrimental. Are the children using their devices to engage in those activities?

Discuss with the class what they learned from the activity. Ask if they believe their digital activity is appropriate or if they may want to reconsider how much time they spend looking at a screen.

This is also a good family activity. Create a family media plan to set boundaries on digital device use. The family can log the cumulative amount of time they spent on digital devices (other than homework or professional work). Once the time is logged, the family can discuss whether their digital use is appropriate and can consider, together, how to create boundaries.

Identify



Digital Identity

Digital platforms provide an opportunity for people to perform daily tasks like signing up for activities or events and connecting socially with others to express ideas or perspectives. Through these activities, one's digital identity is created. A person's digital identity can have an impact on his or her sense of self, his or her relationships, and his or her reputation.




Self-Image

-  [Children and Self-Esteem \(poster\)](#)
-  [The Importance of Positive Self-Image](#)

Self-Disclosure

-  [Self-Disclosure](#)
-  [Self-Disclosure and the Internet](#)

Digital Health and Welfare

-  [Digital Guidelines](#)
-  [Coping Strategies for Children](#)
-  [Digital Wellness 101](#)



5 Ways to Build Lasting Self-Esteem in Kids

1

Give choices and responsibilities.

Offer choices. Give age-appropriate responsibilities, like chores around the house (e.g. setting the table, folding clothes, feeding the dog, making the bed).



2

Praise sincerely.

Be sincere and specific with your praise. Instead of, "You're the best artist in the world!" say something like, "You're getting so good at coloring in the lines!" or, "This is a beautiful flower."

3

Use failure as an opportunity.

Let your kids challenge themselves, make mistakes, and occasionally fail. Then make it clear that you still love them just the same. Encourage them to try again.

5

Create opportunities for success.

Teach your kids to successfully do things for themselves from a young age. Focus on their strengths. Notice what they enjoy and do well, and give them opportunities to nurture these abilities.

4

Avoid harsh criticism and sarcasm.

Avoid giving criticism in front of others and while angry. Criticize thoughtfully and gently. Explain to your kids that although you sometimes dislike their actions, you never dislike them.



Self-Image

The Importance of Positive Self-Image

Most individuals understand the concept of self-esteem, but do you understand what self-image is? Self-image is a mental picture of yourself, but it also involves how you feel about yourself and your abilities. With the increase of interaction within our digital online world, the idea of one's self-image has increased in awareness and has, potentially, become more important.

What is self-image?

There are three main parts to a person's self-image:

1. The way a person perceives or thinks of him or herself.
2. The way a person interprets how others perceive or think of him or her.
3. The way a person would like to be or how he or she perceives his or her ideal self.

Personal evaluation of self-image can include many dimensions of one's self:

- Physical – appearance.
- Psychological – personality.
- Intellectual – intelligence.
- Skills - social and technical skills.
- Moral - values and principles.
- Sexual- society's masculine/feminine norms.

What are the differences between positive and negative self-image?

Positive self-image can include the following:

- Seeing yourself as an attractive and desirable person.
- Having an image of yourself as a smart and intelligent person.
- Seeing a happy, healthy person when you look in the mirror.
- Believing you are at least somewhat close to your ideal version of yourself.
- Thinking that others perceive you as all of the above and you perceiving yourself in this way.

Negative self-image can include the following:

- Seeing yourself as unattractive and undesirable.
- Having an image of yourself as a stupid or unintelligent person.
- Seeing an unhappy, unhealthy person when you look in the mirror.
- Believing you are nowhere near your ideal version of yourself.
- Thinking that others perceive you as all of the above.

What is an unhealthy self-image?

An unhealthy self-image can be described as distorted and/or low self-image. Having a negative self-image may lead to an unhealthy self-image. Distorted self-image can include the following:

- Comparing your body to others' appearances.
- Seeking surgery.
- Checking in a mirror.
- Avoiding mirrors.
- Skin picking.
- Excessive grooming.

- Depression.
- Sense of worthlessness.
- Isolation.
- Loss of interest in activities.
- Body dysmorphia.
- Avoiding social events.
- Eating disorders.
- Anxiety.
- Persistent feelings of shame.
- Problems at work and school, including disciplinary actions and termination.

How to Address and Change Self-Image Issues?

Changing the way we think and feel can be hard; there is no quick way to improve one's self-image, but it can be done. Try using the following activity to strengthen your self-image. These can be done alone or as a family.

List 10 Things You Love About Yourself!

- List 5-10 skills you possess.
- List 5 achievements of which you are proud.
- List 3 occasions where you overcame adversity.
- List 5 people who have helped you.
- List 5 people whom you have helped
- List 20 things you appreciate about your life

Appreciation involves understanding how you have benefitted from the good things that have happened to you in your life; realizing these things can make it easier for you to feel grateful and positive about yourself and your life.

How can the value of self-image be incorporated into your family life?

Create a Sense of Belonging to Your Family

This is an important feeling you can instill in your child to help him or her build a healthy self-image. To create this important sense of belonging, try using simple inclusive statements like, "We are the Smiths!". This helps even very young children understand that they have a safe place in their family.

Invite Values into Your Family

Make value declarations to reinforce the sense of belonging, and help your child understand your family's most important values. These actions can boost your child's sense of self.

Turn your statement of inclusion (e.g., "We are the Smiths!") into a value declaration.

- We are the Smiths, and we are problem solvers!
- We are the Smiths, and we believe community service is important.
- We are proud even though we are quirky.

Use Value Declarations to Set High Expectations

You can use declarations to set high (but achievable) expectations for your children and your family.

- Saying something like, "Our family dinners are a chance to open up and share with those who love us" or "We have so many things to be grateful for" will help even the youngest children understand what is important to your family and what is expected of them - participate in meaningful family moments and show gratitude for what they have.

Encourage Your Child to Share

Starting with the toddler years, encourage your child to talk about and share what happened during his or her day.

- Ask if something good happened and what it was.

- Ask if anything funny happened and what it was.
- Ask if anything sad happened and what it was.
- Ask if anything upsetting happened and what it was.
- Ask if anything weird happened and what it was.

Encourage your child to share with you. Allow him or her to talk about friends and situations. Learn and grow together. This activity can lead to many years of positive healthy communication.

Take the Teachable Moments

Once your child is sharing these sorts of observations with you, take advantage of these situations and use them as teachable moments. For example, if something upsetting or sad happened that day, you could do the following:

- Discuss why the behavior was inappropriate, how the behavior affected the child who was directly involved and the rest of the class, and how your child felt about the situation.
- Discuss how certain behaviors are not consistent with family values.

Use Descriptive Praise

Help your child learn how to use positive self-talk now and later in life by using descriptive praise. For example, here are some ideas.

- Try to not use generic wording, like “You did well!” Tell your child exactly what he or she did well and why it was good. For example, you might say, “Wow, you wiped down the table without even being asked. That shows initiative. I love it!”
- Using descriptive praise will help your child know what is good behavior and praiseworthy and make him or her feel that being good and praiseworthy are achievable.

Repeat all of the above on a regular basis

Help your child maintain a child's positive sense of self, and help your child continue to grow in healthy directions.

- Continue to affirm values.
- Reinforce positive behavior choices.
- Help your child differentiate between good and inappropriate or unacceptable behavior.
- Embrace the assistance of other family members and friends who can use similar strategies.

Children and adolescents are exposed to our online world. Teaching and reinforcing positive self-image are critical. Faced with social media, photo shop, camera filters, fake news, and false information online, youth (and adults) can easily slip into a pattern of negative thoughts regarding their self-images. Regular and repeated reinforcement of positive self-image can help young people avoid developing an unhealthy self-image.



Self-Disclosure

Self-Disclosure

Parents disclose information about their children online long before their children know or care about their own privacy or have the ability or right to give permissions. Sharing parenting stories, posting photos, and sharing funny videos - all done with good intentions - are creating your child's online footprint. When your child reaches adulthood, he or she will already have an online identity.

Parents are responsible for their children's online identity. Parents have the right to share information about their child without their child's consent. This makes parents the narrators of their child's story. Parents should understand the importance of protecting their child's online identity by limiting disclosure. Children have no control over what information is being disseminated by their parents. Even parents have limited control after giving permission to schools, organizations, and even peer groups. This information is never completely erased and can be used with ill intentions.

Posting about your children on social media may allow you to connect better with friends and family and receive validation and support in their decisions to disclose information about their lives and their children's lives. However, there are consequences of creating a digital footprint for your child. In order for children to have some form of control over their digital footprints, which will span their lifetime, parents need to put in place protective limits.

Protective limits on disclosure by parents can be achieved using the following tips:

- Know your audience. What you post can reach a large, unintended audience regardless of your privacy settings.
- Understand and protect PII. Personal Identifiable Information (PII) needs to be protected. PII refers to information that, when used alone or with additional information, can identify a person. Examples of PII include the following: full name, social security number, address, passport information, medical records, race, zip code, gender, date of birth, religion, school address, team names.
- Intentionally post. Be mindful that you are creating your child's online identity that one day he or she will take on as his or her own. Childhood data can remain online for years and could be unintentionally revealed in embarrassing ways.
- Set-up notification alerts. Google allows notification alerts to be set up when your child's name appears in a Google search result. Other sites allow notifications and third-party changes to disclosures.
- Consider sharing anonymously. You may be part of an online group and want to share a story about parenting; you could stay anonymous.
- Do not disclose your actual location. Turn off your location settings if possible.
- Ask for permission. Children have awareness of self by age 4. Ask your child how he or she feels about the picture you want to post about him or her or the story you want to share. This will allow your child to feel heard and understood and will foster a good digital relationship.
- Think before you post that picture. Don't post pictures of children in any state of undress. You may think your baby taking a bath in the sink is cute and innocent, but online this is bait for child predators and pedophiles. How you perceive the picture may be very different than how a disturbed criminal mind sees the picture.

- Be a good digital citizen. Model good citizenship and reflect on how you are creating your child's digital footprint through your disclosures. Ask yourself, when was your child's first online disclosure made? Was it an ultrasound picture?

Sharing our lives with friends and families is easier than ever with our digital selves. Remember, chatting on the phone is not the same as private messaging. The same words may be used, but one is public record, and one is just communicating.



Self-Disclosure

Self-Disclosure and the Internet

Self-disclosure is how you share your identity and personal characteristics with others to build strong relationships and is a way to create rapport with people and within groups. In family settings, young children grow up understanding self-disclosure by following rules established at home, school, and other social settings. However, advances in technology have created new online social settings that challenge existing boundaries and provide unlimited access to people and to people all over the world. While increased access can be a good thing, interacting online also limits our ability to fully connect with others.

The unlimited virtual world and the continuous creation of social media platforms can create challenges for parents as they monitor the online interactions of their children and teens. Recent studies indicate that the more parents know about and take part in their children's activities in the early adolescent years, the more positive adjustment youth experience in later adolescence. However, this apparent link seems to be explained by children's disclosure to their parents rather than parents' active monitoring or surveillance efforts (Van Zalk, 2017).

Today's teens may be more technologically advanced than their parents. Some teens may know how to delete, edit, or hide information and write code or create hiding features (e.g., new IP addresses). Therefore, it is important to create rules around technology in addition to monitoring and surveilling teens' usage of electronics. To teach your children about online safety and the importance of self-disclosure, create and use a family internet usage plan that includes clear rules and consequences. Ensuring the online safety of your child may increase the chances that your child will self-disclose online activity. In addition, it may be most important to have your child honestly self-disclose what is happening through frequent conversations.

Below are some tips that may help:

- Create a family media usage plan. Family media usage plans can help to create limits on usage at home and away from the home. Try completing this family media plan here <https://www.healthychildren.org/English/media/Pages/default.aspx>
- Make it a habit to talk to your child about his or her day including his or her interactions with peers and discuss how these interrelationships are going. It can be fun. Try asking questions that prompt conversation, such as, "Did anyone at school do something funny today?" or "Did you find anything new or funny on the internet?" You can help teach your child to self-disclose by disclosing information about peers and friends. This can also help to build trust in your parent-child relationship and create openings for safety to self-disclose.
- Learn about self-destructing apps like Telegram or Signal. You can find information about self-destructing apps here <https://onlinesense.org/6-self-destructing-messaging-apps-adults-need-know/>

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Digital Health and Welfare

Digital Guidelines

Today's children are growing up in a high-tech world. According to a 2015 national survey by Common Sense Media, 53% of children ages 8 to 12 have a tablet, and 24% have a smartphone. Among teenagers, 67% have their own smartphone (Common Sense Media, 2015). American parents believe they have an important role to play in helping their children develop safe, healthy habits for technology use. According to 2017 results from the American Psychological Association's annual Stress in America survey, 94% of parents say they take at least one action to manage their child's technology usage during the school year. Yet, despite the effort, 48% say that regulating their child's screen time is a constant battle, and 58% say they worry about the influence of social media on their child's physical and mental health (APA, 2019)

So, what should a concerned parent do? Here are some pointers to use as you establish your family's guidelines for safe, satisfying technology use.

Don't overreact. Like it or not, technology is an important part of our modern world. It won't help your child if you set overly restrictive limits or send the message that technology is something to fear. Instead, focus on teaching healthy habits that will stay with your child for a lifetime.

Teach kids about technology from a young age. Explain that tablets, computers, and other media devices are not toys, and they should be handled with care. Discuss with kids the many benefits of technology and the risks. Don't frighten them, but discuss the importance of respecting privacy and protecting personal information in age-appropriate ways. These conversations should be ongoing and should become more detailed as your children get older.

Use your judgment. While screen time limits are often a good idea, experts caution that parents shouldn't assume technology use is inherently harmful. Consider the context when establishing your family's rules for technology use. For example, video chatting with grandparents is different from playing a video game. If you're entertaining your preschooler on a plane, the world won't end if she has a little extra screen time that day. If your son is doing research for a school paper, that computer time shouldn't necessarily count as his only screen time for the day.

Protect bedtime. Studies show that using digital media at night can interfere with sleep quality (APA, n.d.). Consider restricting the use of phones, tablets, and computers for at least 30 minutes before bed. Carefully consider if you should allow your child use those devices in his or her bedroom after lights out.

Pay attention. With younger children, it's easy to see what they're doing online. As they get older, it's not so easy to look over their shoulders. Have open, honest discussions about what sites and type of content are off-limits. Do your research to understand the media your child is using, and check your child's browser history to see what sites he or she visits. Explore software to filter or restrict access to content that's off-limits.

Teach good online behavior. People often say things online that they'd never say in person to someone. According to a 2014 study by the internet security firm, McAfee, 87% of teens have witnessed cyberbullying. Talk to your children about the importance of being respectful in their digital interactions. Encourage them to come to you if they witness cyberbullying or other troubling information online.

Discuss digital decision-making. It can be hard to discern whether some websites are reliable sources of information. Have conversations with your children about how to evaluate authenticity and accuracy online. Explain why they shouldn't download unfamiliar programs, click on suspicious links, or share personal information on unknown apps or websites. Also, teach your children not to respond to unsolicited messages from strangers — and to tell you if they get them.

Foster real-life friendships. Some kids who find it difficult to connect with peers spend more time online than playing with friends in real life; however, digital friendships aren't a replacement. Help your child develop social skills and nurture his or her real-life relationships.

Learn more. Technology changes quickly, and it can be hard to stay knowledgeable about and familiar with the apps and sites your children use. Continue to keep up-to-date on new technology, and learn how to use technology in productive ways with your child.

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Digital Health and Welfare

Coping Strategies for Children

Help Your Child Process Emotions and Problem Solve!

Children express their feelings in a variety of ways, including body language, facial gestures, and behavioral changes. Observe and listen to your child to identify how he or she generally expresses common feelings, like anger, sadness, and frustration.

Knowing how your children usually react to stress will make it easier for you to help your children before they begin exhibiting misbehavior.

Practice These Steps When Your Child Is Upset:

Step 1: RELAX Recognize the physical symptoms that alert you to stress and take time to calm down or take a deep breath before helping your child. Sample actions include deep breathe, mental pause, self-talk, relaxed posture.

Step 2: REASSURE When a child is upset or exhibiting strong emotions, you can use courage, empathy, and compassion to help him or her. Avoid ignoring the behavior. Talk with your child. Approach him or her in a way that displays a desire to be supportive. A gentle physical touch can be comforting. Sample actions include physical contact—kneel to his or her level, hug, pat on back, cuddle, sit close, hold his or her hand.

Step 3: BE PRESENT AND LISTEN Show your child he or she is important by being fully present. Limit distractions and give him or her your full attention. Listen actively to identify feelings and meanings. Sample actions include limit distractions (e.g., turn off cell phone), make eye contact, listen for meanings/feelings.

Step 4: SUMMARIZE To clarify what your child is saying, briefly repeat the facts you hear. Sample actions include verbally repeat what you heard your child say.

Step 5: STATE THE FEELING When summarizing, state the potential feeling that you think your child is experiencing. This gives the child the opportunity to confirm what he or she is feeling. It can also help the child to identify and name his or her emotions. Tell your child that all emotions are acceptable. Remember, children will be less inclined to physically or behaviorally express their emotions if they feel they can verbally share them with you. Sample actions include say “It sounds like you are feeling...”

Step 6: EMPOWER Once a child is calm and can name his or her feelings, guide the child in identifying the source of the feelings and begin problem-solving. Sample actions include ask questions and allow the child to lead in processing a solution.



Digital Health and Welfare

Digital Wellness 101

Information is more easily accessible than it has ever been. Smartphones allow people to use the internet anywhere and at any time. Technology makes it possible for family and friends to connect via many different avenues, such as FaceTime or Zoom, from anywhere in the world. Social media platforms create a space where people can share their life events on the World Wide Web.

Engaging in online activities can be positive and enjoyable, but it can also create unhappy and depressing feelings in users. It really depends on how and even how much time the user spends participating in online and social media use. In a large-scale study of the Goldilocks Hypothesis of digital screen use (meaning what is “just-right” when it comes to screen time and internet use), discussions on incremental costs of screen time for children’s wellness are presented (Przybylski & Weinstein, 2017). Too little and too much screen time can lead to declining mental health and feelings of social exclusion (Chassiakos et al., 2016). Online platforms can be spaces where adolescents find online communities and support networks where they can share interests and talents and feel part of a group. Other platforms, like blog sites, offer young people opportunities to share their experiences and connect with others. Conversely, engaging in sites where users encourage unhealthy habits or animosity towards others can be detrimental in many ways.

The internet contains a wealth of information. Users can get answers to many of their questions in an instant. For instance, there are health resources for adolescents and teenagers regarding sexual and mental health concerns and/or information on prevention (O’Keeffe et al., 2011). You can find timely information on current situations, such as the COVID-19 pandemic and the number of cases in your area. The options seem endless.

Of course, there are risks to engaging in online spaces. Some examples include oversharing personal information, cyberbullying, and engaging in hate groups or online communities that promote unhealthy behaviors (Chassiakos et al., 2016; O’Keeffe et al., 2011). Note, too little use can lead to a lack of digital literacy and competency, and too much use can lead to serious mental health concerns and potential risky behavior (Cookingham & Ryan, 2015; Przybylski & Weinstein, 2017).

Let’s explore how parents can help children and adolescents be mindful in how they use online resources and engage in social media.

- Start having conversations about screen time and internet use with your children when they are age 3 and older.
 - Engage in online activities with your children, and discuss with them the importance of privacy and the risk of oversharing information.
 - Limit screen time for the whole family, including yourself.
 - Have conversations about how social media can be used for good and how it can be used for unhealthy or damaging reasons.
- Create and maintain your online social media space.
 - Follow accounts that share your interests and values.
 - Follow accounts where you can learn valuable information, like accounts that talk about healthcare or personal growth.
 - Share content that is positive, inspiring, or supportive.
 - Engage with accounts to share your voice and perspective.
- Be a kind social media user.
 - Post positive content.
 - Be mindful of what you say and the words you use on other people’s pages.

- Use words that support people - not words that hurt others.
- “Like” content that aligns with your values and interests.
- Be aware of engaging with online content and communities that promote hate or health hazards.
 - Hate groups online promote content that is hurtful to others.
 - There are online communities that promote unhealthy practices (e.g., pro-eating disorder groups, groups that promote unsafe sex practices).
 - Posting provocative content online can lead to serious consequences.
 - Cyberbullying is a threat to online users, especially younger online users.
 - As an online user, you can report accounts that promote hate, are fake accounts used for cyberbullying purposes, or post provocative images.

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Identify

Digital Footprint

Reputation

Ages
5-10

Staying Safe and
Responsible on the
WWW

Ages
10-18

How much do you care
about privacy?

Permanency

Ages
5-10

Digital Trail

Ages
10-18

Thinking Critically
about Permanency

Photo Sharing

Ages
5-10

How Sharing Photos
can Multiply Online!

Ages
10-18

Private to Public



Reputation

Staying Safe and Responsible on the WWW

Ages
5-10

Just because you can share something online, doesn't mean you should!

Instructions: Cross out the information you **should NOT** share online. Use the words in the parenthesis as the key to what you should find in the word search.

WORDS

1. Your Real Name (NAME)
2. Your Online Name (NICKNAME)
3. Your Address (ADDRESS)
4. Your Email (EMAIL)
5. Your Favorite Color (COLOR)
6. The Last Book you Read (BOOK)
7. Your Credit Card Information (CARD)
8. Your Favorite Band (BAND)
9. Your Phone Number (PHONE)
10. What You Ate Today (FOOD)
11. Your Birthday (BIRTHDAY)

O	H	D	T	X	V	X	N	G	Y
L	X	Q	G	J	U	D	E	M	S
T	B	I	H	T	F	N	B	N	W
H	I	M	D	I	O	I	A	M	G
A	K	S	C	J	O	C	N	O	C
P	E	B	O	M	D	K	A	N	C
P	K	O	L	M	B	N	N	K	O
Y	Y	O	O	G	A	A	A	E	D
V	U	K	R	V	N	M	G	Y	E
R	Z	O	I	F	D	E	C	C	T



Ages 10-18

Discuss your decisions with a partner and answer reflection questions at the end. Did you disagree about any pieces of information? Did any of his or her decisions change your mind?

[illegible]

Reflection Questions

1. Did you and your partner disagree about any of your choices? What was the most interesting point the two of you disagreed on?
2. Within your group, choose one piece of information you'd share with one audience but not another. Why is that the case?
3. With your partner, identify in the space below three rules you both feel are most important to follow for deciding what personal information is appropriate to post online.

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http://iteachstudents.weebly.com/uploads/8/9/7/7/8977478/internet_safetyday1.pdf



Instructions: Answer the questions below and use the answer guide at the end.

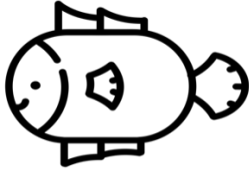


1. What is a digital footprint?
 - a. A track that animals leave behind
 - b. Shoes that you buy on the internet
 - c. The information about you on the internet
2. What kind of information is safe to share online?
 - a. Your birth date
 - b. Your first name or computer username
 - c. Your address
3. Which animal below has the digital footprint that leaves him or her most unsafe?

HINT: Think about which animal shares the most private information online

a. Frank the Fish

b. Bonnie the Bird

c. Timmy the Tiger

	Frank the Fish  <small>Created by LSE Designs from Noun Project</small>	Bonnie the Bird  <small>Created by Vladimir Belochkin from Noun Project</small>	Timmy the Tiger  <small>Created by Creatica Creative Agency from Noun Project</small>
Hobbies	Swimming	Flying	Going to the 3 rd street gym
Address	The sea	A nest	523 Green Street
Other	Pet's name is Frank	I love seeds!	My real name is Thomas

Answer Guide:

1. What is a digital footprint?
 - a. A track that animals leave behind
 - b. Shoes that you buy on the Internet
 - c. **The information about you on the internet**

Answer feedback: The correct answer is c. Your digital footprint is the information about you online, such as a news story with your name in it or something that you write or post online.

2. What kind of information is safe to share online?
 - a. Your birth date
 - b. **Your first name or computer username**
 - c. Your address

Answer feedback: The correct answer is b. It is okay to share your first name or your username online. But, sharing your address or birth date could make your information unsafe because other people might use your information to pretend to be you!

3. Which animal below has the digital footprint that leaves him or her most unsafe?

HINT: Think about which animal shares the most private information online

- a. Frank the Fish b. Bonnie the Bird c. **Timmy the Tiger**

Answer feedback: The correct answer is c. Timmy the Tiger put private information online, like his address, which is not safe. Fran and Betty shared information, but they did not share anything private about themselves.

	Frank the Fish	Bonnie the Bird	Timmy the Tiger
Hobbies	Swimming	Flying	Going to the 3 rd street gym
Address	The sea	A nest	523 Green Street
Other	Pet's name is Frank	I love seeds!	My real name is Thomas

Reference

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Permanency

Thinking Critically about Permanency

Ages
10-18

Instructions: Everyone must understand that what is put online is permanent. The impression we make online, both as children and adults, creates our digital reputation. What impression do you think you make? You can work individually or together in groups. Read the setup before doing the activity together!

Read this aloud, before you begin

When we think about the things we share online—pictures, posts, text messages, and comments—we get a snapshot of our digital footprints. This is part of our online permanency. Look at your online self from the outside, what would someone's impression be of you? Answering the questions below can give us an idea of how others might see us online.

Activity

Read aloud: After we read and answer the questions as honestly as possible, we will talk about the kind of impression we might make online.

- Do I share pictures of other people without permission?
- Do I make jokes in texts, posts, or comments that are often misunderstood?
- Do I make negative comments about people anywhere online?
- Do I post to try to create a perfect appearance?
- Do I ever post anonymously or use anonymous apps to talk about others?
- Do I ever post pictures of parties or events that I know some of my friends weren't invited to?
- Do I ever post or text something that I wouldn't say to someone's face?

Think and talk about your answers. What impression do you think you make online? Is there anything you want to do differently in the future?

Adapted from:

https://docs.google.com/presentation/d/1sj-HIUS7ybkqCUUjW1T1b01qIQYk82Kk8YnECuP-eOc/edit#slide=id.g3ccb25daba_0_8

Reference

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<https://www.commonsense.org/education/digital-citizenship/lesson/social-media-and-digital-footprints-our-responsibilities>



Photo Sharing

How sharing photos can multiply online!

**Ages
5-10**

Digital photos are an easy and fun way we take pictures to capture our memories. Before digital cameras, there was no quick or easy way to share a picture, and your picture sharing was limited by the copies that you made and the number of pictures you gave out. Look at our technological world today and consider how we process and share photos. Now, you can use your phone to take a photo, and, within seconds, you can share it with 10, 50, or even 100 people who can then share it again, and, eventually, millions of people could see your photo. There is no way to control the amount of times your photo could be shared. In addition, photos can be altered easily with photo editing apps that are often included in your standard social media apps.

This activity is designed to teach children how to be careful about what photos they share online because these photos can become part of their digital footprint, and the photos are in the digital world permanently. This activity intends to promote discussion about posting pictures and looks at how quickly they can be shared and multiplied. In addition, facilitators/parents/caregivers can explain that if others are in the pictures, these people should give their permission before you share the photo.

Instructions:

There are 20 photo smile cards and 20 cell phone cards. You can print these or make your own. This card represents one photo of yourself, and each cell phone card represents a cell phone that your photo is shared with. The goal of the activity is to exemplify how many times one photo may be shared by many people.

Print out the smile and cell phone cards or make your own! Each player gets one cell phone card, and the smile cards are placed in a pile and put to the side.

- The youngest player will go first.
- The youngest player will pass one smile photo card to another player. The player who received the smile card will then share a photo with another player by picking up one of the smile cards from the pile.
- Start with one cell phone card. This is the first person to whom you will send a photo. Then, think of someone else that person could share the photo with, and place a smile photo card on the cell phone card of that new person. This activity continues until all the smile photos are placed on a phone card. (Example: You send a photo to your grandma. Grandma is, now, phone card one. She sends the photo to Aunt Sally. Then, Aunt Sally shares the photo with her friend from work, her friend from work shares it with her daughter, and her daughter shares it with a coworker; this sharing can continue endlessly.)

At the end, explain to the child(ren) that sharing one photo with one person can turn into the photo being shared by many people, and this can happen very quickly.

You can replay the game by letting the 2nd oldest child be the first player and so on.

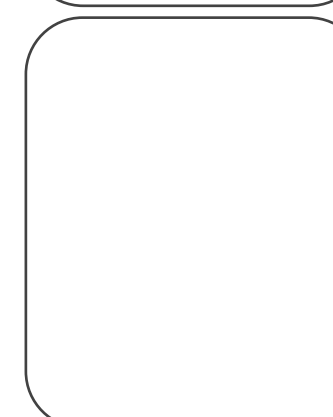
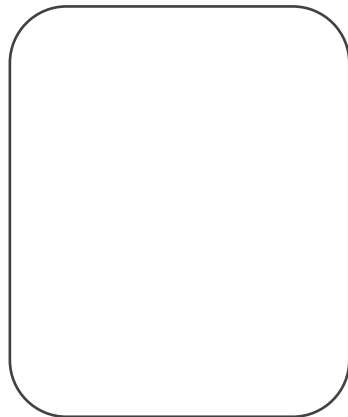
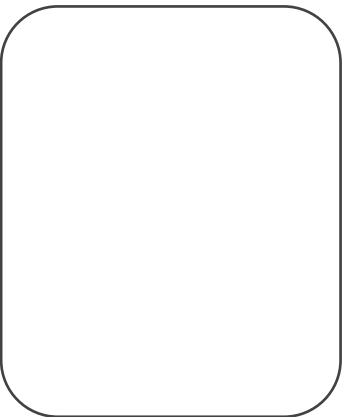
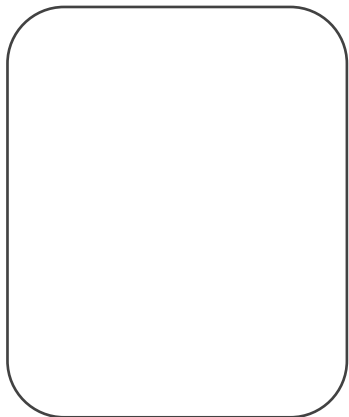
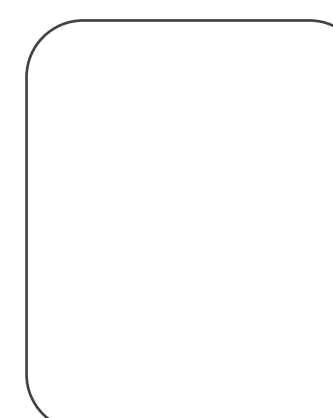
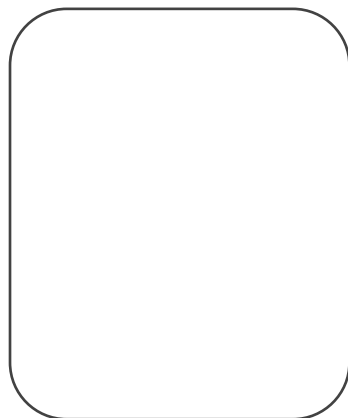
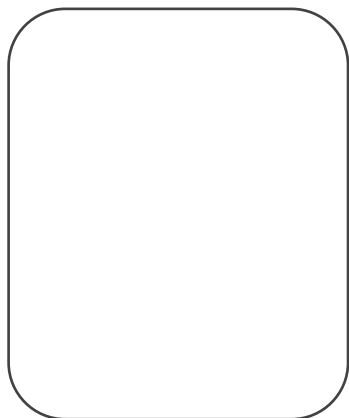
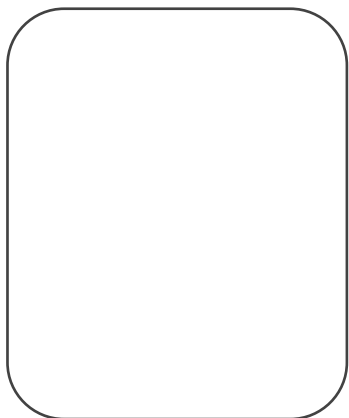




Photo Sharing

Private to Public

**Ages
10-18**

Instructions: Read the following story and be prepared to discuss it in class. Please note, although the article references an old social platform, the behavior is still relevant on current social platforms.

College Sued Over “Drunken Pirate” Sanctions (SMOKING GUN SOURCE)

APRIL 26--A Pennsylvania woman claims that her teaching career has been derailed by college administrators who unfairly disciplined her over a MySpace photo that shows her wearing a pirate hat and drinking from a plastic cup. In a federal lawsuit, Stacy Snyder charges that Millersville University brass accused her of promoting underage drinking after they discovered her MySpace photo, which was captioned "Drunken Pirate." The picture from Snyder's MySpace page (which she says was snapped at a costume party outside school hours) can be seen at left.

In her complaint, Snyder, a 25-year-old single mother of two, says that Millersville officials discovered the image last May, while she was a senior working as a student-teacher at Conestoga Valley High School. A university official told her that the photo was "unprofessional" and could have offended her students if they accessed her MySpace page.

At the time the "Drunken Pirate" photo was taken, Snyder was of legal age to drink, though her lawsuit notes that the photo "does not show the cup's contents." An excerpt from Snyder's lawsuit, which was filed yesterday in U.S. District Court in Philadelphia, can be found [here](#).

Despite good grades and solid performance evaluations, Snyder claims that school officials improperly denied her a bachelor of science in education degree and a teaching certificate. The university, Snyder added, instead granted her a bachelor of arts degree last May 13. Because the school refuses to confirm that she satisfactorily completed her student teaching requirements, Snyder claims that she has been unable to secure certification from Pennsylvania's Department of Education.

Snyder's lawyer, Mark Voigt, told TSG that his client now works as a nanny. He added that school officials should actually be "celebrating" Snyder, a mother of two young children who returned to school to get a teaching degree.

1. **Before you post about someone else online, it's important to do or consider the following:**
 - a. Ask the person if it's okay to post
 - b. Consider whether you might upset anyone by posting
 - c. Think about who might see what you post
 - d. All of the above
2. **Read the following Facebook post by Zach. Then underline at least three phrases that could negatively impact Zach's or his friend's reputation.**

Thanks for all of the birthday wishes, everybody! It feels great to be 16 FINALLY!

This weekend was crazy. Austin and I went on a camping trip with my older bro and some of his college buddies. Austin said he knew about an awesome trail that was closed off to hikers. A park ranger found us, but we just lied and said we were lost. HA!

The best part about the weekend you may ask? Drinking beer with the boys at sunset. What a life.

Who wants to give Austin and me notes for the English test tomorrow? We obviously didn't have time to study!

3. Look at the possible captions for this photo in the chart below. Mark an “X” over the captions that would make this photo inappropriate to post.



Best party EVER!

Lol I look WASTED

*Was this before or after Rachel Barfed
on the ground?*

Love you girls!

1. Before you post about someone else online, it's important to:
- Ask the person if it's okay to post
 - Consider whether you might upset anyone by posting
 - Think about who might see what you post
 - All of the above**

Answer feedback: The correct answer is d. Before you post anything online, make sure you think about who might see what you post and how your post might affect the person involved.

2. Read the following Facebook post by Zach. Then underline three phrases that could negatively impact Zach's or his friend's reputation.

