

Someone

social media education every day

digital citizens of tomorrow

a handbook for trainers
lebanon project

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1.1 Who we are

The SOMEONE (Social Media Education Every Day) initiative was launched in April 2016 and consists of a web-based portal of multimedia materials aimed at countering online hate and building community resilience towards that end through critical digital literacy and social pedagogy. The portal can be viewed on <http://projectsomeone.ca>. The materials target youth, school and community members, as well as the broader public by focusing on the development of critical thinking and information literacy skills and encouraging democratic dialogues in online and offline spaces. Through 11 distinct projects—all of which are led by researcher-practitioners in the broad domain of education—the initiative has resulted in the following: the rigorous development and evaluation of curricular activities for elementary, secondary and post-secondary institutions; first-person narrative documentaries; textual and multimedia social media feeds; visual art-based public pedagogical materials; graphic novels; recordings of public panel discussions; recordings of lectures and workshops; links to academic articles and conference papers; descriptions and workshops on novel research methodologies, such as Corpus-Assisted Critical Discourse Analysis, to conduct linguistic and discourse analyses of online forums; and interviews with public figures about the socio-psychological and cultural impact of online hate on individual and communal identities.

The SOMEONE initiative is framed in principles of social pedagogy which encourages the general adoption of mobile and digital media by members of the public to create alternative narratives to divisive messages propagated by hateful people online. It outlines an interdisciplinary, multi-method program of research to investigate the impact of the sustained and inclusive adoption of mobile and digital media on (a) pedagogical practices in citizen education at the secondary and post-secondary levels, as well as (b) social consumption practices in building resilience

against online hate and discrimination in public and cultural communities. Combining theoretical and methodological frameworks from the disciplines of instructional technology, sociology, arts-based pedagogy and consumer culture, team leader Vivek Venkatesh—together with his research and community partners—lay the platform for the creation of an international network exploring cutting-edge research on how the field of citizen education is being impacted by the development and increased utilization of digital media tools for democratic educational as well as socio-communicative purposes.

1.2 Who this handbook is for

This handbook is for teachers to guide them in educating their students digital citizenship and critical media literacy through interactive activities and relevant lesson plans. It is a facilitation tool for creating digital citizens who think critically, use the web safely, responsibly, and creatively. The manual is designed to engage groups in workshop activities that extend over a period of 2 days. It also includes lesson plans for the teachers.

1.3 How to use this handbook

The goal of this handbook is to teach educators working with students between the ages of 9 and 18 (grades 3-12) about digital citizenship by developing their competencies and equipping them with activities and lesson plans to implement with their students and their school community. This handbook will do the following:

- Explore concepts that guide the teachers in how to teach digital citizenship to their students
- Describe how to carry out activities using a step-by-step process
- Provide tools and techniques that can be adapted for their classroom in teaching digital citizenship and critical media literacy.

The activities outlined in this handbook were

designed to be implemented in a two-day workshop divided into four sessions each day. However, the process can be adapted to training sessions of shorter or longer durations depending on the needs of the community. In addition, there are lesson plans and activities for teachers to implement with their students in their classrooms. We end with an evaluation and assessment session to see the effectiveness of the workshop and its impact on the participants.

1.4 What the pedagogy is

The pedagogical methods of the workshop support various methods of learning, including collaborative and cooperative forms of engagement principles that respect and take into consideration diversity, gender, and individual differences. The workshop's design is based on the understanding that expertise found throughout networks and among participants is diverse in institutional contexts. These can include teachers, as well as members of different public groups such as media-makers, aspiring journalists, trainers, and activists. We aim to train-the-trainers through inclusive development strategies and a student-centered approach that will engage participants by implementing a backward design learning experience and active learning strategies. Evidence-based assessment strategies will be conducted at the beginning and throughout the workshop to make sure that the workshop is catering to the participants' needs and interests. Post-implementation evaluation mechanisms are instrumental in helping us assess the effectiveness of the workshop and its impact on the participants and the community.

1.5 What the objectives are

The main theme of the workshop is Digital Citizens of Tomorrow. By learning about digital citizenship participants will understand the characteristics of a responsible digital citizen, apply critical digital

media literacy skills when navigating spaces online, reflect on rights and responsibilities in online spaces, as well as develop and share strategies for using social media for social good in the community. Ultimately teaching digital citizenship makes it possible to use the world wide web to connect and collaborate in new and creative ways by being respectful of diversity and showing empathy. By implementing the curricula we have developed, teachers can then use the learning resources and activities with their students to help them deal with issues of cyberbullying, leading a healthy digital life, being responsible and safe digital citizens, and respecting creators' rights.



2.1 Getting started: Introduction and overview of the workshop

time 45 min

objectives to get to know each other and introduce the objectives of the workshop

preparation ensure an egalitarian seating arrangement, in a U-shaped boardroom style or grouped around tables

pedagogy priming session, backward design method, whole group activity

process introduction and welcome speech

- Get to know the participants (name, job, position, role)
- Introduce yourself
- Introduce the ongoing evaluation process. Tell participants to write down any questions, concerns, or ideas regarding the workshop as they come up with them. This can be done on post-its. Place these in a designated corner for you to check throughout the day and address as the workshop progresses

introduce the objectives of the workshop

1. Understand the characteristics of a responsible digital citizen
2. Apply critical digital media literacy skills when navigating spaces online
3. Reflect on rights and responsibilities in online spaces
4. Develop and share strategies for using social media for social good in the community

ice breaker activity

Never Have I Ever:
1 point for everything you have never experienced

1. Been hacked
2. Given my password to a friend
3. Had a password that has part of my name in it
4. Used the same password for everything
5. Bullied someone online
6. Shared anything that I think is useless
7. Been scammed online
8. Woken up at night to check my social media
9. Ignored the friends I was sitting with to interact with my friends on social media
10. Regretted a photo I posted online
11. Stalked someone's social media account
12. Bought anything online
13. Watched pirated movies online
14. _____
15. _____

icebreaker activity to spotlight the importance of the topic

Play a game of 'Never Have I Ever' related to activities online that they have or have not carried out.

