

Welcome to



Online and Social Media





Online and Social Media



Slide: Welcome

Facilitator Notes:

KIDS acronym:

- Knowledge – building upon your current knowledge and capacity while dispelling myths or misunderstandings
- Issues – applying your new knowledge to real life situations
- Decisions – providing you with skills and information in order to make safe and or healthy decisions
- Supports – sharing with you some further learning opportunities and resources for you to use on your own time

The KIDS Program

1. Mental Health
2. *Healthy Relationships*
- 3. Online and Social Media**
4. Youth and the Law
5. Substance Use Awareness



Online and Social Media



Slide: Outline

Facilitator Notes:

Learning Expectation of Current Class:

Today will build on the knowledge and skills you have developed related to Online and Social Media.

The purpose of this lesson is to ensure your awareness of how social media and the internet work, how to protect yourself and the legal implications of violations of use for which you maybe held accountable.

GROUND RULES

- G** - Give thoughtful feedback
- R** - Respect for myself and others
- O** - Option to pass
- U** - Use new vocabulary
- N** - No question is a silly question
- D** - Do not use names



Slide: Ground Rules

Facilitator Notes:

Lets begin by establishing some common courtesy ground rules.

Review slide contents with class. Ask class if there are any other ground rules?

Lets all keep in mind with these Ground Rules that:

- Share your ideas and not personal stories, do not use names so that people's privacy is respected;
- Please raise your hand to ask questions or share a comment;
- Respect that everyone has different life experiences and levels of knowledge; all questions are welcome.

Online and Social Media



Online and Social Media



Slide: Online & Social Media

Facilitator Notes:

Tell the Students: “This class will be focused on Online Social Media.”

Explain to the students that this module will cover:

- benefits of inclusion, respect and acceptance;
- safety practices;
- decision making;
- seeking help;
- internet awareness (Myths, Facts);
- safe and secure social media.



Slide: Online and Social Media Awareness

Facilitator Notes:

Pre-Activity:

Slide for Online and Social Media Awareness showing logos for popular sites and social media apps.

Ask the class, by show of hands, how many students are:

- using the internet to do research, check YouTube or go to other sites that they find interesting;
- have a-email account, or more than one;
- are on Facebook;
- have them share other social media that they use.

Activity:

All of you are involved in the use of the internet and social media sites in some way. It has become a part of our lives and the way in which we literarily connect with each other and the world.

While the internet is an awesome tool and a source of information and entertainment, it is important for you to know how to use it safely and securely.

We are going to watch a video on online safety.
See how many of the internet safety tips and strategies you are able to remember to help us create some simple guidelines for our own internet safety.

Snapchat: is a mobile app that allows users to send and receive "self-destructing" photos and videos. Photos and videos taken with the app are called snaps. **Snapchat** uses the device's camera to capture snaps and Wi-Fi technology to send them.

Instagram: is a free, online photo-sharing application and social network platform.

Reddit: is a social news website and forum where content is socially curated and promoted by site members through voting.

YouTube: is a video sharing service that allows users to watch videos posted by other users and upload videos of their own.

Facebook: is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.

TikTok: is an iOS and Android social media video app for creating and sharing short lip-sync, comedy, and talent videos.

WhatsApp: is the name of a mobile messaging app for Android, iPhone, Windows Phone or for Mac or Windows PCs.

Discord: is designed for video gaming communities that specializes in text, image, video and audio communication between users in a chat channel.



Slide: Top Tips for Kids and Teens Online

Facilitator Notes:

Play video: Top Tips for Kids and Teens Online

Tips Given:

1. The internet is forever
2. Never share personal info
3. Do not accept messages from people you do not know/recognize
4. Computers can get viruses



Slide: Discussing and Creating Guidelines for Safety

Facilitator Notes:

Post-Activity:

Ask students to discuss in their groups the following questions

1. Why do you think I shared this with you?
2. In what ways could you explain the main points to a friend or parent?
3. What is Cat Phishing?



Slide: Discussing and Creating Guidelines for Safety

Facilitator Notes:

Post-Activity:

Ask students to discuss in their groups the following questions: allow 5 minutes to discuss

1. Why do you think I shared this with you?
2. In what ways could you use this?
3. In what ways could explain this to a friend or parent?
4. What is Cat Phishing?

Ask each group to share their answers.

Ensure that students understand that Cat Phishing is when someone creates a fake account trying to trick people for various nefarious purposes.

Myth vs Fact Game!



Slide: Myth vs. Facts

Facilitator Notes:

In your groups, consider if the statement shown on the screen, is a myth or fact.

Make a decision that the majority of the group agree upon and share with the class when I ask.

Also be prepared to back up your answers with contents of your discussion as to why you believe it is a fact or myth.