Answer feedback: There are more than three correct answers. Possible responses are listed below. Zach makes reference to trespassing, lying, underage drinking, and not doing homework. Not only are these things wrong to do, but they could harm his and Austin's reputations. Zach should remove these references from his post to keep his online image positive.

Thanks for all of the birthday wishes, everybody! It feels great to be 16 **FINALLY!**

This weekend was crazy. Austin and I went on a camping trip with my older bro and some of his college buddies. Austin said he knew about an awesome trail that was **closed off** to hikers. A park ranger found us, but **we just lied** and said we were lost. HA!

The best part about the weekend you may ask? **Drinking beer** with the boys at sunset. What a life.

Who wants to give Austin and me notes for the English test tomorrow? We obviously **didn't have time to study!**

3. Look at the possible captions for this photo in the chart below. Mark an “X” over the captions that would make this photo inappropriate to post.

Answer feedback: It’s important to remember that the context you provide when you post something online, like a caption or a comment, can make a difference in the way others see your post. Before you post something, think about how you are representing yourself and others. Ask yourself whether your post could harm or embarrass you or anyone else.



Best party EVER!

*Lol I look WASTED***X**

*Was this before or after Rachel Barfed
on the ground?***X**

Love you girls!

References

Common Sense Media. (2020). *Private today, public tomorrow*. https://www.newtoncsd.org/Downloads/4_1_assessment.pdf

The smoking gun. (2007, April 26). College sued over drunken pirate sanctions women claims teaching degree denied because of single myspace photo. <http://www.thesmokinggun.com/documents/crime/college-sued-over-drunken-pirate-sanctions>

Identify

Digital Footprint

An individual's digital footprint is the trail he or she leaves as he or she engages in online activities, such as posting on social media platforms, communicating through emails, and using applications. Everything an individual does online is part of his or her online history and can potentially be seen by other individuals or even tracked in a database. Information that is available online about a person may have been placed there by the person or by another individual, intentionally or unintentionally.

Reputation

 [10 Things to know about Digital Footprints](#)

 [Reputation](#)

Permanency

 [Harmful Digital Footprint Impacts](#)

 [Do you know your own digital permanency?](#)

Photo Sharing

 [What should you do?](#)

 [Guide to Sharing Photos Legally](#)



Reputation

10 things to know about Digital Footprints

1	When searching and interacting online, a trail of information is left behind.		
		2	Elements of digital footprints can be searched or shared.
3	Digital footprints can be helpful or harmful in the present and future.		
		4	Once online, things can exist forever, even if deleted.
5	Always think before posting online.		
		6	Personal information shared with one person can be shared with larger audiences.
7	Googling yourself can be a good exercise.		
		8	Old and inactive accounts should be disabled or deleted.
9	Keep personal details private, and control the privacy settings on every account.		
		10	Ask others before you expose their digital footprint.



Reputation

Reputation

Our online reputations are created by what we share in our virtual world (e.g., social media posts and accounts). Your digital footprint is created and managed by you, and you are responsible for protecting it. However, when you become a parent, now you are the first person to be responsible for the reputation and digital footprint of your child. What is acceptable to post and what might be TMI (too much information) are up to you. How do you know that the information, pictures, or videos you post will not harm your child's future digital footprint? What are the easiest tech tools for preserving those precious moments without broadcasting them to the world? Is it safe to post pictures of your baby? These tips can help.

Be Mindful of What you are Posting

Think before you post. To you, an ultrasound image or the story of baby's first giggle is an incredibly precious thing or moment. To the rest of the world, it's just content. Social platforms track data; your followers judge what you post; and, just like anything else, your information can be copied, shared, or misused. Ask yourself the three mindfulness questions below to determine what and how much you should share.

How will the information or pictures in your post make others feel? Maybe you have followers who are struggling with fertility who aren't ready to share your joy over your new baby. Maybe folks disagree with your choice to share baby pictures at all.

How wide is my network? You could be connected to people you barely know -- friends of friends of friends - - and there's no guarantee that those people will consider your family's best interests when they share with their followers.

Is my profile public or private? Stories about people's children's photos falling into the wrong hands abound. For example, stock-photography brokers looking for baby pictures to sell or [internet trolls misusing images](#) are growing risks. The bad guys get their stuff from public profiles.

Avoid "over-sharenting." What's over-sharenting? Examples of over-sharenting can include pictures of poop; constant updates on every gurgle; and livestreams of intimate moments such as breastfeeding, bath time, and potty training. Be thoughtful about what you're sharing and how often. Also, make sure you comment, like, or otherwise interact with your friends' and families' posts about their lives.

Know when to go to the pros. It's fine to get input from your online pals, but for anything that has major importance, such as feeding, health and safety, money, or education, call your pediatrician, childcare provider, financial advisor, or your mom. Anything with minimal consequences, such as when to buy your baby's first pair of shoes or the best time to clip his or her nails, is OK and fun to crowdsource.

Be careful about baby's "digital footprint." Some parents create social media profiles for their babies with the idea that their kids will use them when they turn 13 (the age of consent for social media). While it can be fun for relatives to get an update "from baby," a profile creates a digital footprint, which invites data tracking, marketing, and other privacy issues. If you decide to create a profile, make sure you include only minimal information, use strict privacy settings, and avoid any photos that are potentially embarrassing.

Here are some ideas to consider:

- You might love the photos of baby in the tub, but how will your baby feel about these pictures when he or she is older?
- Tweens or teens might be upset that you used their names to create profiles when they didn't give you consent.
- Social media sites are for users over 13 because companies use data (e.g., who your friends are, what you click on, and where you go on the web) to build a demographic profile, which they then sell to other

companies for marketing purposes. The data are not personally identifiable, but your child's online movements are still being tracked.

Be Practical

Join a photo-storage service. Some sources say you'll post about 7 billion photos of your child before he or she is an adult. Photo-storage platforms such as [Flickr](#), [Photobucket](#), and [Google Photos](#) have the advantage of free or low-cost storage, and they give you the ability to limit your sharing options with only certain people or groups. (Every online platform has privacy issues, though, so make sure you're comfortable with the terms of any service you join.)

Preserve memories digitally. You can preserve your memories in a few ways. Some parents like to take the opportunity to create an email account under their baby's name. Once they have an email address, parents can use it to send messages, photos, and videos, so these memories are collected in one place. Another option is an electronic scrapbook or journal such as [Notabli](#), [23snaps](#), and [eFamily](#), which offer secure ways to collect and share photos, videos, and stories.

Protect your Well-Being

Get rid of triggers. The highly curated photos and posts from friends whose lives seem more fulfilling can make parents feel sad, jealous, and angry. Unfollow anyone who doesn't make you feel good. Instead, seek out groups, advocates, and thought leaders who nourish your soul.

Tweak your settings. Most social platforms allow you flexibility in what posts you choose to see. They can hide posts (see fewer posts from someone), snooze posts (temporarily stop seeing posts), mute posts (turn someone off for a while); and add do not disturb to posts (temporarily block a person).

Manage notifications. Constant pings on your phone can overwhelm and distract you. You can turn off notifications entirely, allow only important notifications to come through, or batch notices so that you receive them on a schedule.

Reputation is always at stake. Remember to consider, before you post, how what you are about to post may look to others in your online community. Be mindful of what you post about your children because they will have a digital footprint that has been created by you and will "live" in the virtual world for many years. So, the digital footprint you create for you child could affect future job prospects, relationships, and public platforms to name a few.

Do your best. You can only do your best to protect your and your child's online reputations and digital footprints. If you aren't sure about a post after you have asked yourself the mindfulness questions, then don't post it or ask a trusted person in your life to review it for acceptability.



Permanency

Harmful Digital Footprint Impacts

Teens and Permanency

One big difference between most current parent's teenage years and what youth face today is a digitized footprint. Mistakes aren't as easy to erase as they used to be because so much of our lives are shared online. These mistakes may be permanent.

Most teens utilize some form of social media tool that enables them to effectively document their lives. However, everyone knows life is full of mistakes. While social media has many positive attributes, teens and their parents are often not fully aware of the potential dangers of sharing information online. Dangers can include maintaining a positive online reputation or protecting your child's identity from being stolen.

Parents now have the responsibility of providing guidance and education to their teenagers on how to properly manage their digital footprint and explain the serious potential harmful implications a poorly managed footprint could have on their permanency and future in terms of college admissions, employment, overall reputation, and safety.

5 Potential Harmful Digital Footprint Impacts-Teens

1. **College Admissions & the Military:** College admissions officers can and do read your teen's online profile. If your son or daughter is applying to college and is competing against another applicant for acceptance, the difference between your child gaining admission and receiving a rejection letter could be an immature or damaging post on social media. This extends to moral aptitude requirements in the military if your child is planning on enlisting.
2. **Scholarships:** Scholarships often ask applicants to share their social media profiles as part of the process in applying online. Any immature posts, cyber bullying, or generally distasteful material found on your child's profile could prevent or prohibit them from gaining a scholarship.
3. **Sports:** Is your son or daughter planning on playing sports in college? Recruiters and coaches surely will want to know about your teen's conduct on social media.
4. **Employers & Internships:** Employers will Google your kids. Even if the job is just a position they are applying for to make extra money while going to college. Additionally, college internships are now becoming a prerequisite for gaining employment after college. Internships are competitive enough. The difference between your son or daughter and another applicant could be his or her digital footprint.
5. **Identity Theft:** Your teen's identity is at risk. Any photo that is publicly shared could be a target for identity thieves. Posting personal information is a serious liability. Identity theft is increasing, and it is a serious problem with very damaging consequences.



Permanency

Do you know your own digital permanency?

Digital permanency is just that - permanent. Everything about your child online, no matter who posts it, could, at some point, become problematic. Eventually, your children will be entering adulthood. Online information is out there, and it can be viewed by colleges, job prospects, athletics, scholarships, security clearances, and even people with whom your child may have a relationship. Your child's digital footprint will always be a part of his or her permanency. Children and young adults need to understand that what they are putting online now may have consequences later.

Understanding how your posts affect your own permanency could help guide you as you teach your children about online permanency. Here are some guidelines that you can use:

- Use GOOGLE and search your own name online. It is a good practice to check on your own digital permanency at least once a month. If you find something you don't like online, you can contact the necessary sources and try to get it deleted or hidden. Nothing can actually be permanently deleted, but you can make it much harder to find.
- Don't trust others to do what you think is the right thing. Advocate for the protection of your permanency. If you are at a social gathering, like a party, and someone is taking pictures, tell him or her you don't want your picture online. Ask to see the pictures, and ask if he or she will be posting about the party. You have the right to your privacy so let people know your consent is required.
- Talk to your friends and find out how you are all connected online. Anything online can be edited and altered. Partial videos can be created and shared, photoshop can be used to alter pictures, and hacking into and creating fake accounts happen all the time and by those whom you call "friends." Put together a group of people you trust and create safety together by letting each other know if anyone sees suspicious, unusual, or threatening information about anyone in the group online. Being proactive like this can help to protect your permanency.
- Be a role model. Do not post offensive or underhanded content.
- Immediately remove anything on your pages that you don't like, or you feel doesn't represent you to prevent others from sharing content.
- Don't give anyone your passwords to any accounts that are private and belong to you.
- Be a self-censor. This takes diligence and swiftness. Monitor what is being posted and delete anything you don't want as soon as possible after it is posted. This will prevent others from reposting, copying, and creating a trail of unwanted content on your permanency.



Photo Sharing

What should you do?

Your child's photo was posted, but you did not give permission, what should you do?

Photo sharing has become a common practice, and most people don't think twice before posting pictures of their children, or your children, on social media websites. Unless the photo violates the social media website's terms of service, there is not a lot you can do to get the photo removed. You can't, for example, call or email Facebook and request that the photo be deleted. Every family has different rules about posting photos of children, and, unfortunately, you have limited control once the photo has been posted. It can be difficult to manage a situation, such as this, without alienating friends, relatives, and even teachers who may see this as common practice.

Below are a few ways to approach individuals who have posted pictures of your children without your consent:

- Simply and kindly ask the person who posted the picture to delete it, or ask him or her to crop the picture so your child isn't in the picture. This is easy to do with today's image-editing tools. Smart phone cameras have simple cropping and editing tools installed into the picture setting. Social media sites, like Instagram and Facebook have editing options before you upload your picture. You can simply say, "I'm not ready for my child's picture to be posted to social media just yet. Thanks for removing her image."
- Ask the person who posted the picture to not tag the photo with names or reveal the location of where the photo was taken. That will help to limit exposure.
- Ask the person who posted the picture what his or her privacy settings are. If his or her profile is private, which means only his or her friends can view the images; this limits who can see your child's photo.
- If you're comfortable with a photo, but only want certain people to see it, ask the person who posted the picture to enable settings that limit who can see the photo to a small group.
- Ask the person who posted the picture to use a private photo-sharing site, such as [Picasa](#) or [Flickr](#), that requires a log-in to access.
- If you meet resistance, explain that you're worried about your child's privacy. Once a photo is online, anyone can see it, and anyone can share it.

Remember, it's up to you to let people know if you don't want pictures of your children shared. Be polite, but be firm!



Photo Sharing

Guide to Sharing Photos Legally

Photo sharing goes beyond posting photos on social media sites. Today, children create digital projects for school and leisure. Teens may even be creating digital projects at work. These digital projects many times include images that have been found online. What may seem like a harmless copy and paste of a photo added to a school project could be illegal photo sharing. Let's look at this example, you shared your child's project with a family member, let's say your sister. Now, there are two digital copies of the uploaded internet images. Then, your sister shares with a friend, and her friend shares the project with her neighbor. Now, there could be multiple copies of your child's illegally uploaded images floating in digital space, and they are permanently there. This doesn't seem like a problem; however, what if in 10 years this project becomes viral or is uploaded on someone's blog. Suppose the creator of the photographs sees the images, and he or she never gave permission for the images to be used. Now, you may have a legal issue.

Digital photo sharing can be risky if you are not aware of the rules. Here is a guide to help you learn more about how you can teach your children to be good digital citizens when it comes to photo sharing.

1. Make your own images, and use your own photos. If you use your own creations, you have the copyright.
 - Handmade images can be used in projects. Draw or paint your own picture on paper, make a clay sculpture, or use household objects to build your structure. Then, take a picture of it.
 - Try digital drawing. This can be fun and educational. Here are some popular programs. Many have free options.
 - [MS Paint](#)
 - [Paper by 53](#)
 - [Google Drawings](#)
 - [Adobe Spark](#)
2. Photos taken at public events are legal to share without permission. Many times, photos of people are shared online without these individuals' knowledge or consent. Unless the photo was taken on private property, it is legal to share the photo without any special permissions being granted. This may be a moral issue, but it is not illegal. Before sharing any photos online, consider asking for permission to share from any people depicted in your photos.
3. Photos taken on private property are illegal to share without permission. The following are more examples of when you must get permission to share photos from the subjects in the photos. Photos will be used for commercial or promotional purposes.
 - Photos have been taken while on private property, even if it is not the subject's property.
 - Photos have been taken at events, like festivals, parties, or concerts. You should get permission from any attendees who are in your photos. You can ask event organizers if they use crowd release forms and use the information to contact individuals, if you intend on sharing photos taken at these events.
 - Photos depict a minor (under 18 years old in the United States). You must have permission from the individual's parent or guardian.
4. Knowing when you MIGHT need permission to take a photo can be difficult.
 - Photos taken of students at school. Usually, parents or guardians sign media release forms at the beginning of the school year. This gives the school permission to use student images in various non-commercial publications throughout the year. These permissions may also extend to student photographers, as long as you are using the images for school-related projects. Students should check with their teacher and administrator to be sure.

- If the photo contains an image of a store or business logo, you may need to get permission from the store or business owner. Some businesses have rules about using images.
 - If the student has a job that includes taking photos, the photos taken as part of the job may actually belong to the employer.
5. Photos online can, sometimes, be used, but many are not free. Be careful, many sites with free photo images may have images that contain adult content. Type **Free Stock Images** into your search engine to find photos; however, when your child is searching images, be sure to check your parental permissions and use safe search options. Here is a list of sites with free photo content:
- StockSnap
 - Good Free Photos
 - Foodiesfeed (all food-related)
6. Photos from blogs and websites can be used, but you must give the owner credit. This is called attribution. You can copy and paste the URL, or you can add the title, author, source, and license. This information should be placed close to the image.
- T= the title of the image
 - A= the author or artist
 - S= the source or where it is located online
 - L= the license for the image
7. Photo sharing can be complicated. Do your best to give credit where it is due, and ask permission when possible. If you are not planning on sharing photos for commercial use, you are much less likely to encounter legal issues. Become knowledgeable about how to legally share photos online. Understanding the legal aspects of photo sharing and following the laws will help you be a good digital citizen.



Identify

Social Media



Your Online Self

Ages
5-10

[Social Media
Mindfulness](#)

Ages
10-18

[Think Before You Post](#)



Benefits

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Risks

Ages
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[Introducing the Risks
of Social Media](#)

Ages
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[Social Media
Permanent Footprint
Worksheet](#)



Your Online Self

Social Media Mindfulness

**Ages
5-10**

Instructions:

This exercise uses the five senses to help relax one's mind and bring focus to the present moment. Use your fingers to count down from 5-4-3-2-1 and go through each step. Allow the child to move about freely and explore the world around him or her.

5-4-3-2-1

Technique for Mindfulness

Understanding and regulating your emotions help children become good digital citizens. The 5-4-3-2-1 technique can be done anywhere and only takes a few moments. Now, focus on your breathing, and go through the five steps:

- What are 5 things you can see around you?
- What are 4 things you can touch or feel around you?
- What are 3 things you can hear right now?
- What are 2 things you can smell around you?
- What is 1 thing you can taste right now?



Your Online Self

Think Before You Post

**Ages
10-18**

The information, pictures, or videos you post online are instant and permanent. What types of information you post are part of how you create your online self. You only have control of what you post BEFORE you post it! The digital world is real, and what you post can have serious consequences.

Below are some questions for adolescents to ask themselves before posting online to ensure they are being a good digital citizen and creating their best online selves.

1. **How will I feel about what I am posting now, later?** How do I feel right now? Is my post a reflection of my current emotional state?
 - Never post when you feel angry!
 - Have a friend or family member you trust read your post and give you his or her perspective on your post before you click “post.”
2. **Why am I posting this?**
 - Are you just following the crowd, or do you genuinely feel your post portrays your thoughts, morals, feelings?
3. **Can what I am posting be interpreted differently than I intend?**
 - Sarcasm and humor can be construed differently, sometimes hurtfully or cheerfully, in the digital world. Consider if what you are about to say could be offensive to someone. Remember, you can never delete what you post on the internet. Think how what you say in your post could affect your future self.
4. **Would I say this in person?**
 - If the answer is NO, don't post!
5. **Am I being kind?**
 - How would you feel if someone posted the same thing about you?
6. **Do I have permission?**
 - Don't share photos or information of or about others without their permission. What you think is funny could be humiliating or harmful to other people.
7. **Is my post really private?**
 - Share only what you would want everyone to know through posts. Screen shots and photos of posts can be shared even by the best of friends.
8. **Would I like me?**
 - Suppose you are a stranger looking at your digital online self. Are your posts critical, unkind, and/or offensive?
9. **Is it legal?**
 - Posting is publishing, which means the information you post is the same as if you wrote it in a news article. This means it can be used as evidence against you.



Benefits

Benefits of Social Media Word Search

Ages
5-10

NAME: _____ DATE: _____

Social Media Benefits

G N I D N U F D W O R C S P E
T R O P P U S O M H W I E N P
F Z W K R F G P S B T N S O L
N K O Z E Y N V P T B V O I A
I M R E T L I I I A C J B S I
Y A K X T H N N H H O P E S C
T C W P I V E S S C N S L E O
I C P R W O H T D P N O O R S
V E Y E T L T A N A E J N P M
I P R S N U G G E N C U G X E
T T W S W N N R I S T S I E D
I A L I U T E A R T I T N F I
S N V V H E R M F P O I G L A
O C W E K E T P G U N C F E Q
P E B H F R S X Y R P E M S L

FRIENDSHIPS

VOLUNTEER

WORK

BELONGING

SUPPORT

EXPRESSIVE

STRENGTHENING

POSITIVITY

INSTAGRAM

SNAPCHAT

TWITTER

SOCIAL

MEDIA

ACCEPTANCE

JUSTICE

CROWDFUNDING

CONNECTION

SELFEXPRESSION



Benefits

Benefits of Social Media for Teens

Ages
10-18

There are many benefits to social media. Social media can and should be fun for young people. It can have a very positive effects on teens, helping them to improve their communication skills, express themselves creatively, and build their confidence.

Instructions: In this activity you will give each child an activity sheet, you can also use this as a group activity, with questions to help children discover what they can identify as benefits of social media to themselves. They will fill the sheets out on their own. Then you will discuss what they have written compared to the examples provided on the parent/facilitator page.

Student Activity Page:

1. How do you think social media encourages creativity and innovative thinking?
2. How do you think social media can be used as an educational resource?
3. On social media, what opportunities are presented for critical thinking and assessment?
4. How can social media develop social and communication skills?
5. Where and how can you use social media spaces for exploring creativity?
6. How can social media expand your worldview?
7. How can social media give teens a voice?
8. How can teens use social media for inspiration and support?
9. How can teens use social media to do good?
10. How can social media improve social skills of teens?
11. How can teens use social media as a confidence booster?

Parent/Facilitator Question Guide:

Encourages creativity and innovative thinking. Social media sites content is in a variety of forms. Written content, photos and graphics; there are many ways to participate, engage, and show off creativity. Photography sites and apps can help hone skills and show off work. Create graphics and digital designs, social media is an ideal place to share work and get encouragement and feedback from others. Teens can come up with fresh, innovative ideas, and get instant feedback. Social media is a tool for creative teens.

Social Media Can Be an Educational Resource. They can learn new things through articles shared on social media networks, or perhaps by watching videos on YouTube and elsewhere. Many educational organizations, news networks, and other educational bodies use social media to inform and often specifically to reach out to teenagers too.

Opportunities Are Presented for Critical Thinking and Assessment. Teenagers taught to assess information and people's opinions with the right critical thinking skills, can fact check, research and form their own opinions. Teenagers can develop the skills they need to stop and think about something before sharing it unquestionably.

Social Media Develops Social and Communication Skills. Teenagers are given the opportunity to interact with their peers and to make new friends in a safe way. Social media can help teenagers who might struggle to communicate offline develop their social skills in a space where they can have more time to think about their actions and find people who share their interests. Social media often presents opportunities for debate and conversation, which can help teenagers learn how to discuss a variety of topics.

Spaces Are Available for Exploring Creativity. Social media can be a place to be creative, learn how to solve problems, and find innovative approaches to different aspects of life. Even when teenagers are making memes and having fun, they're using their creative skills. A parent or teacher might think a teenager is wasting time by making a silly picture, but what they're doing could be helping them learn valuable design skills. Teens might spend their time taking photos, writing blog posts, or sharing videos of their daily life and the things they enjoy. These are all opportunities for them to develop and express their creativity.

Teens Can Expand Their Worldview. Using social media gives teenagers the chance to expand their worldview and leave the bubble of their own community or circle of friends. Social media exposes users to different viewpoints, world news, and diverse peoples. Teenagers could begin to learn about what is happening outside of their community, could begin discussing issues that can have world-wide impact, and could make new friends from different parts of the world and diverse backgrounds.

Social Media Can Give Teens a Voice. Many teenagers may feel as if no one really listens to them. Others feel shy or unsure about speaking up in person. Social media can give teens a way to express themselves. Whether they choose to write, make images, or record videos, teens can express themselves in a less direct way. People will see what they're doing, but the youth will not feel as if he or she has an audience and no large group of people is watching him or her. Social media can allow teens to have a voice, and, perhaps, they may gain confidence in their voice and opinions, so they can also share in an offline setting.

Inspiration and Support. Social media offers opportunities for teens to support and inspire each other. Many teens use social media, and texting, as their main forms of communication; social media is how they stay in touch, so this is also a good opportunity to show support and discuss bigger issues in their personal lives. Social media can help to strengthen friendships and keep friends close.

Teens Can Use Social Media to Do Good. Many teenagers use social media to do good and make positive changes within their community and for others. Social media offers easy ways to show support for an issue, raise money, promote a charity event or spread an important message. Teenagers can be encouraged to get involved in philanthropic and altruistic causes via social media.

Improved social skills. Teens today are used to engaging with their peers on a daily basis through social media. They likely check their accounts every few hours, if not sooner, to see what information has been shared and discussed among their friends. While it's not a face-to-face interaction, social sites and apps can help teens improve their social skills and can encourage them to communicate with good friends and make new connections, meet new friends, and expand their community. Their social circle can grow, and, for introverted individuals, these apps can make meeting and connecting with people a much easier more pleasant experience.

Confidence booster. Shy, introverted teenagers can become more confident as they interact on social media. Engaging and interacting with people from different countries, cultures, and communities can introduce a teen to different perspectives and ways of life. Teens may find like-minded people, and this can help to build their confidence about their areas of interest. This increased confidence can carry over into their in-person interactions and help them overcome shyness or other social challenges. Use of social media can have many positive effects on teens, such as improving communication skills, helping them express their creativity, and increasing their confidence.



Risks

Introducing the Risks of Social Media

**Ages
5-10**

Using social media sites has many advantages, but there are also risks associated with use. As a result, children need to be educated about the risks involved with online social interactions, and clear rules about social media use should be established.

Instructions: This activity can be used to begin the conversation about social media risks. Ask each question below and discuss the questions as a group; talking points are listed below the question and can be used as a guide to start your conversation about the risks of using social media.

1. Are smart phones used to get on the internet?

Talking point: Cell phones are like computers, and the user can easily access the internet from his or her smart phone. Parents need to control and manage how their children use their phones and the internet, regardless of which device is being used to access the internet.

2. Can strangers use the internet to try to talk to you?

Talking point: Children should always ask their parents' permission to make friends or accept a "friend invite" on the internet because strangers use the internet to stalk individuals, especially children - there is a lot of stranger danger. Let your children know that if someone is important to them, that person is important to you. No secret friends!

3. Can pictures be altered or modified after they have been taken to look different?

Talking point: Pictures can be changed for many reasons. On social media, pictures are often changed to make people look totally different than they do in person. Sometimes people change pictures to cyberbully people or deceive them or be dishonest in some other way.

4. Can you talk to other people while playing games online?

Talking point: Online games can connect you with strangers and also people you know. If someone starts talking about something other than the game that could be a warning, and you should be careful! Always stick to just game talk; don't give out any information because even tiny pieces of information can be put together by online predators who may want to cause you harm. The same rule goes for social media use.



Risks

Social Media Permanent Footprint Worksheet

**Ages
10-18**

Name: _____

It has been said that once something is posted online, it is always retrievable - it's your digital footprint.

Answer the questions below:

1. Why would potential employers use social media to learn about or check up on potential employees:

2. Inappropriate content can get you expelled, arrested, fired, or hurt. Explain what is meant by inappropriate content:

3. Why shouldn't you accept friend requests from people you don't know:

4. With a court order, all previously deleted content can be made accessible. List three things that should never be posted online as posting these might generate a court order:

Identify

Social Media

Social media has changed the way we communicate on a daily basis. While there are many benefits to using social media (e.g., supportive environment, sense of belonging), there are also potential risks to everyone and especially children (e.g., impacts on self-esteem, isolation). Professionals and parents can help children understand the benefits and the risks of using online communication platforms and help them develop guidelines for appropriate use.

Your Online Self

-  [The Impacts of Social Media: Self Image and Self Esteem](#)
-  [Post-Responsibly - Be Mindful of your Audience](#)

Benefits

-  [Social Media and Kids - Benefits](#)
-  [Avoid the Risks and Enjoy the Benefits \(poster\)](#)

Risks

-  [Social Media and Kids - Risks](#)
-  [Safety and Social Media](#)



Your Online Self

The Impacts of Social Media on Self-Image and Self-Esteem

Social media can be positive and negative. It can be a platform where advocates, activists, and thought leaders share their ideas and beliefs that create larger conversations on important topics. Online communities can be powerful when they provide support and a place where users can connect to one another. However, social media can also create negative feelings, such as how one views his or her body or general self-image.

Internet availability and usage continues to increase at a rapid rate across the world. In 2009, 79% of 5- to 14-year-olds in Australia reported accessing the internet in the preceding 12 months, and, by 2012, that number had increased to 89.4% (Richards et al., 2015). Adolescents have a normal desire to gain independence from their parents, and, possibly because of that, they spend more time with their peers, and peer opinion, then, becomes more influential (Albert, Chein, & Steinberg, 2013). Combine this peer opinion with the increase in social media usage, and youth may fall victim to social comparisons that leave them feeling inadequate about their bodies and/or their overall self-images.

Time spent on the internet, especially social networking sites like Facebook, Instagram, or Snapchat, is significantly correlated with internalization of a belief in a specific body type – generally a thin, ideal body and, consequently, a drive for thinness (Tiggemann & Slater, 2013). In fact, the more time pre-teens, adolescents, or university-age individuals spend on Facebook or Instagram, the more likely they are to have a negative body image and/or a poor self-image. Again, this effect seems to influence females more than males. In addition, users engage in upward and downward social comparisons, which can have deleterious effects on individuals.

A detrimental aspect of using social networking sites is that these sites allow people to create an idealized image of themselves by only posting content they want others to see. This can impact self-evaluations and overall feelings of well-being for users (Fardouly et al., 2015). People downwardly compare themselves to their peers to feel better about themselves; however, when they engage in upward comparison, they start to reflect on their own shortcomings and feelings of unworthiness - all of which can be damaging to one's general well-being (Fox & Vendemia, 2016).

Children and youth are exposed to unrealistic and unhealthy messaging of what an ideal person looks like or that “friends” on Facebook or Snapchat are buying the newest games or clothing items or are traveling to exotic locations every weekend. So, the question arises: how can parents, caregivers, and educators teach children how to handle self-comparison on the internet?

Talk about Media Literacy.

The National Association for Media Literacy Education defines the term, Media Literacy, as “the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication is interdisciplinary by nature” (Namle, 2020).

Children and youth must be able to think critically about what they see online. Teach them how to ask the following questions using age-appropriate language:

Who – made this? might benefit from this message? might be harmed by this message?

What – is missing from this message?

Why – was it made?

How – might different people interpret this message?

Inculcating in children and youth a critical approach to information and content online can help prevent children, pre-teens, and adolescents from experiencing negative feelings about their body and overall self-image. Having conversations with your children about the fallacies of the internet can set them up for emotional success and healthy coping skills as they grow older.

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Your Online Self

Post Responsibly - Be Mindful of Your Audience

Communicating Online is Different

Talking with people in person can be different than talking to people on social media. When you are talking in person and say something funny or hurtful to another person, you can see his or her reaction through his or her non-verbal communication. In that moment, you can correct misunderstandings and withdraw what you have said. Online, posting something you think may be funny, or even hurtful, can never be unsaid, and, worse, it can be shared by and to many other people. This situation could end up being devastating to anyone but, perhaps, particularly hard for children and youth. Be mindful of what you post before you post online; this could save your online reputation and prevent social media drama. Teach children and youth to consider how they are feeling before they post. Do they feel angry, sad, hurt? If they post in that moment, they may regret the post as their feelings could change with time. Remind them, once you post, that post is never really deleted, and it can be shared over and over.

Think before you post. Mindfulness is taking a moment to ensure you are posting according to your true self, and you are thinking through the possible consequences of your post.

Not all information should be shared on social media. You may have information that you and your family would like to keep private. You may want to consider setting guidelines regarding what information is OK to share and what should remain private to ensure your and your child's online self and reputation are safe.

Have a conversation.

Here are some questions to ask yourself and your child:

- What type of information sharing will help everyone in the family keep a positive image on social media?
- What information does your family want to keep private?
- What types of information are appropriate to share with friends or small groups?
- What information is fine to post publicly?
- When should you get permission from another person before posting (e.g., pictures, stories)?
- How do you feel at this moment (e.g., angry, hurt, happy)? Are you in a good head space to make a post?

Posting online can be a positive experience for you and your readers; however, remember to be mindful and follow clearly defined guidelines regarding the type of posts you and your family make.



Benefits

Social Media and Kids - Benefits

Even though it might be difficult to recognize sometimes, using social media can create negative and positive experiences. Let's focus on the positive! Social media can provide a brand-new way for people, and youth in particular, to communicate and join a global community, which may be beneficial! Positive experiences, such as those listed below, may occur when youth connect, share, and learn online:

It lets them do good.

Twitter, Facebook, and other large social networks expose children and teens to important issues and people from all over the world. Youth learn they have a voice and have the ability to make positive contributions like crowdfund social justice projects or anonymously tweet encouraging thoughts. Social media also helps youth discover ways they can volunteer and get involved in their communities (Knorr, 2018).

It strengthens friendships.

Research shows that social media helps teens make friends and keep them (Knorr, 2018).

It can offer a sense of belonging.

While heavy use of social media may cause some youth to feel isolated, teens who use social media appropriately report feeling less isolated and more socially adept; this is partly due to an increase in technology use (Knorr, 2018).

It provides genuine support.

Online acceptance can validate a person's interests or feelings, such as when a young person is interested in an unusual subject that isn't considered "cool" or is grappling with his or her sexual identity. Research shows that suicidal teens may even get immediate access to quality support online (Knorr, 2018).

It helps them express themselves.

Digital technology allows kids to share their work with a wider audience and even collaborate with others, which can help to strengthen self-expression (Knorr, 2018).

It can provide a different way to learn.

Social media can be a useful addition to—and in some cases is replacing—traditional learning methods in teaching environments, such as a classroom. Exploring and learning more about social media and apps also helps with the development of technical skills (AAP, 2011).

It broadens the horizon of communication.

Communicating with family and friends is often made easier through the use of social media; these communications may include connecting via video-chatting with family or friends who are geographically separated (AAP, 2011).

Health Benefits

The health benefits of social media may include enhanced access to valuable support networks. These networks may be particularly helpful for individuals with ongoing illnesses, conditions, or disabilities and for those who identify as lesbian, gay, bisexual, transgender, questioning, or intersex (LGBTQI) and who seek helpful information or a welcoming community (Chassiakos et al., 2016).

Research also supports the use of social media to foster social inclusion or peer-to-peer connection among individuals who might otherwise feel excluded - for example, those with obesity or mental illness. Individuals with mental illness report greater social connectedness and feelings of group belonging when using social media in this

manner. Social media sites can offer these individuals the ability to share personal stories and strategies for coping with challenges (Chassiakos et al., 2016).

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Benefits

Avoid the Risks and Enjoy the Benefits (poster)

Avoid the **Risks** and enjoy the **Benefits**
Learn Good Digital Citizenship!

Social Media

Benefits

Learn social skills

Make new friends

Connect with family

Learn about cultures

Help with homework

Useful for disabilities

Express creativity

VS

Risks

Become addicted

Being cyberbullied

Fake information

Reduced self-esteem

Online predators

Sleep problems

Bad grades



Risks

Social Media and Kids - Risks

As the internet craze continues, parents are becoming more aware of the dangers and risks associated with their children using social media platforms. Although there are both negative and positive aspects of social media use, parents should be proactive and talk to their children about the risks. Here are some tips to help families navigate the social media landscape with their children (Chassiakos et al., 2016).