Can anyone think of any instances to add to our list on the left? The more points you have, the better skills you have as a critical digital citizen.

discussion

Discuss the idea that as digital citizens we have rights and responsibilities. Explain that we will discover more about this in the next section.



2.2 Online rights and responsibilities

time 60 min

objectives reflect/share attitudes about digital citizenship rights and responsibilities

preparation stacks of coloured post-its, markers, flip chart

pedagogy conceptual session, whole group activity, interactive teaching approach

process use “generate, sort, connect” strategy then share findings with the group

Generate: Ask the following questions and let each person write the answer of each question on a different post-it. Have the questions up on the powerpoint projector.

- How do you spend your time online?
- How do you use social media platforms?
- Do you find you use the web differently than the opposite gender?
- Do you create anything while online? What?
- How do you interact with information, material, and people when online?

Sort: Tell them to sort their answers into three categories below by sticking their post-it notes on the chart on their table.

- Consume/Create/Interact

Connect: With their table group, discuss the activity by analyzing the chart of post-its and by asking the following questions:

- What are the shared characteristics of the sites you log onto?
- Do you employ digital citizenship values? How?
- What do you think your rights and responsibilities are when you use the internet?
- How can you contribute to an inclusive and respectful online culture which promotes participation and active citizenship?
- How do you think being a good citizen of the world translates to being a good digital citizen?
- By looking at the chart, what conclusions do you draw?

summary and conclusion

The optimum interaction with web 2.0 is to show critical digital media literacy by showing the three main values of safety, skill, and interaction, as well as showing the 4 C's of digital citizenship: communication, collaboration, creativity, and critical thinking.



2.3 Characteristics of a critical digital citizen

time 90 min

objectives understand the characteristics of a responsible digital citizen and the rights and responsibilities in online spaces

preparation use powerpoint, infographics, statistics, video

pedagogy conceptual session, interactive teaching approach, think-pair-share

process show powerpoint presentation

Present the themes of digital citizenship in a powerpoint presentation. After you introduce each theme tell them to turn to a partner and share insights and comments.

- Think of gender issues and challenges when introducing the topic.
- It's also all about the 4 C's of 21st-century learning: Communication, Collaboration, Creativity, and Critical Thinking.

discuss themes of digital citizenship

- Safety on the internet
- Privacy and security
- Online communication
- Media Literacy
- Digital Health
- Cyberbullying and online hate.



Watch the first 2 minutes of [the video](#) from Project Someone by Prof. Robert McGray. With your partner, discuss the following questions:

- Have you experienced hate online? If so, how? Have you been bullied online? If so, how?
- Have you seen it towards others, and if so in what context?
- What is your first emotional reaction when you notice it online?

poster design

Based on the presentation and discussion ask them to choose a partner to:

- Create a poster of a critical digital citizen or design the pledge of a critical digital citizen. Use colorful markers.
- Remember: A good digital citizen is a good citizen sharing the values of Respect, Responsibility, Honesty, Empathy, Fairness, Initiative, Courage, Integrity, Perseverance, and Optimism.
- Think of the digital citizen's head, heart, instinct, hands, and feet when creating your poster.
- Present and hang posters around the room.





2.4 Lessons in action

time 75 min

objectives prepare lesson plans that foster critical digital citizenship

preparation sheets for lesson planning and activities, markers and pens

pedagogy practical session, student-centered approach, applied group activity

process **divide participants**

Divide the participants into groups of 4 according to the classes they teach. Each group can choose a lesson plan from the appendix. Grades 4 to 6 & Grades 7 to 8.

distribute the activities found in the appendix

Distribute the activities to each group according to their own preference. Ask them to bear in mind the questions below when planning. Plan together ways they would contextualize and teach that activity with their students, taking into consideration information from the session so far.

- Lessons in Appendix
 - Cyberbullying
 - Towards a Healthy Digital Life
 - A Responsible Digital Citizen
 - No to Copy and Paste
- Consider the 5 W's of implementation:
 - When?
 - Where?
 - Why?
 - Who?
 - What?
- Consider connecting the outer communities and families



2.5 Presentations and evaluations

time 60 min

objectives learn from others and expand knowledge of digital citizenship through sharing presentations, and evaluate the day's workshop

