

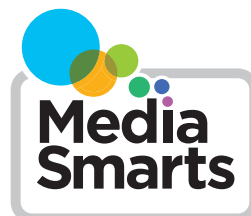


# RESPECTING

## YOURSELF AND OTHERS ONLINE

A WORKSHOP ABOUT SOCIAL NETWORKING FOR YOUTH AGES 12 TO 15

WORKSHOP GUIDE





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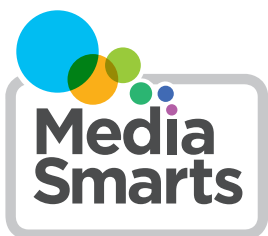
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# Introduction

**S**ocial media environments such as Facebook, Twitter and Snapchat are the hangout spots of choice for Canadian teens. According to MediaSmarts' 2014 *Young Canadians in a Wired World* study, reading and posting on social networks are favourite online activities for Canadian youth, which bring with them a wide range of challenges and opportunities. While social media are great tools for socializing, learning, collaborating and sharing, they also present special communication challenges where mistakes and potential harms can have more severe and longer-lasting impacts than in offline spaces.

Social media do have rules and social codes, from explicit rules spelled out by the owners of the sites to implicit rules of respect and social etiquette agreed on by the people using the sites. Like rules for offline social interaction, these online codes exist to reduce the risk of conflict and to smooth it out when it does happen. Young people who are just starting to explore social media often don't know these rules, especially the unspoken ones and consequently could cause harm - to themselves and to others - without meaning to.

The purpose of this workshop is to provide tweens and young teens with strategies and knowledge that will help them *respect themselves, respect others* and *respect the space* when using social media. Through a series of activities and presentations, participants will develop critical thinking skills and strategies, grounded in the best practices of digital citizenship and digital literacy, to minimize the risk of negative experiences and to maximize the positive opportunities of social media. The workshop also gives teens an opportunity to be leaders and provide them with the benefit of their insight and experience.

This workshop has two components: a *Peer Leader Training Session*, in which 6-10 older youth, or youth identified as leaders, explore the issues in small groups; and the *Respecting Yourself and Others Online* workshop, in which the peer leaders and an adult facilitator engage youth ages 12 to 15 in an interactive discussion about the issues.





## ROLE OF THE ADULT FACILITATOR:

The adult facilitator chooses the youth who will be the peer leaders for the workshop; organizes the training session for them; and presents the program content in the *Respecting Yourself and Others Online* workshop.

## ROLE OF THE PEER LEADERS:

The peer leaders take part in the training session; prepare the activities for the workshop; and guide the discussion and put on a skit during the workshop with the youth participants.

## PREPARATION AND MATERIALS

This workshop is designed to be presented in either a school or community group setting. To prepare for it you will need:

- A workshop space for the Peer Leader Training Session, where the facilitator will work with 6-10 peer leaders to prepare content for the workshop.
- A presentation space in which the facilitator and peer leaders present the workshop to a youth audience. This space will need to have a screen, speakers, Internet access, a computer and a data projector to present the facilitator's slides and videos.

- For the presentation, arrange access to a word cloud maker such as Wordle (<http://www.wordle.net/create>) or ABCya (<http://www.abcya.com/word>).

Print the following handouts which have been created by MediaSmarts to help young people better manage their online presence and think about what they share online. Have enough of these available for all of the peer leaders and youth in the audience, so that they can explore the issues raised in the workshop in more depth.

*Building Your Brand: Establishing a Positive Presence Online*

[http://mediasmarts.ca/sites/default/files/pdfs/tipsheet/TipSheet\\_BuildingYourBrand\\_0.pdf](http://mediasmarts.ca/sites/default/files/pdfs/tipsheet/TipSheet_BuildingYourBrand_0.pdf)

*Think Before You Share*

[http://mediasmarts.ca/sites/default/files/pdfs/tipsheet/TipSheet\\_Think\\_Before\\_You\\_Share.pdf](http://mediasmarts.ca/sites/default/files/pdfs/tipsheet/TipSheet_Think_Before_You_Share.pdf)

*Do the Right Thing!*

[http://mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet\\_dotherightthing.pdf](http://mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet_dotherightthing.pdf)



# Peer Leaders' Training Session

Because the *Respecting Yourself and Others Online* workshop is intended to reflect youth culture and young people's experiences, it is recommended part of the workshop be presented by 6-10 peer leaders who may be either older youth or youth who have been identified as leaders.

