The Good, the Bad, and the Ugly of Technology

Activity 40: Technology Addiction

Length of Activity: 60 minutes

This activity was adapted from Lisa Strohman's TEDtalk "Empowering Kids to Rise above Technology Addiction" https://youtu.be/6qsQXRqREwM

Interview by Ian Tucker of Jean Twenge. *Are Smartphones Really Making Our Children Sad?* The Guardian. https://www.theguardian.com/technology/2017/aug/13/are-smartphones-really-making-our-children-sad

Materials:

- White Board or Large Paper
- Timer
- Paper
- Writing Utensils
- Internet Access
- Screen with Audio
- Epipheo TV: What the Internet is Doing to Our Brains (3:53): https://www.youtube.com/watch?v=cKaWJ72x1rI&feature=youtu.be

"Philip Morris only wanted our lungs. The app store wants your soul." ~Unknown Comedian

Young women and men sometimes have trouble limiting their time on technology devices. Likewise, young women and men often have trouble spending time with friends and family without a device present. "Social anxiety and need for social connectedness are associated with the problematic use of Facebook that can easily become an actual addiction. It has been shown to affect the brain in the same way addictive drugs like cocaine does. This addiction is a threat to physical and psychological well-being and interferes with performance at school, work, and brain development. Staying away from Facebook is viewed as an act of 'self-sacrifice' or a 'detoxification'. The vicious cycle of loneliness generates the use of social media sites, but the addiction to these sites causes further forms of anxiety and stress".[139]

In a recent study in the journal of Clinical Psychological Science[140] found that: "Teens' use of electronic devices including smartphones for at least 5 hours daily more than doubled, from 8% in 2009 to 19% in 2015. These teens were 70% more likely to have suicidal thoughts or actions than those who reported one hour of daily use. In 2015,

[139] "Social Media, Loneliness, and Anxiety in Young People." Psychology Today. Retrieved July 11, 2018, from https://www.psychologytoday.com/us/blog/why-we-worry/201612/social-media-loneliness-and-anxiety-in-young-people

[140] Twenge, J., Joiner, T., Rogers, M., & Martin, G. (2018). Increases in Depressive Symptoms, Suicide-Related Outcomes, and Suicide Rates Among U.S. Adolescents After 2010 and Links to Increased New Media Screen Time. *Clinical Psychological Science, 6*(1), 3-17.

36% of all teens reported feeling desperately sad or hopeless, or thinking about, planning or attempting suicide, up from 32% in 2009. For girls, the rates were higher — 45% in 2015 versus 40% in 2009. In 2009, 58% of 12th-grade girls used social media every day or nearly every day; by 2015, 87% used social media every day or nearly every day." [141] In another study, researchers found more patterns of "abnormal white matter" in brain scans of internet addicts. "White matter areas in the brain contain nerve fibers that transmit signals to other parts of the brain. These changes showed evidence of disrupting pathways related to emotions, decision-making, and self-control. The researchers said earlier studies have found similar white matter changes in the brain scans of people addicted to alcohol, cocaine, heroin, marijuana, meth, and ketamine". [142] This is even more dangerous on young brains that are still developing.

Multiple studies link addictive relationships with mobile devices to mental health problems in teens, including depression, anxiety, and disrupted sleep. Neuroscience tells us that tweens' and teens' developing brains make them especially vulnerable to both addiction and mental health crises. Hard-wired for high speed, today's young are entering school struggling with self-regulation and attention skills necessary for learning, eventually becoming significant behavior management problems for teachers in the classroom".[143]

The App companies are hiring neuroscientist and behaviorists to work along with their programmers to develop products that keep users hooked.[144] Empowering youth to understand not only internet safety but also the damaging effects of technology on their developing brains and emotional health can help them make healthier choices in our digital world.[145]

Discussion Questions:

- What is an addiction?
- What does it mean to be addicted to technology?

Activity:

1) The Facilitator will take the Participants outside, if possible, to conduct the first part of the activity. However, if there is inclement weather it can be conducted indoors.

