LESSON 5

Social Media

Ages 12–15

Lesson 5. Social Media

Ages

12–15

Learning Objectives

Cadets and JCRs will be able to:

- Respond to people who are mean to them online (Activity 1).
- Stand up to people who are cyberbullying (Activities 1, 2, and 3).
- Develop a personal safety plan (Activities 1, 2, and 3).

Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

Learning Tools and Materials

If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- What is Cyberbullying?
- Five Steps to Stop Cyberbullying
- Remember—It is Not Your Fault
- Look, Listen, Link, Live©
- Kids Help Phone
- Community Resources

Handouts:

- Cyberbullying Scenarios
- Positive Intervention Responses
- Peter's Story
- Support Circles
- Safety Plan

Video:

- This Is Not A Comedy (time: 5:30)
  https://www.youtube.com/watch?v=dX3mDsVixxk&feature=youtu.be

Lesson Preparation

Introduction

- Nil.

Activity 1. Understanding Cyberbullying

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - What is Cyberbullying?
- Set up the video, This Is Not A Comedy (time: 5:30), so it is ready to play.

Activity 2. Strategies for Dealing with Cyberbullying

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - What is Cyberbullying?
  - Five Steps to Stop Cyberbullying; and
  - Remember—It is Not Your Fault
- Prepare a piece of flip chart paper displaying the following web addresses, and post the piece of flip chart paper at the front of the room:
  - https://www.take-a-screenshot.org/
  - http://cyberbullying.us/report/
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

Activity 3. Standing Up to Cyberbullying

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - What is Cyberbullying?
- Print a copy of the Cyberbullying Scenarios handout for each group.
- Print a copy of the Positive Intervention Responses handout for each group.
- Ensure participants have a pen or pencil.

Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Look, Listen, Link, Live©;
  - Kids Help Phone; and
  - Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - Peter's Story;
  - Support Circles; and
  - Safety Plan.

Introduction

Estimated Time

3–5 minutes

Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.

Youth today use social media to stay connected to others, explore their own interests, and take social action on issues they care about. The internet provides youth with access to information about mental health, handling stress, relationships, and other important topics that they may be embarrassed to ask about in person.

Having a healthy online community can promote a sense of belonging and connection for youth and can help them feel more confident.

In this lesson, we are going to explore the many impacts of using social media. We will also take some time to focus on one particular impact: cyberbullying.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.

Peter is feeling upset and is sitting in his room. His parents have been arguing a lot. Peter is worried that his parents may break up. He really wants to talk to someone about it, but he feels embarrassed. He is scrolling through Instagram to distract himself, when suddenly he sees a post from a friend about Kids Help Phone. He clicks the link to the Kids Help Phone website and finds helpful information about conflict in families and the impact it can have on youth. Peter is relieved that he is not alone and that what he is feeling is normal. He decides to text the help line and talk to a counsellor.

Later that evening, Peter creates a post on social media about how great Kids Help Phone is and how it helped him through a rough time. You see the post, and you send Peter a thumbs up emoji. Minutes later, someone you know posts a hurtful meme using a photo of Peter that is making fun of him and saying he needs to see a counsellor to get help with his problems. The meme gets lots of "likes" and hurtful comments making fun of Peter.

What is the positive impact of using social media for Peter in this scenario?

Answer:

Social media provided Peter with information on conflict in families and its impacts. It also provided a resource for Peter to get help, and it gave him an outlet to talk about his problems.

What is the negative impact of social media for Peter in this scenario?

Answer:

Peter is being cyberbullied and hurt by others.

We are going to do an activity to help us better understand cyberbullying and how to deal with it.

Activity 1
Understanding Cyberbullying

Estimated Time

15–20 minutes

1. Youth use social media and online communication to connect with others and to create relationships. Healthy online communication is respectful. Disrespectful online communications can lead to cyberbullying.

2. What is cyberbullying?

   Allow the participants time to answer.

3. Display the What is Cyberbullying? content, using the presentation slide or the alternative method you have prepared.

What is Cyberbullying?

"Cyberbullying" is when someone harasses, mistreats, or makes fun of another person online, through email, texting, or social media. Often, the person doing the cyberbullying feels powerful, as well as safe from any consequences of their cruel behaviour as they hide behind their screen.

4. Can you think of any examples of cyberbullying?

   Have the participants share examples they have seen in their school, community, or cadet or JCR program. Have a participant record the answers on flip chart paper. Then, share the following examples to supplement the discussion with any points that may have been missed:

   - sending mean or threatening emails or text messages;
   - spreading gossip, secrets, or rumours about another person that will damage their reputation;
   - hacking into someone else's email or social media account and sending hurtful messages to others under an assumed identity;
   - creating blogs or sites that have stories, cartoons, pictures, or jokes that ridicule others;
   - creating polling sites where visitors are asked to rate an individual's attributes in a negative manner;
   - taking an embarrassing photo of someone and sharing that photo with others;
   - posting false or hurtful messages on social media; and
   - in online gaming, repeatedly harming a player's character, or ganging up on a player and making threats.