preparation group work completed material, evaluation forms

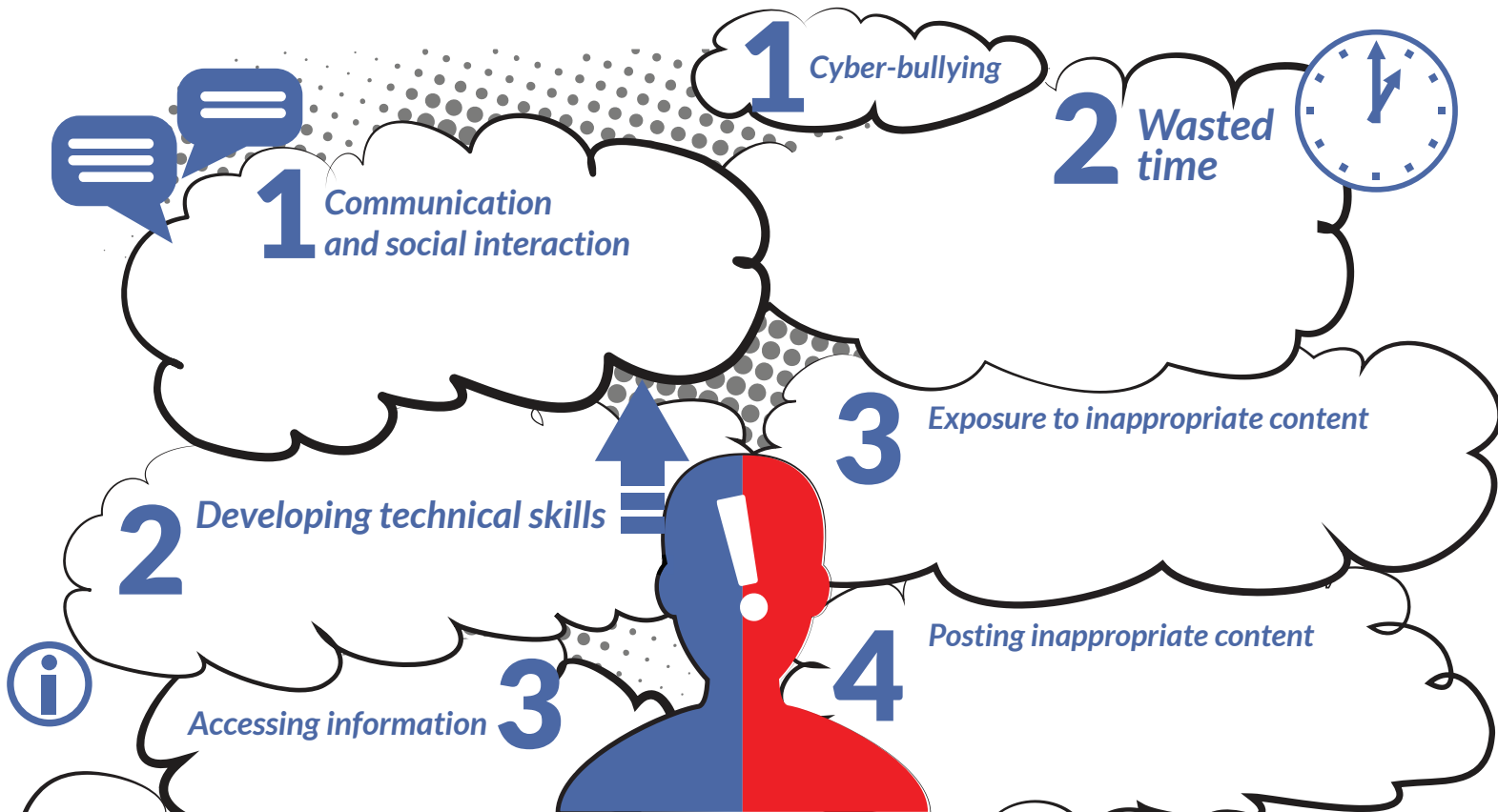
pedagogy evidence-based strategies, take-aways, group presentations

process group presentations

Each group presents their project, based on which lesson plan they chose. Then a short discussion with the whole group to share ideas of difficulties they encountered and how they overcame them while implementing the activity.

evaluations

Evaluation forms distributed and short discussion on expectations.



3.1 Children on social media

time 75 min

objectives how to communicate and collaborate online while being respectful of diversity

preparation video and powerpoint

pedagogy priming session, interactive teaching, small group activities

process welcome back

Welcome everyone back and introduce the day's objectives, then discuss the ideas we concluded on Day 1 of the workshop.

Show the [interview](#) with Prof. Sandra Chang-Kredl from Project Someone. Divide into groups. Each group chooses a different category of questions, and they discuss in their groups. Afterwards, groups present what they discussed.

group questions

group 1:

- How is her description of hate speech translated to the Lebanese community?
- When you see a message of online hate how do you feel? React?
- What do you think motivates hate speech online?

group 2:

- Why do you think anonymity makes it easier to perpetrate hate speech online?
- Where do we draw the line between freedom of speech and hate speech?
- What do you think of censorship? Some would argue that it limits the conversation and viewpoints of the other, what do you think?

group 3:

- Do you know what your students are doing on social media? How has it spilled into the school environment? Examples?
- What do you think the role of the teacher is towards her students' use of social media?
- As teachers how can they empower parents' roles in their children's use of social media?

connecting to real life

Show infographics from Children on Social Media on teachers' opinions and discuss. Ask the groups to relate the posters to specific issues they have seen in their student communities.

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Children on Facebook Sandra Chang-Kredl, 2016

Teachers' perceived positive impacts of children's use of Facebook

Teachers' perceived negative impacts of children's use of Facebook

1 Communication and social interaction

- Connecting with long distance relatives or friends
- Communicating for school purposes
- Giving children a voice to reach out to friends

2 Developing technical skills

- Essential to gain an technical skills for digital
- Motivation to read and write

3 Accessing information

- Awareness of global news and issues
- Continuous learning

4 Self-expression

- Ability to express themselves through artistic means (photography, poetry)

1 Cyber-bullying

- It's distracting; Takes away from other activities, can become an addiction. Children are spending more time on computers than exploring the world
- Lacked time spent starting at school. Children have a spend on mind-wasting information

2 Wasted time

- Exposure to inappropriate content
- Not aware of their risks
- Not being aware of privacy rights
- "15 best files to have a hot body"

3 Exposure to inappropriate content

- Exposure to information without their thinking skills required to assess its validity
- Not just PG-13 content, but also "teenies" "15 best files to have a hot body"

4 Posting inappropriate content

- Changing personal information for likes of attention
- Posting photos
- Changing the world decisions children may regret later on