2) Have Participants pair up, explain that today's session will begin with a quick competition. The competition consists of push-ups, sit-ups, and jumping jacks. Each exercise will last one minute with no break in between each exercise.

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[141] Associated Press. "Rise in Teen Suicide Connected to Social Media Popularity: Study." New York Post. November 14, 2017. Retrieved July 11, 2018, from https://nypost.com/2017/11/14/rise-in-teen-suicide-connected-to-social-media-popularity-study/.
[142] Jaslow, Ryan. "Internet Addiction Changes Brain Similar to Cocaine: Study." CBS News. January 12, 2012. Retrieved July 11, 2018, from https://www.cbsnews.com/news/internet-addiction-changes-brain-similar-to-cocaine-study/
[143] Rowan, Cris. "The Impact of Technology on the Developing Child." The Huffington Post. December 07, 2017. Retrieved July 11, 2018, from https://www.huffingtonpost.com/cris-rowan/technology-children-negative-impact_b_3343245.html.
[144] "Empowering Kids to Rise Above Technology Addiction | Lisa Strohman | TEDxPasadena." YouTube. November 16, 2017. Retrieved July 11, 2018, from https://youtu.be/6qsQXRqREwM
[145] "Empowering Kids to Rise Above Technology Addiction | Lisa Strohman | TEDxPasadena." YouTube. November 16, 2017. Retrieved July 11, 2018, from https://youtu.be/6qsQXRqREwM

3) Instruct Participants to select who will go first, while their partner records the number of push-ups, sit-ups and jumping jacks completed. The Participant that completes the most exercises for each category will be the winner. (There may be three different winners - one for each category). Please remind Participants to be safe while conducting these exercises.

4) The Facilitator will time each event (1-minute): push-ups, sit-ups and jumping jacks. Begin!

5) At the end of this activity, allow Participants time to rest and get water.

6) After Participants have settled down, the Facilitator will ask the following questions:

Questions	**Possible Responses**
Who had difficulty performing the exercises in this activity?	Some Participants will think that this was challenging, and others will argue that this activity was easy.
If you practiced these exercises every day, would you get better?	Yes, if I practiced these exercises every day I could potentially beat the winner.
If you became obsessed with beating the winner, can you become addicted to working out?	Possibly, you can become addicted to nearly everything. Becoming addicted to something could be dangerous even if it seems like something healthy at first.
How is an addiction to working out potentially harmful?	You may…. • isolate yourself from family and friends. • set unrealistic physical expectations for yourself and potentially develop body dysmorphia • risk physical injury from overuse or fatigue.

7) Explain to Participants that obsessing over an activity or thing has the potential to develop into an addiction, even if the activity starts as something positive as working out. Over time, pursuit of the pleasurable effects of the substance or behavior may control an addicted person's activities.

8) Stress that an addiction is a powerful habit that people feel they cannot quit. Many times, individuals who develop an addiction may not be aware that their behavior is problematic for themselves and others.

9) Write the word “addiction” on a visible location. Ask the following question and record Participants’ responses:

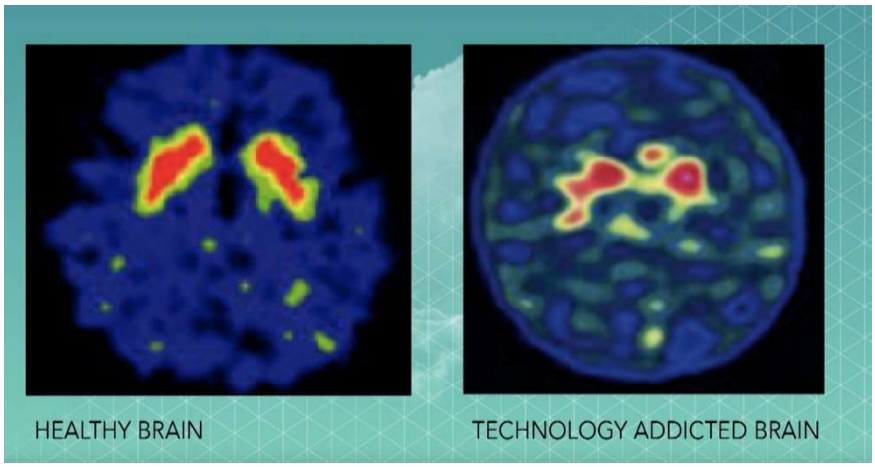
Question	Possible Responses
Can you please provide different examples of things people may be addicted to?	Food, drugs, alcohol, gambling, shopping, online shopping video games, plastic surgery, thrill seeking, etc.