1. Talk to your children and adolescents about their online use and the specific issues that today's online kids face, such as cyberbullying, sexting, and difficulty managing their time.
2. Work on your own "participation gap" in your home by becoming better educated about the many technologies that your children are using.
3. Understand the need for a family online-use plan that emphasizes citizenship, safety, and healthy behavior.
4. Realize the importance of supervising online activities via active participation and communication, not just via monitoring software (Bernstein, 2011).

Risks at Early Childhood

Research has shown that preschoolers who begin using media at this early age show less impulse control and mental flexibility and are less likely to self-regulate their emotions. Children, as young as 4 years old, have been observed multitasking through various media platforms. This causes concern for the developing brain as the child is not learning to focus on one thing, but his or her attention is diverted to many things at once (Chassiakos et al., 2016).

Risks for Teenagers

Research indicates that adolescents' behaviors on social media often display risky health behaviors, such as illegal alcohol use or overuse; illegal substance use; high-risk sexual behaviors; and harmful behaviors, such as self-injury and disordered eating. A growing body of evidence suggests that adolescents who view this content are influenced to see these behaviors as normal and even desirable. This can also negatively affect self-esteem or worsen mental health symptoms. Social media has the dubious ability to combine the power of peer pressure with the reach of mass media (Chassiakos et al., 2016).

An important issue across all social media and interactive apps is privacy because content that a child or adolescent chooses to post on any site or app becomes public in some way. Removal of such content may be difficult or impossible (Chassiakos et al., 2016).

Health Risks

High levels of media use are linked to obesity and cardiovascular risk throughout the course of one's life, but these associations are observed starting in early childhood. For example, heavy media use during preschool years is associated with small but significant increases in Body Mass Index, which can be a precursor to unhealthy weight gain later in childhood. The association between using greater than 2 hours of media/screen time per day and obesity persists even after adjusting for children's psychosocial risk factors or behavioral problems (Chassiakos et al., 2016).

There is evidence that suggests that media use negatively affects sleep. Increased use of media platforms and the presence of a TV, computer, or mobile device in the bedroom in early childhood have been associated with fewer minutes of sleep per night. Studies of older children and teenagers have found that participants with higher social

media use or who sleep with mobile devices in their room were at greater risk for sleep disturbances (Chassiakos et al., 2016).

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Risks

Safety and Social Media

Young social media users may be naïve to potential internet dangers. They may use their full name for their Instagram or Twitter handles. They may keep their location services on while using apps like Snapchat that could disclose the users' GPS locations. They may add their phone number and email address to Facebook profiles. Disclosing this type of information can pose a serious threat to your child and could possibly put the whole family in danger. As a parent, there is a balance between monitoring your child's online activity and giving him or her the space to be independent and have his or her privacy. The best way to set them up for online safety success is to start having conversations about this important topic while your children are at a young age.

The parental speech that warns against talking to strangers and disclosing where you live to strangers is not any different now than it was before the internet became part of how we conduct business and foster friendships. The conversation you have with your children should be simple and consistent: Do not speak to an online person or profile with which they are unfamiliar. Do not disclose personal and identifiable information, such as addresses and phone numbers. Do not accept friend requests from people whom they don't know. Using strong passwords is vital to online safety. Some basic rules for creating protective passwords are to use a mix of uppercase and lowercase letters, special characters, numbers, and symbols or make your password something most people wouldn't think of or know about you, like your favorite food. Do not use the same password for all of your accounts.

Talk to your children, pre-teens, and teenagers about the content of their posts. For example, make sure they understand the consequences of posting certain ideas, articles, or commentaries, such as ones that promote violence or hate. Help them be mindful when posting pictures to their profiles. For instance, posting pictures of real or simulated violence or criminal activity is inappropriate and illegal. In addition, remind your children to gain permission from anyone else in the photo before posting it. Tagging locations on social media can also be problematic as it exposes the user's location to online predators. Log out of profiles on the computer when you are finished using them. By doing this, you can ensure others cannot immediately access your social media accounts while using the same computer.

All social media accounts have a privacy setting available to the user. The settings are customizable. On Facebook, the user can make his or her content, profile pictures, and photo albums available only to his or her friends. Similarly, on Instagram, users can make the profiles private, and friend requests have to be sent and approved for the profile to be viewable.

You can protect yourself with these STOP. THINK. CONNECT. tips:

Keep security software current: Having the latest security software and up-to-date web browser can protect against online threats.

Own your online presence: Set your privacy and security settings on your profiles to your comfort level. You can limit as much, or as little, as you'd like, even to your friends.

Make a strong password or passphrase: It should be at least 12 characters with uppercase and lowercase letters, spaces, and special characters. It can even be a phrase or a sentence! Make sure it is something unique and something you can remember. Also – do not have the same password or passphrase for all of your accounts. Mix it up!

When in doubt, throw it out: Phishing is what hackers do to try and see your personal information. Phishing can come in the form of emailed links, tweets, messages, or online advertising that may look suspicious to you. If you are unsure, delete it. Clicking on phishing links can leave you exposed to online hackers.

Use the Golden Rule: Post about others as you would have them post about you. If you don't have anything nice or helpful to say, don't say it at all.

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Identify

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Identify

Who You Are

Create

What You Do



Educate

How You Do It



Create

Digital Etiquette

The electronic standards of conduct or procedure



Children and adolescents may be able to understand the standards of conduct in real-world scenarios, but they might need help understanding their virtual world situations and their digital etiquette.



Create

Digital Etiquette

Respectful Communication



Actions and words can have a huge impact on people virtually and in person. When children and adolescents are communicating over the internet, it is easy to be anonymous and hide behind the keyboard. Often, words can have deliberate or unintentional consequences, and these results can be hurtful and unkind.

Children and adolescents need to understand the impact their words can have on others and need to be respectful when talking with others in their virtual worlds. Individuals can foster a healthy and caring internet community.



Activities

Ages
5-10

[Happy Monster](#)

Ages
10-18

[Respectful Communication](#)



Resources

[How to be an Affective Role Model](#)

[Respectful Communication for Toddlers,
Pre-Teens, and Teens](#)



Create

Digital Etiquette

Digital Distractions



Although technology has many useful qualities, there are some negative aspects. Technology can act as a barrier between the child and the people around him or her. While digital devices can help connect children, adolescents, and teens to people they can't be with in person, using those devices can also distract them from the people they are physically with. It is important to help children recognize when they can appropriately use digital devices and when to put the phone aside and actively listen.



Activities

Ages
5-10

[Identifying Digital Distractions](#)

Ages
10-18

[How Distracted are We?](#)



Resources

[Cell Phone Etiquette](#)

[Safe Driving Pledge](#)



Create

Digital Etiquette

Positive Relationships



The virtual worlds, housed in the internet, serve as portals to different cultures, places, and people, and they can provide a platform for individuals to talk with each other from all over the world. As an online user, individuals have the power to develop a healthy environment that includes sharing and collaborating. However, this does not always happen.

The internet has created a place for diverse people to assemble and share something in common – perhaps an interest in sports, philosophy, or the arts. Whatever your interests, keep it positive!



Activities

Ages
5-10

[Book: My Princess Boy](#)

Ages
10-18

[Book: Love, Hate, & Other Filters](#)



Resources

[Inclusivity Resource](#)

[Tips for Discussing Diversity](#)

Create

Digital Ethics

How users appropriately, safely, ethically, and responsibly engage in digital and online activities



Good digital citizens need to be aware of the norms and values regarding appropriate and effective use of technology and the internet.



Create

Digital Ethics

Safe, Ethical, & Responsible Online Behaviors



The internet consists of various platforms, which are comprised of virtual communities. Virtual communities are spaces where people live, interact, and communicate with each other on a regular basis. Very similar to the behaviors people follow in the physical world, there are also certain ways people should behave in virtual communities.

An individual may find it easy to use insensitive or unkind words over the internet because he or she may not have to face the person reading the words. Remember, your words, whether positive or negative, have a huge impact on the person on the receiving end. Digital citizenship has expectations for its users to ensure a productive, safe environment. To create a positive virtual situation, rules and regulations have been established and should be followed.



Activities

Ages
5-10

[Empathy Emoticons Chart](#)

Ages
10-18

[Cyber Ethics](#)



Resources

[Parent Guide: Internet Safety](#)

[Ethical Empathy](#)

[Technology Use Contract](#)



Create

Digital Ethics

Hate Speech

Our virtual world gives us an opportunity to express ideas and beliefs and communicate these thoughts with others. However, these communications are not always positive. Children should be encouraged to be inclusive and value diversity in experiences and perspectives.

Parents and professionals should model appropriate communication behaviors and help children manage strong emotions by teaching them to take the time to process information before communicating or reacting. This practice is especially important when exchanges could take place online, and these exchanges are unretractable and immediate.



Activities

Ages
5-10

[Book: Just Ask!](#)

Ages
10-18

[Hate Speech](#)



Resources

[Discussing Discrimination with your Children](#)

[Teaching Teens about Hate Speech](#)



Create

Digital Ethics

Digital Rights & Responsibilities



Being a member of a digital society (or any society or group) means that each user is afforded certain rights, and these rights should be provided equally to all members.

Rights, responsibilities, or boundaries may come in the form of legal rules, regulations, or acceptable-use policies. Children should follow acceptable-use policies and use technology responsibly inside and outside school. Students should use online material ethically, which includes citing sources and requesting permissions; using technology in a positive way versus being dishonest on tests and assignments; and reporting cyberbullies, threats, and other inappropriate behaviors.



Activities

Ages
5-10

[Credit and Respect](#)

Ages
10-18

[Fake Profiles on Social Media](#)



Resources

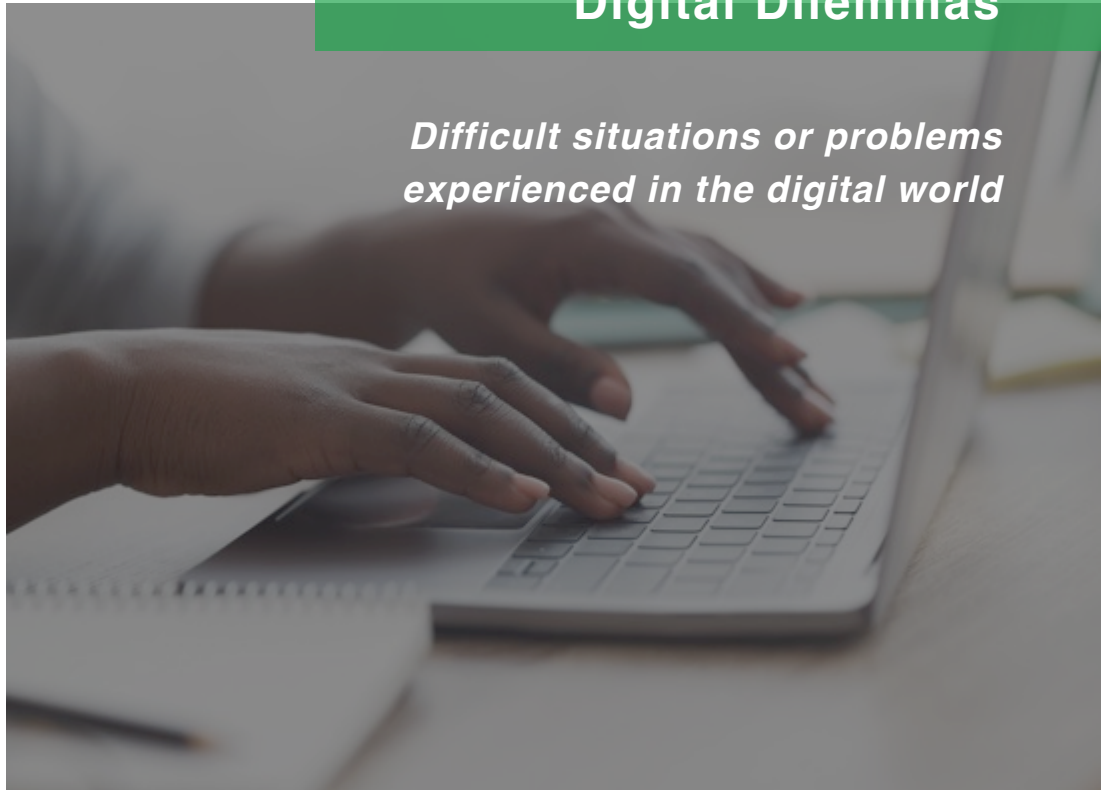
[Rules and Regulations](#)

[5 questions to ask before you get your
child a phone](#)

Create

Digital Dilemmas

Difficult situations or problems experienced in the digital world



Social media has become an important platform for adolescents and teens as it provides an alternative or additional mechanism to build and cultivate personal relationships with others. However, the complexity of online relationships can create digital dilemmas for children.



Create

Digital Dilemmas

Digital Drama



Sometimes, social media serves as a means for negative communication for children and adolescents. People can make inappropriate or unkind comments to another person, individuals can choose sides and support one person but not another, and situations could escalate and become uncontrollable and turbulent. Drama could arise in real life situations, such as couples breaking up or friends dissing friends, but the expressions of hurt and anger are voiced online. Many children and adolescents say they've had to take a break from their devices, at some point, just to give themselves some space from digital drama. This type of drama can escalate into cyberbullying, and it should be discussed and handled quickly.



Activities

Ages
5-10

[Words Have Power](#)

Ages
10-18

[How do you avoid digital drama?](#)



Resources

[Safely Sharing Photos](#)

[Tip Sheet: Dealing with Digital Drama](#)



Create

Digital Dilemmas

Cyberbullying



One of the most devastating consequences of social media has been its use as a tool for bullying. Cyberbullying can happen through social media, texts, and gaming. In these instances people can view, participate in, or share content. Cyberbullies can use photos, videos, memes, and words to attack their victims. Cyberbullying also includes repeatedly sending, posting, or sharing negative, harmful, or unkind content about someone else with the intent to cause embarrassment or humiliation.



Activities

Ages
5-10

[Cyberbullying Word Trace](#)

Ages
10-18

[Be the best you and prevent cyberbullying!](#)



Resources

[Tips to Assist with Cyberbullying](#)

[Helping Kids Fight Cyberbullying](#)

[Knowing the Signs of Cyberbullying](#)



Create

Digital Dilemmas

Sexting



Sexting is a serious issue in the social media world, and it most often affects adolescents. Sexting is commonly defined as the electronic transmission of nude or semi-nude images and/or sexually explicit text messages. It is estimated that approximately 12% of youth who are 10 to 19 years old have sent a sexual photo to someone else. Many youth who have participated in sexting report that they felt pressured into sending a sext.



Activities

Ages
5-10

[What is your gut feeling?](#)

Ages
10-18

[Sexting](#)



Resources

[Talking about Sexting](#)

[Sexual Behavior and Young Children](#)

Create

Digital Etiquette

Respectful Communication

Ages
5-10

[Happy Monster](#)

Ages
10-18

[Respectful
Communication](#)

Digital Distractions

Ages
5-10

[Identifying Digital
Distractions](#)

Ages
10-18

[How Distracted
are We?](#)

Positive Relationships

Ages
5-10

[Book: My
Princess Boy](#)

Ages
10-18

[Book: Love, Hate, &
Other Filters](#)



Respectful Communication

The Happy Monster

Ages
5-10

Instructions:

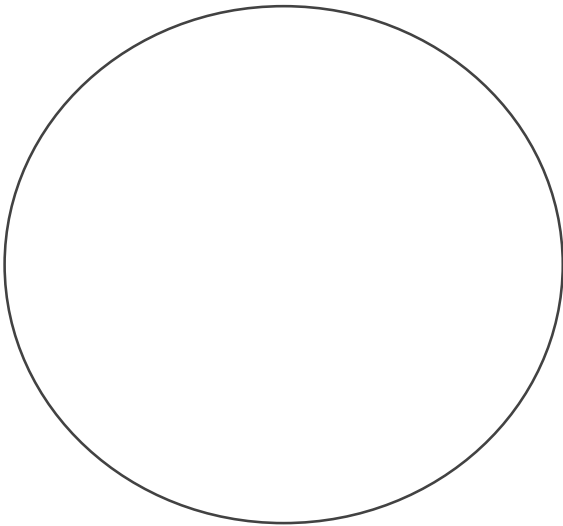
It is important for children to understand the impact they have on other people. This is an exercise that can be completed to show children what kind words can do to help make someone happy.

First, ask the children to draw a sad monster on the left, and talk about why the monster might be sad.

Next, ask the children what nice words they might use to cheer up the sad monster. Help model nice words, if necessary.

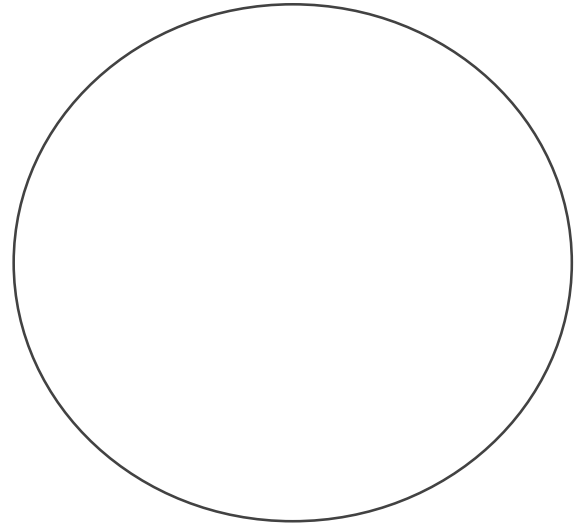
Then, ask the children to draw a happy monster. Talk about how using nice words feels good to us and helps others feel good.

Draw a Sad Monster



He is sad because someone said something mean to him.
What can you say to cheer him up?

Draw a Happy Monster



What nice words can you say to him to cheer him up?



Respectful Communication

Respectful Communication

Ages
10-18

There are 3 types of communication:

1. Passive Communication
 - a. Putting others needs/wants before your needs/wants all of the time
 - b. Always giving in to what others want
 - c. Staying silent when something bothers you
 - d. Unable to support or defend yourself or others
2. Aggressive Communication
 - a. Putting your needs/wants before others by overpowering, threatening, or bullying
 - b. Not listening to other people's opinions
 - c. Taking what you want but, often, not getting respect from others
3. Assertive Communication
 - a. Getting your own needs met while at the same time respecting other people's needs
 - b. Acting confident without being pushy or bullying
 - c. Talking and listening to other people
 - d. Negotiating with respect

The most ideal form of communication is **Assertive Communication**. It's a good way to get your own needs met while being respectful and giving the other person space.

Here are four steps to begin your practice of Assertive Communication...

1. Explain your feelings and the problem using "I" statements ("I feel...when...because...")
2. Make your request ("I would like..." or "I wish you would")
3. Ask how the other person feels about your request ("is that okay with you?")
4. Accept with thanks ("Great, I appreciate that")

Although assertive communication is usually the best practice, passive communication and aggressive communication can come in handy in certain situations.

Reasons to use Passive Communication...

- If you're immersed in a culture that sees this as respectful communication
- If your safety is concerned
- If you feel threatened

Reasons to use Aggressive Communication...

- If you feel threatened or unsafe
- If you are fearful of being harmed, this might prevent the problem from getting worse

Activity: Use the attached worksheet to role-play these scenarios.

Scenario 1: A friend posted something mean on Facebook. The post was about another friend of yours whom you care about. How will you let the friend who posted the mean thing on Facebook know that his or her words can cause harm in a variety of ways?

Scenario 2: A classmate of yours shared a secret on Twitter that you asked him or her not to share with anyone. It got liked 75 times and re-tweeted 92 times. How are you going to initially talk to this classmate? What will your next steps be if the conversation doesn't go as planned?

Scenario 3: A person at school shares a video of you, on their Instagram story, changing in the locker room for gym class. How would you talk to this person about consent?

Scenario 4: You post a picture of what you are eating, and someone comments "Wow, you must not care about being healthy, lol." How do let this person know you understand what a healthy relationship with food can look like, he or she doesn't need to understand why you are eating this food, and you found his or her comment hurtful?

Scenario 5: You post a picture of you in your bathing suit from your awesome trip this summer. Someone comments "WHALE WATCH!" on it. How do you process your own pain without being mean to the individual and still letting him or her know that this language is harmful?

Assertive Communication Worksheet

Directions: Use the steps below to effectively assert your needs. Take notes where needed.

- Directly describe the situation.
- Describe the facts about the situation that you need to address.

Express your feelings and accountability.

Take accountability for your role in the situation by using expressive “I” statements not “you are/do/can’t” statements.

Assert your needs in a respectful way.

Assert your point of view and your needs. Stand up for yourself and what you are expressing.

Reinforce what you have expressed and your perspective in the situation.

Express how you have been affected by the situation in a non-accusatory way.

Mindful thinking and reacting is key.

When disagreeing with someone, tensions may rise. Stay in control of your emotions. Remember, the goal is resolution. Approach controversy from a calm and mindful place.

Appear to be confident.

Nobody will be confident in your perspective if you are not confident in your perspective yourself. Be sure to reflect on what you want to communicate before you begin the discussion.

Negotiate.

The goal is not to get your way. The goal is to find compromise where you are met halfway.

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Digital Distractions

Identifying Digital Distractions

Ages
5-10

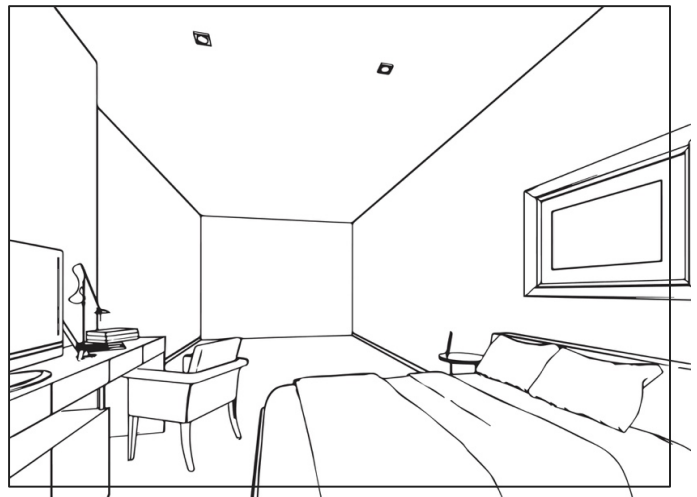
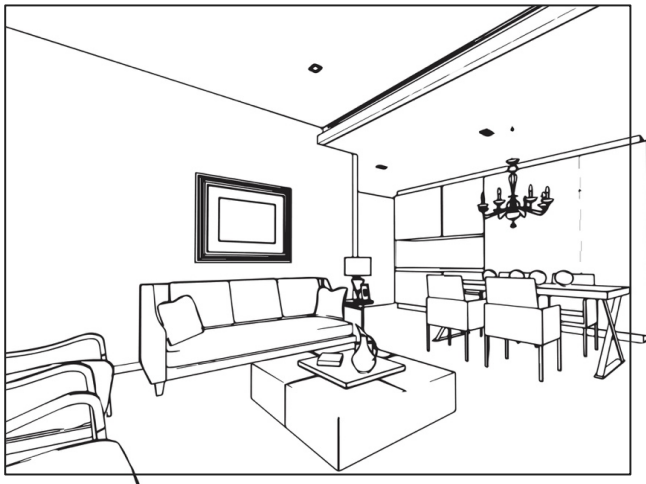
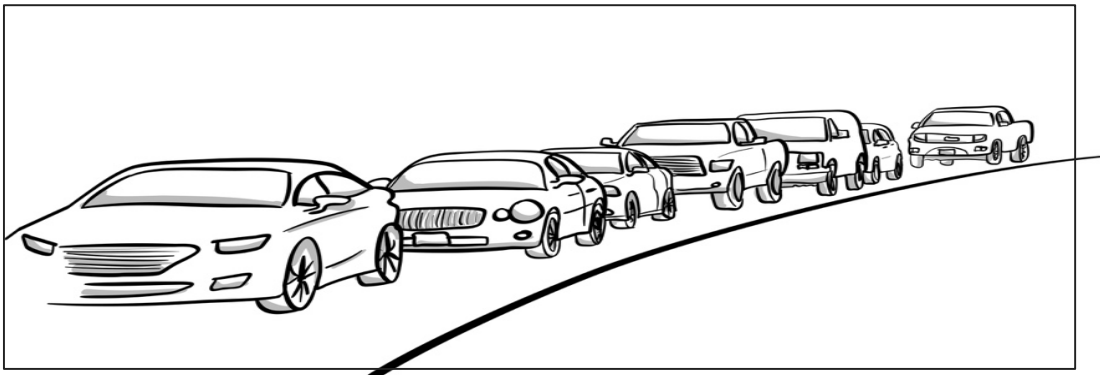
It is not uncommon to find children on their phone, computer, or tablet a lot, maybe too much! Children need to recognize when it is appropriate to be focused on a screen or when they should focus on the people and environment around them. Digital distractions are when it is hard to look away from the fun things you can do on a phone or computer. When digital distractions occur, the phone user isn't thinking about the environment he or she is in. This can pose safety and health concerns. Also, this individual might be missing out on a good time with his or her friends and family!

Instructions: Have the children use crayons and/or colored pencils to color in the different places that digital distractions occur.

Activity: The children will color in each location while talking about why it would be good to put the phone and tablet down and take advantage of the environment they are in. They can also talk about how digital distractions can negatively affect those they love. Do they ever notice their parents with digital distractions?

Questions:

1. Why is it important to limit digital activities in these locations?
2. Do you ever notice that your parents are distracted by digital activities?
3. How does that make you feel?





Digital Distractions

How Distracted are We?

Ages
10-18

Consumer Reports conducted a nationally representative phone survey to assess distracted-driver behavior and opinions about texting while driving. In a survey of 622 licensed drivers who own a smartphone, 52% admitted to engaging in distracting activities while driving.

Instructions: Fill in the blanks with a number or response that you feel is the best answer to the data found from the assessment.

What Are the Distractions?

_____ % use hands to send a text.

_____ % use hands to play music on a smartphone.

_____ % use hands to access a web browser or to compose, send, or read email.

_____ % watch videos on their phone while driving.

Who's the Most Distracted?

_____ are more likely than _____ to engage in
distracting behavior; more than twice as many _____ watched a video.

When Is Texting Acceptable?

_____ % say only if they have a hands-free, voice-activated option.

_____ % say if it's an emergency.

_____ % say never.

Should Texting Be Prohibited?

_____ % say they favor states having restrictions on texting while driving.

Of those:

_____ % support a "total ban on texting while driving."

_____ % support a "requirement that all drivers use a message that automatically responds to incoming calls or texts."

_____ % support a “ban on texting while driving only for novice drivers.”

_____ % support a “ban on incoming texts or calls if a smartphone is present in a moving car.”

Who Should Do the Restricting?

_____ % support restrictions.

_____ % say the driver.

_____ % say the government.

ANSWER SHEET

What Are the Distractions?

- 41% use hands to send a text.
- 37% use hands to play music on a smartphone.
- 20% use hands to access a web browser or to compose, send, or read email.
- 8% watch videos on their phone while driving.

Who's the Most Distracted?

Men are more likely than women to engage in distracting behavior; more than twice as many men watched a video.

When Is Texting Acceptable?

- 61% say only if they have a hands-free, voice-activated option.
- 34% say if it's an emergency.
- 24% say never.

Should Texting Be Prohibited?

88% say they favor states having restrictions on texting while driving.

Of those:

- 83% support a "total ban on texting while driving."
- 66% support a "requirement that all drivers use a message that automatically responds to incoming calls or texts."
- 36% support a "ban on texting while driving only for novice drivers."
- 30% support a "ban on incoming texts or calls if a smartphone is present in a moving car."

Who Should Do the Restricting?

- 100% support restrictions.
- 94% say the driver.
- 50% say the government.



Positive Relationships

My Princess Boy

Ages
5-10

My Princess Boy is the story about a young boy who likes to dress up in girls' dresses. His family and friends are supportive, but, throughout the book, he is ridiculed by others. Told from the mother's perspective, this book promotes compassion by encouraging readers to think about their own reactions if faced with a similar situation.

Materials needed:

My Princess Boy by Cheryl Kilodavis

Define key words for discussion:

- Acceptance: Being supportive, kind, or friendly to others. Accepting other people and their differences.
- Compassion: Being a good friend to someone when that person needs it. Awareness and kindness for other's feelings, emotions, or experiences.
- Unique: Something or someone very special.

Instructions: Post and discuss the vocabulary words for this lesson. Emphasize compassion and explain to children that you are going to read a story about someone who was teased or mocked (could also say ridiculed here) for being different.

Read Aloud

1. **Introduce the book, *My Princess Boy*.** Remember the definition for compassion. Listen to this child's story and think about how people around him react and if they show compassion or treat him unkindly.
2. **Read *My Princess Boy*** and pause for discussion questions along the way.

(p.1-4) Princess Boy is introduced. He is a happy 4-year-old with a cool older brother. What are your thoughts about Princess Boy so far?

(p.6) His dad tells him he looks pretty and twirls him and hugs him. What do you notice about his family? Does his family show compassion? How do you know?

(p.10) When Princess Boy wants to buy girls things at the store other customers laugh and stare. Why do you think they do that?

(p.22) Stop for a think-pair-share (K-1: consider a whole group discussion) to answer the questions on this page. If you see a Princess Boy, how will you treat him? Will you laugh at him, call him a name, play with him, like him for who he is?

3. Compassion

Review the words compassion and acceptance. Ask the students which characters showed compassion and acceptance for Princess Boy and which characters did not?

[brother showed compassion by dancing with him, dad did by telling him he was pretty in his dress. The people in the store did not when they laughed and stared]

*Sentence Frames: The _____ shows compassion by _____.
The _____ doesn't show compassion by _____.

Conclude: Compassion can be a difficult concept for students at this age. Being a good friend to your friends is easy, but being compassionate means being a good friend to someone in need, even if he or she is not one of your friends. Feeling compassion is having sorrow for one in need and having a desire to alleviate the person's suffering – this requires effort. You need to notice when someone is in need and not just walk away from him or her.

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Positive Relationships

Book: Love, Hate, & Other Filters

Ages
10-18

Instructions: Please read *Love, Hate & Other Filters* by Samira Ahmed. After reading the book, get together with others who have also read the book, and discuss the following questions.

1. Maya begins her story with the phrase, "Destiny sucks." What do you think she means, and why does she start her story this way?
2. Maya tells Phil that she doesn't know how to be a good daughter as she tries to chase after her own dreams. Why does she feel that these things are at odds? Does she change her mind over the course of the book?
3. Maya's story is told from the first-person perspective, and the intercalary story is told from the third-person point of view. Why do you think the author made that choice? How did that influence the way you related to the two narratives?
4. Why does Phil feel responsible for Brian's actions? What, if anything, could he have done differently that might have changed the outcome? What does this say about the broader theme of how events outside of our control affect us?
5. When we first meet Kareem, he is a possible love interest for Maya, but he transforms into something different. Why do you think Kareem still holds an important place in Maya's life?
6. Do you think that Maya is right to lie to her parents? Is there a difference between a protective lie and a self-serving lie?
7. Maya is a Muslim from an immigrant family. Even if you aren't from the same background as Maya, how could you relate to her struggles and dreams? What about her experiences feel familiar to you?
8. Consider the title LOVE, HATE AND OTHER FILTERS. How does Maya use filters in her daily life? How do the other characters use filters? What filters do you use?
9. Maya inhabits a variety of different worlds. How are these worlds at odds with one another? What (if anything) brings these worlds together? Should they be brought together?
10. What is the significance of the Whitman poem in the last intercalary chapter? What values/ideas in the poem are reflected in Maya's choices? Why would this poem have had meaning to the bomber?

Adapted from: <https://www.readinggroupguides.com/reviews/love-hate-and-other-filters/guide>

Reference

Ahmed, S. (2019). *Love hate and other filters*. Soho Press.

Create

Digital Etiquette

Children and adolescents may be able to understand the standards of conduct in real-world scenarios, but they might need help understanding their virtual world situations and their digital etiquette.

Respectful Communication

 [How to be an Affective Role Model](#)

 [Respectful Communication – Toddler to Teen](#)

Digital Distractions

 [Cell Phone Etiquette](#)

 [Safe Driving Pledge](#)

Positive Relationships

 [Inclusivity Resource](#)

 [Tips for Discussing Diversity](#)

Respectful Communication

How to be an Affective Role Model

Studies that have examined the psychological flexibility of parents have discovered that high levels of parental psychological flexibility result in these parents' children experiencing fewer internalizing and externalizing problems throughout their development (Brassell et al., 2016). Psychological Flexibility refers to the ability of an individual to accept aversive emotional experiences in the moment while maintaining engagement in value-based behaviors (Brassell et al., 2016). Children will model their parents' behavior whether the behavior is good or bad (Krisbergh, 2019). Here are some ways to keep yourself in check and be a good role model for your children.

Walk the Talk: Children gain the most from parents who demonstrate consistency between their actions and their values. For example, set screen time limits for the whole family!

Practice Mindfulness in all interactions with your child by engaging in the following:

1. Listen with full attention
 2. Use nonjudgmental acceptance of yourself and your child
 3. Be emotionally aware of yourself and your child
 4. Use self-regulation in the parenting relationship
 5. Show compassion for yourself and your child
- (Duncan et al., 2009)

Be intentional with your language: Children are sponges and hear how and what you say. The way you speak, what you speak about, and the opinions you express can influence your child's values. Consider how you speak to your child, partner, friends, and strangers.

- Consider...
 - Tone of voice
 - Inclusive instead of exclusive language
 - Words indicating respect and acceptance
 - How you speak to your children when you're disciplining them
 - What conversations look like when your child makes a mistake

Where can you begin?

- Include your children in family discussions that convey messages of teamwork, respect, and acceptance
- Practice what you preach
- Avoid making negative comments about your body and other people's bodies
- Enjoy education and learning
- Be vulnerable with your children
 - Admit mistakes and talk about what you learned from them
- Use problem-solving skills
- Show kindness and respect towards others

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Respectful Communication

Respectful Communication – Toddler to Teen

Respectful communication is essential to having positive relationships and to a child's development. Good communication involves listening and conversing in ways that make children feel valued. Here are some tips on how to help your child, no matter what his or her age, learn how to have respectful and clear communication.

Toddlers

Language develops rapidly in the toddler years, and parents will need to coach the child and have patience while using positive correction. Notice what your child shows interest in, comment on it, and let your child respond. Try using the techniques below to start building good communication.

- Touch your child's arm to let your child know you're interested and you care about what he or she is saying or doing.
- Turn to face your child and use lots of eye contact. This says, "I'm giving you my full attention" and "You're important to me."
- Bend down to your child's level. This shows you want to be close and helps your child feel more secure. It also helps with eye contact, especially for younger children.
- "Mirror" your child. This means using the same facial expression or tone of voice as your child uses. It can show him that you're trying to understand his feelings. For example, if your child smiles at you, smile back. If he's sad, nod your head, and look a bit sad yourself.
- Use a pleasant tone of voice and a relaxed body posture and facial expression when you talk with your child. This helps your child see you as open and ready to listen. It also makes it easy for your child to tell the difference when you're not happy with her behavior.
- Give your child lots of cuddles!
- Give your child words to describe feelings or body language.
- Get toddlers talking through everyday activities and play.
- Start conversations.
- Know how to get attention in the right way – for example, by waiting for a break and saying, "Excuse me."
- Use eye contact.
- Take turns talking and listening.
- Speak clearly and in sentences that are at the child's developmental level.
- Speak politely, without talking back.
- Know when to stop talking.