5 Unaware of privacy issues

- Not aware of their risks
- Not being aware of privacy rights

6 Superficiality

- Vanity and narcissism
- Obsession the concept of a friend

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Children on Facebook Research: Sandra Chang-Kredl & Stephanie Kozak Graphic Design: Alex Polchat-White (2016) www.projectsomeone.ca/childrenonfacebook

Teachers' reasons for addressing children's use of SNS in schools

1 It is the school's responsibility

- Because it is our job to help them become responsible citizens of the world
- The safety of our children should be our top priority. Teachers are meant to inform and protect their kids. Teachers have the means and power to address it.
- Teachers need to adapt their curriculum to what is relevant in their students' lives

2 Technology and media is a social reality

- It is important and it is the current reality
- We are living in a society where technology continuously expanding

3 Parents are not addressing it

- If it isn't done at home they should be taught somewhere

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Children on Facebook Research: Sandra Chang-Kredl & Stephanie Kozak Graphic Design: Alex Polchat-White (2016) www.projectsomeone.ca/childrenonfacebook

What information do you want children to be aware of in using Facebook (or other SNS)?

1 Privacy

- Nothing is private. Nothing is hidden. Keep your profile private
- Don't post anything you wouldn't show to your grandmother. Everything you post can and will be seen by someone you did not intend
- Nothing can be totally deleted. Once it's posted, you cannot un-post it.

2 Cyber-bullying

- Some people are there to hurt you and take advantage of you. Predators exist. Bad guys are not there.
- You are not safe just because you are behind a computer screen

3 Interacting with strangers

- Don't add friends unless you or your parents know the person very well
- People are not always who they claim to be online (fake/fake). They can pretend to be a kid your age, a boy, a girl, whoever will make you trust them

4 Don't hurt others with your posts

- Don't say anything you wouldn't say to someone's face. Think about what you are posting. Especially if it's about someone else, ask yourself "would I like that done to me?"
- Be aware that it is just words, therefore people can interpret them in the best/worst that they want

5 Don't waste time

- Allot a certain amount of time per day to be on social media (20 mins per day to minimize screen)

Someone social media education every day

Children on Facebook Research: Sandra Chang-Kredl & Stephanie Kozak Graphic Design: Alex Polchat-White (2016) www.projectsomeone.ca/childrenonfacebook



3.2 Social media in context

time 30 min

objectives reflect on the use of social media, and develop and share strategies for using social media for social good

preparation video and powerpoint

pedagogy conceptual session, interactive teaching approach, think-pair-share

process think - pair - share

Put all questions on projector or board.

examples of media campaigns in Lebanon:

- “Kun Hadi” for drunk driving awareness
- “Kafa” against domestic violence
- “A White Dress Doesn’t Cover Rape” against rape-marriage law, article 552
- “Jinsiyati” or “My Nationality Campaign” for enabling women to pass citizenship to their families

ask participants to partner up and discuss media campaigns that have affected them personally.

- What were their strengths? Which medium was used?
- Which media campaigns they think have failed? Why do they think so?
- Did they ever take action due to a media campaign? How?
- Have they ever started a campaign? If so, on which topic? Was it successful? Why or why not?

think of what was just said. with a partner, complete the following list, then share with the group as a whole.

- The best thing about social media is _____
- The worst thing about social media is _____
- I love social media because _____
- Sometimes I hate social media because _____
- My biggest concern about social media is _____
- The biggest advantage of social media is _____
- Sometimes I am scared to use social media because _____
- I like using social media in order to _____
- The last post I wrote or read on social media was _____
- I notice stereotypes in social media when _____
- I think social media affects my behaviour because _____
- I think social media affects how I see myself because _____
- I would like to use social media for my project because _____

Online



3.3 Social media profile: What is out there?

time 90 min

objectives understand children's use of social media profiles and practices

preparation project the infographic for discussion, paper and markers to make the user profile comic

pedagogy practical session, student-centered approach, applied group activity

process social media profile activity

an ideal profile

- Uses Facebook to communicate with friends and relatives
- Shares causes that are important
- Reflects on social issues and global news
- Posts inspirational quotes and links to articles that are interesting and relevant to the times.
- Comments in a positive, encouraging manner
- Uses proper language without shortened forms of words

a flawed profile

- Uses Facebook to communicate with friends and acquaintances
- Shares what most parents and educators would deem “inappropriate” content in the form of pictures, poses, and/or comments
- Uses profanities in their comments and posts
- Posts pictures and comments that focus on superficial matters like appearance
- Comments in a negative manner to posts that disagree with them
- Uses slang and shortened form of words

a realistic profile

- Uses Facebook to communicate with friends and family
- Shares posts that reflect on daily life events
- Reflects on humorous and funny occurrences and pictures
- Posts funny pictures, videos, and quotes
- Comments in a friendly manner to friends
- Uses some shortened form of words but is respectful in general

Discuss the Facebook Profile Activity below. Ask the participants with their partner to draw a comic of one of the user profile of a Lebanese child between the ages of 9-13, taking into considerations what they know about their students’ behaviour, and what has been discussed in the workshop up until now. Present to the group. Discuss the profiles.

Facebook profile activity: Choose a profile type and design what you think the social media page would look like. Include at least an introduction line, two pictures, one video topic, and one picture with a slogan or a saying. Include comments on each post and what you imagine their friends would reply. Below are some ideas based on the research done by “Children on Social Media” from ProjectSomeone.ca.

discuss

- How can we build the competencies of the children’s use of social media (ie ideal facebook student user) in the classroom?
- The students are spending all their time on social media, how can we make it more relevant to what they are learning?
- Not all students have ideal profiles and parents who are aware to guide them. How can we as teachers make them more aware of what they post online?
- What do you think about school policies regarding “friending” or not “friending” or communicating with your students on social media?
- What are the alternatives?