10) After the Facilitator has written all the responses on the board, inform the group that technology can also be an addiction. The Facilitator should then lead a discussion on the questions listed below:

Question	Possible Responses
Why do you think technology (i.e. cell phones, tablets, computers) can be addicting?	Fun Distracting Entertaining
Technology can develop into an addiction, but does this mean we should never use it?	No, technology is highly beneficial, but we must ensure that we are using it in moderation. Once it begins to impact our relationships, school work, self-esteem, or emotional stability (always feeling sad or mad, etc.) then we must reevaluate our behavior.
Why is technology addiction harder to understand?	It is socially acceptable, so we rarely discuss it. Viewing carefully curated and digitally altered pictures/videos seems harmless.

Microstructure Abnormalities effect motor control, cognition, and motivation as well as areas that process our emotions, impulse control, and decision-making. [146]

[146] "Empowering Kids to Rise Above Technology Addiction | Lisa Strohman | TEDxPasadena." YouTube. November 16, 2017. Retrieved July 11, 2018, from https://youtu.be/6qsQXRqREwM



11) Show Participants the following video by Epipheo TV: *What the Internet is Doing to Our Brains (3:53)* https://www.youtube.com/watch?v=cKaWJ72x1rI&feature=youtu.be

12) Ask Participants for their thoughts on the video then lead a discussion using the following questions as a guide:

Question	**Possible Responses**
How does technology addiction effect our ability to learn?	If we are addicted to technology, it becomes more difficult to retain information because we are continuously distracted and interrupted. We then only store information in our short-term memory, instead of our long-term memory. Loss of creativity
What are other harmful effects of technology addiction that were not discussed in the video?	Loss of human connection i.e. eye contact and touch with classmates and family. Loss of emotional intimacy (hugs, kisses), empathy, and compassion.

13) Reiterate how doing too much of any activity can become an addiction and breaking free from an addiction can be extremely difficult. As a group move to a discussion on alternative activities to technology.

What are some activities you could do instead of constantly using technology?	I could play outside, play an instrument, draw, write a story, talk to my friends, go out to the movies, take a nap, etc.

14) Challenge Participants to go an hour without technology, either when they return home or at school, the Tech Timeout Academic Challenge [147]

TECHTIMEOUT

But first explore how…

they could potentially feel at first?	Worried Anxious Scared Disconnected Stressed Sad Mad Or they could feel the opposite
they could potentially feel after?	Rested Refreshed Happy "Detoxed" Relaxed Or they could feel the opposite

15) Encourage Participants to inform you or a trusted adult if they are concerned about their technology use. It is important to recognize how technology negatively affects us, so we may find alternative activities and/or ask for help.

16) Follow up at the next ROOTS session with a discussion on the Tech Timeout Academic Challenge. Was it difficult to stay away from technology for an hour? Can you go without technology for three days? Three weeks? Why or why not? Revisit how they felt about the exercise as discussed in step 14.