After all groups have presented their case of myth or fact I will reveal the answers.

Myth vs. Fact 

Information is never secure.

Fact!



kids Online and Social Media 

Slide: Myth vs. Facts

Fact:

While security settings will help, anything you put on the internet should be assumed to be unsecure and no longer private.

Examples:

- Facebook's data breach in 2018 almost 50 million people had private info stolen without the users knowledge.
- Twitter had an issue in 2018 where they stored 330 million passwords as plain text.
- Tiktok received a fine of 5.7 million dollars for unsecure child data usage.

Myth vs. Fact

Once a photo from a Snapchat message is seen,
it is gone forever

Myth!



Slide: Myth vs. Facts

Facilitator Notes:

Myth:

Once a photo from a Snapchat message is seen it is gone forever.

Fact:

Once a photo from a Snapchat message is seen it is NOT gone forever.

Snapchat servers save images for 30 days and someone can always take a photo of the image before it is off their phone and keep it forever.

Once an image is saved it can be shown and shared with anyone.

REMEMBER once you send it you no longer control who gets it! Snapchat employees have access to phone numbers, locations, and saved snap chats.

Ask Class:

What kinds of photos are illegal for anyone including you to possess?

Any photo of a minor, a person under the age of 18, that shows naked or bare skin of parts otherwise covered by bathing suits is illegal.

This includes babies, small children, and what you might think are just funny photos. Having these photos on your phone or computer can result in criminal charges.

Two factor authentication is worth the extra time to log in.

Fact!



Slide: Myth vs. Facts

Facilitator Notes:

Two factor authentication is when you log into an account with a username and password.

You are then sent a number on your phone that you are required to enter to confirm the login is you and not someone that guessed your password.

Fact:

Two factor authentication is worth the extra time to log in.

Two factor authentication is one of the best ways to secure accounts.

Some questions may seem harmless at first but some can be used to get passwords i.e. street name, best friend, and pet names.

Incognito makes you untraceable on the internet.

Myth!



Slide: Myth vs. Facts

Facilitator Notes:

Myth:

Incognito makes you untraceable on the internet.

Fact:

Incognito DOES NOT make you untraceable on the internet.

The computer won't save what you have done but other computers on the internet can see and save what you have done while using incognito mode.

Companies like Google and Facebook want to know what you search for and like and can still know what you have done while using incognito mode. This makes it easier for them to obtain or develop a profile of your web footprint based on searches in order to sell you things later.

Your activity also might still be visible to:

- Websites you visit

- Your employer or school
- Your internet service provider
- Police

Myth vs. Fact

You can delete things off social media sites and be sure it is gone.

Myth!



Slide: Myth vs. Facts

Facilitator Notes:

Myth:

You can delete things off social media sites and be sure it is gone.

Fact:

You CANNOT delete things off social media sites and be sure it is gone.

Some sites save the information forever or someone else may have copied the information.

Once you post it you can never fully remove it.

REMEMBER once you send it you no longer control who gets it! It can be shared to anyone any time.

If you don't want your mother, teacher or grandmother to see it DON'T POST IT.

Posts at home can be addressed at school.

FACT!



kids

Online and Social Media



Slide: Myth vs. Facts

Facilitator Notes:

Fact:

You CANNOT post anything about a classmate at home and the school can do nothing about it

The school has policies that students attending must follow regarding what can be posted online.

Any post that affects the “tone” of the school can be disciplined by the school, including suspension or permanent expulsion and law enforcement consequences.

Myth vs. Fact Summary



Electronic exchanges or sharing are never private

Images or video can be saved and shared with anyone

You control what you post online. What you post could have both legal and school related consequences.



Online and Social Media



Slide: Myth vs. Facts

Facilitator Notes:

I like that too!

T.I.C.K. Inc.
Teaching Intelligent Choices to Kids



kids Online and Social Media



Slide: Myth vs. Facts

Facilitator Notes:

Activity:

Ask the students to look at this slide of the egg.

Ask students to think of 3 or 4 random things that they like. i.e. food, activity, hobby.

Ask the students to share the things that they thought of that they liked with the group that they are in.

Once the groups are done, ask the students think about how their answer may have changed as other students shared their answers.

Ask the students to share if when they heard another students idea they changed their answers and adopted the new idea.

Explain that this is how online social media can work as well.

The more **LIKES** a post gets the more likely people are going to **LIKE** it too.

They might not even like it that much, but the fact that a lot of other people like it - influences their perspective on the post.

This isn't a bad thing, but something to be aware of when online and looking at posts.

This is very big for advertising; companies will pay people with lots of followers (called influencers) to promote products.

For a real world example:

Now tell the class that the picture that is being displayed is the most liked image in the world.