Group work and then present. Discuss in your group. Find 4-5 tips. Share with the group.



3.4 Social media as a tool for action

time 75 min

objectives use social media for civic engagement

preparation scenarios and working papers to plan

pedagogy practical session, student-centered approach, applied group activity

process **discuss media tips & share**

Discuss the media tips and ask to share with a partner if they have any new ideas they would like to add or change. Share with the group. Show them examples of effective social media campaigns (Kun Hadi, Kafa, etc.). Give them scenarios to prepare campaigns for.

media tips include the following:

1. Plan your objectives and the steps you need to reach them.
2. Explore the characteristics of social media based on the benefits or advantages they provide. Identify the most appropriate social media to meet your goals.
3. Plan your message. Stories and videos with hopeful messages get the most attention!
4. When you launch your site, include a description of your vision for the space. Be clear about the types of posts that will get reported and deleted.
5. Set goals in terms of followers per week or per geographical area, or any other specification you identify.
6. Do not use a top-down approach on social media. Build up from your community.
7. Connect to key activists, stakeholders, and politicians in your field.
8. Use an approach that is easy for you to constantly populate your social media account with. Always keep your social media accounts active. After all, social media is social in nature.
9. Use hashtags to make it easier for people with similar interests to find your campaign, connect to you, and support your cause.
10. If you hold multiple social media accounts, to reach the maximum number of followers, you can do cross-platform postings through sites such as hootsuite.com.
11. If you are using a platform for dialogue, differentiate between haters and people with differing perspectives. Set up clear communication guidelines and seek to understand others' opinions in an effort to grow and become part of an engaged community.
12. Be genuine on social media. Practice what you preach. Always support a collaborative and authentic approach.

process scenarios

Let's look at the ways that social media could be used to advance a social justice project. Put participants in groups according to their own preference. Distribute scenarios, one per group.

- Each group has a scenario that describes a problem/challenge that a community wants to address.
- The task of the group is then to come up with ways that they could use social media to address this problem.
- Groups report back and answer the questions.
- Groups with same scenarios can compare strategies.
- Facilitators write down strategies on board, and link these to examples of what has been effective for social movements.

reflection questions:

1. Could you use social media to meet your goals? How?
 - Who do you need to reach?
 - How could you get their attention?
 - How could you get support/look for allies?
 - Which social media would you use and why?
2. Would you have any concerns about using social media for this project? Why or why not?

scenario 1: A group of youth are feeling frustrated by the fact that they see a lot of negative/hateful speech online directed towards kids in their school. They want to send a positive message and reach out to people who they are worried might be feeling bullied or discriminated against.

scenario 2: You see a lot of children, their ages ranging between 3–14, bedraggled and hungry, begging passing cars and pedestrians for money. You feel the injustice and want to do something about it. You want to create an awareness campaign in the media to make sure these children get off the streets, go to school, and get proper meals and shelter.

scenario 3: You notice that the issue of domestic abuse is still neglected. You keep hearing screaming and items breaking from your next door neighbor, but the woman does not do anything to protect herself. When you call the police, they tell you they cannot interfere because it is a domestic issue. How can you raise awareness in the media about underrepresented women in Informations and Communications Technology (ICT)?



3.5 Presentations and evaluations

time 60 min

objectives learn from others and expand knowledge of digital citizenship through sharing presentations, and evaluate the day's workshop

preparation group work completed material, evaluation forms

pedagogy practical session, student-centered approach, applied group activity

process **group presentations**

Each group presents their project, based on which scenario they chose. Then a short discussion with the whole group to share ideas.

evaluations

Evaluation forms distributed and farewells.



4

Evaluations

4.1 Evaluation questions

4.2 Evaluation response

4.3 General evaluation

4.4 Reflection journal entry

4.5 Questionnaire for learners

4.6 Acquired skills

questionnaire

4.7 Six-month follow-up

evaluation

4.1 Evaluation questions

Reflect on all aspects of today's training as you answer each question.

1. What did you find really effective about today's workshop?

2. Which activities did you find most useful?

3. What did you think of the distribution of activities?

4. What do you think we could have done better today?

4.2 Evaluation response

Get in touch with your inner self: Evaluate new discoveries about information, self, and skills you have made after this workshop.

Get in touch with your mind:	What new ideas, concepts, facts, and/or information have I learned that I didn't know before?
Get in touch with your feelings:	What information about myself as a digital citizen have I discovered?
Get in touch with your skills:	What things will I do differently? What actions will I take now that I have completed the workshop?

4.3 General evaluation

Sharing reflections: Please answer the following questions.

1. Was this workshop up to your expectations? Yes Somewhat No
Please explain your response:

2. What feature of the workshop did you find the most useful? Please elaborate.

3. What feature of the workshop did you find less useful? Please elaborate.

4. How have your perceptions changed as a result of your participation in this workshop? Please provide examples and elaborate.

5. What follow-up activities would you suggest after this workshop?

6. How can we improve the workshop, in your opinion?

7. What other comments would you like to share?

4.4 Reflection journal entry

Record your experience of today's training and more importantly, your thoughts, analysis and reactions. Use these three questions to guide you in your reflection. Once you have completed your reflection, write your partner's comments in the 'share' column.

- What was the experience of the workshop like?
- What are your thoughts, feelings, and analysis of that experience after the conclusion of the day's workshop?
- What actions might you take as a result of the interactive sessions you participated in?

Reflect

Share

4.5 Questionnaire for learners

Date of the two-day workshop:

Name of school:

Position:

Age:

Sex: Male

Female

1. What is your overall impression of the workshop?

2. Which part of activity covered during the training session is most useful to your work?

3. What did you find useful?

4. How did the interactive approach of the workshop contribute to your learning?

5. If you were to think of the single most important learning experience you are taking away with you from the workshop, what would it be?