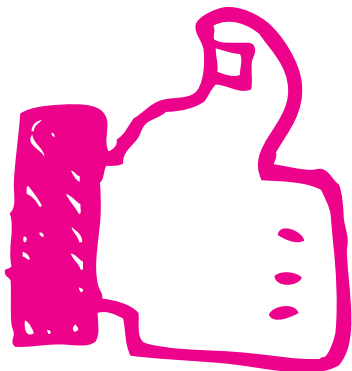
Below are the adult facilitator's tasks for preparing the peer leaders for the *Respecting Yourself and Others Online* workshop:

## 1. WARM UP ACTIVITY: THUMBS UP/THUMBS DOWN (10-15 minutes)

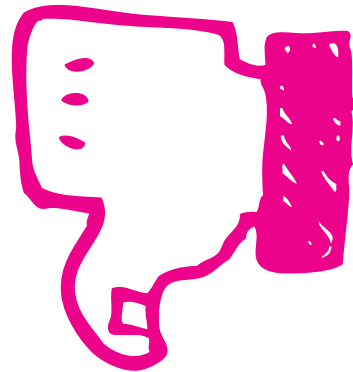
Ask peer leaders:

- How many of you have accounts on social networks such as Facebook or Instagram? Does your social networking account permit others to 'like' or post comments?
- Thinking of yourself and your friends, how important is it that people 'like' or comment on your posts?

On a blackboard or flipchart, post or draw a "thumbs up" icon and ask peer leaders to brainstorm positive things about their online posts being 'liked'. Write their suggestions in and around the diagram.



Next show a 'thumbs down' image.

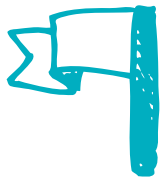


Ask the peer leaders to brainstorm the ways that pressure to be 'liked' might limit or constrain how we represent ourselves online. Put their suggestions on and around this diagram, as you did with the thumbs up icon.

Finally, ask them to consider: What behaviours generally fit into being 'liked' and praised online? What behaviours are more difficult to represent or cannot be represented?

## 2. PREPARATION ACTIVITIES FOR THE *RESPECTING YOURSELF AND OTHERS ONLINE* WORKSHOP (30 minutes)

In the following activities peer leaders develop the materials that they will be presenting to the younger participants in the workshop. Depending on the number of peer leaders and time available, you may choose either to divide the training session into two parts, with each part devoted to one of the activities, or divide your peer leader group into two and have half of the group do one of the activities and the other half do the other.

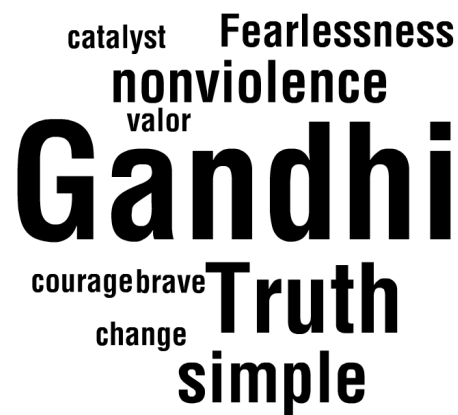


### ACTIVITY ONE:

# ONLINE IDENTITIES

In this activity, peer leaders reflect on representation and explore how some of the people they admire are able to build a specific image online.

- I. Start by talking to the peer leaders about the different ways they express themselves online.
  - Ask:
    - What social networks are your favourites?
    - What types of things do you post on the social networks you use?
    - Do you represent yourself differently on different networks? Why?
    - How would you describe your online personality? Is it different from your offline personality?
- II. Ask the peer leaders to come up with names of people they admire. These can be celebrities or people they know, historical figures or people alive today. Have them create **an offline word cloud** about one of them by **writing the person's name on a blackboard or a sheet of paper** and then **writing as many descriptive words** around that name that show why they admire the person:



[gandhi\\_wordle.png](#)

- III. Once they have their list of words, ask them to focus on **why** they described the person in that way. What is it about what the person does (or did), or **how** they do it, that created this impression?
- IV. Now have the peer leaders think about the ways that people can create a positive image of themselves through social media: whether it's the images they post, the ways they reach out to fans, using specific hashtags, posting positive/negative things, interacting with other celebrities, etc.