5. Show the video, This Is Not A Comedy (time: 5:30), as an example of cyberbullying.

6. As time permits, ask the participants the following discussion questions:
   a. Can you describe what you saw happening in the video?
   b. If you saw this happening, what could you do?

      Possible answers could include:
      - Stop the person doing the bullying with a joke or question.
      - Talk to the person being bullied to see if they are okay.
      - Talk to an adult you trust.
      - If you know the person doing the bullying, talk to them and tell them it is not funny and not okay!

   c. What happens if no one does anything?

      Possible answers could include:
      - The person being bullied stops coming to school.
      - The person being bullied feels angry and sad.
      - The person being bullied might start using alcohol or drugs to cope.
      - The person being bullied might try to hurt themselves.
      - The person being bullied might start bullying someone else.
      - Bullying may start to feel “normal” for both the person being bullied and the person doing the bullying.

Activity 2
Strategies for Dealing With Cyberbullying

Estimated Time

15–20 minutes

1. Youth use social media and online communication to connect with others and to create relationships. Healthy online communication is respectful. Disrespectful online communications can lead to cyberbullying.

2. What is cyberbullying?

   Allow the participants time to answer.

3. Display the What is Cyberbullying? content, using the presentation slide or the alternative method you have prepared.

What is Cyberbullying?

"Cyberbullying" is when someone harasses, mistreats, or makes fun of another person online, through email, texting, or social media. Often, the person doing the cyberbullying feels powerful, as well as safe from any consequences of their cruel behaviour as they hide behind their screen.

4. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group. Have the groups list the different examples of cyberbullying they have heard of, experienced, or witnessed in their school, community, or cadet or JCR program.

5. Give the groups a few minutes to complete their list. Go around and have each group share a few examples from their lists.

6. I want to share five simple steps you can take to stop cyberbullying.

   Display the Five Steps to Stop Cyberbullying content, using the presentation slides or the alternative method you have prepared. Use the following speaking notes to engage the participants in a discussion.

Five Steps to Stop Cyberbullying

Step 1: STOP. Do not fight back.

Why it is important to not fight back?

Answer:

People engaging in bullying behaviour are trying to get you to react. If you fight back, you give them exactly what they want.

Often, people do not realize when they have hurt your feelings online. If you are not sure that somebody was being mean to you on purpose, reach out and talk to them in person.

When something upsets you, take some time to calm down. It is hard to make good decisions when you feel angry or scared. Get offline, and go outside or do something to help yourself calm down.

Step 2: BLOCK. Use block sender technology to stop the person from contacting you again.

Has anyone ever blocked someone on social media? Is it easy or difficult to figure out?

STEP 3: TALK. If someone is being mean to you online, it is okay to talk about it.

You can talk to your parents, a cadet or JCR leader, a teacher, or another adult you trust. If you cannot talk to an adult for any reason, and the person is threatening to hurt you physically or is blackmailing you—threatening to do something like post embarrassing photos if you do not do what they want—you can also go straight to your local authorities.

Why do many people not tell anyone when they are being cyberbullied?

Possible answers could include:

- They feel ashamed.
- They feel scared.
- They have been threatened.
- They do not think anyone will be able to help them.

STEP 4: SAVE. If somebody is mean to you online, make sure that you have a record of it.

If it is something that was sent directly to you, make sure to save it. If it is something that can be deleted—a tweet, a status update, etc.—take a screenshot.

This website shows you how you can take a screenshot on any device.

Explain that you have posted the website http://www.take-a-screenshot.org/ on the flip chart paper at the front of the room. Have the participants write it down so they can refer to it later if needed.

If it happens more than once, start a journal that records what is happening. Include as many details as you can:

- where and when it happened;
- everything you know about the person doing it;
- anything you did or did not do; and
- how the cyberbullying made you feel.

STEP 5: REPORT.

Report what is happening if:

- it is making you feel scared;
- it is making you not want to go to school or do things you enjoy;
- you cannot stop thinking about it; or
- someone has said they are going to hurt you or post something that would hurt you or humiliate you.

You can report it to the people who run the website where the cyberbullying is occurring: use the website's reporting tools.

This website shows you how you can report cyberbullying on popular sites and apps.

Explain that you have posted the website http://cyberbullying.us/report/ on the flip chart paper at the front of the room. Have the participants write it down so they can refer to it later if needed.