6. How did you plan to incorporate your learning from the training session into your classrooms and school?

7. What are some challenges you think you might face in trying to incorporate the lessons with your students?

8. How will you incorporate what you learned with the outer community and parents?

9. How can we improve the workshop, in your opinion?

10. What other comments would you like to share?

4.6 Acquired skills questionnaire

Answer the following questions based on knowledge you have acquired in the two-day workshop.

1. How can you be a responsible and safe digital citizen?

2. What are some problems encountered on social media and what are possible solutions?

3. What is online hate speech, what perpetuates it, and how can we build resilience towards it?

4. What are the steps that you would take to embark on a social media campaign for civic engagement?

4.7 Six-month follow-up evaluation

Name:

Sex: M / F

Email:

Date of the training:

Name of organization:

Your position in the organization:

1. On a personal level, did you use what you learned in the workshop in your daily work?

Yes No

2. If yes, please elaborate on what you used from the workshop:

Content knowledge:

Methods:

Lesson plans:

Other(s):

3. What are some difficulties you faced in applying what you learned in the workshop?

4. How useful did you find the handbook and materials used in the workshop? Please elaborate.

5. Did you feel that your use of social media and critical digital media literacy skills have changed since taking the workshop?

Yes No

6. If you answered yes, please explain how..

7. Did you feel that you have a better understanding of your online rights and responsibilities?

Yes No

8. If you answered yes, please clarify.

9. Did you participate in or start a social media campaign for social good?

Yes No

10. If you answered yes, please describe what you did.

11. Were you able to incorporate what was learned in the workshop in your organization?

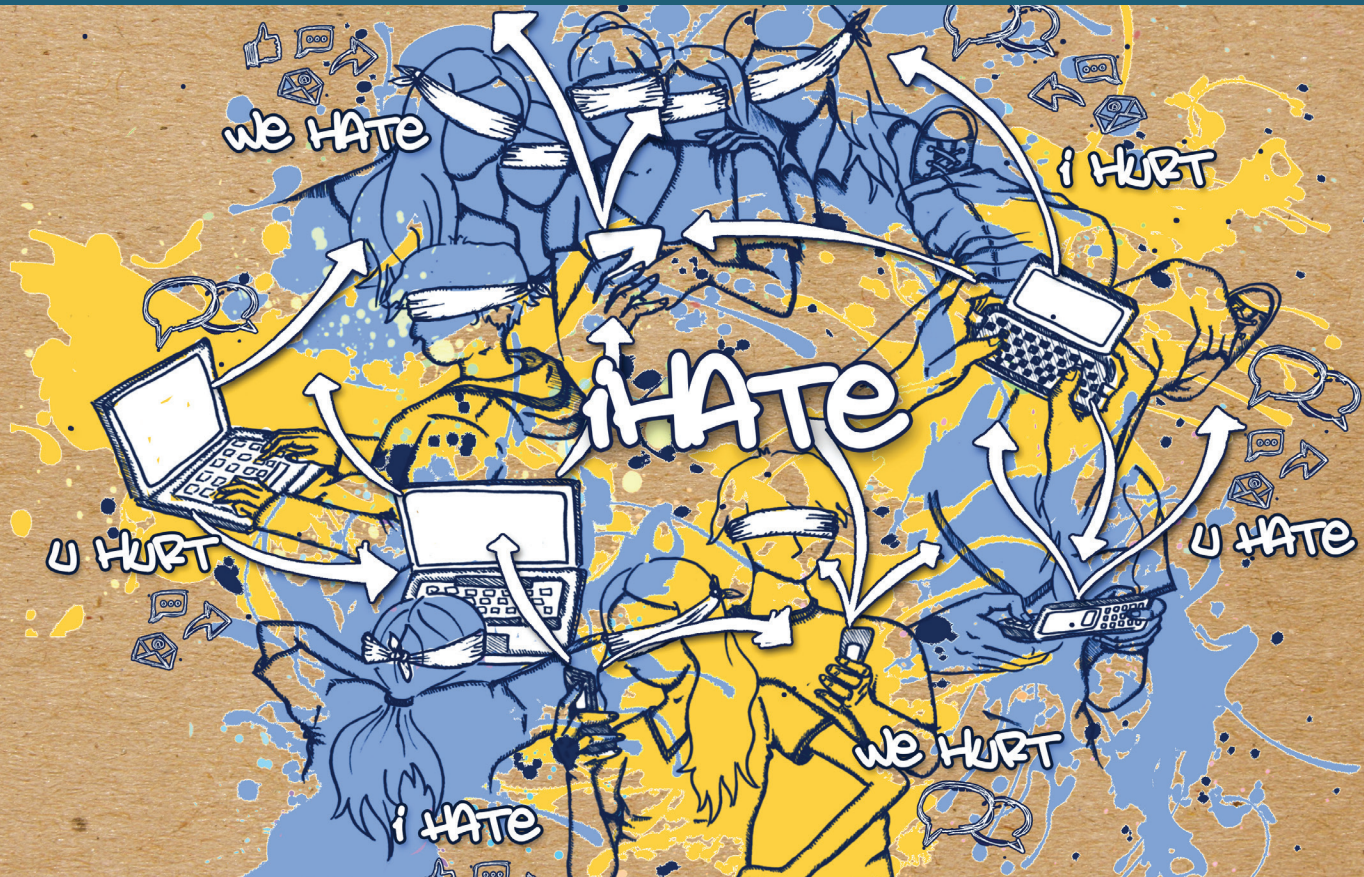
Yes No

12. If yes, describe how it was incorporated and the impact it had on your organization. For example, are you incorporating social media and critical digital media literacy in your work processes and outputs?