What Happens When Teens Try to Disconnect from Tech for Three Days. KQED News: https://www.kqed.org/mindshift/39528/turned-off-how-teens-respond-to-a-no-tech-challenge

[147] http://techtimeout.com/academicchallenge/

Activity 41: Thinking vs Feeling Brain

Length of Activity: 45 minutes

This activity was adapted from the book Jenson, Kristen A., Gail A. Poyner, and Debbie Fox. Good Pictures Bad Pictures: Porn-proofing Todays Young Kids. Richland, WA: Glen Cove Press, 2017

Materials:

- Ice Cream or Candy
- Screen with Audio
- Hand Model of the Brain for KIDS- by Jeanette Yoffe (4:25): https://www.youtube.com/watch?v=H_dxnYhdyuY
- Ice Cream Truck Melody Sound Effect (00:17): https://www.youtube.com/watch?v=BLUSTIe-U4o

The scientific term for two major parts of the brain are the neocortex and the limbic system. The neocortex regulates our ability to think, analyze, and reason; this area is commonly referred to as the thinking brain. The limbic system regulates our emotions; this area is commonly referred to as the feeling brain. The thinking and the feeling brain are intricately connected and work together to regulate human behavior. Emotions can overpower our ability to make rational decisions and understanding how the thinking and feeling brain work together can help explain how addictive or harmful behaviors form.

Discussion Questions:

- What is the thinking brain?
- What is the feeling brain?
- In what situations can your feeling brain overpower your thinking brain?

Activity:

1) Begin today's activity by watching the following video *Hand Model of the Brain for KIDS by – by Jeanette Yoffe (4:25)*: https://www.youtube.com/watch?v=H_dxnYhdyuY

2) Gather initial thoughts on the video, then write "thinking brain" and "feeling brain" in a visible location. Lead a discussion on the following questions:

   Record Participants' responses in the respective categories.

Questions	Possible Responses
What does the animal (feeling) part of the brain control? It is represented by the lion in this video.	The animal (feeling) part of the brain controls emotions.
What happens when the feeling brain (or the lion) gets scared, stressed out, or has really big feelings?	Run away Fight: bite, attack, yell

	Freeze: feel hopeless and helpless. Can't think and don't know what to do.
What are other types of emotions that come from the feeling part of the brain?	Happiness, sadness, anger, frustration, jealously, anxiety, etc.
What part of our brain makes us different from animals?	Thinking brain (the talking part)
What does the thinking part of the brain control?	1) It can tell us what to do to take care of the animal part (feeling part) of the brain. The thinking part of the brain can verbalize "I" messages like, I feel scared, I feel mad. 2) The thinking part of the brain can also tell us what it needs. I need: • Affection (hug, kiss) • Attention (listen) • Alone time (need a break) • Appreciation (someone to tell you that you are doing a good job)

3) After reviewing the difference between the thinking brain and the feeling brain, clarify any questions from the group.

4) This next step will require that the Facilitator get into character. Go to the opposite of the room from where the group is seated and pretend you are driving an ice cream truck. You may either play the *Ice Cream Truck Melody Sound Effect (https://www.youtube.com/watch?v=BLUSTle-U4o)* and remain silent or announce, "Ice cream! Ice cream! Come get your ice cream!"

   Note how Participants rush toward your side of the room without much thought or consideration for what is around them.

5) After handing each Participant a piece of candy or ice cream regroup and reflect on their behavior in terms of their thinking vs feeling brain.

6) Use the guide below to lead the discussion:

Questions	**Possible Responses**
How did your feeling brain respond to the ice cream/candy?	It wants to eat, so it says, "Go get the ice cream right now!" "I'm hungry! Go get it!"

If an ice cream truck was on the other side of your street, how might your thinking brain respond?	"Stop! Look for cars first!" "I don't have any money." Let me ask my parents if it's okay first."
What are the consequences of not using your thinking brain? Did any of that happen right now when you came for the ice cream/candy?	Getting hit by a car. Tripping or falling causing serious injury.

7) Explain to Participants that both of their brains are important, but as they grow up, they need to make sure the thinking brain is in charge because the feeling brain does not stop to think before acting.

8) The Facilitator will then demonstrate that the feeling brain (hold up left fist) will always communicate your emotions so it says, "Go get the ice cream now!" But your thinking brain (hold up right fist) will warn you and say things like, "Stop! Look for cars first!"