## ACTIVITY TWO: UNWRITTEN CODES

In this activity, the peer leaders separate into smaller groups of 3-4 in order to reflect on the “unwritten codes” related to the different social networking sites they use and pick one of them to present to their group in the form of a skit. They will then analyze this rule and talk about other similar unwritten codes, how they come about and why it’s important to follow them.

- I. Start by talking to them about official rules and unwritten codes.
  - Ask:
    - What are some of the official rules (also known as “ terms of use”) that companies have for people who are participating in their social network? (Examples include not posting nudity, not posting offensive content, etc.)
    - What happens if you break these rules?
    - What things are not okay to do in social media in your group of friends? (what the workshop refers to as “unwritten codes”)
    - How are they similar to and/or different from official rules?
    - What happens if you break these unofficial rules (unwritten codes)?

- II. Pair peer leaders up in groups of 3-4 and have each group come up with a short (3-5 minute) skit about an unwritten code of their choice.
- III. Have them present the skits to each other. After each skit, give another group a chance to “rewind” the story and suggest a different way that the issue could have been resolved.
- IV. Once all the skits have been presented, have the peer leaders select one of the skits to present at the workshop. (Peer leaders who aren’t performing in the skit could help to lead the discussion with the participants in the audience.)
- V. Lead a wrap up discussion

Give the peer leaders a few minutes to reflect on what they felt were the most important points that arose during the training session and have them share these with the group. Distribute the handout *Peer Leaders’ Guide* and review it with them. Give the peer leaders an opportunity to ask any questions or share any concerns they may have. Help them decide who will take on what roles during the workshop.



# Adult Facilitator's Guide

## FOR THE RESPECTING YOURSELF AND OTHERS ONLINE WORKSHOP

The workshop is presented by the adult facilitator in collaboration with the peer leaders. Using the [Respecting Yourself and Others Online slideshow](#), the adult facilitator alternates their segments with the activities being led by the peer leaders. One hour should be allotted to conduct the workshop. The following is the program for the workshop:

1. The adult facilitator presents the *Introduction* section (slides 2-5) of the slideshow using a computer and projector. (5 minutes)
2. The adult facilitator presents the *Respect Yourself* section (slides 6-13) of the slideshow. (10 minutes)
3. The peer leaders take youth participants through the **Online Identities** activity: see the *Peer Leaders' Guide* for details. (10 minutes)
4. The adult facilitator presents the *Respect Others* section (slides 14-22) of the slideshow. (10 minutes)
5. The adult facilitator projects the word cloud (developed by peer leaders from the words provided by workshop participants during the **Online Identities** activity) onto the screen. The peer leaders talk about the word cloud. (10 minutes)
6. The peer leaders then lead the **Unwritten Codes** activity: see the *Peer Leaders' Guide* for more details. (10 minutes)
7. The adult facilitator provides a wrap-up (slide 23) and directs students to the tip sheets for further information. (5 minutes)





# Peer Leaders Guide

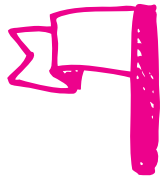
## FOR THE RESPECTING YOURSELF AND OTHERS ONLINE WORKSHOP

Congratulations on completing the workshop training session! Now you're going to take the things you've been exploring and get ready to share them with other youth at a Respecting Yourself and Others Online workshop.

If you're feeling nervous, don't panic! This guide will take you step-by-step through the activities that you will be leading.

The workshop is structured the following way:

- 1.** First, the adult facilitator introduces the workshop to everyone and presents the *Respect Yourself* section of the slideshow. (15 minutes)
- 2.** Next, the peer leaders lead **Activity One: Online Identities**, a group discussion on positive ways to be represented online. (10 minutes)
- 3.** Once this is done, the adult facilitator presents the *Respect Others* section of the slideshow. (10 minutes)
- 4.** Next, the adult facilitator reviews the word cloud from the **Online Identities** activity and projects it on the screen. The peer leaders talk about the word cloud. (10 minutes)
- 5.** Next, the peer leaders lead **Activity Two: Unwritten Codes**, where they present the skit they developed at their training session and then lead a group discussion. (10 minutes)
- 6.** To close the workshop, the adult facilitator provides a wrap-up and tip sheets for further information. (5 minutes)



## ACTIVITY ONE:

# ONLINE IDENTITIES



Get everyone warmed up by asking the following questions:

- Before we start, how many of you are already on some kind of social network? **(Let audience members raise their hands.)**  
How many people do anything else online where you talk to or play with other people – games, IMing, anything like that? **(Let audience members raise their hands.)**
- Now think about the “you” that people see when you’re online. One big difference between being online and being offline is that when you’re online, you have a lot of control over how people see you. If you could, how would you want other people to see you? Think of one word that describes how you’d like others to see you.