13. Do have any success stories you experienced in relation to the material discussed in workshop?

Yes No

14. If yes, please share with us your experience.



5.1 Cyberbullying

time 45 min

group size 10-30 students

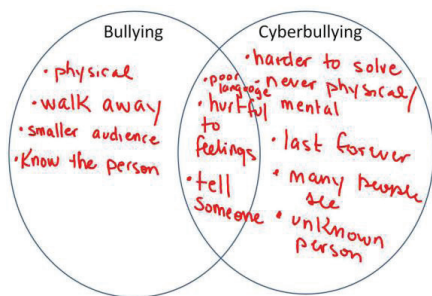
materials post-its, writing material

objectives understand cyberbullying and plan a campaign to stand up for a cause

activity discuss

Ask your students the following questions, then draw a Venn diagram on the board and fill it out together:

1. What is bullying?
2. What is cyberbullying?
3. How are they similar?
4. How are they different?
5. What do they have in common?



reflect

Ask your students to think of a situation of ever having been bullied or known someone who has experienced it. Ask students to write in their journals. Conduct a mini survey to see the extent of the problem in their community. They can develop the questions and do a schoolwide survey to have a better idea of the problem if one exists.

1. Have you been bullied or cyberbullied?
2. How did you feel?
3. Did you witness a cyberbullying / bullying incident?
4. How did you behave?
5. Where you a bystander or an upstander?
6. How do you describe your actions?
7. Were you ever the bully?

explore

On post-its, ask your students to write down their definitions of cyberbullying (texting, spreading rumours, posting mean comments, sending embarrassing photos, sending threats etc.).

On a T-chart, post them under 'just teasing' or harmful. Summarize by telling them to THINK before they post anything online. Share with them the poster from common sense media.

extend

Show them an example of an effective campaign against bullying. Let them choose their message. Let them plan their campaign, decide which medium they want to use and how they will share it.

activity extend+

Create an Avatar poster and choose one of the tips on how to deal with cyberbullying to spread awareness in your school. Hang them around your school.

Cyberbullying Action Tip Sheet:

Come up with tips on how to deal with cyberbullying with your students. Below are some tips that you could guide your students towards.

How to act if you are cyberbullied:

- Wait if the post makes you angry or upset
 - Don't reply to mean comments or posts immediately
 - Let the anger fade away before you decide to reply
 - Try putting your device away and doing something else
- Make sure to collect evidence
 - Take a screenshot
 - Keep a journal of the interactions that happen and how you feel
- Don't stay silent
 - Remember that it's not your fault
 - Talk to a friend, a parent/guardian, or teacher
 - If you feel threatened or scared report the incident to the owner of the site (Facebook, Instagram, Snapchat etc.)



5.2 Towards a healthy digital life

time 45 min

group size 10-30 students

materials post-its, writing materials

objectives understand what constitutes a healthy digital life and what practices are not healthy, then create scenarios of digitally unhealthy situations and find solutions

activity discuss

Ask overarching questions about digital stress. Draw a web on the board and fill it out with their answers.

- What causes digital stress?
- When do you get stressed out when using social media?

reflect

Distribute the “Understanding My Digital Habits” Questionnaire. Go over the points with the students. Tell them to take the questionnaire. Then tell them to discuss with a partner some other unhealthy digital habits they might think of.

explore

Discuss in groups ways they can improve their digital health and habits. Guide the discussion by having two categories. Let them write their tips on post its and stick them under each category. Then as a class combine like items and come up with a master plan of tips towards a healthy digital life.

- Detox from the digital world
- Rethink your digital practices

Divide the class into 3 to 4 groups and ask them to discuss what kind of events they post online. Do they just post fun events and perfect selfies or pictures? What about mishaps, sad or imperfect events and pictures? Let’s say they go to a gathering, go to the movies, go to a restaurant, play a football or basketball game.

- Let each group choose an event. Think of perfect and imperfect scenarios that could happen there and decide what they might post.
- Let each group present both scenarios. They can retell, act out, or take actual pictures of “pretend posts” and show the other groups.
- After each presentation discuss with the whole group how each scenario made them feel.
- Research shows that people actually feel better about themselves when their posts are realistic.

activity extend

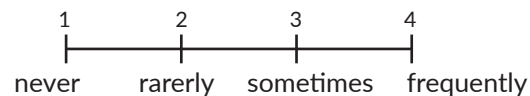
Each group comes up with a scenario that models an “unhealthy digital habit.” They act it out in front of the whole class and others comment on the action by providing tips for healthier habits. The group then re-enacts their scenario based on the recommendations. Remind them to refer to the master plan of tips they created earlier for the suggestions.

You can prompt your students with some examples of scenarios:

- You wake up several times a night to check your social media posts and see how many likes you have gotten.
- You don't look good in a picture your friend posted on social media and are thinking of asking her to delete it.
- You are out with friends for dinner but can't enjoy yourself because you are taking pictures of every moment and posting it to your story.

understanding my digital habits questionnaire

On a scale of 1-4, 1 being never, 2 rarely, 3 sometimes, and 4 frequently, answer the following questionnaire to understand your digital habits. Add your points. More points means more digital stress. After taking the questionnaire, think of ways to manage your socio-digital stress.

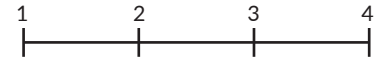


Understanding My Digital Habits Questionnaire

You check your social network sites at least once every hour.



You postpone going to sleep because you cannot stop yourself from checking your social media apps or stop playing a game.



You wake up in the middle of the night to check your phone and social media accounts.



You keep thinking about your phone when you do not have access to it for long periods of time.