Pre-Teens

Staying connected with your pre-teen child is part of good ongoing communication. You can stay connected and build your relationship with your child by using unplanned, everyday interactions. This is when you make special time to do things together that you both enjoy. Here are some ideas for planned and unplanned connecting:

- Regular family meals
- Fun family outings
- One-on-one time with your child
- Family meetings to discuss and work out problems

Listening and Communicating

Active listening can be a powerful tool to improve communication and can build a positive relationship with your child. Children of all ages learn through modeling, and the best way to teach active listening to your pre-teen is to practice doing it yourself. Active listening is a way of saying to your child, "Right now, you're the most important thing to me." Here's a quick guide to active listening:

- Stop what you're doing, and give your child your full attention.
- Look at him while he is talking to you.

- Show interest and show you're trying to understand.
- Listen without interrupting, judging, or correcting.
- Concentrate hard on what your child is saying.

Negotiating can help your pre-teen learn to think through what he or she wants and needs and communicate this in a reasonable way. While learning to manage conflict and learning to negotiate, difficult conversations will arise. You will need to have these conversations in the pre-teen years. Building good communication includes tackling difficult conversations together. Here are some tips for handling difficult conversations:

- Stay calm. Plan a good time to talk when you are feeling relaxed and have no distractions.
- Reassure your child that you do want to discuss the issue.
- Let her know you're happy that she wants to talk to you.
- Actively listen to your pre-teen.
- Avoid being critical or judgmental or getting emotional, and try to think objectively.
- Thank your pre-teen for coming to you.

Teens

As your child enters the Teen years, he or she is becoming more independent and has learned many good and maybe not so good communication skills. Take a look at the Pre-Teen guide for tips on active listening and tough conversations. When your child reaches the teen years, he or she may develop friendships and romantic relationships. Here is how you can help your teen navigate respectful communication.

Friendships

To teenagers, friends become increasingly important, and positive, accepting, and supportive friendships help teenagers develop positive relationships now and when they become adults. You can play an important role in helping your teen manage peer relationships.

- Building a warm and caring relationship with your teen can help him or her with his or her own social relationships.
- Praise teenagers when you see them being fair, trusting, and supportive. This encourages them to keep working on those positive social traits.
- Getting to know your teen's friends can show your child you understand how important his or her friendships are. Encourage your teen to have friends over, and give them a space in your home to hang out.

Teenage friendships can sometimes take a turn towards toxicity, and your teen may need your help to understand this. Here is how you can help.

- Explain to your teen that if your friendships aren't making you feel good, they aren't good relationships.
- Teens need to know to watch out for signs of bad friendships. Some signs of bad friendships include put-downs, manipulation, exclusion, and other hurtful behavior.
- Talk to your teen about what good friends do, such as looking out for each other, caring about each other's feelings, and treating each other with respect.

Romantic Relationships

Romantic relationships are a major developmental milestone for your teen. Every teen is different, and every family will feel differently about when romantic relationships will be allowed. Romance will happen, and understanding what respectful, good communication is will help your teen form safe and healthy relationships. Talking to your teen about romantic relationships is one of those difficult conversations. It is essential to start setting ground rules early. Before your teen starts making romantic connections, ensure your teen understands what he or she is allowed to do and what the consequences will be for breaking these rules.



Digital Distractions

Cell Phone Etiquette

We've all been in public areas where someone is chatting on his or her cell phone. He or she is ignoring everything and everyone else and is often distracted with text messages or interacting over messaging apps. Be honest, some of us have been the person doing the chatting and messaging. You may forget that everyone around you can hear every single word you say, and people notice when your attention is elsewhere. Not only can what you say be misconstrued, but a steady stream of one-sided conversations with someone else will also likely be annoying to everyone around you. That doesn't mean you should use speaker mode. That is rude to everyone around you and the person to whom you are talking.

Limit cell phone use in the following places:

Restaurants: Put your phone on vibrate to prevent creating unnecessary noise if your cell phone rings. Only make outgoing calls if necessary, and keep them brief; better yet, take the phone to the lobby or outside, so you don't bother others who are trying to enjoy a relaxing meal. As for texting, try to put your phone away. Let those with whom you are talking know that you are eating, and you will respond later. This will reduce the pressure that you might feel to respond to someone.

The Dinner table: Very similar to when you are at a restaurant, keep in mind the environment you are in. If you pick up the phone when someone calls or respond to a text message, you are potentially bothering others and taking away time from those around you. Remember, embrace the moments you have with your friends and loved ones. Be present and in the moment. This is a good place to use your media plan that you developed!

Movies, Theaters, and Plays: Turn your phone off before you enter the venue. If you are concerned about receiving an important call or text, you may have your phone on silent/vibrate but make sure it doesn't make a sound when it rings.

Work: If you are working and have a private office, it's probably fine to leave your cell phone on with the ringer turned down low. However, if you are a cubicle dweller, do your neighbor a favor and put your phone on vibrate. Resist the urge to conduct private business in your cubicle. The people around you don't need to know everything you do after hours or the latest gossip from the neighborhood. You should also refrain from using your phone during business meetings – this could ruin your professional reputation. This includes texting!

School: If you are in school, be sure to know the rules of your school and treat school and your classmates with respect. It is important to stay off of your phone during class in order to fully participate and not disrupt others around you. If this means keeping your phone in your locker or backpack, do so. Do not be a distraction in the learning environment!

Places of Worship: Turn your phone off, or leave it in the car. You and everyone around you should be able to worship in peace.

Flying: Before your plane takes off, turn your phone to Airplane Mode or turn it off. Some airlines don't allow cell phone use while flying because it may be a safety issue. There is some concern that electronic gadgets, including cell phones, may interfere with navigation equipment.

Public Transportation: Turn your phone off or have it on vibrate when you take public transportation. Limit your calls to emergencies. Once again, it is rude to chatter on a phone in public. In this case, it is probably okay to use your phone for texting and other apps. However, stay aware of your surroundings!

In the Checkout Line: If you are standing in the checkout line, talking on a cell phone or typing up a text is rude to everyone around you— from the other customers in line to the cashier. You can wait a few minutes to talk on the phone or send that text. Don't initiate a call while standing in line. If the phone rings and you feel that you must answer it, let the person know you'll call right back and hang up.

In the Car: Whether you're the driver or passenger, don't give in to the temptation to chat on the phone while you're in the car with someone else. This includes texting. As the driver, you need to focus all of your attention on the road. It is extremely dangerous to take your eyes off the road. Texting and using other apps can be a major distraction and illegal. Put your phone away when you get in the car, and do not worry about it until you park.

Avoiding Digital Distraction while Driving

There is a growing awareness of the dangers of texting while driving, but drivers still indulge. Everyone seems to know it's dangerous, but few people think it's dangerous when they do it. Below are some strategies to think about in order to become a safer driver with less distractions:

Make a habit of preparing before driving away. Before you start the car, think about what information you might need during the trip. For instance, program your GPS before you begin driving. Make that call to ask your mom a question before you're on the road. Text your friend that vital piece of gossip, then put away the phone.

Ask for help. Having a designated driver when a group of people go out for a few drinks seems to be a common occurrence, so choosing a friend to be your designated texter while you're behind the wheel is also a good idea.

Stow your phone somewhere you can't peek at it. Try putting your phone in the glove compartment (lock it if you must) or inside a purse on the back seat. Silence notifications that tempt you to check your phone.

Investigate apps that will help boost your willpower. There are several types of apps on the market, some of them free, that allow you to block incoming messages or send automatic responses to let your friends know you're driving.

Practice patience. Consider whether it's worth risking your safety—and that of others in your car and on the road—to read a text while driving. Wait until you've reached your destination to type a text!

Make a promise. If you are a person of your word, consider signing a pledge against distracted driving. Picturing your name on the pledge could help you keep your thumbs off the phone and your attention on the road.

If you absolutely cannot wait, pull over when you can do so safely. Swerving to the side of a busy highway is never a good option. If you are driving on a road with safe places to pull over, use them to stop, and then type your text.

Digital Distractions

Safe Driving Pledge

Distracted driving is a dangerous epidemic on America's highways.

According to the National Highway Traffic Safety Administration (NHTSA), distraction plays a key role in over 3,000 road deaths and injuries each year. Distracted driving crashes are crashes in which drivers lose focus on the safe control of their vehicles due to manual, visual, or cognitive distraction.

Avoid distracted driving. Do not do the following:

- Text and drive
- Talk on the phone
- Focus on children in the backseat
- Play with your GPS while your car is in motion
- Look at the scenery on the side of the road
- Engage in heated discussions with passengers
- Listen to overly loud music
- Look at people on the sidewalk
- Daydream or get caught up in your thoughts
- Read billboards
- Play games on mobile devices
- Adjust settings for technology used in your car
- Reach for items in the car
- Slow down to look at a crash scene
- Brush your hair and put on makeup
- Eat and drink

Driving While Fatigued

Fatigue-related crashes are most common in the very early morning hours and during the mid-afternoon. The risk increases when someone is driving long distances or driving on monotonous roads. The chance of serious or fatal injuries increases due to slower driver response time – which can be a result of driving while you are tired or fatigued. Symptoms of driver fatigue include frequent yawning, drifting in and out of a lane, varying speed for no reason, misjudging traffic situations, daydreaming, feeling irritable or fidgety, or not remembering the last few miles of the trip.

Avoid driver fatigue by following these tips:

- Stop at least every 2 hours on long trips
- Get out of the vehicle regularly; stretch and walk when possible
- Plan overnight stays when on long trips
- Eat light snacks or meals at rest stops
- Switch drivers, and rest while not driving
- Take 20-45 minute “power naps”
- Avoid driving during hours you normally sleep

Please share this message with everyone you care about.

Distracted and fatigued driving kills and injures thousands of people each year.

According to a recent survey by the NHTSA, 2 out of 10 American drivers— and half of all drivers who are between 21 and 24 — say they've texted or emailed from the driver's seat. This is despite laws in many states that prohibit

these actions. In addition, according to the NHTSA. at any given moment last year on America's streets and highways, nearly 1 in every 100 car drivers was texting, emailing, surfing the web or otherwise using a hand-held electronic device. Those activities were up 50% over the previous year. Most drivers surveyed don't think it's dangerous when they do it, only when others do.

**THE FIGHT TO END DISTRACTED AND FATIGUED DRIVING STARTS WITH YOU.
TAKE THE PLEDGE TODAY.**

I pledge to:

Protect lives by never driving while distracted or fatigued

Encourage friends and family to drive safely

Be a safety-minded passenger and speak out if the driver of your vehicle is not focused

Signature_____ **Date**_____



Positive Relationships

Inclusivity Resource

What is tolerance and acceptance?

Tolerance and acceptance refer to an attitude of openness and respect for the differences that exist among people, including race; ethnicity; religion, gender; sexual orientation; and people with physical, mental, or intellectual disabilities. These ideas focus on learning from one another, valuing cultural differences, rejecting stereotypes, and respecting one another.

What is it not?

Tolerance and acceptance are not about accepting bad behavior. We do not want to teach our children to approve of behavior that is disrespectful, hurtful, or illegal.

Learning to treat others with tolerance and acceptance begins with you. Here are some general tips on how to talk to your child about tolerance and acceptance:

- **Be a good example:**
The first step for effective teaching is being a good example. Demonstrate respect and consideration for all - regardless of people's differences.
- **Be respectful:**
Instead of shushing and showing embarrassment about an awkward question or comment, show respect and courtesy for your child's thoughts. Stay calm, and use the moment as an opportunity to show that you value his or her thoughts and want to talk with him or her in a meaningful way.
- **Be available:**
Make time for discussion and meaningful dialog with your child. When questions arise, be prepared to put other issues aside and show genuine interest in your child's thoughts and experiences. Always be available for more discussion. This will communicate that it is okay to notice and discuss anything as long as the discussion shows respect for the topic.
- **Be prepared:**
Whether you are a parent, grandparent, teacher, or caregiver of any kind, think about diversity issues in advance so you are neither surprised, or embarrassed, and can respond to sensitive topics with care and confidence.
- **Be safe:**
Create a safe space for your children - physically, socially, and emotionally. Choose a comfortable environment to have meaningful discussions with your child where he or she will feel safe and secure.
- **Be direct:**
Always answer the question asked or respond to the comment. If you do not know the answer, it is alright to "find out, and get back to them." Just be sure to follow up with an answer.
- **Be age appropriate:**
At an early age, children can be reminded that people are different in many ways. It is rare to find two people who look, sound, or act alike. "We are all people, and our differences are normal. Look at the children in your school (or daycare). They are all children, going to school together, but do any of them look like you, or like exactly the same things you like?" Talking openly can introduce opportunities for discussions on more sensitive topics as your child grows and develops.

- Be positive:
Be calm and use positive language that demonstrates care and respect for the child, the question or comment, and the situation. Avoid using ridicule or stereotypes when discussing human differences.

Scenarios:

You are out in public and your child asks you:

1. Daddy, Suzi at school has two moms, and they are married! How is that possible?
“Many families have different structures. Some have a mom and a dad, while others have two moms, or two dads. Some have just one mom, or one dad, and some have grandparents or foster parents raising the children. What is important for kids is that the adults they live with are safe and loving. I’ll bet Suzi and her moms do fun things, just like you and me.”
2. One of my friends at school is being bullied because he is gay. What can I do?
“You have done the right thing by letting me know. Bullying for any reason is dangerous and hurtful and must be stopped. How do you think you can support your friend?” – Use active listening and support your child as he or she processes this question. Also, as the adult, you can help. Connect with the school teacher or school counselor and follow the process for reporting bullying at your child’s school.”
3. Mommy, why is that person in a wheelchair?
“There are many reasons for a person to use a wheelchair. She may have been born with a situation that makes it difficult for her to walk, she may need to use it as a result of an injury or illness, or it may be painful or dangerous for her to walk. The wheelchair gives her a great way to go places, just like us. And here we are, all together, at the grocery store!”
4. Tony’s parents are white and he’s brown. How could that happen?
“There are many reasons why a person’s skin color may be different from his parents. Skin-color, hair color and texture, the shape of people’s eyes, and a person’s height are just some of the things that are passed along in our genes from grandparents to parents to children. One simple answer may be that Tony’s birth parents were brown skinned, and these are his adopted parents. This is something we could ask Tony and his parents. I’m sure they would enjoy talking about their heritage. Would you like to do that?”

References

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Positive Relationships

Tips for Discussing Diversity

Be honest.

Don't point out differences in people, but, when children notice differences (and they will - someone in a wheelchair, an old person, the color of one's skin), do encourage children to discuss the differences openly and highlight and celebrate the diversity. Choose picture books, toys, games, and videos that feature diverse characters in positive, non-stereotypical roles.

Embrace curiosity.

Be careful not to ignore or discourage your youngster's questions about differences among people, even if the questions make you uncomfortable. If you show negativity to such questions, your reaction sends the message that differences are bad.

Broaden choices.

Do not promote stereotypical gender roles. For example, suggesting that there are certain games, sports, or activities that only girls can do or only boys can do narrows a child's perspective.

Foster pride.

Talk to your child about your family heritage to encourage self-knowledge and a positive self-concept. Instill pride in a child by discussing and celebrating family traditions.

Lead by example.

Widen your circle of friends and acquaintances to include people from different backgrounds, cultures, and experiences.

Create

Digital Ethics

Safe, Ethical, and Responsible Online Behaviors

Ages
5-10

[Empathy Emoticons Chart](#)

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Hate Speech

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Safe, Ethical, and Responsible Online Behaviors

Empathy Emoticons Chart










Ages
5-10

Empathy is the ability to understand and share feelings with others. Empathy thrives in face-to-face connections. The ability to show empathy begins around the age of 2. Therefore, children ages 5-10 can empathize with others because they understand and recognize visual emotional cues and facial expressions. However, online interactions are different from in-person interactions, and the non-verbal communication we use in person is absent from online communication.

One way children can learn to understand online non-verbal communication is through identification of emoticons or emojis. This activity is designed to cultivate the basic concepts of ethics through empathy by providing a tool for the identification of emotions.

Use the Emoji chart, and ask the child to point to the Emoji chart to answer the questions:

1. How are you feeling right now?
2. How do you think I feel right now?
3. Which emoji is sad?
4. Which emoji is happy?
5. Which emoji is worried?
6. Which emoji is angry?
7. Which emoji is laughing?
8. Which emoji is scared?
9. Which emoji is tired?
10. What emotion do you think the emoji is showing?

References

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- Guzman, C. (2019, April 8). *Teaching mindfulness of emotions with emojis*. Mindful Schools. <https://www.mindfulschools.org/inspiration/teaching-mindfulness-of-emotions-with-emojis/>



Safe, Ethical, and Responsible Online Behaviors

Cyber Ethics

Ages
10-18

Instructions: Read the passage about ethics and answer the worksheet questions.

Every day we are faced with choices. We don't always make the correct or best decisions. Mistakes do and will happen. The important part is to try to learn from our mistakes and understand our own personal values and ethics.

Values are attitudes and beliefs that a person holds about what he or she believes is important. People have different values and place different levels of importance on values. One person may value health over money, and another person may value money over health. Values differ from person to person.

Ethics are moral principles that control a person's behavior. Ethics are, sometimes, known as "codes of conduct." Parents, supervisors, teachers, and employers expect you to follow certain rules – expect you to act ethically. Rules can ensure equal treatment for everyone. An ethical person often treats others with kindness and respect. In school and in the workplace, you interact with different people, some of whom you like and some of whom you may not like. As an ethical person, you learn to get along with everyone. The same principle holds true for digital ethics. Digital ethics refers to how you manage yourself ethically via online digital mediums. In the workplace or school, your digital use is legally monitored. Your employer or teacher has the right to monitor your use of school or work computers. By monitoring everyone's use of the computers, your teacher or employer is ensuring his or her ethical standards are being met. At home the responsibility of being an ethical online user is up to you.

An ethical person is a good digital citizen at home, at school, and in the community. A community can be a social media site or network for public posting.

Personal ethics, digital ethics, social ethics, and school/workplace ethics are basically the same. It is the responsibility of the ethical person to speak up when he or she sees unethical practices. Doing what is right can make you a stronger person. It takes courage to defend the rules of society. Courage is taking the right action even if the right action is scary. One person can make a difference, and choosing to be a positive example for others to follow is a good start.

However, unethical online behavior is common, and two examples of unethical online behavior are piracy and plagiarism.

Piracy is when someone copies a computer program, for any reason, without permission. For example, illegally downloading movies, music, and apps is piracy. If you didn't get permission from the owner, usually by purchasing the item or app, then you have broken the law and committed piracy.

Plagiarism is using another person's ideas and presenting them as your own. This is illegal and considered theft of intellectual property. An example of plagiarism is turning in an assignment that you copied off of the internet and not giving credit to the creator.

Ethics Worksheet

1. What are values?
2. What are ethics?
3. Ethics are also known as a
4. Why are rules important?
5. What is piracy?
6. What is plagiarism?

Explore your personal values: Read the list of values below. Rate your top 5 values with 1 being the most important. This is not a complete list of all values. If your top 5 values are not listed, then add them.

- ___ Family Time
- ___ Health
- ___ Wealth
- ___ Education
- ___ Creativity
- ___ Helping Others
- ___ Leadership
- ___ Achievement
- ___ Social Life - Friends
- ___ Independence
- ___ Fame
- ___ Religion
- ___ Honesty
- ___ Community Service
- ___ Prestige
- ___ Security
- ___ Environment
- ___ Lifestyle
- ___ Other (Identify) _____

Make a list of three do's and three don'ts of good digital citizenship:

Do's of Good Digital Citizenship	Don'ts of Good Digital Citizenship



Hate Speech

Book: Just Ask!

**Ages
5-10**

Instructions: Read *Just Ask!: Be Different, Be Brave, Be You* by Sonia Sotomajor and Rafael López. While reading the book, get together with others, and discuss the following discussion questions.

1. How do the children work together to plant the garden?
2. What should you do when you meet someone who may look or act differently than you do?
3. What are some ways that you're different from your family members? Your friends?
4. How is a garden like a community?
5. Why is it important to accept others who are different from us? How can we show a friend that we respect what makes us different?
6. Many of the characters in this book have to be brave when facing a tough situation. Share sometimes when you have had to be brave.
7. What are some things you learned from reading this book?
8. Sonja says, "Just like in our garden, all the ways we are different makes our neighborhood – our whole world really – more interesting and fun. And just like all of these plants, each of us has unique powers to share with the world to make it more interesting and richer." What's YOUR unique power?
9. What lesson(s) are the author and illustrator trying to teach you in this book?

Reference

Sotomayor, S., & López, R. (2019). *Just ask!* (2nd ed.). Philomel Books.



Hate Speech

Hate Speech

Ages
10-18

Instructions:

Read (or act out) the ***Teen Hate Speech Interview sheet***, and answer the questions below.

What is hate speech?

Have you ever encountered hate speech online?

Why do you think people post hate speech?

How does hate speech affect you? Others? All of us?

Teen Hate Speech Interview sheet:

Please read before completing the activity sheet.

Teen students were interviewed and answered questions about online *Hate Speech*.

They were asked a series of questions, one at a time.

Please read through the questions and answers they provided. You will then complete a discussion activity sheet at the end.

Questions:

1. Where have you seen Hate Speech online?

Teen 1: "It is everywhere!"

Teen 2: "Social media, YouTube, comment sections on like every platform."

Teen 3: "You don't have to dig to find it [hate speech]."

Teen 4: "Basically everywhere."

2. How do you, as a teen, define Hate Speech?

Teen 1: "Threatening or meant to hurt somebody."

Teen 2: "Attacking looks, beliefs, anything said or done."

Teen 3: "Oppression, anyway you use your words to oppress or harm someone."

Teen 4: "Marginalizing becomes beyond offensive when it marginalizes a whole community of people, like race and religion."

3. Have YOU encountered hate speech online?

Teen 1: "Yes, More on social media than in real life."

Teen 2: "Yes, Comments on YouTube and Twitter, lots on Twitter."

Teen 3: "Yes, on YouTube and Twitter-mostly through meme's and jokes."

Teen 4: "Yes, they don't say these things face to face, they don't want to own up to them."

Additional comments on this section

- Close friends from middle school posted a private Instagram account to post racist, ableist, sexist, xenophobic pictures.
- Someone at high school created an anti-semitic Instagram account that was so personal and so targeted. Not the first time or the last time something like this has happened.

4. Why do people post Hate Speech online?

Teen 1: "It is easier to talk through a screen."

Teen 2: "It is like having a sheet over your head and pretending you are invisible."

Teen 3: "People can say whatever they want and kind of get away with it."

Teen 4: "Xenophobia is one factor why." "To get a reaction or attention."

Additional comments on this section

- People who post hate speech tend to be going through something themselves and maybe they have been hurt before and want to hurt others.
- I've never seen someone post Hate Speech who is a friendly person just trying to share his or her opinion. Hate Speech is put out there just to target a certain group.
- Such a large platform for many people to easily see and get your message across. People will read it because it is on social media.

5. How do you deal with seeing Hate Speech online?

Teen 1: "When I see something on my time-line, I go out of my way to report and stop it."

Teen 2: "I feel socially responsible to lift each other up, not put each other down."

Teen 3: "It demoralizes and lowers self-esteem."

Teen 4: "I try to ignore it; I can't really do anything about it."

Additional comments on this section

- When I see people posting racist things online, I don't do anything about it. I feel like, what can I do to stop this.
- When we speak out, we give these people the attention that they crave.



Digital Rights and Responsibilities

Credit and Respect

Ages
5-10

Instructions:

Define **credit** and **respect** to children, see below. Then, read the following scenario, and ask the students to draw a picture at the end of the reading.

Credit is giving recognition to a person who created something, and **respect** is showing that you appreciate someone. Help children understand these terms and concepts by reading the following scenario.

Scenario:

Imagine you entered an artwork competition at school, and your drawing won first place! Your artwork was hung up at school for everyone to see, but someone else's name was on the art instead of yours. How would that make you feel?

Ask children to draw a picture of what they think giving credit looks like.

After children finish the drawing, ask them how we can show respect for information we find and want to use on the internet?



Digital Rights and Responsibilities

Fake Profiles on Social Media

**Ages
10-18**

Have you ever heard of someone creating a fake profile on social media, so they can tease their friends and/or peers?

Individuals might be tempted to do this as a prank, but they may not realize the implications. Creating a false persona can hurt others as they may experience emotional problems and even financial loss and mental illness as a result of the anxiety or depression caused by this type of activity. Considering the consequences of your online actions is an important part of digital citizenship -- and a great topic to discuss with a parent or adult as you begin to connect online, create social media profiles, or even text with friends.

Instructions: Discuss the following questions with a group of people:

1. How would you feel if someone used your name in a public forum without your permission?
2. What if you discovered the person you thought you were talking to was someone else?
3. What if you were deceived into helping someone because they impersonated a friend?
4. Can you be sure that something you think is funny will be funny to others?
5. Creating a fake profile violates companies' terms of service. Do you think that is a strong enough deterrent to keep individuals from creating fake profiles?
6. Are you aware that there are laws, which vary state to state, against impersonating someone online?
7. Think about the circumstances that might lead to legal punishment -- for example, a fake profile could trigger depression in the victim, and this could have devastating consequences.

Adapted from:

<https://www.commonsensemedia.org/facebook-instagram-and-social/how-can-i-explain-why-teens-shouldnt-create-fake-profiles-to-tease>

Create

Digital Ethics

Good digital citizens need to be aware of the norms and values regarding appropriate and effective use of technology and the internet.

Safe, Ethical, and Responsible Online Behaviors

-  [Parent Guide: Internet Safety](#)

-  [Ethical Empathy](#)

-  [Technology Use Contract](#)

Hate Speech

-  [Discussing Discrimination with your Children](#)

-  [Teaching Teens about Hate Speech](#)

Digital Rights and Responsibilities

-  [Rules and Regulations](#)

-  [5 Questions to ask before you get your child a phone](#)



Safe, Ethical, and Responsible Online Behaviors

Parent Guide: Internet Safety

Internet safety should be considered seriously. Children have access to information, videos, pictures – the list is long - through the internet. Information is easily accessible, and personal information is shared frivolously and dangerously. As a parent, you need to understand how to educate and protect yourself and your children. There are internet safety laws in place to add a layer of protection for your children under the age of 13.

Internet Safety Laws

The Children's Online Privacy Protection Act (COPPA) helps protect children younger than 13 and is designed to keep anyone from getting a child's personal information without a parent's knowledge or consent (Ben-Joseph, 2018).

Online Protection Tools

Many internet service providers have available software that assists in blocking sites and restricts personal information from being sent online.

Here are some free parental control software programs for you to examine.

- Qustodio
- OpenDNS FamilyShield
- KidLogger
- Kaspersky Safe Kids

Streaming services like Amazon Fire TV and Apple TV have parental controls built into them. Gaming services like PlayStation and Xbox have parental control options also (Ellis, 2020).

Getting Involved in Kids' Online Activities

Teach your children safe and responsible online behavior by exploring the internet with them. You don't have to literally look over their shoulders to monitor your children's internet usage. Create your own social media accounts, and follow your children to keep tabs on what they are posting and who they are communicating with online.

Share these basic guidelines for online safety with your children.

- Never post or trade personal pictures
- Never reveal personal information, such as address, phone number, or school name or location
- Use your screenname only, and don't share passwords
- Never agree to meet in person or online without parental consent or supervision
- Never respond to threatening messages or posts
- Always tell a parent or trusted adult about any communication or conversation that was scary or hurtful

Remember these basic guidelines for parental supervision.

- Keep the computer in a common area where you can watch and monitor who uses it
- Monitor time spent on smartphones or tablets
- Bookmark children's favorite sites for easy access
- Check credit card and phone bills for unfamiliar charges
- Find and learn about the online protection offered by your child's school, after-school care, friends' homes, or any place where your child could use a computer without your supervision
- Take your child seriously if he or she reports an uncomfortable online exchange

The Internet and Teens

Teenagers want – and need – some privacy. They may carry smartphones with them and have access to the internet at all times. Keep having the same conversations with your teens about passwords, staying safe online, and being careful about sharing personal information.

The internet can also provide a safe, virtual environment for your teens to explore and have the freedom to do so. Not everything about the internet is ominous and scary. It can be helpful in learning and acquiring knowledge. It can be helpful in connecting with friends and family who are all over the world. It can be a place where your children can express their thoughts and ideas through informational websites, such as blogs. Starting internet safety conversations with your children when they are at a young age can increase your children's online awareness and engagement in safe behaviors (Dredge, 2014).

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Safe, Ethical, and Responsible Online Behaviors

Ethical Empathy

Ethical standards in digital citizenship are new and, perhaps, difficult to navigate. The internet and its infinite connections are still not completely understood. What is put on the internet can never be deleted. We create footprints and personas online, which can vary, sometimes significantly, from our actual physical lives. It is important we protect ourselves and others by modeling ethical behavior and practicing moral decision-making.

Parents can promote good ethical practice by instilling empathy in their children. Empathy is the ability to understand how another person feels. Children start learning empathy as toddlers. In the toddler stage, parents can teach empathy through modeling and talking about emotions. Parents can use pictures of facial expressions and ask toddlers to point to the sad face or the happy face. Ask your toddler how he or she feels and how he or she thinks you feel.

When children reach the elementary school years, they can have deeper conversations about empathy using scenarios and hypothetical situations. Parents can ask questions like, "How would you feel if someone said mean things to you or how would someone feel if you said something mean to him or her?" Using questions like this and starting a conversation are good ways to learn about empathy.

Parents need to help their children understand that it is OK for them to talk about how they are feeling and offer their children words to describe what they are feeling. As children grow into the teen years, parents can create more involved scenarios and hypothetical situations to challenge their teens to understand the feelings of others, consider others' feelings, and act morally in certain situations.

Learning empathy is a building block to good moral decision-making online. Teaching children empathy will allow them to think about how the other person might be feeling and how others may feel about what is about to be posted. Remember, we act on emotions at times, and we may say things that we regret, but, when it comes to online communication, you can never delete or take back what you said - Ever! Instilling in your children, and yourself, a strong foundation in moral reasoning by teaching empathy and having conversations about moral dilemmas can lead to you and your children being responsible digital citizens.



Safe, Ethical, and Responsible Online Behaviors

Technology Use Contract

Healthy Structure Is the Key to Screen-Time Management

Parenting is challenging – and technology creates more and bigger challenges, -but one thing is certain, technology is here to stay. Structuring screen time helps to limit parent/child battles by setting clear guidelines for everyone. Remember, technology is a tool, not a way of life. Help your children manage their screen time, and enrich their lives with quality bonding time and limit setting strategies.

THE _____ FAMILY TECHNOLOGY USE CONTRACT

1. School Nights & Weeknights

Our family shuts down all our devices at _____ o'clock. The devices remain off until the next morning. Devices will not be turned back on until everyone has finished breakfast, and everyone is dressed and ready to leave.

2. Weekends & Holidays

Our family limits screen time on weekends and holidays to _____ hours/minutes per day.

3. Travel Vacations

After arriving at our destination, everyone in our family limits screen time to _____ minutes in the morning and _____ minutes in the evening. We leave our devices in our hotel or vacation homes and don't take them on activities, such as hiking, going to the beach, cycling, etc. If needed, one device may be designated to be used for directions, photos, or emergency calls.

4. Screen-Time Blackouts

Our family does not use our devices when we have the following: (check all that apply)

___ Meals together

___ Family gatherings

___ Friends visiting

___ Playdates

___ Sleepovers

___ When walking or driving

Add your personal family guidelines here: _____.

5. Device Storage & Charging

Our family does not store or charge tech devices in our bedrooms or playrooms. Instead, we keep our devices in a communal space, which is located in the _____.

6. Screen Time Privilege

Devices aren't available after school until homework and chores are completed. Chores may include the following:

- ___ Making beds
- ___ Tidying up rooms
- ___ Doing dishes
- ___ Taking care of pets
- ___ Helping prepare dinner

Add your additional family chores here: _____.

7. Alternatives to Screen Time

Our family recognizes that too much screen time is unhealthy. As a family, we each have weekly physical and creative activities such as the following (check at least three):

- ___ Exercise
- ___ Sports
- ___ Musical instruments
- ___ Art
- ___ Dance
- ___ Reading for pleasure

Add your own special activities here: _____.

8. Web Use and Passwords

To protect our children from inappropriate material and frightening images, members of our family under _____ years old are not allowed to surf the web unsupervised. Parents also keep records of all passwords, including social media passwords, and don't allow secret accounts.

9. Social Media Behavior

Our children agree never to use social media to be hurtful or mean to others.

10. When the Contract Is Broken

Our family recognizes that screen time is a privilege not a right. If someone in our family repeatedly breaks the family contract, devices will be taken away. Parents will decide for how long.

DATE: _____

SIGNATURES: _____



Hate Speech

Discussing Discrimination with your Children

Don't expect to have "the talk" about discrimination. It shouldn't be one conversation. Rather, let the discussion be open and ongoing.

Parents often avoid talking about hard subjects (e.g., sex, underage drinking, discrimination) because they're personally uncomfortable. Keep talking anyway. The discussions get easier over time.

Use age-appropriate language that children can understand, and don't give children too much information at one time. The conversation will get deeper and more nuanced as your child matures.

Learn to respond, naturally, to children's questions about differences and bias as they arise. Help children feel that their questions are welcome or they might come to believe that discussing differences is taboo.

Help children understand the value of diversity. A diverse set of experiences and viewpoints boosts creativity and helps children (and adults) better understand the world around them. On the other hand, discrimination hurts everyone – not just the targets of the discrimination. When people are discriminated against, we can miss an important opportunity to learn from them.

Take opportunities to raise discussions based on what you see around you. Examine real-life books, television shows, and even video games with your children. You might ask: "There aren't many female characters in this video game. What do you think of that?" or "Do you think that show accurately portrays LGBT characters, or does it rely on stereotypes?"

Help children learn how to deal with being the potential target of discrimination. Plan ahead by developing healthy responses to hurtful discriminatory statements. For example, you could say, "What an unkind thing to say." "Excuse me? Could you repeat that?" "I disagree with you, and here's why..."

If you hear children say something discriminatory, don't just hush them. Use the opportunity as a conversation starter to address their fears and correct their misconceptions.

Challenge your own assumptions and behavior. Do you laugh at racially insensitive jokes? Do you cross the street to avoid passing people of a different ethnic group? Children learn from your actions and your words.

Broaden children's horizons. Think about the diversity of your own friendship and parenting networks and the places where you spend time. When children are exposed to people from diverse backgrounds, they have more opportunities to learn about others and discover what they have in common with different people.



Hate Speech

Teaching Teens about Hate Speech

Model and teach desired behaviors. We know that adult actions and attitudes influence children. Adults can help children and youth manage their reactions to events in the news and their communities by understanding their children's feelings, modeling healthy coping strategies, and closely monitoring their own emotional states and that of those in their care. Identifying and redirecting negative thoughts and feelings can help teach children social-emotional skills and problem-solving.