On Instagram it has a staggering 53 million LIKES as of 2019, For the simple fact that it is a picture on an egg!



Slide: Group Activity

Facilitator Notes:

Case Study:

You are upset about a conflict you had with a friend at school, and when you get home you text another friend to vent and share your thoughts and feelings about this person. You use the person's name and other identifiers and share information that was private in your text.

You also share how you would like to get even with them and plan to deal with it at recess tomorrow at school.

Your friend decides to post your text on an Instagram group chat because she is worried and wanted to know what to do.

The next day everyone at school is talking about your text and you are called to the principals office.

Group Activity

You are upset about a conflict you had with a friend at school, and when you get home you text another friend to vent and share your thoughts and feelings about this person.

You use the person's name and other identifiers and share information that was private in your text.

You also share how you would like to get even with them at recess tomorrow at school.

Your friend decides to post your text to an Instagram group chat because she is worried and wants to know what to do.

The next day everyone at school is talking about your text and you are called to the principals office.



Slide: Group Activity

Facilitator Notes:

Case Study:

What is wrong with this scenario?

- Exposing and sharing personal information about another person in a way that could be shared with anyone.
- Using the person's name.
- Making a veiled threat of retribution or revenge specifying the school property.



Slide: Group Activity

Facilitator Notes:

1. What is wrong with this scenario?

Answers:

- exposing and sharing personal information about another person in a way that could be shared with anyone.
- using the person's name.
- making a veiled threat of retribution or revenge specifying the school property.

What consequences might result?

- Detention for an extended period of time.
- Removal of access to electronic devices by school, parent, or police.
- Formal apology and restorative justice may be required.
- Parental disciplinary measures i.e. grounding, restricted activities.



Slide: Group Activity

Facilitator Notes:

2. What consequences might result?

Answers:

- Detention for an extended period of time.
- Removal of access to electronic devices by school, parent, or police.
- Formal apology and restorative justice may be required.
- Parental disciplinary measures i.e. grounding, restricted activities.

How could this have been resolved differently?
What would those outcomes look like?

- Do not make a veiled threat or share personal info about the person. The post wouldn't require as much or any disciplinary action.
- Speak with the person individually and resolve your frustration directly. The post is never made and you keep the problem between the two of you.
- Talk to a parent or teacher to resolve the situation. The situation is resolved through proper communication.



Slide: Group Activity

Facilitator Notes:

How could this have been resolved differently? And what would those outcomes look like?

Answers:

- Do not make a veiled threat or share personal info about the person. The post wouldn't require as much or any disciplinary action.
- Speak with the person individual and share and resolve your frustration directly. The post is never made and you keep the problem private.
- Talk to a parent or teacher to resolve the situation. The situation is resolved through proper communication.

Key Messages

The Internet is forever

The Internet is public

People lie on the Internet

Likes ≠ Your value



Online and Social Media



Slide: Key Messages

Facilitator Notes:

Messages:

- Assume everything put on the internet will be their forever.
- Assume everything put on the internet can be seen by everyone.
- Sometimes people are not who they say they are.

Skills:

- Always have a strong password or 2 factor authentication.
- Social media is fun but not a replacement for a real social circle.

Questions?

 T.I.C.K. Inc.
Teaching Intelligent Choices to Kids



Slide: Questions

Facilitator Notes:

Ask the students if they have any unanswered questions.

JEOPARDY



k i d s

Online and Social Media



Slide:

Activity:

Resources

At School:

- ✓ Teacher/EA/LRT
- ✓ Principal

At Home:

- ✓ Parents
- ✓ Siblings

From The Web:

- KidsHelpPhone.ca
- www.common sense media.org
- NeedHelpNow.ca
- Cybertip.ca
- www.thedoorthatsnotlocked.ca

Whenever you need to talk, we're open.

Call 1-800-668-6868
Chat at KidsHelpPhone.ca
Text 686868

Kids Help Phone

kids Online and Social Media



Slide: Resources

Facilitators Notes:

Credits



Authors

Laura Fretz B.Sc.N, RN, Brant County Health Unit

Lori Henderson, B.A., B.Ed., M.Ed, T.I.C.K. Vice President

Kristen MacKay, Educator, B.A., B.Ed., Grand Erie District School Board

Contributors

Piyali Bagshee, Mental Health Lead, Grand Erie District School Board

Dianne Wdowczyk Mental Health Lead, Brant Haldimand and Norfolk Catholic District School Board

Dr. Tara Bruno, King's University College at Western University

Sgt. Jordon Schmutz, Brantford Police Service

T.I.C.K. Board of Directors

KIDS Design and Technical Support

Nicholas Pletch, University of Waterloo



Online and Social Media



Slide: Credits