You are often preoccupied with social media or online games to enjoy your time with the people around you.



You get so preoccupied with your social media accounts or online games that you are late to events, class or even miss homework deadlines.



You get upset when you post something online that gets very little likes or responses.



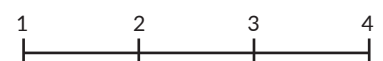
You like to see what your friends are up to and compare your life to theirs based on their online posts.



When you are at gathering or sports game you check social media to see what others are posting about that same event.



You forget to enjoy yourself because you are too preoccupied by taking the perfect picture, video or commenting about it on social media.



total score:

excellent digital health	good digital health	digital health could be better	digital health in jeopardy!!!
10-15 points	16-25 points	26-34 points	35-40 points
You are on the right track: your social media life does not control you.	You like to stay in touch with your online community but still value real life connections.	You are a little too preoccupied with what goes on in the digital world.	Alert! Alert! You are too focussed on what happens online.



5.3 A responsible digital citizen

time 45 min

group size 10-30 students

materials post-its, writing materials

objectives identify what information is private and what is safe to be posted online and display understanding of how their digital footprint can impact their lives

activity discuss

Brainstorm ideas with the class and write answers on the board.

- What information is considered private when you are online?
- Why is it important to keep some information private?
- What is the positive aspect of sharing some information online?

reflect

Tell the class that what they do online leaves a permanent trail which creates their digital footprint. In order to control their digital footprint they should be aware of what they post, websites they visit and basically everything they do online.

In groups of two ask them to discuss the following questions and write down as many points as they can think of.

- What kind of information about your online activities and use can be collected?
- What is done with the information?
- How can you decide what is being shared about you and what isn't?

explore

After that, distribute and discuss the list “Digital Privacy Counts” Tip Sheet and let them see who has the most points in common with the list. Extra points are given if they can add some new tips to the tip sheet. The team with the most points wins.

extend

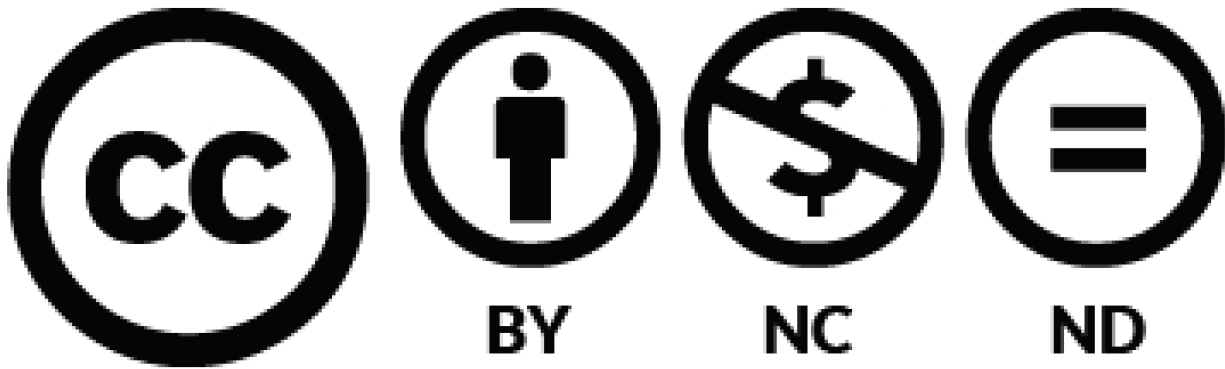
Divide the class into groups of 3 or 4 and let them choose one of the following activities:

- Make an infographic poster about the importance of digital privacy. Choose what you want to include on it. Hang it around the school for awareness.
- Make a poster about the positive practices for having a digital footprint to be proud of.

Digital Privacy Counts: Tip Sheet

Here are some tips to follow in order to maintain your privacy online.

- Think about what kind of information you post
- Use usernames that do not identify who you are
- Differentiate between when to be public and when to be private online
- Do not always use the same password for all the sites
- Make sure your passwords are strong and change them from time to time
- Protect your devices with passwords and do not share them with friends
- Read the terms before you “agree”
- Make sure no one is taking pictures without your consent and tagging you online
- Make sure the websites you visit are secure
- Install virus protection software on your devices
- Back up your data to a hard drive or the cloud
- Treat others how you would like to be treated online and offline



5.4

No to copy and paste

time 45 min

group size 10-30 students

materials writing materials, internet connection or downloaded material

objectives understand different types of creators' rights to create a product and assign creative rights

activity discuss

Ask the following questions to the class.

- What does it mean when a product has a copyright?
- Can you think of material that is copyrighted?
- How have you encountered problems with using copyrighted material?
- Why do you think copyright laws are important?

Remind students that they should use material they find online responsibly. Using someone else's creations without permission is akin to stealing, which is known as piracy or plagiarism.

reflect

Ask participants to sit with a partner and use the internet to find the definition of each of the terms below.

- Creative work
- Creative Commons
- Copyright
- Copyright licence
- Plagiarize
- Public domain
- Fair use

explore

Think of a negative example of each and how to rectify it. Present one example to the class.

extend

In groups of 3 or 4 create a poem, short story, or song. Record it (song) or publish it (poem, short story) and decide what kind of licence you want to give it, a copyright or a creative commons license? It depends on what you will allow others to do with your creation.



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p.44: Women in classroom. Basmeh & Zeitooneh Relief & Development. Accessed May 10, 2018. <http://www.basmeh-zeitooneh.org/uploads/files/protection/5.jpg>.

p.48: Detail from iHate poster. March 2016. Project Someone. Accessed April 22, 2018. <http://projectsomeone.ca/antihatecomicproject>.

Someone

social media education every day