Reassure children that they are and will be okay. Remember to reinforce strategies to ensure both physical and psychological safety. Remind adults and students of the importance of supporting each other during difficult times, and acknowledge people will have a variety of emotions. If students feel physically or psychologically unsafe, they need to know how to report incidents and trust that adults will be there to validate and respond to their concerns.

Help children manage strong emotions. For many children, the intense discussions, media images, and messages that they may have been exposed to could trigger a range of strong emotions. Some children may experience anger or stress. Others may feel a sense of excitement and hope. Children's emotions often spill over into their lives during school. Help children understand the range of emotions they are feeling, and encourage them to learn to express themselves in appropriate and respectful ways. For children experiencing stress, we can help by spending time with them, encouraging them to talk about their feelings, maintaining a sense of normalcy in their schedules and activities, and providing coping strategies.

Reinforce acceptance and appreciation for diversity. Acknowledge that everyone is entitled to his or her personal opinions but hateful or intolerant comments about others' cultures, sexual orientations, religions, or races—or any other comments that are meant to hurt or make another feel threatened, unsafe, or unwelcome—will not be tolerated.

Stop any type of harassment or bullying immediately. Make it clear that such behavior is unacceptable. Talk to the children involved about the reasons for their behaviors. Offer alternative methods of expressing their anger, confusion, or insecurity, and provide supports for those who are subject to bullying.

Help children see other perspectives and value respectful dialogue. Sharing our different points of view and working to find common ground, shared goals, and mutual understanding are good ways to draw strength from our diversity. The very nature of civil disagreement is to acknowledge, respectfully, the views and experiences of other people and learn from differing perspectives. Adults can start by reflecting on their own experiences and consider how these experiences shape their interactions and reactions. They can help children do this also and ask questions of each other instead of hurling accusations. Adults can create safe spaces for youth to share their feelings and concerns while also exploring how they might feel and act if they were in a similar situation. Help students see how words matter and how we use them matters. Teach them to avoid stigmatizing statements and to state their thoughts with opening phrases like, "I believe" or "Have you thought about" instead of "Anybody who" or "No one should."

Encourage children to channel their views and feelings into positive action. We are all part of the online community and can make positive contributions. Like adults, children and youth are empowered by the ability to do the right thing and help others. Working with friends, family, classmates, or members of the community who come from different backgrounds enables children to feel they are making a positive contribution and reinforces their sense of commonality with diverse people.



Digital Rights and Responsibilities

Rules and Regulations

Although social media is a fun and easy way to connect with family and friends, there are guidelines, rules, and regulations that all users must follow to keep the internet space safe.

Each platform has its own privacy and policy page where you can find information about how you can protect yourself and your family while enjoying social media space.

Facebook

Where to find the terms and policies...

- Type “Facebook Terms and Policies” into an internet search engine; the Terms of Service page will pop up
- The Terms of Service tab is where you can learn about the following:
 - The services that Facebook provides its customers
 - Such as offering customized experiences, having a platform of free speech, and combating harmful conduct to protect the community
 - How its services are funded
 - What the user’s commitments are to the greater Facebook community, such as the following:
 - Who can use Facebook
 - What you can share and do on Facebook
 - The permissions that you give Facebook when you create a profile and what those permissions mean
 - Additional provisions such as the following:
 - Updating Facebook’s terms to best fit the customers’ needs
 - Account suspension and termination
 - Limits and liabilities
 - Other terms and policies that may apply to the user
- The Data Policy tab is where you can learn about the following information:
 - The information Facebook collects
 - How they use the information
 - How the information is shared
 - How the Facebook companies work together
 - How to manage or delete information about yourself
 - How Facebook responds to legal requests or prevents criminal acts against other users
 - How Facebook operates and transfers data as part of their global service
 - How to contact Facebook with questions
- The Community Standards tab is where you can learn about the following:
 - Violence and criminal behavior
 - Safety
 - Objectionable content
 - Integrity and authenticity
 - Respecting intellectual property
 - Content-related requests

Instagram

- Type “Instagram Help Center” into Google or another search engine
- Click on the “Privacy and Safety Center” button in the left-hand column. This is where you can learn more about the following information:
 - Community guidelines
 - Controlling your visibility
 - Learn how to address abuse

- Blocking people
- Safety tips
- Tips for parents (important!)
- Information for law enforcement
- Report something
- Sharing photos safely
- About eating disorders
- Data policy
- Terms of use
- Platform Policy
- Community payment terms

Snapchat

- Type “Google Snap Inc.” into Google, and you will land on the Snap Inc., home page
- Scroll to the bottom and you’ll see Privacy Policy, Terms of Service, and Other Terms and Policies
- Click on Privacy Policy to learn more about the following:
 - Snapchat privacy principles
 - Your privacy as a user and what that means
 - Privacy by product
 - Privacy policy
 - How Snapchat uses your information
 - Transparency report
- Click on Terms of Service to learn more about the following:
 - Who can use the service
 - The rights Snapchat grants you
 - The rights the user grants Snapchat
 - The content of others is their responsibility
 - Privacy
 - Respecting others' rights
 - Respecting copyright
 - Safety
 - Memories
 - Data charges and mobile phones
 - Third-party services
 - Modifying the services and termination
 - Indemnity - security or protection against a loss or other financial burden
 - Disclaimers, liabilities, and taking lawful action
- Click on Other Terms & Policies to learn more about the following:
 - Advertising
 - Creative Tools
 - Brand
 - Supplier Responsibility

TikTok

- Type “TikTok,” into Google or another search engine, and you arrive at the home page
- Click on the three horizontal lines in the left-hand corner, which will bring up the menu
- When you are in the menu, you can click on the following:
 - Support
 - Help center
 - Safety center
 - They provide many resources regarding safety
 - A For Parents tab
 - Digital well-being
 - Wellness
 - Community guidelines

- Looking out for dangerous people
 - Illegal actions
 - Violence to self and/or others
 - Minor safety
- Legal
 - Cookies Policy
 - Privacy Policy for Younger Users
 - What kind of information does TikTok collect
 - Security of your information
 - Intellectual property policy
 - Law enforcement
 - Privacy policy
 - Terms of service



Digital Rights and Responsibilities

5 Questions to ask before you get your child a phone

Phones are convenient, and many parents see the benefits of their child having his or her own phone. Your child can call if he or she needs help, you can contact your child after practice, or you can ensure your child has arrived at a friend's home safely. If you are considering giving your child a smartphone, here are few questions for you to consider and ask your child to be sure the phone is used responsibly.

Why do you want a cell phone? The answer to this question may help you understand what to expect and where you may need to set some limits. Is the answer that your child wants to text with friends? Does your child want to play on apps for hours?

Do you understand the rules your family and school have for phone use? Most children know they have to answer yes to this question. However, asking it can help start the conversation about your family's and your school's expectations regarding how the phone is used. You can talk about a variety of topics such as whether your child can download apps without permission or how your child can or can't use the phone in the classroom. Be sure to discuss the consequences if rules are broken at home and at school.

What are some concerns you think your family members and teachers have about phone usage? Your child's answer to this question may help you understand what your child thinks your concerns and his or her teachers' concerns may be when it comes to phone usage. You can use this conversation to clarify some rules and expectations: how often your child may use his or her phone, whether he or she is allowed to use social media apps, and what your child should do if he or she receives a call or text from a stranger.

What are five places it's not OK to use your phone? Phone etiquette and safety should be ongoing conversations. This is a good time to set rules and guidelines. Ask your child to name five places where people should not use their phones. Give examples, such as not at the dinner table or while your child is doing homework.

What will you do if you lose or break your phone? Children and adults lose and break phones, and it happens a lot. Know ahead of time when and how the phone will be replaced. Did you purchase insurance for the phone? Does your child have to pay for the new phone? Do you have and can you use a "find my smartphone app" to locate a lost phone? Discuss how loss and breakage can be prevented.

Create

Digital Dilemmas

Digital Drama

Ages
5-10

Words Have Power

Ages
10-18

How do you avoid
digital drama?

Cyberbullying

Ages
5-10

Cyberbullying Word
Trace

Ages
10-18

Be the best you and
prevent cyberbullying!

Sexting

Ages
5-10

What is your gut
feeling?

Ages
10-18

Sexting

What should you do when someone says something mean and hurtful to you on the internet?

Instructions:

Read together the dilemma, **S.T.O.P.**; children will be asked to complete questions at the end.

Dilemma S.T.O.P.:

Juan is playing one of his favorite video games online with one of his regular gamer friends. Juan's friend has to stop playing and go help her mother. Juan says goodbye and invites a new online player he doesn't know very well.

This new player says to Juan, "What's up slow poke?".

Juan feels bad but just continues to play and says nothing back.

The new player then says to Juan, "That was a weird move!".

Juan feels even more hurt by these words but says nothing and continues to play.

Then the new player gets angry at Juan and says, "You messed everything up you big dummy, now the game is over."

Juan decides this just isn't fun anymore and turns off the game. Juan is upset. He invites his friend Yuri over to work on a project for school. Yuri can tell something is wrong with Juan because he isn't acting quite like himself. Juan tells Yuri all about the new player trash talking him online. This hurt Juan, and he wasn't sure how to handle it. Yuri tells Juan about something similar that happened to her.

One time, Yuri posted a picture of her cute puppy on social media. She looked at the comments, and they were really mean and from people she didn't even know. It upset her and made her cry. Then she remembered what she had learned in an after-school program about what to do when you see mean or odd things online.

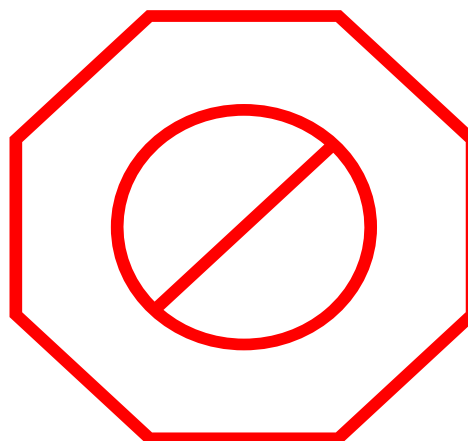
S.T.O.P.

S= Step away

T= Tell a trusted adult

O= Okay sites first

P=Pause and think online



Yuri told Juan that she tries to follow that advice, and it's not easy. She used **S.T.O.P** with the puppy post. She stepped away by turning off her computer.

She went to her adult big sister to tell her about it.

Yuri's sister said true friends support each other, and you can unfriend those who do not support you by okaying who is on the site first.

Finally, Yuri's sister said there is no bashing allowed between friends, and the best thing to do is pause and think before you say anything because words cannot be taken back. There is always a person on the other side of the screen.

Activity page

Answer the following questions:

1. Why do you think the new player made those comments to Juan?
2. What did Juan do in response to the mean words?
3. How is getting called names online similar to getting called names in person?
4. What are the rules of **S.T.O.P.**? What can you do if someone is mean to you online?



Digital Drama

How do you avoid digital drama?

Ages
10-18

Drama is an emotional and, often, unexpected series of events, and it occurs in real life and, now, in our virtual world. Cell phones, social media, and the internet contribute to an increased amount of dramatization in our current society. In the virtual world, we call this drama - digital drama. Digital drama is prolific, can be damaging to the individuals involved, and may lead to bigger problems like cyberbullying. Digital drama can affect all age groups, but it seems to be most prevalent for youth in middle school and high school. So, how can middle school -and high school-aged youth learn to deal with or even avoid digital drama?

Instructions: Have each child answer the critical thinking questions below. Then, go over the answers and lead the discussion.

1. *What is digital drama?*

2. *Why does digital drama happen?*

3. *What are some ways to deal with digital drama?*

Answer Page

What is digital drama?

Sample responses:

- Digital drama is when people use devices, apps, or websites to start or perpetuate a conflict.

Why does digital drama happen?

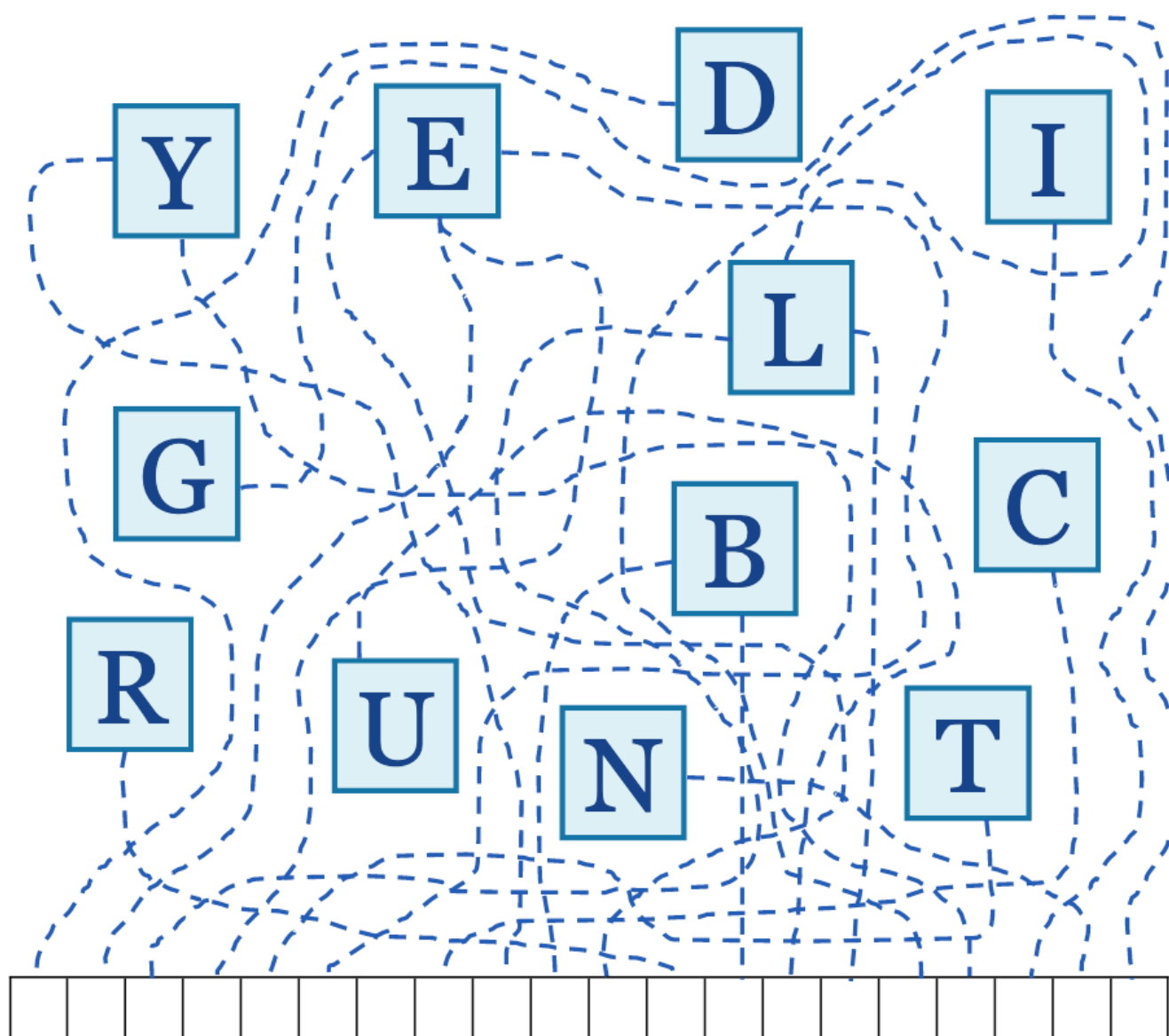
Sample responses:

- People feel freer to say things in the virtual setting that they wouldn't say in a face-to-face encounter.
- It's easy to misinterpret what is said online when you don't see the facial reactions or physical gestures or hear the tone of voice of the person on the other side of the screen.
- People feel anonymous when they are online. This makes it easier for them to say unkind or destructive things.

What are some ways to deal with digital drama?

Sample responses:

- Ignore the comments and not respond.
- Talk things out in person.
- Tell a trusted adult what's happening.
- Report or flag the comments on the app or website.





Cyberbullying

Be the best you can and prevent cyberbullying!

**Ages
10-18**

Don't be a bystander – stand up to cyberbullying when you see it. Take action to stop something that you know is wrong. These **Top Ten Tips** will give you specific ideas of what **you can do** when you witness cyberbullying.

1. **Report to school:** If the person being cyberbullied is someone from your school, report it to your school authorities. Many schools have anonymous reporting systems that allow you to let them know what you are seeing without disclosing your identity.
2. **Collect evidence:** Take a screenshot, save the image or message, or screen record what you see. It will be easier for an adult to help if he or she can see - and have proof of - exactly what was being said.
3. **Report to site/app/game:** All reputable online environments prohibit cyberbullying and provide easy tools to report violations. Don't hesitate to report incidents; those sites/apps will protect your identity and not "out" you.
4. **Talk to a trusted adult:** Develop relationships with adults you can trust and count on to help when you (or a friend) experience something negative online. This could be a parent, teacher, counselor, coach, or family friend.
5. **Demonstrate care:** Show the person being cyberbullied that he or she is not alone. Send the person an encouraging text or snap. Take your friend aside at school and let him or her know that you are always there.
6. **Work together:** Gather your other friends and organize a full-court press of positivity. Post kind comments on the victim's wall or under a photo he or she has posted. Encourage others to help report the harm. There is strength in numbers.
7. **Tell them to stop:** If you know the person who is doing the cyberbullying, tell him or her to stop. Explain that it's not cool to be a jerk to others. But say something –if you remain silent, you are telling the bully you are okay with that behavior.
8. **Don't encourage it:** If you see cyberbullying happening, don't support it in any way. Don't forward it, don't add emojis in the comments, don't gossip about it with your friends, and don't stand on the sidelines.
9. **Stay safe:** Don't put yourself in harm's way. When your emotions are running high, resist posting something that may escalate the situation. Don't hang out on a site where most people are cruel. Never physically threaten others in the online (or real life) arena.
10. **Don't give up:** Think creatively about what can be done to stop cyberbullying. Brainstorm with others, and use everyone's talents to do something epic!



Sexting

What is your gut feeling?

Ages
5-10

This activity is designed to teach young children how to recognize an uncomfortable situation that they may encounter as they grow and learn to become more independent with internet-connected devices.

Directions: Read the following scenarios, and ask children to identify what their gut feeling is. Use the following traffic light analogy (**GREEN** = feels okay/good, **YELLOW** = doesn't feel quite right, **RED** = feels risky).

1. Someone you don't know asks you to keep a secret.
2. Your best friend asks you to send a selfie.
3. Your mom's friend sends you pictures of his or her new puppy
4. The bus driver asks if you have social media.
5. Your babysitter makes a funny video of you and puts it on the internet.
6. Someone online wants to ask a lot of questions about your school and home.
7. Someone promises you gift cards for games if you send them a picture of you and not tell anyone.
8. Your teacher takes a photo of the class and puts it on the school website.

Discussion: Tell the child that if he or she gets a **YELLOW** or **RED** gut feeling, stop and find a trusted adult, and tell that person right away!



Sexting

Sexting

Ages
10-18

Introduction:

Phones with camera features have made it much easier for people to share and send visual content. The exchange of photographs between people is a normal part of texting and instant messaging. In addition, every social media platform has the ability to share visual content.

Online spaces are where people connect. They are where people meet friends and where people start relationships. Dating websites, like Match.com, have made it possible for people who are looking for romantic relationships to meet each other in an online platform. There are multiple dating applications geared toward younger people, even teenagers, like Tinder and Bumble. People also use Instagram and Facebook to meet people and start relationships. When in a romantic relationship, it is normal for humans to want to feel intimate with each other. Sexting is the sending or receiving of sexually explicit or sexually suggestive images or messages usually via mobile devices (Patchin & Hinduja, 2019).

It is important to teach teens about safe sexting and what is and isn't appropriate, what is safe, and what may or may not be legal.

Below is an activity that you can do with adolescents and teens to help them learn about how to sext safely.

Instructions:

1. Pass out the worksheets that have the True or False questions on them.
2. Have the students answer the questions.
3. When the questions have been answered, go over the correct answers.
4. Go to the Online Law Fact Sheet and read the participants the different policies in place that protect minors in the online space.
5. Administer the "What Did I Learn" worksheet for feedback.

Circle the Correct Answer

1. You have to be mindful about what you post online or send through a messaging app because it could be against the law
 - a. True
 - b. False
 - c. Not Sure
2. If a person under the age of 18 sends a naked picture of him or herself to someone else, it is lawful, and he or she is allowed to do it.
 - a. True
 - b. False
 - c. Not Sure
3. If a person under the age of 18 forwards a naked picture of someone else to embarrass or upset that person, there could be serious legal consequences.
 - a. True
 - b. False
 - c. Not Sure
4. If someone spreads rumors or threats online or through messaging apps, the police could get involved depending on the severity of the case.
 - a. True
 - b. False
 - c. Not Sure
5. Cyberbullying is not against the law.
 - a. True
 - b. False
 - c. Not Sure
6. It is not against the law to pose as someone else online without their permission (e.g. catfishing).
 - a. True
 - b. False
 - c. Not Sure

Answers to True, False, or Not Sure Questions

1. **True:** There may be laws that incorporate the online world. A death threat and repeated, harassing messages intended to cause distress are against the law.
2. **False:** This refers to the Protection of Children Act 1978 and is in place for child-protection reasons. In general, the police take a common sense approach to sexting and treat such incidents as a safeguarding matter. However, the potential for cautions, even prosecutions, exists in certain circumstances and could result in a criminal record for those involved.
3. **True:** It is up to the app's policies discretion depending on the circumstance but can result in a criminal record for those involved. There is a new law in the United Kingdom to protect against Revenge Porn, and it states that it is illegal for someone to forward a sexually explicit image of an ex-boyfriend or ex-girlfriend, without his or her consent, for the sole purpose to embarrass or upset him or her. The maximum sentence for this is 2 years in prison.
4. **True:** This may fall under the Malicious Communication Act, and, depending on the severity, the police can get involved.
5. **False:** This is a tricky one because if a child messages someone "I don't like your hair," that is not against the law. It becomes illegal when there are messages of death threats or harassment. Internet trolls who repeatedly write nasty comments to others can be sentenced to jail for 2 years.
6. **False:** This refers to the Computer Misuse Act, and this type of activity, posing as someone else, is fraud.

Online Laws and Protections

The Malicious Communications Act 1988 is a British Act of Parliament that makes it illegal in England and Wales to "send or distribute letters or other articles for the purpose of causing distress or anxiety." This also includes electronic communication.

The Communications Act of 2003 Section 127 (1) (a) relates to a message that is grossly offensive or of an indecent, obscene, or menacing character and is used for indecent phone calls and emails.

Protection from Harassment Act 2007. This Act covers any form of harassment that has occurred "repeatedly"; in this instance, "repeatedly" means on one or more occasions.

The Computer Misuse Act 1990 says you can't impersonate or steal someone else's identity online. This means that writing a status on social media while pretending to be your friend is technically against the law.

The Protection of Children Act 1978 says that indecent images (naked pictures) of children under the age of 18 are illegal. It is illegal for anyone to take, have on their device, distribute, and share sexually explicit or partially nude images of children. This also means that if children take pictures of themselves (naked selfies), this is against the law as they have generated an indecent image of a child.

Section 33 of the Criminal Justice and Courts Act of 2015 refers to the new offence dealing with Revenge Pornography. This is a law that relates to images of adults (i.e. over 18 years old), and it makes it illegal to share or make public sexually explicit images of someone else, without their consent, with the intent to cause distress.

What Did I Learn?

Intended learning outcomes	I'm still not sure	I'm nearly there	I've got it
I can understand the pressure on young people to send naked pictures (sexting), and I know where to go for help			
I can understand the possible consequences of sending a sext including the legal consequences			
I can give advice to others to avoid sending a sext			
I'm aware that some girls may have a (more) negative experience online			

3 things I have learned today...

--

2 Things I already knew...

--

1 Question I still have...

--

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Create


Digital Dilemmas

Social media has become an important platform for adolescents and teens as it provides an alternative or additional mechanism to build and cultivate personal relationships with others. However, the complexity of online relationships can create digital dilemmas for children.


Digital Drama

-  [Safely Sharing Photos](#)
-  [Tip Sheet: Dealing with Digital Drama](#)

Cyberbullying

-  [Tips to Assist with Cyberbullying](#)
-  [Helping Kids Fight Cyberbullying](#)
-  [Knowing the Signs of Cyberbullying \(poster\)](#)

Sexting

-  [Talking about Sexting](#)
-  [Sexual Behavior and Young Children](#)



Safely Sharing Photos

5 Ways to Share Photos Privately

1. Set up a shared cloud folder. This folder can be accessed through applications on phones or tablets.

If you have a Google, Microsoft, Apple, DropBox, or another cloud account, sharing photos privately is easy, and you can do it from your computer or your smartphone. If you don't have an account, create one to share. Google connects to the cloud through Google Drive. To get started, click "New," and select "folder." Right-click on the folder and two sharing options will appear. "Get sharable link" is good to use when you are sharing with people who don't own a Google account. Copy the link and send to the people with whom you want to share. Only people with the link can access the folder. The less preferred option is Share+. Share+ provides more options and allows people who have access to this folder to view or edit the contents. You can also restrict access to that group if you would like.

2. Closed or Secret Facebook Group.

For a Facebook user, private photos can be shared to a group through the "Explore – Groups" tab on the left of the home page. This is also available from the main menu drop-down "Create." Add the people with whom you want to share the photos. Then, click the following tab labeled "Select Privacy," and make sure it is set to private. If you would like the group to not be visible on Facebook, click the tab under "Hide group" and select "Hidden." Facebook isn't a great option when it comes to keeping information private, so you should be thoughtful when sharing photos (Walker, 2020). Remember, in order for people to see your posts, they must have a Facebook account.

3. Privacy settings on your favorite photography network.

Social networks, like Flickr and SmugMug, can be used to share photos on the internet. These networks have detailed security precautions in place. Flickr has geo-fencing capabilities in which photos can only be accessed in a certain location. SmugMug operates with higher privacy setting with the purchase of "Power" accounts. Each social network is specialized in certain security preferences.

4. "Private" photo-sharing apps.

Other possible applications that are private photo-sharing apps are Cluster.io and 23 Snaps. Even popular apps, including Instagram and Snapchat, have privacy capabilities built into them. When joining such applications, search for privacy settings and determine what settings fit your needs. You may also check to see if people can see your photos without having to create an account or download another app.

5. Group text.

Another option for you to share photos or information with friends is available if everyone in your group has a smartphone. Many instant messengers offer "group chat" where you can message particular groups at once and even gain feedback. Some available messenger services include iMessage, Android Messenger, Telegram, and WhatsApp. Remember, the organization and sharing capabilities of these services may not be as secure or flexible as the options above.

iOS: iMessage

In iOS, open messages, and start a new message. Enter the contact numbers you want to send a message to, enter text and/or photos, and click send.

Android Messenger

You may be required to set up Multimedia Messaging Service (MMS) first. You'll need to go to "Settings" and select "Advanced." Under group messaging, toggle "group MMS." This will allow you to send group texts via Android's message protocol.

WhatsApp

Open the program, and click the “**Chats**” tab for iPhone, “**:**” menu option in Android. Hit the “**New Message**” icon, then tap the button for “**New Group.**”

Telegram

Channels is a subscription-based communication that allows one-way communications among many users. Groups consist of people you allow in, and they can enter the conversation. This is a good option for sharing photos with friends and family.

Adapted from: <https://www.comparitech.com/blog/vpn-privacy/share-photos-online-privately/>

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Digital Drama

Tip Sheet: Dealing with Digital Drama

Digital Drama? Is that the same thing as cyberbullying? The answer is no. It is actually very different.

Digital Drama is an all-encompassing online/digital activity and person-to-person communication that can lead to arguments, disputes, and/or harassment.

Digital Drama is a situation when a child, tween, or teen is repeatedly tormented, threatened, harassed, humiliated, embarrassed, or in some way targeted by another person through the use of online platforms or smartphones (STOP cyberbullying, n.d.).

The drama can be subtle or egregious. It can come from real social media accounts or fake ones that have been set up to stalk, harass, and/or troll. Regardless of how it happens, it's important to have open discussions with your children, so they know how to recognize digital drama and feel comfortable telling you about it if they've been the victim of it.

Here are some tips for you and your family.

Help set boundaries

Instead of working against social media, learn how to work with it. Families can support their preteens and teenagers by understanding and acknowledging that relationships exist online and in person, and both kinds of relationships are valid. However, children need the guidance of their parents to learn how to establish appropriate boundaries for healthy relationships. Parents, or trusted adults, need to help children learn how to recognize the difference between abusive and acceptable behavior.

Establish open lines of communication between you and your preteens and teenagers

Let your preteen or teenager know you are always there to talk with him or her, and make sure your actions and behaviors reflect this message. For instance, if your child tells you he or she met an online friend and he or she would like to meet this new friend in person, don't start lecturing your child about the dangers of meeting friends online. This type of reaction may encourage your child to shut down or hesitate to communicate with you in the future. Instead, ask him or her questions to make your child feel comfortable opening up.

What is this person's name and how did you meet?

What do you have in common with this person?

What are the kinds of things you talk about?

Does this person make you feel supported?

May I go with you to meet this person?

Asking non-judgmental questions can help nurture an environment where open communication thrives.

Use media to talk about drama

Television shows often display drama, such as gossiping about other people, that often culminates in unnecessary conflicts. Typically, the dramatic relationships are between women. Reality TV can portray the worst examples of what a relationship is or could be. It's important to point out that most TV shows, including reality TV, are scripted in order to keep their episodes engaging and increase viewership. Watching TV with your children could spark important conversations about how media perpetuates negative stereotypes about female friendships, romantic relationships, and/or healthy communication. These shows can create opportunities to teach your child about appropriate behavior. Digital drama can occur in many ways, such as subtweets, which is when a person responds to a tweet in a passive-aggressive way and makes an indirect and usually unkind remark; unfriending; blocking or changing relationship status on social media sites that send a passive message to the other party; posting pictures

with the intention of making someone else feel excluded from the group; and disregarding a boundary someone has established.

These are just a few examples of the many ways digital drama can occur.

Start having open conversations with your children about what digital drama is and how to handle it when it happens.

Remind your child that retaliation is never the answer.

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Cyberbullying

Tips to Assist with Cyberbullying

Most children will encounter nasty behavior at some point in their digital lives. For some children, this experience may only be a blip that is easily forgotten, while, for others, it can have deep, long-lasting effects. For parents, the key is to stay involved in your child's life - both online and off - so you can step in and offer help if necessary. With guidance from parents and educators, children can learn how to dodge the drama and stand up for others.

Review these six tips to help you prepare your child:

- 1. Define your terms.*
Make sure children understand what cyberbullying is: repeated and unwanted mean or hurtful words or behaviors that occur online (e.g., texts, social media posts, online chat.).
- 2. Check in about online life.*
Just like you'd ask your children about their sleep, exercise, and eating, stay on top of their online life. Who are they chatting with? How do people treat each other in the games and on the websites they're using?
- 3. Role-play.*
If children feel like they might have trouble removing themselves from digital drama, experiment with some different ways they can make a graceful exit. For example, talk through words they can use or discuss ways they can steer conversations in positive directions.
- 4. Encourage upstanding behavior.*
Let children know that supporting a friend or acquaintance who is being bullied can make a big difference. If they feel safe confronting the bully, they should. If not, a private message to the victim can be enough to help someone through a tough time. Speaking up against hate speech is also important.
- 5. Take breaks.*
If you notice your child is getting pulled into digital drama, help him or her take a break. It's great if he or she can determine for him or herself when to step back, but he or she might need some help setting limits. Putting devices to bed at a specific time and insisting on breaks for mealtimes and face-to-face connection can help children recharge.
- 6. Review worst-case steps.*
Walk through, with your child, what to do if your child is being bullied online. First, step away. Ignoring a bully can be very effective. If the bullying continues, take screenshots or print out evidence. Then, block the person. If it gets worse, report the behavior to trusted adults. Talk about who those people are, and make sure your child has their contact information.

Cyberbullying

Helping Kids Fight Cyberbullying

Standing up to Cyberbullying: Top Ten Tips for Teens

Don't be a bystander – stand up to cyberbullying when you see it. Take action to stop something that you know is wrong. These **Top Ten Tips** will give you specific ideas of what you can do when you witness cyberbullying.

1. **Report to school:** If the person being cyberbullied is someone from your school, report it to your school authorities. Many schools have anonymous reporting systems that allow you to let them know what you are seeing without disclosing your identity.
2. **Collect evidence:** Take a screenshot, save the image or message, or screen record what you see. It will be easier for an adult to help if he or she can see - and have proof of - exactly what was being said.
3. **Report to site/app/game:** All reputable online environments prohibit cyberbullying and provide easy tools to report violations. Don't hesitate to report incidents; those sites/apps will protect your identity and not "out" you.
4. **Talk to a trusted adult:** Develop relationships with adults you can trust and count on to help when you (or a friend) experience something negative online. This could be a parent, teacher, counselor, coach, or family friend.
5. **Demonstrate care:** Show the person being cyberbullied that he or she is not alone. Send the person an encouraging text or snap. Take your friend aside at school, and let him or her know that you are always there.
6. **Work together:** Gather your other friends and organize a full-court press of positivity. Post kind comments on the victim's wall or under a photo he or she has posted. Encourage others to help report the harm. There is strength in numbers.
7. **Tell them to stop:** If you know the person who is doing the cyberbullying, tell them to stop. Explain that it's not cool to be a jerk to others. But say something –if you remain silent, you are telling the bully you are okay with that behavior.
8. **Don't encourage it:** If you see cyberbullying happening, don't support it in any way. Don't forward it, don't add emojis in the comments, don't gossip about it with your friends, and don't stand on the sidelines.
9. **Stay safe:** Don't put yourself in harm's way. When your emotions are running high, resist posting something that may escalate the situation. Don't hang out on sites where most people are cruel. Never physically threaten others in the online (or real life) arena.
10. **Don't give up:** Think creatively about what can be done to stop cyberbullying. Brainstorm with others, and use everyone's talents to do something epic!



Cyberbullying

Knowing the Signs of Cyberbullying (poster)

Emotional Signs of Cyberbullying

Emotional changes in a child might be hard to see, but they are often some of the most severe signs. These signals show that cyberbullying has had an emotional impact on a child.

1. Becomes a loner
2. Displays mood swings
3. Shows increased stress
4. Displays aggressive behavior
5. Displays symptoms of depression

Academic Signs of Cyberbullying

Teachers are in a good position to identify the reasons behind a student falling behind academically. Victims of cyberbullying can take steps backward in the classroom just like in other aspects of their lives. Here are a few academic-related clues that cyberbullying may be taking place.

6. Doesn't attend school
7. Work ethic decreases
8. Skips class
9. Loses interest in school
10. Grades drop
11. Makes excuses to leave school early

Social Signs of Cyberbullying

Cyberbullying can have a tremendous impact on how children relate to their peers socially. Cyberbullies typically attack someone they know well. Children may stop trusting their usual social group and withdraw. Here are a few specific examples.