7. Have the participants return to their groups and review their list of examples. Have them choose one example of cyberbullying from their list and brainstorm how they could apply any of the five steps to deal with the situation. Ask them to add any other strategies they would use to respond to the situation.

8. Have each group share their example and their strategies for dealing with the cyberbullying situation.

9. What could you do if you think your friend is being mean online and cyberbullying others?

   Possible answers could include:
   - Tell your friend that it is not okay with you, and that what they are doing is mean and they should stop.
   - Be part of the solution by deleting or refusing to pass along cyberbullying messages or photos.
   - If you are unsure of what to do, ask an adult for help or call or text Kids Help Phone.

10. Display the Remember: It is Not Your Fault! content, using the presentation slide or the alternative method you have prepared.

Remember: It is Not Your Fault!

If you are ever cyberbullied, remember that it is NOT your fault and that no one deserves to be cyberbullied.

Activity 3
Standing Up to Cyberbullying

Estimated Time

15–20 minutes

1. The world is more connected than it has ever been in human history! We can share a thought or post a photo to thousands of people in seconds. Social media has allowed us to connect with others and meet new people. While online communication can be positive, it can also be disrespectful and lead to cyberbullying.

2. What is cyberbullying?

   Allow the participants time to answer.

3. Display the What is Cyberbullying? content, using the presentation slide or the alternative method you have prepared.

What is Cyberbullying?

"Cyberbullying" is when someone harasses, mistreats, or makes fun of another person online, through email, texting, or social media. Often, the person doing the cyberbullying feels powerful, as well as safe from any consequences of their cruel behaviour as they hide behind their screen.

4. We will be looking at our role as a bystander in cyberbullying situations. When we see cyberbullying happening, and we do nothing to stop it, then we give the person bullying "permission" to keep on being hurtful.

   When we pass on embarrassing photos or messages to friends, we get more people to be part of the cyberbullying. We cause more humiliation for the person being targeted.

   When we see or hear bad things happening online, we have a lot of power either to make things better for that person, or to make things worse for them.

   Sometimes, it can be hard to know the right thing to do. We are going to practice what we can do when faced with cyberbullying by role playing different ways to stand up to it. Try to imagine how you would feel if each scenario was happening to you.

5. Divide the participants into small groups (four or fewer participants per group). Distribute a Cyberbullying Scenarios handout to each group. Assign each group one scenario.

The number of participants will determine the size of the groups and how you choose to assign the scenarios—whether you will need to use them all, or whether you will need to repeat scenarios.

You may also choose to make up new scenarios.

6. Distribute a copy of the Positive Intervention Responses handout to each group. Explain that these are strategies for them to consider using in their role play.

7. Explain that the role play should not include the actual cyberbullying situation (because sometimes this can encourage bullying to happen outside of the lesson). Instead, they will begin by reading their scenario out loud to the rest of the participants, and then they will start their skit “frozen” as if they were in a photograph in the moment immediately after the bullying occurred. The rest of the participants will then count them in saying, “Three, two, one, action!” Then the group will begin their role play.

8. Give the groups a few minutes to create and practice their role plays.

9. Ask for groups to volunteer to perform their role play for everyone. Ask them to read their scenario aloud to the other participants before they begin.

10. After the role plays have been completed, ask the participants the following discussion questions:

    a. Would you use this intervention response in real life?
    b. What else would you do to make this intervention more successful?
    c. What other interventions could have worked? You can refer to the Positive Intervention Responses handout for ideas.

Cyberbullying Scenarios

Scenario 1

You and your friend are gaming online. Your friend keeps getting repeated messages from someone who is making hurtful and disrespectful comments. Soon, others start ganging up on your friend and joining in on the hurtful messages. The comments are very personal and are hurting your friend's reputation.

Scenario 2

Claire is sitting in class with you when you both overhear some students whispering about a "Top 10 Ugliest Girls" list at your school. There is an online poll where students can vote for the ugliest girls. Claire is upset by this and confronts the group, telling them that the list is cruel, and they should not participate. One of the students bursts out laughing and informs Claire that she is listed as number five. Hurt, Claire runs out of class and sits crying at her locker. You start to follow her out and you receive a text from a friend with a link to the site. There is also a meme about the poll and Claire's photo is part of it. People are sharing the meme as well as making mean and inappropriate comments.

Scenario 3

You are on the computer with your friend after school, and they tell you that they have stolen the password to the email account of someone they do not like. Your friend wants to send out racist and hurtful messages from that person to others in your cadet / JCR group and asks you to help them.