Ask everyone to write their word onto a piece of paper and have other peer leaders collect them.

- Now think about people you like or admire – people you want to be like. Do any of them have an online identity, either through social networks or through things like videos or photos of them that are posted?

Ask for 2-3 examples of people they admire who are online. Make sure that they are people who will be familiar to most of the people in the audience.

Now ask audience members to give you five words they think about when they hear the names of each of these people. Are they relatable? Smart? Fun? Popular?

- Why do you think these things about them? What are the ways that the things they share or post **reflect** what you like about them?
- What can **you** do to help people see you the way you want to be seen?

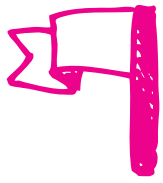
Now share some of the techniques that were identified in the peer leader training session for creating a certain image online: this might include things such as posting particular images, using specific hashtags, posting positive/negative things, interacting with other people, etc.

While the facilitator is leading the next segment, type the words the audience members came up with into a word cloud maker such as Wordle (<http://www.wordle.net/create>) or ABCya (<http://www.abcya.com/word>). (Be careful not to include anything inappropriate or clearly intended as a joke.)

Project the word cloud that you have created.

- Here are the ways that most of you want people to see you online.

Read a few of the biggest words in the word cloud.



## ACTIVITY TWO:

# UNWRITTEN CODES

We already talked about some things you can do to make a good impression online. Now we're going to look at how you can keep from making a bad impression. When you're using social networks, especially if you've just started using them, it's easy to make mistakes because you don't know the unwritten rules of that space. For example, is it okay to use tons of hashtags on Twitter? What about "liking" your own posts on Facebook? Breaking these rules won't get you kicked out of your social network account, but it may get people mad at you and it may make people think that you were trying to annoy them or make fun of them, just because you didn't understand the rules.

- Before we get more into unwritten rules online, let's think about your day-to-day life – at school, at home, at the store. What are some unwritten rules you follow in the classroom, the cafeteria, or at home that keep people from misunderstanding you or from getting mad at you?

**Get some examples of unwritten rules of daily life from the audience. If they're not offering any, here are some examples:**

- Saying "just kidding" if someone takes a joke too seriously
- Saying "sorry" or "excuse me" when you bump into someone by accident
- Changing your volume if you're talking too loudly or quietly for other people's comfort

**Now it's time to present the skit that was put together at your training session. Don't tell the audience what the unwritten rule you've chosen is, see if they can guess it.**

- We're going to present a short skit we put together about an unwritten rule of social networking. Watch and guess what we're talking about. See if you can think of how this rule might be different based on what types of things we're posting or what social network we're using.

**Perform the skit you chose from the peer leader training session.**

- Can anyone guess what rule we presented?

**Take guesses from the audience and then give the correct answer.**

- That's right! Now let's see if we can find a better way that things could have worked out.

**Now you can "rewind" the skit and either have an audience member come on stage or take audience members' suggestions on how things could have gone better.**

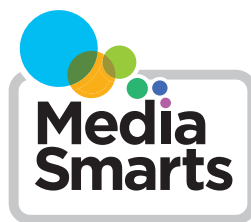
- When we use social media there are a lot of these "unwritten rules" – things like **(name some other rules that were discussed during the peer leader training session.)** Can anyone here add any that we didn't mention?

**Briefly take contributions from the audience.**

- Of course, the kinds of rules we're talking about today are created by a specific group of people. Other social groups online may have their own way of handling things. It's also important to know that if we don't agree with these rules, we're also able to go against them. What's most important to remember is that we respect the people we're interacting with and the online spaces we're in.

## Extension Activities

- If there is sufficient time, workshop participants can engage in the following extension activities.
  1. Peer leaders or the adult facilitator can take participants through the Thumbs Up/Thumbs Down activity from the Peer Leader Workshop [p. 3].
  2. Divide workshop participants into groups and have them create and then post a Vine [<https://vine.co/>] or Instagram video [<https://help.instagram.com/442610612501386/>] on ways they can “respect themselves” and “respect others” online.



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The logo for Bell, consisting of the word "Bell" in a large, bold, blue, sans-serif font.

The *Respecting Yourself and Others Online* workshop was made possible with financial support from Bell.