12. Stops participating in social activities
13. Stops eating or sleeping
14. Hurts self
15. Changes in friends
16. Appears upset after using computer/phone

Sexting

Talking about Sexting

Talking to Teens about Sexting: “SEXT” Education

Sexting has become prevalent with teenagers. “Sext” education or talking to your teens about the risks of sharing intimate details and photographs can help to keep them safe. Through compassion and positive reinforcement, create an environment with your teen that allows open conversation about the risks and behaviors of sexting. This may be critical for preventing teens from making rash decisions or potentially harming themselves or someone else. If your teenager should find him or herself in an uncomfortable situation, hopefully you will have created an environment where he or she is willing to share with you or seek your guidance.

Tips for Talking to Your Teens About Sexting

- **Push Through** – You have heard the phrase, “Get the ball rolling.” This is what you need to do when talking to your teen about sexting. This isn’t a one-stop conversation. It will be more difficult in the beginning but keep the communication open. You are building trust and allowing your teen to feel comfortable coming to you with questions or concerns of his or her own.
- **Set Rules**– Outline expectations, and set clear rules so everyone is on the same page. It is important to check in and follow up with your teen to ensure he or she is respecting the rules and boundaries. Make that part of the conversation and be ready to make adjustments as needed.
- **Teach Stranger Danger, again.** – Just as you taught your teen when he or she was a toddler about “stranger danger,” it is time to teach your teen, again. Teens need to know that they need to use caution when communicating online - know whom they are communicating with and with whom they are sharing personal information. Parents should also learn about who their teen is chatting with online or gaming with online, and teens should never be allowed to meet an online friend without parental consent.
- **Monitor Online Activity** – Your teen may not like it, but you are the parent and responsible for monitoring your child’s online activity. This doesn’t mean you have to spy on your teen or create fake accounts to “friend” them, but you should be regularly checking in and seeing what he or she is doing, who he or she is talking to, and what he or she is sharing online. Make it part of the conversation.

The most effective way to protect your teen is to keep the conversation going. Don’t be afraid to get involved in your children’s online lives.



Sexting

Sexual Behavior and Young Children

As a parent, it can be alarming to witness a young child showing interest in or engaging in sexual behaviors. The good news is, it is normal! Like all forms of human development, sexual development begins at birth. Sexual development includes the physical changes that occur as children grow, the sexual knowledge and beliefs they come to learn, and the behaviors they display.

Common sexual behaviors in young children include the following:

- Touching/masturbating genitals in public or private.
- Touching or looking at their own, familiar adults (e.g., parents, caregivers), or children's (e.g., siblings or peers) genitalia or private parts.
- Enjoys being nude.
- Displays genital area to others.
- Uses elimination words for bathroom and sexual functions (e.g., pee pee, poo poo).
- Explores differences between males and females.
- Interested in, but not preoccupied with, watching people go to the bathroom.
- Wanting to learn about genitals, intercourse, and babies.

Sexual behavior problems in young children include any act that includes the following:

- Occurs frequently and cannot be redirected.
- Takes place between children of widely differing ages (such as a 12-year-old who acts out with a 4-year old) or between children of different developmental levels.
- Causes emotional or physical pain or injury to themselves or others.
- Is associated with physical aggression.
- Involves coercion or force.
- Does not respond to typical parenting strategies (e.g., discipline).
- Simulates adult sexual acts.

What to teach your child:

Below is some basic information you can teach your child about sexual behavior:

- Boy's and girl's bodies change when they get older.
- Use proper terms when discussing children's private parts, such as vagina and penis, and avoid using slang terminology as this can create confusion for your child.
- Provide simple explanations of how babies grow in their mothers' wombs and about the birthing process.
- Explain rules about personal boundaries, such as keeping private parts covered and not touching other children's private parts.
- Give simple answers to all questions about the body and bodily functions.
- Explain touching your own private parts can feel nice, but this is something that is done in private.

Be sure to provide your child with some safety information:

- Describe that sexual abuse is when someone touches your private parts or asks you to touch their private parts, and this is not okay.
- Sexual abuse is NEVER the child's fault.
- Explain who to tell if people do "not okay" things to you, or ask you to do "not okay" things to them.

Ask your pediatrician

If you are currently dealing with any of these issues or have additional questions, talk with your child's pediatrician. He or she can work with you to distinguish age-appropriate and normal sexual behaviors from behaviors that are developmentally inappropriate or signal potential abuse. Asking for help simply means you want what is best for your child, and you will do whatever you can to help him or her succeed.

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Identify

Who You Are

Create

What You Do

Educate

How You Do It



Educate

Digital Security

Protecting electronic devices and personal information from spam, malware, phishing scams, data loss, and other technical issues



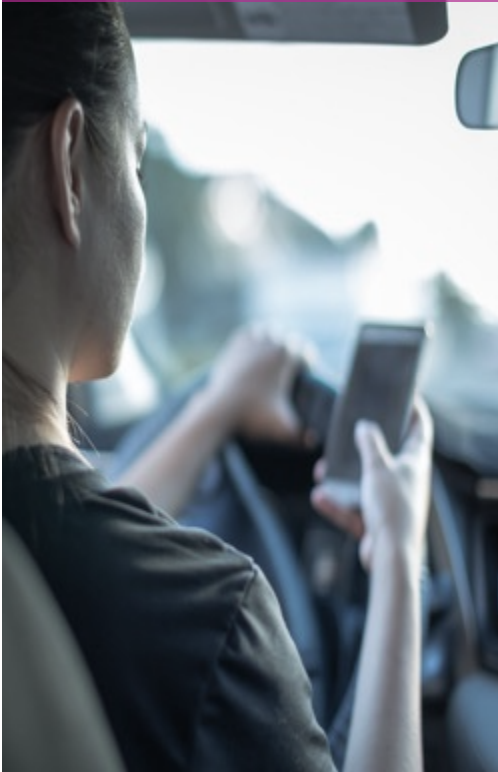
Being a good digital citizen includes understanding the importance of implementing safety and security measures to help protect your devices, your information, and yourself.



Educate

Digital Security

Safety



Being safe in a virtual world is just as important as being safe in the real world. Children should learn how to protect themselves against online scams, hackers, and cyber tricks and understand where, when, and how to get help. Professionals and parents can offer aid to children by helping them identify scams and tricks, make good online choices, and exhibit safe online behaviors.



Activities

Ages
5-10

[Green Choice or Red Choice](#)

Ages
10-18

[Chatting Safely Online](#)



Resources

[Safe/Unsafe Chart](#)

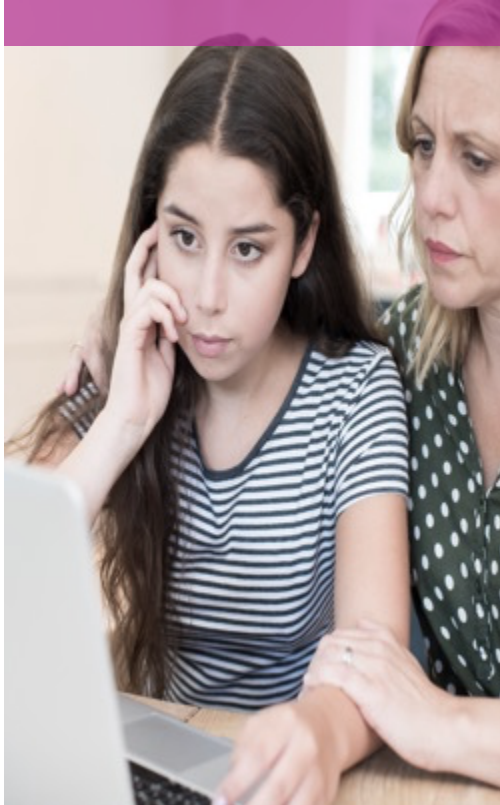
[Internet Safety Pledge](#)



Educate

Digital Security

Security



Individuals who use online applications or connect via the virtual world should understand and know how to protect their computers and digital devices. Just as safety is taught in the home, parents and professionals can help children understand the consequences of exposed devices, which may lead to compromised information and can teach children how to establish secure digital connections.



Activities

Ages	
	Home Safety and Internet Safety
	How much do you know about online threats?



Resources

Tips for Online Safety at Home
Making a Strong Password



Educate

Digital Security

Privacy



Social media has become a widely used platform to connect with others, but it is also a platform rife with hackers. Individuals using social media sometimes post very personal information about themselves, their friends, and their family members. Hackers may be able to use this type of information to hack into accounts and acquire personal information. Children, teens, and adolescents should know how to secure their social media sites, so only people they chose can view their information.



Activities

Ages
5-10

[Social Media and Privacy](#)

Ages
10-18

[Social Media Privacy Settings](#)



Resources

[Privacy, Security, and Health Risks of Social Media](#)

[Hacking Prevention Tips](#)

Educate

Digital Literacy

Developing and maintaining critical skills and competencies of media and information productive to online activity



Digital literacy is the ability of an individual to develop, use, and maintain skills to increase their access to relevant and credible information and broaden the capacity for them to obtain, share, compare, and contextualize information.



Educate

Digital Literacy

Media Literacy



By being knowledgeable about media literacy, youth can critique the social power and politics that are embedded within digital media. With this ability, youth can recognize the voices of those who produce the information, along with any potential bias, and possess the skills to objectively comprehend the messages that are conveyed.



Activities

**Ages
5-10**

[I Saw it First](#)

**Ages
10-18**

[ART of Lateral Reading](#)



Resources

[Media Literacy \(poster\)](#)

[Reliable Media Sources](#)



Educate

Digital Literacy

Information Literacy



Information literacy is how one assesses information, how one critically reads and writes online, and how one expresses him or herself online in ways that are age appropriate. As a result of technological advancements, children, adolescents, and teens are able to express themselves digitally via multiple modalities that include features such as sound, video, and texting. However, they must first learn about and understand the basic fundamentals of computer technology in order to use these features.



Activities

Ages
5-10

[Smart Online Searches](#)

Ages
10-18

[Developing Online Critical Thinking Skills](#)



Resources

[Guide to Text Speech](#)

[Emojis: Universal Language?](#)



Educate

Digital Literacy

Fake News



Fake news is defined as fabricated information that mimics news media content in form but not in organizational process or intent. Fake news outlets may be difficult to identify, but they lack the news media's editorial norms and processes for ensuring the accuracy and credibility of information.



Activities

Ages
5-10

[Real or Fake News?](#)

Ages
10-18

[Gathering the Facts to Develop an Informed Opinion](#)



Resources

[Combating Fake News](#)

[Fake News \(poster\)](#)

Educate

Harmful Content

Exposure to inappropriate digital content or predatory online users



Digital technology provides individuals with access to resources, people, and information from anywhere. To possess good digital citizenship, you must be aware of the dangers of the internet and the potential exposure to harmful content.



Educate

Harmful Content

Predators

The anonymity of the virtual world provides the perfect camouflage for predators to lure youth and put children, adolescents, and teens in danger. Direct access to unsuspecting children via email, instant messaging, social networking sites, chat rooms, and video games simplifies the sexual predator's efforts to contact and groom children. In addition, some children place themselves at risk and willingly talk about sexual matters with online acquaintances.



Activities

Ages
5-10

[Recognizing Predators: True or False](#)

Ages
10-18

[Recognizing Predators](#)



Resources

[Internet Safety](#)

[Talking Tips to Protect your Child
from Online Predators](#)



Educate

Harmful Content

Violence



Mainstream media contains violence. As a result, children's exposure to media violence from news sources and television shows should be limited. In addition, children, adolescents, and teens may enjoy participating in video games and having the ability to play with others (friends or unknown individuals), but these games often include violent features (e.g., guns, shooting, fighting). Therefore, participation should be monitored and is cautioned as violence in video games has been shown to correlate with aggression and lack of empathy in children. Furthermore, children may be playing games with individuals they do not know and, in turn, establishing a relationship with someone who may be predatory.



Activities

Ages
5-10

[Video Games and Ratings](#)

Ages
10-18

[Fighting Cyberviolence](#)



Resources

[Talking to Children about Media Violence](#)

[Protecting Children from Inappropriate Content](#)



Educate

Harmful Content

Sexual Imagery



Pornography online is free and has become increasingly accessible. It is a significant threat to children's online safety. Today, any child with unrestricted internet access could be just a mouse click away from viewing, intentionally or accidentally, sexually explicit material online. This material can range from adult pornography to prosecutable material that depicts graphic sex acts.

In addition, children have an increased ability to receive sexually explicit material from others via text messaging or social media. In fact, there may be increased pressure for children to send sexually explicit material via text message or other digital formats to someone they know (e.g., peer) or even someone they don't know.



Activities

Ages
5-10

[Sketchy content: What would you do?](#)

Ages
10-18

[Is that Cool or Uncool](#)



Resources

[Sexual Imagery on the Internet](#)

[Exposure to Sexually Explicit Material](#)



Educate

Digital Security



Safety

Ages
5-10

[Green Choice or
Red Choice](#)

Ages
10-18

[Chatting Safely Online](#)



Security

Ages
5-10

[Home Safety and
Internet Safety](#)

Ages
10-18

[How much do you know
about online threats?](#)



Privacy

Ages
5-10

[Social Media and
Privacy](#)

Ages
10-18

[Social Media and
Privacy Settings](#)



Safety

Green Choice or Red Choice

Ages
5-10

Instructions:

Individual instruction: Pass out the Green Choice or Red Choice Worksheet. Ask the children to read the scenarios, decide whether the child in the story made a good (green) choice, and mark the answer. The instructor must stress the entire time that the ultimate goal of the adult is to teach the child how to use the computer correctly and also safely. The teacher should also tell the children that if they make a bad (red) choice, it does not always mean they are in trouble. Even if they made a red choice, it is important to let a parent or adult know. **Always ask the question: Is this completely safe? If the answer is no/maybe/I'm not sure, then a trusted adult should always be present or consulted before a decision is made.**

Group discussion: Call on one child to read the first scenario aloud, and ask him or her to share his or her answer to the scenario. Then, as a group, discuss if the group agrees with the child's answer and explain why or why not. Repeat this with each scenario. The instructor should remind the class that the goal of the adult is to teach the child how to use the computer correctly and also how to use it safely. **Again, always ask the question: Is this completely safe? If the answer is no/maybe/I'm not sure, a trusted adult should always be present or consulted before a decision is made.**

Green Choice or Red Choice Worksheet

Directions: *Read each scenario, then circle whether or not the child made a green choice.*

1. YES or NO

David wants to invite his friends to his birthday party. He sends an email invitation only to his friends.

2. YES or NO

Barbara receives an email that contains a link from a business that is giving away a cruise for four. She opens the link.

3. YES or NO

Taylor is playing her favorite game online. In the corner of the page is a box with a picture of a princess along with a link promising more fun games. Taylor does not click on the link.

4. YES or NO

While in a chat room with a friend, Steven gives Nikki his address, so Nikki can send him a birthday invitation.

5. YES or NO

Susan is playing a game online. She receives a message from Hannah, who says she is a 9-year-old girl. Susan mentions she is also 9, and they start communicating.

6. YES or NO

Before setting up an account to a new game, Charlie waits to ask his mom.

7. YES or NO

Jason chooses a password with letters and numbers that include his initials and birthdate.

8. YES or NO

In order to sign up for a new game, Luke must give his birthdate and Social Security number. He decides not to sign up after all.

9. YES or NO

Jessica waits until her family returns from their vacation before posting pictures.



Safety

Chatting Safely Online

Ages
10-18

Chatting online is a fun and a convenient way to communicate, but talking to someone online can come with risks. Understanding how harmless talking can progress from safe to risky is part of being a responsible digital citizen.

Instructions: Read the scenario, and answer the worksheet questions. Answers are provided for the proctor.

Scenario:

Sara loves taking pictures and posting them to Instagram. A few months ago, she noticed alex_eastwest13 liked several of her photos and commented "you are so talented!"

Sara was flattered. Then she received a private message from alex_eastwest13 asking if she was a professional photographer or if she wanted to be one someday.

Sara responded that it was her dream to be one when she grew up. Now they talk a lot through private messaging. Sara also posts photographs on alex_eastwest13's photos, which are mostly of random objects and nature scenes. Last week, alex_eastwest13 asked if she would post more selfies because "i think u r beautiful."

Alex_eastwest13 also messaged her a cell number, so she could send more personal pictures. "Just don't tell anyone I gave you this," alex_eastwest13 commented.

Worksheet questions:

1. Identify: Who are the different people involved in the scenario? What dilemma or challenge are they facing?
2. Feel: What do you think Sara is feeling? Why might this situation be hard or challenging for her?
3. Imagine: Imagine how Sara could handle the situation. Identify as many ideas as possible, and pick the one you like the best.
4. Say: Think about the idea you chose for handling the situation, and consider what could Sara say or do.
 - First: What could Sara say or do?
 - Second: How would Sara say it? (Circle what Sara should do.)
 - In person
 - Call or FaceTime
 - Text
 - Direct/private message
 - Email
 - Other: _____
 - What would Sara say? (Write out the conversation.)

Worksheet questions (with answers):

1. Identify: Who are the different people involved in the scenario? What dilemma or challenge are they facing?

- Alex_eastwest13 and Sara are the people involved in this scenario.
- Alex_eastwest13 flirted with Sara, asked for her cell phone number, and told her not to tell anyone.

2. Feel: What do you think Sara is feeling? Why might this situation be hard or challenging for her?

Answers will vary.

- Sara might feel anxious or uncomfortable.
- She doesn't really know alex_eastwest13 and questions the level of trust she might put in this person.
- If she does share pictures, alex_eastwest13 could continue asking for pictures or might share the pictures with people whom Sara doesn't know. Alex_eastwest13 could also give her number to someone she doesn't know.
- If she doesn't share more pictures, alex_eastwest13 may stop talking to her, could get upset, or could publicly embarrass her.

3. Imagine: Imagine how Sara could handle the situation. Identify as many ideas as possible, and pick the one you like the best.

Answers will vary.

- Sara could send and/or post more selfies.
- Sara could ignore or block alex_eastwest13.
- Sara could change the subject.
- Sara could ask a trusted adult for advice.

4. Say: Think about the idea you chose for handling the situation, and consider what could Sara say or do.

First: What could Sara say or do?

Answers will vary.

- She could say, "no," and "I don't share photos privately."
- She could ignore or block alex_eastwest13.
- She could tell a trusted adult.

Second: How would Sara say it? (Circle what Sara should do.)

Answers will vary.

- She could say, "no," and "I don't share photos privately."
- She could ignore or block alex_eastwest13.
- She could tell a trusted adult.
 - In person
 - Call or FaceTime
 - Text
 - Direct/private message
 - Email
 - Other: _____

What would Sara say? (Write out the conversation.)

Answers will vary.

- "No, I don't share photos privately."
- "No, I don't know you."

- “You are silly! Why would I do that?”

She could say to a trusted adult:

- “I was talking online with someone I have never met, but he is making me uncomfortable. What should I do?”
- “I was talking online with someone I have never met, and I shared some stuff with him, but, now, I’m not so sure I can trust him. What should I do?”
- “I was talking online with someone I have never met, and he gave me his phone number.”



Security

Home Safety and Internet Safety

**Ages
5-10**

Children learn home safety from their parents and caregivers and, as young children, are introduced to many safety rules: do not talk to strangers (often called stranger danger); do not touch cleaning supplies or medicines; and know when, why, and how to call 911. But, how much do children learn about internet safety?

Instructions: In this activity, home safety will be related to internet safety. Children will be given a safety instruction worksheet, and they will circle the best multiple-choice answer. After all of the questions have been answered, discuss the activity and the answers that were chosen. Then, start a conversation about safety at home and online.

QUIZ:

1. Stranger Danger
 - a. Home Safety
 - b. Internet Safety
 - c. Both

2. Do not wear shirts with your name on it, strangers could pretend to know you by calling your name.
 - a. Home Safety
 - b. Internet Safety
 - c. Both

3. Never take medicine without asking your parent or caregiver.
 - a. Home Safety
 - b. Internet Safety
 - c. Both

4. Ask permission to take someone's picture with your tablet or device.
 - a. Home Safety
 - b. Internet Safety
 - c. Both

5. You have a friend over, and he or she asks you to share your WIFI password, but he or she doesn't want your parents to know because there is a game on his or her tablet that belongs to his or her teenage brother.
 - a. Home Safety
 - b. Internet Safety
 - c. Both

6. You answer your parents cell phone. The person on the phone starts asking you a lot of questions about yourself and says he or she knows your mom and dad, but you don't know who you are speaking to.
 - a. Home Safety
 - b. Internet Safety
 - c. Both

Answer Key:

1. c. Both (Predators use in person tactics and the internet to lure victims)
2. c. Both (Predators use in person tactics and the internet to lure victims)
3. a. Home Safety
4. b. Internet Safety (Digital photos can be easily shared on the internet)
5. b. Internet Safety (Parental controls and passwords can be set for levels of safe access)
6. c. Both (Predators use in person tactics and the internet to lure victims)



Security

How much do you know about online threats?

Ages
10-18

Instructions: Complete the short questionnaire, and discuss the answers at the end using the instructors guide.

Questionnaire: Online Threats (Multiple choice, pick the best answer for each question.)

1. What is the threat? You find out that someone made an embarrassing meme of you and shared it with everyone they could in the school?
 - a) Identity theft
 - b) Online predator
 - c) Cyberbullying
 - d) Sexting
2. What is the threat? You are sharing your artwork on social media. Someone you don't know keeps messaging you about how talented you are and asks you if you would like to come to his or her art studio for free private lessons.
 - a) Identity theft
 - b) Online predator
 - c) Cyberbullying
 - d) Sexting
3. What is the threat? An ad pops up on your social media page for a new game you have been waiting to get or buy. The ad says the game is free for the first 100 people who click on the link.
 - a) Identity theft
 - b) Online predator
 - c) Cyberbullying
 - d) Sexting
4. What is the threat? You just started dating someone, and he or she is messaging you late at night with some flirty texts. He or She asks you to send a picture of yourself to him or her, and he or she will send you one.
 - a) Identity theft
 - b) Online predator
 - c) Cyberbullying
 - d) Sexting

Instructor answers-(Correct answers are highlighted with discussion points.)

1. What is the threat? You find out that someone made an embarrassing meme of you and shared it with everyone they could in the school?
 - a) Identity theft
 - b) Online predator
 - c) Cyberbullying**
 - d) Sexting
 - *Social media, email, texting, and instant messaging (IM) can invade your teen's world 24/7. There are multiple accounts in which cyberbullying has led to a victim's suicide.*
2. What is the threat? You are sharing your artwork on social media. Someone you don't know keeps messaging you about how talented you are and asks you if you would like to come to his or her art studio for free private lessons.
 - a) Identity theft
 - b) Online predator**
 - c) Cyberbullying
 - d) Sexting
 - *Social media, email, texting, and instant messaging (IM) can invade your teen's world 24/7. There are multiple accounts in which cyberbullying has led to a victim's suicide.*
3. What is the threat? An ad pops up on your social media page for a new game you have been waiting to get or buy. The ad says the game is free for the first 100 people who click on the link.
 - a) Identity theft**
 - b) Online predator
 - c) Cyberbullying
 - d) Sexting
 - *Cybercriminals like to take a teen's blank slate of credit and open up accounts that can follow your child for years. The damage can impact your teen's future by making it harder to do things like buy a car, rent an apartment, or get a job.*
4. What is the threat? You just started dating someone, and he or she is messaging you late at night with some flirty texts. He or She asks you to send a picture of yourself to him or her, and he or she will send you one.
 - a) Identity theft
 - b) Online predator
 - c) Cyberbullying
 - d) Sexting**
 - *Whether it's sending or receiving photos (or suggestive banter), sexting can lead to serious problems and consequences, such as severe reputation damage or child pornography charges.*



Privacy

Social Media and Privacy

**Ages
5-10**

Instructions:

Discuss the questions below with your children to help them understand the connection between social media and privacy and talk about how any information shared on social media can impact their privacy.

What does privacy mean?

Do you know what social media is?

Why do you think people use social media?

What do you think could be good about social media? What do you think could be not so good about social media?

How does social media impact your privacy?



Privacy

Social Media and Privacy Settings

Ages
10-18

Instructions: Choose two of your favorite or most used social media platforms. Look at each social media platform, and determine how they are keeping their users safe. Answer the following questions by using the internet and searching for safety features for each platform.

Social Media Platform #1: _____

1. What type of safety settings are available to its users?
2. How easy is it to set safety settings?
3. After looking at the safety settings, do you feel comfortable using the platform?

Social Media Platform #2: _____

1. What type of safety settings are available to its users?
2. How easy is it to set safety settings?
3. After looking at the safety settings, do you feel comfortable using the platform?

Review:

1. How do the safety features for each social media platform compare to each other?
2. What additional safety features would you like to see as a user?



Educate

Digital Security

Being a good digital citizen includes understanding the importance of implementing safety and security measures to help protect your devices, your information, and yourself.



Safety



[Safe/Unsafe Chart](#)



[Internet Safety Pledge](#)



Security



[Tips for Online Safety at Home](#)



[Making a Strong Password](#)



Privacy



[Privacy, Security, & Health Risks of Social Media](#)



[Hacking Prevention Tips](#)



Safety

Safe/Unsafe Chart

Social networks are popular forms of online communication, but social platforms are also among the most public and visible digital forums. When spending time on the internet and engaging in online communication, people should be careful about what they share with others. When information is placed on the internet, such as words, pictures, or videos, that information can often be retrieved even if you deleted it. Some guidelines for safe and unsafe information sharing on the internet follow.

SAFE – Personal Information	UNSAFE – Private Information
<ul style="list-style-type: none">• Your favorite food• Your respectful opinion• Your first name• Your last name (only if you would like)• Your favorite color• Your favorite music• Appropriate photos• General information or topics in which you are interested	<ul style="list-style-type: none">• Mother's maiden name• Social Security number• Your date of birth• Parent or personal credit card information• Phone number• The school you attend• Demographic information, like your location and your address• Screenshots of personal conversations with others• Photos of others without their approval• Social plans• Place of employment• Your password(s)• Anything you are not comfortable sharing with a large number of people!

Reference

Steinberg, S. (n.d). *Social media etiquette: What's ok to share online?* NewsWatch. <https://newswatchtv.com/2017/02/03/social-media-etiquette-whats-ok-share-online/>



Safety

Internet Safety Pledge

Instructions: Read the pledge below. If you have any questions about the pledge, talk with an adult about what it means to be safe on the internet.

I, _____, promise to always do the following when using the computer:

- Use the computer only when given permission.
- Use only websites that a trusted adult has permitted.
- Ask permission before visiting a new website or computer game.
- Give a trusted adult all my passwords, but I will not share them with anyone else.
- Tell an adult immediately if I find any information that makes me feel uncomfortable.

I, _____, promise to never do the following when using the computer:

- Meet with someone I “met” online without talking with a trusted adult first.
- Send a picture or anything else to anyone without first checking with a trusted adult.
- Respond to any messages that are mean or in any way make me feel uncomfortable.

I, _____, also understand that personal information should never be given out on the internet unless a trusted adult has given me permission. This includes the following:

- My full name
- My address
- My phone number
- My personal email
- The location of my school
- My Social Security number
- My Parents’/Guardians’ work address and telephone number

Signature: _____

As your trusted adult, I promise to support you in your pledge and do my best to make your computer use safe and enjoyable.

Signature of trusted adult: _____



Security

Tips for Online Safety at Home

- 1) Protect all electronic devices.
 - ❖ Keep software updated with the latest security software.
 - ❖ Never turn off your firewall or antivirus software.
 - ❖ Keep the wireless router protected with a password.
- 2) Be smart online.
 - ❖ Do not click on links or attachments from addresses or people you do not know. Copy and paste links into your browser. Preview attachments before you download them.
 - ❖ Enable a secure VPN (virtual private network) for private searches and online browsing.
- 3) Think before handing out personal information.
 - ❖ Before you enter private information, check the web address. It should have a prefix of https:// in the address and a locked lock should appear beside the address.
 - ❖ Never provide sensitive information in response to an email or instant message.
 - ❖ Give money online to charities with which you are familiar. Learn about whom to contact and avoid giving to unknown senders - to protect from possible scams.
- 4) Create strong passwords and keep them secret.
 - ❖ Use a combination of capital and lowercase letters, numbers, and symbols to make a phrase or sentence.
 - ❖ Use different passwords for different accounts for better security.
 - ❖ Write passwords in a notepad, and keep this in a safe place, or log passwords into a password manager online.
- 5) Take charge of your online reputation.
 - ❖ Google yourself once in a while to know what people see when they google you.
 - ❖ Generate an accurate positive online portrait of yourself.
- 6) Use social networks safely.
 - ❖ Check and change privacy settings on social media and web browsers to protect yourself from unwanted monitoring and manipulation of sensitive information.
 - ❖ Choose social friends wisely and keep tabs on posts that mention you.
 - ❖ Don't post anything that could harm your career or personal life.
- 7) Take extra steps to keep children safe online
 - ❖ Monitor and provide guidance often.
 - ❖ Set guidelines for online access that fit your child's age and your values.
 - ❖ Know who your children interact with online.

References

Kaspersky. (n.d.). *Top 10 internet safety rules & what not to do online*. <https://usa.kaspersky.com/resource-center/preemptive-safety/top-10-internet-safety-rules-and-what-not-to-do-online>

Microsoft. (n.d.). Top tips for online safety at home [Tip Sheet]. <https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RE1ImTu>



Security

Making a Strong Password

Your password should be unique: The most common way attackers gain access to personal information is by obtaining a password you use for an account – often an account that isn't well protected. Then, the attackers try to use this same password to access your other accounts. So, make all of your passwords unique for each account.

Your password should be random: Let your computer suggest a password that's stronger than the attackers' tools.

Your password should be memorable: A unique and random password will thwart attackers, but it's important that you don't thwart yourself. Set a password that you will remember!

- Use spaces or hyphens between words to make your password easier to type.
- Practice your new password regularly.
- Write down your password until you have committed it to memory.
- Write down your password on paper, and keep the paper somewhere safe.



Privacy

Privacy, Security, and Health Risks of Social Media

How do you protect your online privacy? What kind of security measures have you taken? How is social media affecting your and your child's health? Please find information, below, that addresses these questions and some tips to help you protect yourself and your child in the online world.

Protect your privacy:

- ***Risks and dangers in social online sharing***
Social media websites have features that allow users to share their current locations and their photographs. Social media criminals use this information. These locations are shown on the web in the form of detailed addresses and GPS coordinates. Do not click on allow location to be used.
- ***Unattended or idle accounts***
Do you have open accounts on various social media platforms that you do not access? Don't leave accounts unattended. Idle social media accounts are easy targets for hackers. They may post false messages under your profile name or try to contact your friends or colleagues using your profile, so the impression is the message is coming from you.
- ***Common human errors***
Sometimes, we end up clicking on an incorrect link or downloading the wrong file through our social media accounts. Be mindful and double check before clicking on any file links on social media to avoid such errors.
- ***Using unsecured devices***
If you use unsecured devices, then you are highly exposed to the risk of a security breach through social media accounts. Hackers can easily access device systems that don't have firewalls or anti-virus protection. If you must use an unsecured device, do not offer any personal information like your full name, address, credit card numbers, or social security number.
- ***Fake offers and schemes***
Young people shop through e-commerce platforms and online portals. They see advertisements regarding recent searches on social media platforms, which may tempt them to click on those links to see recent offers on their favorite items. Hackers create fake offers on expensive products, which encourages the buyer to click on those links – now the hacker can access the buyers' systems. Be mindful of which links you click on at all times.
- ***Fake gaming software and apps***
Hackers create fake online and offline games that help them access the users' systems. Downloading any unknown or new game can put users at high risk for downloading viruses or dangerous malware and spyware.

Security Measures:

- ***Don't accept requests from unknown profiles***
To avoid frauds, scams, and other social media risks, do not accept friend requests on social media from unknown people.
- ***Damage control***
If your social media accounts have been hacked and fraudulent messages have been sent through your account, the next step is damage control. You need to send a common message to your friends and groups to alert them that your profile details have been compromised. This will enable you to clear any misunderstandings that may have happened in the process and maintain healthy relationships with all of your friends.
- ***Think twice before clicking any links***
Social media hackers create links that are used for cyber fraud. Hackers use these links to attain the address of social media users. Think twice before you click any link!

- ***Use security software***

Monitoring your social media accounts 24 hours a day is, of course, probably not possible, and, even if you do, you may still be at risk. Security software is your best option. You can avoid harm to your social media accounts through malicious links, scams, phishing, hacking, and other dangers by using security software.

Health and Social Media:

- ***Diabetes and heart disease***

Obesity is a disease that can lead to diabetes and heart disease. The amount of time an individual spends on the computer can be related to obesity and its related risks. Remember, limit screen time and engage in regular physical activity to develop healthy habits to diminish your risk of developing diabetes, obesity, and heart disease.

- ***Increases anti-social behavior***

Individuals may lose vital moments of their real life because they are showing their “real life” on social media. Many young people spend a lot of time interacting with people online whom they don’t even know. This can lead to anti-social behavior. Limits on social media usage can lead to better overall social health.

- ***You may become addicted***

Spending time on social media platforms everyday can lead to addictive behavior and could affect an individual’s brain chemistry. When you receive a notification on your device, your eagerness to check the notice actually releases dopamine, a type of neurotransmitter that plays a role in how we feel pleasure and is part of our ability to think and plan, in your brain. Repetition of this action may cause serious health problems as your motor function, mood, and decision-making abilities may be affected. Remember, limit your time spent on social media.

- ***Eating and sleep disorders***

Social media usage can affect your eating schedules, which can be detrimental to your health. In addition, key sleep hours may be compromised if individuals use social media during regular sleep times. Heavy and constant social media use may lead to unhealthy daily patterns, contribute to interruptions in daily routines, and increase the risk of developing eating and sleeping disorders.

- ***Depression and mental disturbance***

Research has shown that links have been found between the amount of time spent on social media and depression in teens and young adults. Users of this age range often compare their real lives to what appears to be others’ real lives in the online arena. In actuality, these online portrayals of “real life” often contain false or simulated imagery and fictional activities. Teens compare their lives to these unreal lives and, consequently, create unrealistic expectations for themselves. This situation can lead to depression and serious mental health concerns.

Privacy, security, and health concerns and issues related to social media use can be avoided. Remember, set and enforce rules for using social media, have open conversations with your children about risk prevention, and limit social media use exposure.



Privacy

Hacking Prevention Tips

Computers or phones connected to the internet are vulnerable to hacking by other individuals. The vulnerabilities of devices connected to the internet are used regularly by hackers to gain access to your account data, personal identification information, and your money. Look at the tips below to help you prevent hackers from gaining your valuable information.