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Positive Intervention Responses

- Report the cyberbullying to an adult you trust, such as a parent, a teacher, or a cadet or JCR leader.
- Be direct. Tell your friends that you will not participate in cyberbullying and that it is not okay with you.
- Delete photos or cyberbullying messages that are passed on to you. Refuse to pass them along.
- Keep a record of cyberbullying messages by taking a screenshot. You can use this as evidence if you report.
- Journal or record what is happening, so you can report with as much detail as possible.
- Stand up to the person who is cyberbullying. You can tell them to stop it. This will show others that the behaviour is not acceptable, and may inspire them to join in and take a stand.
- If you are unsure what to do, contact Kids Help Phone. You can speak with a counsellor on the phone, online, or via text message and they can help you come up with some solutions.
- Call the police if you feel unsafe or threatened.
- Tell your friend that it is not their fault that they are being cyberbullied. Link them to resources (e.g., Kids Help Phone, a school counsellor, or an elder) so that they can talk about what is happening and get help.

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Conclusion

Estimated Time

5–10 minutes

Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded the safe people they would talk to. Are these the same people they would talk to about how social media is impacting their relationships, or to get help if they were being cyberbullied? Allow them time to record any changes.

Intervention: How to Help

Look, Listen, Link, Live©: How to Help a Friend

1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.

2. Display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

This is a four-step model that we use to help a friend. Let us consider how we can help Peter from our scenario. We are going to review the scenario and help Peter using the Look, Listen, Link, Live© model.

Read the scenario out loud.

You may distribute copies of the scenario (Peter's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

Peter is feeling upset and is sitting in his room. His parents have been arguing a lot. Peter is worried that his parents may break up. He really wants to talk to someone about it, but he feels embarrassed. He is scrolling through Instagram to distract himself, when suddenly he sees a post from a friend about Kids Help Phone. He clicks the link to the Kids Help Phone website and finds helpful information about conflict in families and the impact it can have on youth. Peter is relieved that he is not alone and that what he is feeling is normal. He decides to text the help line and talk to a counsellor.

Later that evening, Peter creates a post on social media about how great Kids Help Phone is and how it helped him through a rough time. You see the post, and you send Peter a thumbs up emoji. Minutes later, someone you know posts a hurtful meme using a photo of Peter that is making fun of him and saying he needs to see a counsellor to get help with his problems. The meme gets lots of "likes" and hurtful comments making fun of Peter.

3. Have the participants go through the four steps of the Look, Listen, Link, Live© model by asking the questions below.

STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Peter needs help?

Possible answers could include:

- Peter has made a public post that Kids Help Phone helped him through a rough time.
- Peter is being ridiculed and hurt by others on social media because of the post.

STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Peter to talk to him? What would you say?

Possible answers could include:

- Text Peter and ask if he is okay.
- Tell him you are available to talk if he needs a friend.
- Offer to come over to his house, or invite him out.
- Talk to the person who made the meme. Tell them their post was very hurtful and needs to be removed.
- Post a positive comment on Peter's Facebook page saying that you are proud of him.
- Encourage other friends to do the same and not to like or comment on the meme.

STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Peter for help and support?

Possible answers could include:

- Suggest that he could reach out for help again to Kids Help Phone.
- Offer to go with Peter to talk to an adult he trusts about what is happening in his family and the hurtful experience on social media.

STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Peter?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Peter to get out and do things that make him feel good.

4. To summarize, display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

Closing Comments

- Social media can affect relationships in both positive and negative ways.
- Tell a trusted adult if someone is being unkind, or harming people in other ways, online.
- Tell a trusted adult if someone has threatened you or hurt you online.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.
- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.
- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

Peter's Story

Peter is feeling upset and is sitting in his room. His parents have been arguing a lot. Peter is worried that his parents may break up. He really wants to talk to someone about it, but he feels embarrassed. He is scrolling through Instagram to distract himself, when suddenly he sees a post from a friend about Kids Help Phone. He clicks the link to the Kids Help Phone website and finds helpful information about conflict in families and the impact it can have on youth. Peter is relieved that he is not alone and that what he is feeling is normal. He decides to text the help line and talk to a counsellor.

Later that evening, Peter creates a post on social media about how great Kids Help Phone is and how it helped him through a rough time. You see the post, and you send Peter a thumbs up emoji. Minutes later, someone you know posts a hurtful meme using a photo of Peter that is making fun of him and saying he needs to see a counsellor to get help with his problems. The meme gets lots of "likes" and hurtful comments making fun of Peter.

Using the Look, Listen, Link, Live© model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Peter needs help?
- STEP 2: LISTEN. How would you approach Peter to talk to him? What would you say?
- STEP 3: LINK. Where would you link Peter for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Peter?

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