1. Look for HTTPS in the URL address. The “S” means the information shared is secure. If there is no “S,” the URL is not secure or safe. There will also be a lock next to the URL when the URL is safe to use.
2. Use strong passwords. Strong passwords are random combinations of letters, numbers, and special characters. Use multiple passwords for different accounts in case someone does discover one of your passwords.
3. Install security updates. Security updates are important because they help protect your information, and you must install the updates in a timely manner. When you are prompted to update, do not wait to update your device.
4. Do not email any information such as bank account information, passport numbers, social security numbers, personal identification information, gift cards with the pin number, or credit card numbers. Even if you are asked to send this information, do not send it!
5. Use caution when using wireless internet connections without protected passcodes.
6. When you receive links in your email and the email address is unfamiliar, do not click the URL. The URL could be fake; this is called phishing.
7. Enable two-factor authentication for email, social media, and storage accounts. This would entail you using a password and then using a verification process like texting your phone or completing a captcha.
8. If you receive a USB or memory card from a stranger, do not connect it to your personal computer. The USB or card could have a virus.



Educate

Digital Literacy



Media Literacy

Ages
5-10

[I Saw it First](#)

Ages
10-18

[Art of Lateral Reading](#)



Information Literacy

Ages
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Fake News

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For many websites, in our digital world of 24-hour, non-stop information, being the first to share news or information gives these websites attention and followers. However, not all information is shared comprehensively. Shared information may come in pieces and may be biased with opinions and embellishments to create excitement. For these reasons, one must understand that posting one's immediate reactions before one does any fact finding can lead to spreading more false or biased news.

Instructions: We must understand our reactions to the news. Examine some headlines and how they might influence someone's reactions. Read the setup, below, before doing the activity!

Read aloud:

The news can cause strong reactions. Sometimes we're reacting to what actually happened. Sometimes we're only reacting to a headline or how someone else has interpreted what has happened. We need to know and understand the difference. Reading some headlines and discussing our reactions can help us pause and think about what the news is saying and what our true reactions are.

Key Vocabulary: (Use these key words during the activity discussion)

- **24/7 news cycle:**
24-hour, 7-day-a-week investigating and reporting of news via television, radio, print, online, and mobile app devices
- **Bias:**
Showing a strong opinion or preference for or against something or someone
- **Breaking news:**
Information being reported about an event that has just happened or is currently occurring
- **Digital citizenship:**
Thinking critically and using technology responsibly to learn, create, and participate

Activity

Read aloud the headline pairs below. Then, talk about the differences between them and how we or others might react differently to each headline. After each set of headlines, talk about your answers to the discussion questions.

Headline 1: "Students participate in walkout to protest new district policies"

Headline 1: "Angry kids ditch school after district promises more officers to keep students safe"

Headline 2: "New research shows link between social media and anxiety in some teens"

Headline 2: "Study shows social media major cause of anxiety epidemic among young people"

Headline 3: "Teen raises \$2,000 to fund new community garden"

Headline 3: "Honor student transforms community with thousands in donations"

Discussion questions:

- How might someone react to No. 1?
- How might someone react to No. 2?
- How are the headlines different?
- How might those differences influence someone's reactions?



Media Literacy

Art of Lateral Reading

Ages
10-18

Instructions: In this activity, children will learn about and enhance their media literacy skills. This activity can be done individually or as a group. Instructors should read through the activity and add six website news articles to the table before beginning. Choose news articles from various online news and information sources (e.g., local news websites, national news websites, magazine websites, news channel website). To fill in the answer table before the children begin the activity, use the ART of media literacy and read laterally. Following these methods will provide the answers and ensure that the articles chosen are at an appropriate age level for the children.

FACILITATOR COPY OF ACTIVITY

The “**ART**” of Medial Literacy

Learn to Be a Fact Checker and Read Laterally

Introduction:

When we read news on the internet, we read vertically; that is, we read up and down the page. We read to understand what information the article is sharing. We also check the bottom of the webpage for information to determine if the webpage is a trusted source. Checking the website for information is limited to the website and may be tailored to make the website look credible.

To be better fact checkers of information on the internet, we need to read laterally. To read laterally means to find the information from other sources by using a search engine, like Google. This is called lateral reading, and it may be done by leaving multiple tabs open, laterally, or side to side. Lateral readers perform web searches on the **ART** (**A**uthor, **R**eliability, and **T**arget) of the website. They also look at pages that link to the site not just the pages on the screen.

To check on the truth and accuracy of a source, before reading vertically, fact-checker readers open tabs and practice the **ART** of reading laterally:

A - Author - Who is the site/article author? Is there a motive behind the message? What can you learn about the author? What biases might the author have? Is the author or website supported by an identifiable group, organization, or company? Is the author an authoritative source on the topic? Is the article an opinion piece or satire?

R - Reliability - How recent is the site/article? When was the article published or last updated? What do other fact-checking sites and social media giants (i.e., Facebook, Twitter, YouTube) say about the author and his or her claim?

T - Target - Who is the intended audience? Why is the author targeting them? What does the author want his or her target to believe, take a stand against, support, or purchase? How might the content (e.g., headline, photos, word choices, overall message) be changed to attract the attention of different targets or audiences?

Start your fact-checking workout by visiting each site listed in the table below. Begin your search by using the original website, and open new tabs to quickly determine the credibility by researching the website’s **A**uthor, **R**eliability, and **T**arget background information.

FACILITATOR: Examine the sample below to help guide you as you record your own ART findings for the remaining six sources. (*The example provided is to aid the teacher in providing his or her own example for the student copy*)

Source	Author	Reliability	Target	Findings (True, Mostly True, False)
EXAMPLE: Frog Photobombs NASA Moon Probe Launch space.com	Miriam Kramer, writes for Space.com Photo: NASA Wallops Flight Facility/Chris Perry	Article from September 12, 2013. Space.com launched in New York City on July 20, 1999 <ul style="list-style-type: none">○ Award Winning○ CNN posted article○ Nasa Instagram	Not selling anything Appeals to people interested in science and space exploration	True

CHILD ACTIVITY

The “ART” of Medial Literacy

Learn to Be a Fact Checker and Read Laterally

Introduction:

When we read news on the internet, we read vertically; that is, we read up and down the page. We read to understand what information the article is sharing. We also check the bottom of the webpage for information to determine if the website is a trusted source. Checking the website for information is limited to the website and may be tailored to make the website look credible.

To be better fact checkers of information on the internet, we need to read laterally. To read laterally is to find the information from other sources by using a search engine, like Google. This is called lateral reading, and it may be done by leaving multiple tabs open, laterally, or side to side. Lateral readers perform web searches on the **ART** (**A**uthor, **R**eliability, and **T**arget) of the website. They also look at pages that link to the site not just the pages on the screen.

To check on the truth and accuracy of a source, before reading vertically, fact-checker readers open tabs and practice the **ART** of reading laterally:

A - Author -

Who is the site/article author? Is there a motive behind the message? What can you learn about the author? What biases might the author have? Is the author or website supported by an identifiable group, organization, or company? Is the author an authoritative source on the topic? Is the article an opinion piece or satire?

R - Reliability -

How recent is the site/article? When was the article published or last updated? What do other fact-checking sites and social media giants (i.e., Facebook, Twitter, YouTube) say about the author and his or her claim?

T - Target -

Who is the intended audience? Why is the author targeting them? What does the author want his or her target to believe, take a stand against, support, or purchase? How might the content (e.g., headline, photos, word choices, overall message) be changed to attract the attention of different targets or audiences?

Start your fact-checking workout by visiting each site listed in the table below. Begin your search by using the original website and open new tabs to quickly determine credibility by researching the website's **A**uthor, **R**eliability, and **T**arget background information.

Source	Author	Reliability	Target	Findings (True, Mostly True, False)
EXAMPLE: Frog Photobombs NASA Moon Probe Launch space.com	Miriam Kramer, writes for Space.com Photo: NASA Wallops Flight Facility/Chris Perry	Article from September 12, 2013. Space.com launched in New York City on July 20, 1999 <ul style="list-style-type: none"> o Award Winning o CNN posted article o Nasa Instagram 	Not selling anything Appeals to people interested in science and space exploration	True



By learning about search algorithms, children can begin to critically evaluate search results and become smart online searchers.

Vocabulary (explain these words or word phrases and use throughout your discussion)

- **algorithm** [al guh rith uhm] (*noun*) a step-by-step procedure for solving a problem, especially by a computer
- **search engine** [suhrch en juhn] (*noun phrase*) a program that searches for keywords for which a person is specifically looking, particularly on the internet
- **accurate** [ak yoo reht] (*adjective*) containing true, verified, and up-to-date information

Instructions:

This activity focuses on helping children determine how online searches work. By learning about search algorithms, children will begin to understand where the information comes from that they search online.

Children will learn what happens when they conduct an online search using a common search engine. They will look at the ways the search algorithm can influence their results. Then, they will work to make a graphic list of demands they have for the information they obtain from the internet.

What is a search algorithm?

Begin by asking children if they have ever searched for information online or have seen adults search for information. Ask what they know, think, or wonder about how online searches work. If students have never conducted or seen an online search, ask them to share other times and ways they have searched for information.

Find out what they already know about how people find information online.

What is Google?

What is Siri?

Explain that these are not magical forces that just come up with information randomly. Programmers designed these search engines to find information using specific calculations.

Explain that just as your children sometimes use algorithms, or step-by-step procedures, to solve math problems, online search engines also use algorithms to locate information for users on the internet.

Give children a chance to ask questions or talk about any surprises or new information. For instance, children might be surprised by the idea that search algorithms may take into account where the person who is searching lives or his or her search history. The notion that search algorithm creators have their own motives, such as promoting paying sites to the top of results, might also be new information. For children who are new to the whole idea of online searches, help them think about what is similar to or different from other kinds of information searches they have done:

- How is an online search like or unlike asking an expert?
- How is an online search like or unlike checking in a book?
- What are some of the reasons people choose one method of searching for information over another?

Where Do Search Results Come From? Algorithm Explained (these questions can be completed with or without using the internet)

When you put words or questions into a search engine, the algorithm takes into account some of the following questions before it shows you your results.

What words did you use?

- What words did you type? How did you mean to spell them?
- Of all the information on the internet, what matches the words you used?
Is this what you want?

If a website has the words you used, will this website answer your question or be the information you are looking for? For example, if you search for “pizza,” do you want a website telling you where to buy pizza or a website explaining what pizza is?

If a website has the words you used, is this website paying to have itself listed close to the top of your search results?

What does the internet know about you?

Where do you live, and what does that tell us about what you are searching for? For example, if you search for “zoo,” does the algorithm show you a website for your local zoo or a website explaining what a zoo is?

Explain to children that they have the right to seek out and even demand quality information when searching on the internet.



Information Literacy

Developing Online Critical Thinking Skills

**Ages
10-18**

Critical thinking is an important skill to help you separate real news from *fake news* or trustworthy information from untrustworthy information online. *Fake news* is false information that has been made up and created to look like trustworthy news reports. One way to identify *fake news* and misinformation online is to critically think about the accuracy of the content and the motives behind why it was written.

The questions below encourage critical thinking and can be asked about anything you see, read, or hear online.

- Who wrote the information?
- What is it about?
- Where does the information come from?
- When was it written and last updated?
- Why was the information written?
- How do I feel about it, or where can I find out more information?

Instructions:

1. Select one of the following articles (attached):
 - a. Video Games are Too Bad!
 - https://www.teenink.com/opinion/entertainment_celebrities/article/534715/Video-games-are-too-bad/
 - b. Playing with your brain: Negative impact of some action video games
 - <https://www.sciencedaily.com/releases/2017/08/170808145524.htm>
2. Prior to reading the article you have been given, rate how trustworthy the information seems (please circle one):

NOT TRUSTWORTHY	UNSURE	TRUSTWORTHY
-----------------	--------	-------------
3. Read the article.
4. Fill in the checklist on the next page. For each statement, please select “yes,” “no,” or “don’t know” based on the information in the article.
5. Score the amount of “yes” answers (out of 12) that your article received. Refer to the scoring key in the checklist to check the trustworthiness level of your article.
6. Compare your rating of the article to your initial impressions (in Step 1). Did your initial impressions match the rating the article received after your critical analysis?

Worksheet for Critical Thinking Lesson Plan 1

Article Title: _____

WHO - Who wrote this article?

- The author is qualified on the topic of the article. **Yes** **Don't know** **No**
(An author may be qualified if they have a university degree or experience relevant to the article topic.)
- The author has included a bibliography.

WHERE - Where does this information come from?

What website/organization is it from?

- This article is from a reliable person/organization (e.g., newspaper, university.).
- This article is from a reliable website, such as one ending in .gov or .edu.

WHEN - When was this article written? When was this article last updated?

- This article provides dates of when it was published/updated.
- This article is recent (within the last 2 years).

WHY - Why was this article written?

Why is this article more or less trustworthy than others?

- The author's primary motive is to inform the reader
(rather than influence or sell the reader something).
- This article encourages debate and allows me to make up my own mind.

HOW - How do I feel about this article? How can I find out more?

- The article is written in a way that is easy to understand
(rather than confusing and emotive).
- I could find more research on the claims in this article.

WHAT - What is this article about?

What makes this article trustworthy or untrustworthy?

- This article provides links to research to back up its argument.
- This article has a balanced opinion and presents both sides of the argument.

TOTALS: **Yes:** _____ **Don't know:** _____ **No:** _____

A score of 9 or more "yes" answers = more likely to be trustworthy

A score of 4 - 8 "yes" answers = more information is needed to determine trustworthiness

A score of 3 or less "yes" answers = likely to be untrustworthy

VIDEO GAMES ARE TOO BAD!);

March 20, 2013

By **RichardM** BRONZE, Denver, ColoradoMore by this author [Follow RichardM](#)

What effect do videogames have on players? Videogames are fun, but they are also very dangerous. Videogames have led people to do drugs and violence. The purpose of this essay is to show the negative effects of videogames.

First, playing violent videogames can/may encourage kids to think violence is needed for everything. These violent games are bad influence to most children. Second, many kids play games with drugs. This might encourage kids to do drugs in the future. Finally, it is very dangerous to expose kids to such intense, violent games. This shows that kids can learn ways of violence, making them hurt other people.

Second, videogames are too addictive. First, a player won't pay attention to peers. This means a player won't want to hang out with everyone he/she used to hang out with. Second, videogames will make you lazy. This is important because a player will not want to go outside and play anymore. Finally, a player will focus on videogames too much. This is important because you will stop paying attention to school and get bad grades.

Videogames are too addictive. First, players won't pay attention to peers. This means a gamer won't want to hang out with everyone he/she used to hang out with. Second, videogames will make you lazy. This is important because a gamer will not want to go outside and play anymore. Finally, a gamer will focus on videogames too much. This is important because you will stop focusing on homework and a person might earn bad grades.

Videogames are too addictive. Videogames contain too much violence. Videogames will influence bad decisions! So clearly, videogames are bad for you!

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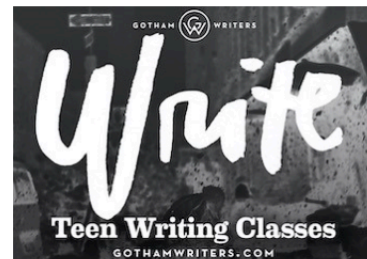


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”

The author's comments:

Sorry for my misspelling.
Comment what you think.

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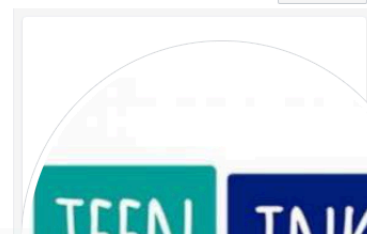
1. COMBINATION GAME TABLES

2. FUN TEXTING GAMES

3. PLAY SOCIAL GAMES

4. HARRY POTTER HOGWARTS GAME

5. KINDERGARTEN MATH GAMES

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Playing with your brain: Negative impact of some action video games

Date: August 8, 2017

Source: McGill University

Summary: Human-computer interactions, such as playing video games, can have a negative impact on the brain, says a new Canadian study. For over 10 years, scientists have told us that action video game players exhibit better visual attention, motor control abilities and short-term memory. But, could these benefits come at a cost?

Share: [!\[\]\(a870788d6ed9b8fd294b7654a8c8526b_img.jpg\)](#) [!\[\]\(18065afa4ef6662bca9f3f6088f7de30_img.jpg\)](#) [!\[\]\(b985170eefb48b9b3ef593e79310e8f5_img.jpg\)](#) [!\[\]\(65defa7fe6c24be84c2514c965593962_img.jpg\)](#) [!\[\]\(fcdd23ff0d6d447f60ed83fa544a6d33_img.jpg\)](#)

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FULL STORY

Human-computer interactions, such as playing video games, can have a negative impact on the brain, says a new Canadian study published in *Molecular Psychiatry*. For over 10 years, scientists have told us that action video game players exhibit better visual attention, motor control abilities and short-term memory. But, could these benefits come at a cost?

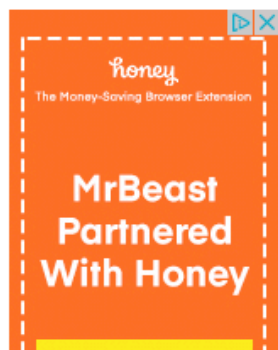
In a series of studies Dr. Véronique Bohbot (Douglas Mental Health University Institute; CIUSSS de l'Ouest-de-l'Île-de-Montréal) and Dr. Greg West (Université de Montréal) demonstrate that the way that action (first-person shooter) video game players use their brains to navigate changes the impact the games have on their nervous system.

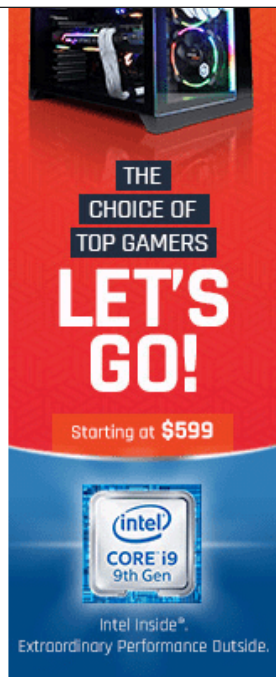
"Thanks to navigation tests and brain scans, our studies show that response learners, those players using their brain's autopilot and reward system to navigate, experienced grey matter loss in their hippocampus after playing action video games for 90 hours. The hippocampus is the key structure involved in spatial memory (orientation) and episodic memory (autobiographical events) within the brain. On the contrary, spatial learners, those using their hippocampus to navigate, increased their grey matter after playing for the same amount of time," says first author Dr. Greg West, researcher and associate professor at the Université de Montréal.

"The same amount of screen time with 3D-platform games caused only increases within this system across all participants."

These new neuroimaging studies confirm the previous work published by Dr. West and Dr. Bohbot in 2015.

ADVERTISEMENT





RELATED TERMS

- > Computer and video games
- > Computer and video game genres
- > Full motion video
- > Game theory
- > Massively multiplayer on-line game
- > Computer-generated imagery
- > Pac-Man
- > Attention

"Actually, action video game players are nearly twice more prone to be categorized as response learners (83%) compared to non-video game players (43%). This matters a lot when you know how important the hippocampus is for a healthy cognition," explains co-author Dr. Véronique Bohbot, researcher at the Douglas Mental Health University Institute and associate professor at McGill University.

People with lower amounts of grey matter in the hippocampus are known to be at increased risks of developing neuropsychiatric illnesses such as depression, schizophrenia, PTSD and Alzheimer's disease. The causal link between human-computer interactions such as action games and actual illness is, however, not known at this time and needs to be determined through further long-term study.

Different Games, Different Brains

For these studies, 64 participants aged between 18 and 30, were recruited to play 90 hours of different types of video games: first-person shooters like Call of Duty, Killzone, Medal of Honor and Borderlands 2 or 3D-platform games such as Super Mario 64. All participants had never played before.

But, not all video games are alike! Pay attention to the type of video games that you play. The studies' results show that video games can be either detrimental or beneficial to the brain's spatial memory system depending not only on the navigation strategy players use but also on the video game genre they choose. The scientists demonstrate that playing 3D-platform games for 90 hours increase grey matter in the hippocampal memory system for both types of players.

"Remember that the same amount of screen time with first-person shooter video games leads to atrophy within the hippocampus. This suggests that 3D-platform games are safer for consumption and can be beneficial to the brains of all players," says Dr. West.

Even if the current results show that certain human-computer interactions can decrease grey matter in the brain, the long-term consequences of this loss need to be further studied. Further research is also needed to establish what aspects of video game design cause these changes in the brain.



Fake News

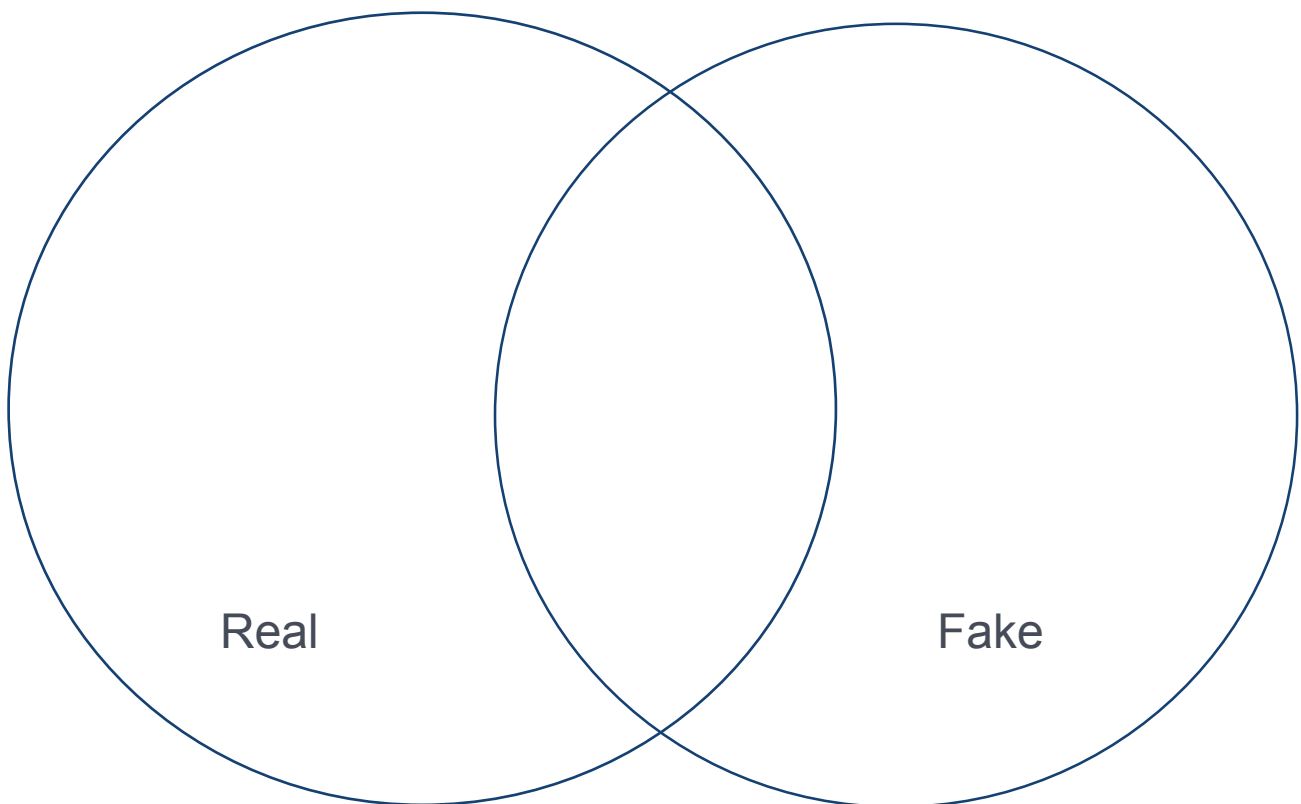
Real or Fake News?

Ages
5-10

Introduction: News is available online any time. Children may find it difficult to understand the difference between “real” news (i.e., something that exists or is occurring in fact but is not imagined or supposed) and “fake” news (i.e., something that is not genuine or is imagined or supposed). Before children start exploring the internet by themselves, they should learn about the difference between what is real news and what is fake news.

Instructions: Insert the corresponding number of the headline item provided below into the Venn Diagram. When you complete this, use this exercise to discuss the differences between real news and fake news.

1. Scientists find a new kind of fish in the ocean.
2. Eating candy can make you smarter, says candymaker.
3. Lady who can talk to dogs says they speak Spanish.
4. Doctors say sleeping at least 8 hours a night is good for your health.
5. Birds can fly.
6. Rivers and oceans are made of saltwater.
7. Spaghetti is pasta not a noodle, says pizza shop owner.
8. Elephants are the biggest animals in the sea.
9. Slime is messy.
10. Nobody uses pencils anymore now that computers exist.





Fake News

Gathering the Facts to Develop an Informed Opinion

**Ages
10-18**

Instructions: Have children choose a topic or provide them with a topic and have them form a fact-based opinion about the topic. Children can access a variety of different resources, including print media, internet websites, journal articles, and news outlets, to form their opinion about the topic.

Step 1: My topic is: _____

Step 2: Complete the chart below as you take notes from a variety of resources that represent more than one point of view about your topic. Utilize additional note-taking sheets if needed.

<i>Name of Resource</i>	<i>Internet Address</i>	<i>Facts Learned</i>

Step 3: Based on the facts you learned about the topic, write a sentence that accurately reflects your opinion about the topic.

Step 4: List/describe the emotions and personal experiences that contributed to the formation of your opinion.

Step 5: On the table below, list two of the strongest arguments that opponents will have about your opinion and provide fact-based proof to refute these arguments.

<i>Arguments Against My Opinion</i>	<i>Fact-based Proof to Refute Arguments (note the source)</i>

Adapted from: <https://www-tc.pbs.org/now/classroom/acrobat/lesson07.pdf>

Reference

PBS Now Classroom. (2010). *Making informed decisions and critical thinking*.

<https://wpsu.pbslearningmedia.org/resource/e4b714ae-96b9-4103-aa49-0467c27d0073/e4b714ae-96b9-4103-aa49-0467c27d0073/>



Educate

Digital Literacy

Digital literacy is the ability of an individual to develop, use, and maintain skills to increase their access to relevant and credible information and broaden the capacity for them to obtain, share, compare, and contextualize information.



Media Literacy



[Media Literacy \(poster\)](#)



[Reliability of Media Sources](#)



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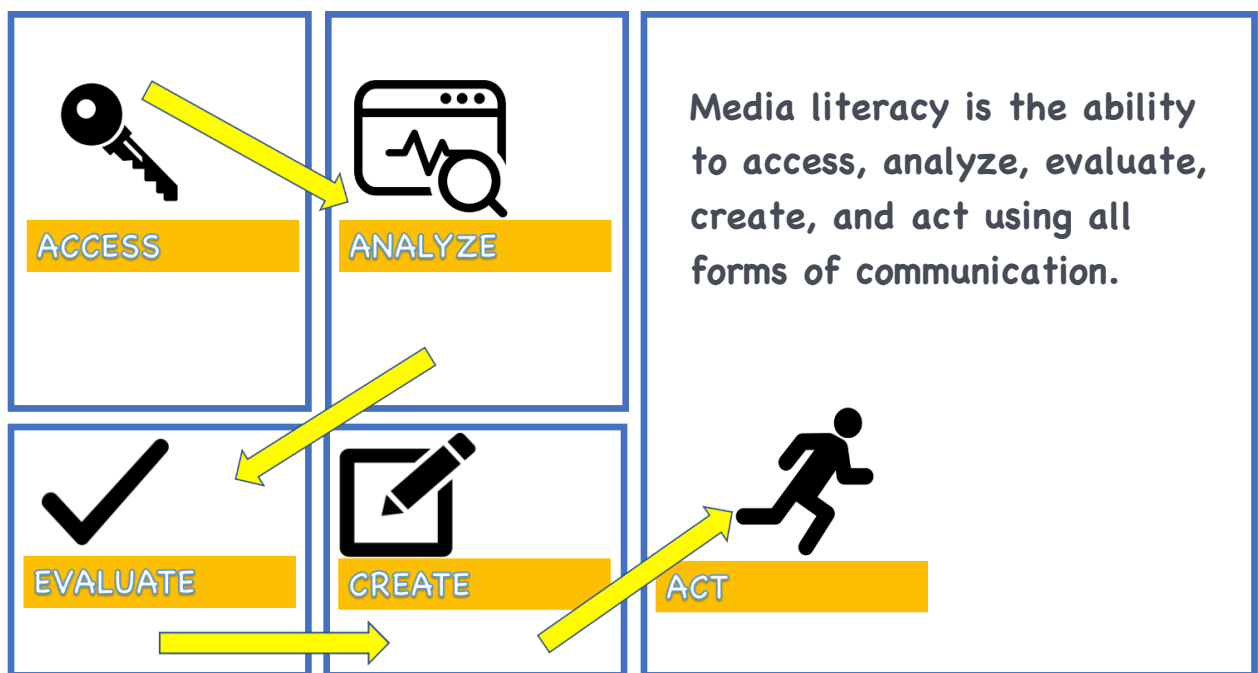


Media Literacy

Media Literacy (poster)

How do we become critical thinkers, effective communicators, and engaged citizens in today's world?

MEDIA LITERACY!



Media literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication.

To be media literate, ask questions and keep your eyes wide open!

Who made this?

Why was it made?

What is missing from the message?

How might different people benefit from this message?

Who might benefit from this message?

Who might be harmed from this message?

Reference

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Media Literacy

Reliability of Media Sources

How can my child find reliable sources for school reports?

Today, many tweens and teens use internet search engines to research topics for school reports. While internet search engines can save time and make research easier for children, the validity of information obtained may be questionable if retrieved from an unreliable source. In addition, only using the internet to perform research doesn't allow children to gain exposure to a variety of sources (e.g., library, books, people). Being able to evaluate the quality and credibility of sources is the cornerstone of information literacy, which is having the ability to find, evaluate, organize, use, and communicate information in its various formats.

Below are some ways you can encourage the values of information literacy and help your child find reliable sources for school reports online and offline.

Know your domains. Every website has to register a domain that indicates what kind of agency it is. The most common are ".com" (businesses that profit from their sites), ".net" (networks that are often private), ".org" (nonprofit organizations, such as Common Sense Media, that don't profit from their sites), ".gov" (government sites that are obligated to publish public information), and ".edu" (university sites that publish peer-reviewed studies). All of these can provide information for research reports, but, in general, ".gov" and ".edu" sites will offer objective data based on research.

Check university websites. Many large universities have well-funded research centers and laboratories that create reliable, peer-reviewed research.

Internet search engines and Wikipedia. These aren't necessarily poor sources, but they need to be cross-referenced, and they're not enough to support an entire school research report.

The library. Your local librarian is trained to help you find the best resources on your topic.

Meta search engines. Google Scholar can be used to search a huge range of topics for print and web articles, academic papers, and even multimedia sources.

People. Grandparents, historians, longtime neighborhood residents can be good and convenient sources of (not always entirely accurate but usually colorful) information.

Books. Book-report books, bibliographies, science books, and nonfiction books are good sources for research papers.



Information Literacy

Guide to Text Speech

SMS Acronyms

Acronyms are commonplace in online communication. In order to stay abreast of the evolving use of short message service (SMS) acronyms, parents and professionals need to constantly educate themselves. Below is a list of the most commonly used abbreviations, codes, phrases, and acronyms that are used by teens and young adults today.

Network specific abbreviations

FB: Facebook

G+: Google +

IG: Instagram

LI: LinkedIn

TW: Twitter

YT: YouTube

DM: Direct Message. On Twitter, Facebook, Instagram, and LinkedIn, users can “slide into” someone’s DMs by sending a private message.

MT: Modified Tweet

Tweets that begin with MT indicate that the Tweeter has edited the content they’re retweeting for brevity or other reasons. This is also called a Quote Tweet.

PM: Private Message

PMs are the same as direct messages. If someone asks you to PM them, they’re essentially asking to move a public conversation into the private realm.

RT: Retweet

Instead of hitting the retweet button, some Twitter users repost a tweet and use “RT” plus the user’s handle for attribution.

Popular social media acronyms and abbreviations

AMA: Ask Me Anything

BRB: Be Right Back

BTS: Behind the Scenes

BTW: By The Way

DYK: Did You Know

ELI5: Explain It To Me Like I’m Five

FBF: Flashback Friday

FOMO: Fear Of Missing Out

FTW: For The Win

FYI: For Your Information

H/T: Hat Tip-Credits an original source

ICYMI: In Case You Missed It

IMO/IMHO: In My (Humble) Opinion

IRL: In Real Life

NBD: No Big Deal

NSFW: Not Safe For Work

SMH: Shaking My Head

TBH: To Be Honest

TBT: Throwback Thursday

TFW: That Feeling When

TL;DR: Too Long; Didn’t Read

WBW: Way Back Wednesday

Newest Acronyms

411: Information

AF: As F—

BAE: Before Anyone Else

BC: Because

FFS: For F— ‘s Sake

FML: F— My Life

FWIW: For What It’s Worth

HMU: Hit Me Up

IDK: I Don’t Know

ILY: I Love You.

ISO: In Search Of

JK: Just Kidding

JTM: Just the Messenger

LMAO: Laughing My A— Off

LOL: Laughing Out Loud

NVM: Never mind

NYT: Name Your Trade

Obv: Obviously

OH: Overheard

OMG: Oh My God/Goodness

OMW: On My Way

Pls: Please

PSA: Public Service

Announcement

RN: Right Now

ROFL: Rolling On The Floor Laughing

SRSLY: Seriously

TIL: Today I Learned

TMI: Too Much Information

TY: Thank You

WTF: What The F—

YW: You’re Welcome

SMS Teen Codes

143 – I love you
182 – I hate you
2DAY – Today
420 – Marijuana
459 – I love you
4EAE – For ever and ever
53X – Sex
AND – Any day now
ADR – Address
AEAP – As early as possible
AFAIK – As far as I know
AFK – Away from keyboard
ALAP – As late as possible
ASL – Age/sex/location
ATM – At the moment
BFN – Bye for now
BOL – Be on later
BRB – Be right back
Broken – Hungover
CD9 – Code 9 parents are around
CTN – Can't talk now
CU46 – See you for sex
DOC – Drug of Choice
F2F or FTF – Face to face
FWB – Friends with benefits
FYEO – For your eyes only
GAL – Get a life
GB – Goodbye
GLHF – Good luck, have fun
GNOC – Get naked on cam
GTG – Got to go
GYPO – Get your pants off
HAK – Hugs and kisses
HAND – Have a nice day
HTH – Hope this helps / Happy to help

HW – Homework
IIRC – If I remember correctly
IKR – I know, right?
ILU – I love you
IPN – I'm posting naked
IU2U – It's up to you
IWSN – I want sex now
IYKWIM – If you know what I mean
J/K – Just kidding
J4F – Just for fun
JIC – Just in case
JSYK – Just so you know
KFY – Kiss for you
KMS – Kill myself
KOTL – Kiss On The Lips
KPC – Keeping parents clueless
KYS – Kill yourself
L8 – Late
LH6 – Let's have sex
LMBO – Laughing my butt off
LMIRL – Let's meet in real life
LMK – Let me know
LSR – Loser
MIRL – Meet in real life
MOS – Mom over shoulder
NAGI – Not a good idea
NALOPKT – Not a lot of people know that
NIFOC – Nude in front of computer
NM – Never mind
NMU – Not much, you?
NP – No problem
NTS – Note to self
OIC – Oh I see
ONLY – Oh, really?
OT – Off topic
OTP – On the phone
P911 – Parent alert
P999 – Parent alert

PAL – Parents are Listening
PAW – Parents are watching
PCM – Please call me
PIR – Parent in room
PLS or PLZ – Please
PRON – Porn
PTB – Please text back
QQ – Crying
RAK – Random act of kindness
RU/18 – Are you over 18?
SMH – Shaking my head
SOS – Someone over shoulder
SSDD – Same stuff, different day
SWAK – Sealed with a kiss
SWYP – So, what's your problem?
SYS – See you soon
TBC – To be continued
TDTM – Talk dirty to me
TIME – Tears in my eyes
VSF – Very sad face
WB – Welcome back
WTPA – Where the party at?
WTPP – Want to trade pictures?
WYCM – Will you call me?
WYRN – What's Your Real Name
YOLO – You only live once
YW – You're welcome
ZERG – To gang up on someone
ZOMG – Oh my God (sarcastic)







Emojis: Universal Language?

In the era of texting and online communication, emoticons or emojis have been used as substitutes for non-verbal communication that exists with in-person interaction. Emojis started being used in a large-scale capacity in 2010 when Apple added the emoji keyboard to their products. Today, emojis are used to communicate even without using words. They have taken on a role that was, perhaps, unexpected - the ability to communicate across diversity and language barriers.

Emojis are used in the most basic sense at the doctor's office with the use of the pain measurement scale. Patients are able to point to the face that is most similar to how they feel regardless of a patient's ability to read English. With this example in mind, think of the ways you can use emojis to communicate with people from all around the globe. There are a few cultural exceptions to keep in mind when using emojis to communicate with others.

The rule of thumb, pun intended, is to try to avoid hand gesture emojis if you are communicating with someone from an unfamiliar culture. Use this opportunity to learn about non-verbal language in other countries and cultures. Who would have thought emojis could be used as a universal language to connect cultures and celebrate differences? Here are a few examples that you can use to start a conversation about how people are the same and how they are different.

-  While the **“waving hand”** is used to say hello or goodbye in one language, it can signify the ending of a friendship in another.
-  **“Thumbs-up”** may be a sign of approval in Western cultures, but it is considered an obscene gesture in Greece and the Middle East
-  In Brazil and Turkey, the **“OK”** hand gesture is considered an insult and is equivalent to the middle finger usage in America.
-  **“Clapping hands”** shows praise and offers congratulations in Western countries, while in China it's a symbol of physical love between two people.

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Fake News

Combating Fake News

The internet contains huge amounts of immediate information. By using the internet, children can take control of their own learning, and this ability comes with great responsibility. However, the information found on the internet is not always accurate or reputable.

Therefore, children must learn how to sift through what is real and true and what is fabricated and fake. Teachers, parents, and other professionals share the responsibility in educating children about how to screen the information on the internet and how to navigate the flow of information.

Below are some ways to help children use a critical lens to understand what information is accurate and what is unreliable.

Explore Current Events

- Read current events from multiple sources, including ones that are misleading
- Compare and contrast the sources with an analytical mind
- Ask questions about the information to put it into context
 - o Who wrote this?
 - o Where did it come from?
 - o When was it written?
 - o How is the story framed?
- Explore times in history when fake news appeared to gain greater perspective

Incorporate Social Media into the Learning Process

- Examine information posted on social media platforms
- Compare and contrast traditional news outlets
- Allow your children to create their own media to teach concepts, such as credibility
- Use information found on social media in class projects and lessons

Help students and children identify appeals to logic and appeals to emotion in multisource media

- Start by asking questions that spark critical thinking
 - o Why was this article written?
 - o What does this article want me to do?
 - o How does this article make me feel?
 - o What is my emotional interpretation of this article?
 - o What values, information, and points of view are obvious? Implied?



Fake News

Fake News (poster)

How to spot **FAKE** News



What is the source?

Read past the headline!

Think before you share!

Does it tell both sides of a story?

**Are other news outlets reporting
on the story?**



Educate

Harmful Content



Predators

Ages
5-10

Recognizing
Predators: True
or False

Ages
10-18

Recognizing Predators



Violence

Ages
5-10

Video Games and
Ratings

Ages
10-18

Fighting Cyberviolence



Sexual Imagery

Ages
5-10

Sketchy content: What
would you do?

Ages
10-18

Is that Cool or Uncool



Predators

Recognizing Predators: True or False

Ages
5-10

Instructions: Begin this lesson by talking with the children about digital safety and being careful of harmful content when they are on a phone, tablet, computer, and/or video game console. Ask the children if they have heard of online predators. After discussing online predators and the definition of what a predator is (i.e., A person who uses the *internet* to locate and lure his or her [usually his] intended sexual prey, especially children), provide each child with the online predator true or false worksheet.

Online predators: Predators establish contact with children through conversations in chat rooms, instant messaging, email, or discussion boards. Many children and teens use "peer support" online forums to discuss and deal with their problems. Predators, however, often go to these online areas to look for vulnerable victims. Online predators gradually seduce their targets through attention, affection, kindness, and even gifts. These predators often devote considerable time, money, and energy to this effort.

Online Predators: True or False Worksheet

Name: _____

1. TRUE OR FALSE Online predators sound nice
2. TRUE OR FALSE Online predators want to have conversations in public
3. TRUE OR FALSE Online predators do not ask for personal information
4. TRUE OR FALSE Online predators already know things about you
5. TRUE OR FALSE Online predators ask you lots of questions
6. TRUE OR FALSE Online predators ALWAYS agree with you
7. TRUE OR FALSE Online predators stalk you online
8. TRUE OR FALSE Online predators do not monitor your online activities
9. TRUE OR FALSE Online predators stalk your family and friends
10. TRUE OR FALSE Online predators try to make you feel special
11. TRUE OR FALSE Online predators do not want to see you in a vulnerable state
12. TRUE OR FALSE Online predators try to turn you against other people
13. TRUE OR FALSE Online predators make up stories that make sense
14. TRUE OR FALSE Online predators do not offer you gifts
15. TRUE OR FALSE Online predators ask you for pictures or request to video chat
16. TRUE OR FALSE Online predators make uncomfortable comments
17. TRUE OR FALSE Online predators do not ask you to lie
18. TRUE OR FALSE Online predators will not pressure you into meeting in person
19. TRUE OR FALSE Online predators will not threaten you
20. TRUE OR FALSE Online predators will make you think what they are doing is normal

Online Predators: True or False ANSWER SHEET

1. **TRUE OR FALSE** Online predators sound nice

Contrary to what most people think, online predators sound very nice online. The most dangerous ones don't sound fake, and they actually have real conversations with teenagers in a non-threatening environment, such as social media or an online chat room.

2. **TRUE OR FALSE** Online predators want to have conversations in public

Online abusers want to have one-on-one conversations with their victims in places where no one can see or hear what they're saying. These conversations could be on any platform: WhatsApp, a Google Hangout, Skype, or inbox messaging. What matters is that the conversation is in private. Generally, predators will not expose themselves to the public. For example, they will not leave a reply to your photo. This secrecy is because the predator doesn't want your family or the police to have any information about him or her or location data.

3. **TRUE OR FALSE** Online predators do not ask for personal information

Online predators will ask for personal information. They want to know your full name, your birthday, your address, where you go school - any information they can use in future conversations. They might not always be direct about asking you for that information (i.e. "Where do you go to school?"); they may casually bring it up in a conversation by saying, "I used to live in City X. Lots of great memories there." If you make an innocent comment like, "I live close to City X," you have just given the predator information he or she could use to harm you. Remember, be reserved and never give out personal information when talking to strangers online.

4. **TRUE OR FALSE** Online predators already know things about you

Predators will use any means and any information to gain your trust. They may be able to tell you things about yourself that you know you didn't share with them. For example, they may be able to find information about you through your posts on social media.

5. **TRUE OR FALSE** Online predators ask you lots of questions

They may know some information about you, but online predators always want to know more. They want to know about your friends, what you did at school, what you do after school - anything that can continue the conversation. The more the predator knows about you and the more you talk to him or her, the easier it is for him or her to groom you online.

6. **TRUE OR FALSE** Online predators ALWAYS agree with you

No matter what you say, predators will say they feel the exact same way about everything you say. They do this to gain your complete trust.

7. **TRUE OR FALSE** Online predators stalk you online

You might know it, and you might not, but predators online are always searching for more information. They could message you on your favorite social network several times a day, or they could simply look at your profile without you even noticing.

8. **TRUE OR FALSE** Online predators do not monitor your online activities
Just like question #5, many online criminals will track your online activity for their benefit. They will do research on you and learn more about your online behaviors. This includes finding out when you're online and how often you post on certain sites. They do this to continue your conversations, gain your trust, and eventually control you.
9. **TRUE OR FALSE** Online predators stalk your family and friends
Some online strangers might search for and find your friends' and family members' profiles. They do this to get more information about you, find out where you live, or discover what you like to do. They often find information about you that you didn't share on your profile. **Side Note:** Be sure to have a conversation with your family (e.g., parents, siblings, aunts, cousins) about the pictures they post.
10. **TRUE OR FALSE** Online predators try to make you feel special
Predators constantly tell you how important you are to them. They will compliment you and may say you are smart, funny, and/or beautiful. They will also tell you that they're so glad they met you.
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Online predators want to see you in a vulnerable state. When they say something like, "What's wrong?" or, "Tell me what's bothering you," think carefully about what information you share. Predators like it when you talk to them about something that makes you angry or sad. When you do this, it establishes or continues a sense of trust in their minds. They will usually follow up with a story of their own that relates to what you said – which is probably untrue – or they will pretend to empathize with you by telling you that they understand and, "You can always come to them for anything."
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13. **TRUE OR FALSE** Online predators make up stories that make sense
Online predators make up stories that do not make sense. For example, maybe they say they're a teenager, but they've said things that make them seem older. When your relationship with an online stranger is based on lies, it can be pretty easy to catch someone lying.
14. **TRUE OR FALSE** Online predators do not offer you gifts
Strangers may try to lure you with presents or money. (Don't accept gifts of any kind.) If someone offers you presents or money, they are always expecting something in return.
15. **TRUE OR FALSE** Online predators ask you for pictures or request to video chat
Predators may send you friend requests or chat online with you and use a fake picture in which they appear to be your age. Keep in mind that pictures can easily be downloaded from anywhere online and re-uploaded by the predator; don't believe everything you see online.

16. **TRUE OR FALSE** Online predators make uncomfortable comments

Once you start having conversations with these online criminals, they start to feel more comfortable telling you what they really want. Many of these criminals make sexual comments. Others might share nasty propaganda about people they want you to hate. Regardless, if anything sent to you makes you feel uncomfortable, tell a responsible adult immediately.

17. **TRUE OR FALSE** Online predators do not ask you to lie

Online predators will ask you to lie. When it comes to your online relationship with a predator, they ask you to keep your relationship secret from your parents and/or any other adults who are important to you. This will happen if and when you spend more time with them online and/or receive gifts from them.

18. **TRUE OR FALSE** Online predators will not pressure you into meeting in person

Online predators will pressure you into meeting in person. Ideally, they'd like to meet you as soon as possible, but they know that they have to be very sneaky about how to meet you. Be aware of anyone who asks to meet you in secret or if someone asks you to meet him or her and not tell your parents or important adults.

19. **TRUE OR FALSE** Online predators will not threaten you

Online predators will threaten you. If you do not do what they ask you to do, they might intimidate or blackmail you in order to get their way. For example, if you don't do what they ask, they might say they will "tell your parents," or "share your photos with others."

20. **TRUE OR FALSE** Online predators will make you think what they are doing is normal

Don't let them convince you that what they're doing is okay. If anyone does anything online that makes you feel uncomfortable, tell a trusted adult immediately – this is the right thing to do and you are not in the wrong! If, at any time, you think you're talking to an online predator, end the conversation and block them immediately. If you think a stranger is trying to stalk you online, tell a responsible adult right away or call the Child Help Hotline at 800.4.A.CHILD (800-422-4453).



Predators

Recognizing Predators

Ages
10-18

Instructions: Begin this lesson by talking with the children about digital safety and being careful of harmful content when they are on a phone, tablet, computer, and/or video game console. Ask the children if they have heard of online predators. After discussing online predators and the definition of what a predator is (i.e., A person who uses the *internet* to locate and lure his or her [usually his] intended sexual prey, especially children), provide each child with the online predator true or false worksheet.

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Online predators will ask for personal information. They want to know your full name, your birthday, your address, where you go school - any information they can use in future conversations. They might not always be direct about asking you for that information (i.e. "Where do you go to school?"); they may casually bring it up in a conversation by saying, "I used to live in City X. Lots of great memories there." If you make an innocent comment like, "I live close to City X," you have just given the predator information he or she could use to harm you. Remember, be reserved and never give out personal information when talking to strangers online.

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Just like question #5, many online criminals will track your online activity for their benefit. They will do research on you and learn more about your online behaviors. This includes finding out when you're online and how often you post on certain sites. They do this to continue your conversations, gain your trust, and eventually control you.
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Some online strangers might search for and find your friends' and family members' profiles. They do this to get more information about you, find out where you live, or discover what you like to do. They often find information about you that you didn't share on your profile. **Side Note:** Be sure to have a conversation with your family (e.g., parents, siblings, aunts, cousins) about the pictures they post.
10. **TRUE OR FALSE** Online predators try to make you feel special
Predators constantly tell you how important you are to them. They will compliment you and may say you are smart, funny, and/or beautiful. They will also tell you that they're so glad they met you.
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Online predators will threaten you. If you do not do what they ask you to do, they might intimidate or blackmail you in order to get their way. For example, if you don't do what they ask, they might say they will "tell your parents," or "share your photos with others."
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Violence

Video Games and Ratings

**Ages
5-10**

Video games can be fun and educational, and they offer a way for children to socialize with friends online. Playing video games can be done safely as long as children (and adults) understand what games are age appropriate!

Instructions:

Have children write down the names of at least three video games. Ask them to think of games that family members may play at their house or at a friend's house. Using the ratings described below, ask the children to rate each game they have listed.

Then, go online, either together or ask the children to search on their own depending on their ages, and safely search the video games and their corresponding ratings.

Talk about the different ratings, and point out the video games they have played that are rated as not age appropriate.

Explain to the children that games that are not rated in their age group may have violent and inappropriate content. In addition, tell the children that, if they feel pressured to play a game that doesn't feel appropriate, they should say no and tell an adult.

Video Game	Rating
Example: Minecraft	E 10+
Example: Fortnite	T
Example: Call of Duty	M
Example: World of Pets	E

Video Game	Rating



Everyone

Content is generally suitable for all ages. May contain minimal cartoon, fantasy or mild violence and/or infrequent use of mild language.

Everyone 10+

Content is generally suitable for ages 10 and up. May contain more cartoon, fantasy or mild violence, mild language and/or minimal suggestive themes.

Teen

Content is generally suitable for ages 13 and up. May contain violence, suggestive themes, crude humor, minimal blood, simulated gambling and/or infrequent use of strong language.

Mature 17+

Content is generally suitable for ages 17 and up. May contain intense violence, blood and gore, sexual content and/or strong language.

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Hastings, E. C., Karas, T. L., Winsler, A., Way, E., Madigan, A., & Tyler, S. (2009). Young children's video/computer game use: Relations with school performance and behavior. *Issues in Mental Health Nursing, 30*(10), 638–649. <https://www.doi.org/10.1080/01612840903050414>



Violence

Fighting Cyberviolence

Ages
10-18

Cyberviolence is defined as online behaviors that criminally or non-criminally assault, or can lead to an assault of, a person's physical, psychological, or emotional well-being. Cyberviolence can be perpetrated or experienced by an individual or group, and it can occur online, through smartphones, during internet games, or in social media platforms. Even though cyberviolence takes place online, it affects people offline and has real world implications.

Some examples of cyberviolence include the following:

1. online harassment
2. threatening behavior
3. bullying
4. blackmailing
5. unwanted sexting
6. stalking
7. hate speech
8. luring behavior
9. non-consensual sharing of images
10. recording and distributing acts depicting sexual assault

Instructions: Form a small or large group (your group can be only 2 people). Take 10 minutes and discuss the following questions regarding cyberviolence.

1. Have you encountered cyberviolence while using social media?
2. How are some of your favorite social media platforms addressing the violence that happens online?
3. What would you do if you witnessed someone being a victim of cyberviolence?
4. What can you do about cyberviolence and the prevention of it?



Sexual Imagery

Sketchy content: What would you do?

Ages
5-10

Instructions: Read the story, and answer the questions at the end. This is a critical-thinking activity that can promote conversation about “sketchy” content. Sketchy content is another way of trying to define sexual imagery for children ages 5 to 10 years old. This content would include pornography, nudity, and any inappropriate imagery that would be considered “adult only.”

Sketchy story: Drew was looking on his laptop for a new slime recipe and found a cool YouTube video that showed amazing slime hacks. He watched the video on repeat as he tried to learn the new techniques. On the side of the screen, sketchy video suggestions kept popping up, but he did his best to ignore them. When his friend Tom came by to see what he was watching, Tom told Drew he wanted to show him something. “Click on that ad over there, I bet I know where it leads.” Drew clicked on one of the sketchy videos and was surprised to pull up an adult website with warnings that you must be 18 or older to use the website. Tom said, “It doesn’t matter if you are 18, just click on it.” Drew knew he probably shouldn’t be on the site, but he was instantly intrigued. Over the next couple of weeks, Drew continued to look up different sites that contained sketchy adult material. He knew he was doing something that wasn’t following his family’s internet safety rules and the law, so he was afraid to talk to anyone about the content he had watched.

- What is your gut reaction to this story?
- Has this kind of thing happened to anyone you know?
- What do you think Drew saw on the sites?
- What do people mean when they talk about sketchy videos?
- If you were a parent, what would you tell your kids about sketchy videos?

Adapted from:

https://www.commonsensemedia.org/sites/default/files/uploads/connecting_families/sexual_imagery-family_tip_sheet_dilemma.pdf



Sexual Imagery

Is that Cool or Uncool

Ages
10-18

Instructions: In this activity, children will go read the scenarios and decide whether they think what is happening is cool or uncool. The answers are provided.

1. James and Mara meet in science class and are assigned to do a project together. They start texting and eventually begin dating.
Cool: Natural to start texting and start dating. Uncool: Moving too fast into a relationship.
2. James and Mara are getting closer, and James asks Mara if it is ok to kiss her.
Cool: Asking before you make a move is the right thing to do. Uncool: Making a move without asking first!
3. Mara keeps texting James all the time and asks him where he is. James begins to feel annoyed and stressed, but he doesn't know what to do.
Uncool: Over texting is not only annoying, but the constant contact can be a way to control someone. Cool: Listen to your instincts in a relationship to figure out what doesn't feel right.
4. James decides to talk to Mara about the over texting and reminds her that he cares for her even if they don't talk all the time. Mara said that is cool, and she understands.
Cool: In relationships, it is important to have open communication with each other and feel comfortable sharing your feelings with each other. Uncool: Not communicating your feelings to each other.
5. Months into the relationship, James tells Mara he has been spending time going through her Facebook page and questions her about some new posts on her page.
Not Cool: It is healthy to have multiple friends, and it is important to respect each other's privacy. Cool: Respecting each other's privacy including cell phones and emails.
6. James asks Mara for her Facebook password, so he can feel more comfortable knowing if guys are flirting with her on her account.
Uncool: It is important to respect each other's privacy in a relationship. You do not have to share some personal things, like passwords. Cool: Respecting privacy and building trust.
7. Mara doesn't know what to do, so she asks her best friend. Her best friend tells her to just be honest and let him know you do not feel comfortable sharing your password.
Cool: Open and honest communication is how healthy relationships grow. Friends you trust can be good sources for advice. Uncool: Not reaching out to friends for help and advice.
8. Mara decides to take her best friends' advice and talk to James. He said he understands, and they agree that they will not share passwords.
Cool: It is important to trust each other and respect each other's feelings. Uncool: Not respecting each other's privacy.

9. Things are feeling a little rocky to James, so he invites Mara over to his house for dinner to meet his family.

Cool: Sometimes telling a person how you feel isn't enough and doing something that shows him or her you care can help that person understand your feelings better. Uncool: Hiding your relationship from your family.

10. After several months of dating, James and Mara decide together that it isn't working out, and they will stay friends. The next day Mara finds out that James is telling everyone at school that he broke up with her because she is rude.

Uncool: Spreading rumors is bad, unkind, and potentially harmful to the victim especially when the rumors are about something sensitive like someone's sexual reputation. Cool: Being honest about why your relationship ended and respecting yourself and others.

NEXT SCENERIO

1. Daria and Tanya have been dating for a couple weeks through text because they go to different schools and live in different towns. They have only met a couple of times and don't get to be together often.

Cool: When you live far away from another person, texting is a great way to talk to each other. Uncool: Every text can be saved, and, if the relationship ends, it is important to protect your digital self.

2. Daria and Tanya text a lot. They usually text about funny things or send each other silly memes.

Cool: If both people are comfortable texting, this is a good way to connect in a relationship. Uncool: Pressuring someone to text when he or she is uncomfortable with it.

3. Daria's friend, Tom, is hanging out with her, but Daria spends the whole time she and Tom are together texting Tanya.

Uncool: Having a relationship is great, but it is important to spend time with your other friends too. Also, it is rude and uncaring to ignore another person when you are spending time with him or her. Cool: Having friends and other healthy relationships while in a romantic relationship is a good thing.

4. Tanya loves sharing pics and keeps asking Daria to start sending half naked pics of Daria to her.

Uncool: Don't pressure someone in a relationship to do something he or she feels uncomfortable doing. Cool: Respect the other person's wishes.

5. Daria asks her friend, Tom, what he thinks about Tanya asking her to send sexy pics.

Cool: Friends and trusted adults can help you navigate tough situations when you don't know what to do. Uncool: Not talking to someone whom you trust about difficult situations.

6. Tom tells Daria to let her Tanya know that she likes to make her happy, but she doesn't want to send sexy pics.

Cool: Talking to and asking advice from people whom you trust when things get weird can help you understand certain situations and have healthy relationships now and in the future. Uncool: Pressuring someone to do something he or she has said he or she doesn't want to do is never good.

7. Daria video chats with Tanya and lets her know that she is not comfortable sending sexy pics.
Cool: Being honest with your partner is important for keeping yourself safe and healthy. Uncool: Sending sexy pics, even though you know it isn't right or what you want to do, because you are afraid the relationship will end is not good.
8. Daria goes with her friends for a few hours and leaves her phone at home. She gets home and has 23 texts from Tanya accusing her of cheating.
Uncool: Sending a bunch of angry texts can be a way to manipulate someone's emotions and is not a respectful way to communicate. Cool: Giving your partner the benefit of the doubt and giving him or her privacy.
9. Daria responds calmly to Tanya and tells her that there is nothing to worry about; she just forgot her phone at home.
Cool: Staying calm helps everyone communicate clearly when emotions are high. Uncool: Apologizing for doing nothing wrong to keep the peace.
10. Tanya sends Daria a sexy pic and says if you love me you will send me one too.
Uncool: Threats are never a good way to get what you want. Threats can lead to digital dating abuse and cyberbullying. Cool: Not pressuring someone you love to do something he or she does not want to do.



Educate

Harmful Content

Digital technology provides individuals with access to resources, people, and information from anywhere. To possess good digital citizenship, you must be aware of the dangers of the internet and the potential exposure to harmful content.



Predators



[Internet Safety](#)



[Talking Tips to Protect your Child from Online Predators](#)



Violence



[Talking to Children about Media Violence](#)



[Protecting Children from Inappropriate Content](#)



Sexual Imagery



[Sexual Imagery on the Internet](#)



[Exposure to Sexually Explicit Material](#)



Predators

Internet Safety

A Safer Internet: About 175,000 children go online for the first time every day - this equates to a new child beginning to explore the internet every half second. Growing up online has tremendous possibilities – and perils. As the boundary between online and offline fades, explore what children face today – and see and understand how adults can support them. Violence against children is not inevitable.

Sexual Abuse and Exploitation: Eighty percent of 18 year olds believe children and adolescents are in danger of being sexually abused or taken advantage of online. What happens in the online world is a reflection of society. Violence, exploitation, and the abuse children might face in their homes, schools, and communities are mirrored by violence they may face online. Online abuse of children takes many forms. Perpetrators may produce, distribute, and consume child sexual abuse material; victimize children through live streaming their sexual abuse; and groom children online for sexual exploitation. Child sex offenders are fast to adapt to the latest technology to perpetrate crimes against children. Building a better internet means being aware of this abuse and supporting users who might be at risk.

Perceived Anonymity and Access: Thirty-six percent of 18 year olds believe they can tell when people are lying about who they are online. The internet allows us, as users, to reach across many boundaries – geographic and interpersonal. However, a child's increased access can be met by a perpetrator's ability to reach her or him, particularly if the access lacks supervision. Anonymity is misleading. The internet allows users to interact with others without disclosing their identities; however, what we do online leaves a digital footprint, and, consequently, it is difficult to maintain privacy online. Building a better internet means understanding the possibilities and perils of increased access, anonymity, and the sense of anonymity.

Safety and Trust: The internet is full of scams, and those who perpetrate them are increasingly sophisticated. Fake job offers, friends in distress abroad, promises of quick money, phishing – the list of these cons is endless. The potential to succumb to a scam online is great, and it's a hazard we all face. Building a better internet means trusting your instincts and doing your research. Avoid potentially harmful situations like meeting someone you met online alone without telling a trusted adult. Remind others to be vigilant and think about the choices they make in their online interactions. Be supportive of others as they too navigate the online world.

TAKE ACTION: Talk to your children about online safety, make sure children understand online risks and what to do if they find themselves in a dangerous or bad situation. Let them know they can talk to you or other adults without being in trouble. This will help them feel more comfortable talking with you about something potentially dangerous.

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Predators

Talking Tips to Protect your Child from Online Predators

Explain what and who is an online predator.

Online predators can be teenagers or adults who are pretending to be children or classmates or other children who are pretending to be your friends. Explain how, in an online format, you don't really know who anyone is because they can have fake accounts and false identities.

Describe safe online relationships.

Talk about relationships in real life and how they are different from online relationships. Describe what a risky relationship may be like online, and discuss how to look for dangerous or potentially harmful signs.

Discuss privacy and information safety.

Tell your child about privacy and what that means. Discuss the issues that come with sharing information, and consider how to keep yourself safe.

Talk about the dangers of social media.

Review the dangers of social media usage. Talk about the different kinds of scams that pervade the internet and false information that is shared.

Bring up selfies.

Describe, and be specific while also age suitable, what is an appropriate selfie and what is inappropriate. This topic could help you to start the conversation about predators and photos.

Reinforce safety rules.

Remind your child about the rules for online usage in your home. Reinforce that you are keeping him or her safe by being responsible for his or her online safety.

Have a heart to heart - let your child know they can always talk to you.

Keep an open mind, be responsive, and do not get upset if your child comes to you to discuss difficult situations. Having open and honest communication with your child on a regular basis will let him or her know you are always there to listen and help.



Violence

Talking to Children about Media Violence

Talking to children about the violence they are exposed to in the media – television, movies, video games, music, and the internet – can help them put media violence into perspective and perhaps diffuse some of its influence.

The following discussion starters are for parents and are designed to help children develop critical thinking skills regarding violence portrayed in the media. Children should understand and question the use of violence in media.

- What is violence? Develop a definition of what violence is with your child. Ask your child to consider physical and emotional acts of violence in the definition. When children understand what violence is, they can start to put media violence into context. Consider the following: can emotional violence be as harmful as physical violence? Yelling, put-downs, name-calling, and threats are what children are most likely to experience in school. Talk about how these kinds of acts can begin a cycle that leads to physical violence. Ask your child, how do you feel when someone calls you names or threatens you? Discuss your child's feelings.
- Discuss how violence is used in different media situations. Using the definition you and your child have developed, ask your child to examine how violence is used in the media he or she enjoys. Is violence used gratuitously, or is it integral to the plot? Is it used in a humorous way, and does the humor make the violence seem less harmful? Is it there to teach a lesson? Is violence shown to be the only possible solution to a situation?
- Discuss the consequences of media violence. Ask children to think about the realistic consequences of the violence they see in the media.
- How would the people involved in the conflict feel in real life?
- What would be the results of the violence in real life? What injuries may have occurred? What property damages would have resulted?
- Look for examples in different media (e.g., video games, music videos, comic books, TV, movies) where there are no consequences to violence. How would the perpetrators of violence be punished or made accountable for their actions in real life?
- Discuss why there is violence in media and why people are attracted to it. Producers create violent media because it sells the product. Many people want their entertainment to be action-packed, but the industry also creates an appetite for violence through marketing – especially marketing to young people. Ask children if they feel they are being targeted as consumers for violent media.
- Consider whether people become increasingly desensitized to media violence. Do children feel that they need to, or want to, see graphic violence? Talk about what they expect to see in the next action movie they go to. What does it take to scare them or keep them on the edge of their seat? Why? If people do become desensitized to violence, could that be a problem. Why?
- Compare psychological suspense to unwarranted violence. Can a well-made, suspenseful movie be more frightening than a violent action film? Talk about the excitement generated by shootings or explosions in an action movie sequence versus a suspenseful scene that builds tension using music, tempo, camera angles, and facial expressions.

- Look for creative solutions to conflict in media. Ask children to look for examples of anger with and without violence in the media. Is there a difference between the two? Does the non-violent approach seem more realistic? Discuss alternative ways to resolve conflict.
- Talk about media violence and stereotyping. Media violence is often used to perpetrate myths and stereotypes about people.

Ask kids:

- Who is committing the acts of violence – men, women, White people, minorities?
- Who are the victims of violence – men, women, old people, children, White people, minorities?
- Discuss violence in the news. War and acts of terrorism need to be put into a historical and cultural context for children. Random acts of violence and criminal activity need to be discussed and desensationalized, so children don't become overly fearful of their community or the world.



Violence

Protecting Children from Inappropriate Content

As children become independent internet users, they may encounter inappropriate content for their age or stage of development. Using parental controls or filters to block explicit content to manage access to inappropriate content and encouraging open communication about internet usage can increase positive online interactions for children. Here are some actions parents can take to limit children's exposure to inappropriate content:

Parental controls

- Your home broadband or WiFi is the root of your child's internet access, and you can access the parental controls to set acceptable limits on the content (e.g., material your child can view).
- If your home broadband or WiFi is used by your family, then you may want to set parental controls on just the search engines your children use.
- Make use of the parental controls available on your child's device. Using the parental controls, you can manage what information and how your child shares content online and interacts with others.
- Activate the safety measures offered by different sites; social media sites like Facebook or Instagram have privacy settings that will help prevent your child from seeing unsuitable advertising.
- Talk to children about their interests and help them find suitable sites and apps to use. Be sure to continually review these sites for updated content. Give your child the tools he or she needs to know when and how to report any content that may be upsetting on the platforms he or she uses.

Address it

Seeing inappropriate content at a young age can leave children feeling confused and unable to process what they have seen or experienced. If your child does stumble across something inappropriate online, there are a few things that you can do to address the situation:

- Establish whether your child encountered the content accidentally or was he or she curious and he or she searched for it. If it was encountered accidentally, reassure your child he or she is not in trouble and, if appropriate, discuss the content and why it is not appropriate. If your child was actively seeking inappropriate content, have an honest conversation with your child to understand and help him or her take a more critical view of his or her actions.
- Stay calm and discuss what your child has seen and how it has made him or her feel in order to assess whether he or she may need additional emotional support.
- If your child is not willing to talk to you, there are organizations, like Childline, where he or she can talk to trained counsellors about what he or she may be feeling.
- Review settings and controls on the platforms your child uses to ensure that these are set to the right levels.

If you have not already, establish a family agreement that gives your child clear boundaries of what he or she is allowed to do online and when he or she can use different devices and the internet.

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Sexual Imagery

Sexual Imagery on the Internet

Family Tip Sheet

We want to help our children develop healthy perspectives about sex. Media should not be their only source of information. On the internet, even innocent searches can lead to sexual imagery or pornographic content. Remember, begin the conversations early and have them often to ensure your child understands the messages you care most about communicating.

- **Figure out what you want your child to know.** It may be awkward, but it's important to talk to your child about the following:
 - Your key concerns regarding his or her exposure to age-inappropriate sexual images and messages
 - Why you have these concerns
 - What you hope for your son or daughter with respect to intimate relationships now and in the future
- **Pay attention to your tone.** It is important to remember that how you talk to your child regarding this subject is just as important as what you discuss. Your tone and body language will communicate as much as your words!
 - Think of two or three adjectives that describe how you hope you'll come across to your child when talking about sexuality. Then, keep those words in the front of your mind as you enter the conversation.
 - Your child's interest and exploration of sex and their own sexuality is natural and normal. By making your son or daughter feel ashamed, you will lose the opportunity to help him or her navigate future challenges and develop his or her own values.
- **Take the first (difficult) step.**
 - One way to start the conversation is by simply asking your child if any of his or her friends have had conversations with their parents about pornography or sexual imagery on the internet.
 - Remember, regardless of how the first conversation goes, this isn't a one-time discussion; you can (and should!) revisit or continue the conversation later if you forgot to include something or want to reemphasize a particular point.



Sexual Imagery

Exposure to Sexually Explicit Material

Some parents believe their children have not been exposed to inappropriate content online, but children say something very different (Collins, 2017). Children as young as 8 and 9 years old can easily come across sexual content on the internet - most notably graphic adult pornography. Although most (if not all) of this type of material is legal, it can be very harmful to the children and teens who view it.

Younger Children

Most often, children are accidentally exposed to explicit material by incorrectly typing a web address or words into a search engine, and, suddenly, they are on a site they did not intend to visit. Nonetheless, research suggests that early exposure to sexually graphic material is likely to have a negative influence and a potentially harmful impact on children.

- Prematurely sexualize a child.
- Incite a child to experiment with sexually explicit behavior to make sense of it.
- Lead a child to normalize and become desensitized to high-risk behavior.
- Shape a child's expectations in relationships.
- Shape a child's expectations of physical appearances and certain sexual acts.
- Blur boundaries and increase a child's risk of victimization.
- Increase a child's health risks (e.g., sexually transmitted infections, sexual exploitation).
- Increase a child's risk of problematic sexual behavior against other children in an effort to experiment.
- Interfere with a child's healthy sexual development.

Tween's and Teen's

It's normal for tweens and teens to be sexually curious and, in fact, seek out explicit material. Yet, adolescents who are seeking information about sexuality and relationships may not have the experience or knowledge to understand some of the graphic material they could view. The result is that the material can end up being a teaching tool that influences their development of attitudes and beliefs about relationships, sex, or sexuality.

- Pornography is not reality. It creates confusing expectations, attitudes, and beliefs about what to expect in a healthy sexual interaction.
- Pornography can make sexual violence seem okay. Being aggressive will get you what you want, and "no" means "yes."
- Pornography reinforces gender stereotypes such as men are in charge and women are meant to be used for a sexual purpose. It portrays people as objects - a thing to be used with no regard to the actual person.

Adapted from: https://protectkidsonline.ca/app/en/info_exposure

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