9) (Bring hands together with the right hand covering the left fist). With your thinking brain in charge, your two brains can work together to keep you safe and help you get what you want. Ask Participants, what they think happens if an addiction weakens your thinking brain and so it starts to make all the decisions? Elicit responses.

10) Without the thinking brain, the feeling brain would do whatever it wants, even if it is not safe for you. So which brain needs to stay in charge?

11) Have Participants pair up and think through other situations they may have previously encountered and compare the reactions between their feeling and thinking brain. Ask for volunteers to act out their scenarios or simply share with the group?

12) The feeling brain can be impulsive and cannot distinguish from right or wrong, while the thinking brain provides reason and helps you think through potential consequences. To close today's activity, have Participants brainstorm ideas on how to remind themselves to keep the thinking brain in charge?

Activity 42: FOMO (Fear of Missing Out)

Length of Activity: 45 - 60 minutes

Adapted from Rise Above "PHE School Zone - Rise Above - Overview." [Overview] | Campaign Resource Centre. Retrieved July 18, 2018, from https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview#onlinestress.

Materials:

- *Real – Life Friend* and *Online Friend* Silhouettes (1 copy of each per Participant)
- Crayons or Markers
- Screen with Audio
- Online Stress! (1:53): https://www.youtube.com/watch?time_continue=3&v=pNdYD-AsVwA
- Be yourself! Are you the same person online as in the real world? (2:59): https://www.youtube.com/watch?time_continue=3&v=1fw2K28JI-c

The iGen, term coined for the first generation to spend their entire adolescence with the smartphone, has led to many worrisome mental health problems".[148] Though adults can become addicted to technology as well, adolescence is a crucial time for brain development and building social skills. "FOMO is the 'fear of missing out' and leads to feelings of anxiety, envy, insecurity, and loneliness. It is the fear that others are having more fun or that you are missing out on a rewarding experience. Teens quantify their popularity through "likes", "views", "friends" and "followers" on social media sites, such as Instagram, Snapchat, Facebook, and Twitter. This may lead to FOMO by making teens feel left out, uncool, and lonely."[149]

"Researchers found that individuals with a high level of fear of missing out were more likely to give into the temptation of composing and checking text messages and e-mails while driving. These individuals were also more likely to get distracted by social media during university lectures and had more mixed feelings about their social media use."[150]

Discussion Questions:

- What is online stress?
- Where does online stress come from?
- What can you do to prevent online stress?

Activity:

1) Instruct Participants to take a couple of pictures of what they would normally upload to social media, but they will not be asked to upload these. Participants may take selfies, group pictures, pictures of objects, etc.

[148] Twenge, Jean M. "Have Smartphones Destroyed a Generation?" The Atlantic. March 19, 2018. Retrieved July 11, 2018.
[149] Staff. "Teens Are Suffering from FOMO (Fear of Missing Out)." A Parent Resource about Kids, Technology, and Cyberbullying. April 19, 2018. Retrieved July 11, 2018, from http://cyberbullying.primus.ca/266-2/.
[150] "Fear of Missing Out Drives Use of Social Media." Psych Central. July 09, 2016. Retrieved July 13, 2018, from https://psychcentral.com/news/2013/04/30/fear-of-missing-out-drives-use-of-social-media/54307.html.

2) After about five minutes, have them share a few of their pictures. Now move to a discussion about online stress. Use the following questions to guide your discussion:

Questions	Possible Responses
What social media platforms would you upload your picture to?	Facebook Twitter Instagram Snapchat Musical.ly
How often do you post images and comments on these platforms?	Hourly Daily Weekly Monthly
How does it make you feel when people comment or like your post?	Excited Liked Popular Happy
How does it make you feel when people do not comment or like your post?	Sad Stressed Anxious Angry Embarrassed Worried
By a show of hands, how many people used filters on their picture (s)?	
Would you post a picture without a filter?	Why or why not?
Why do people use filters?	They are likely to get more likes than pictures without filters. They look better/cooler

3) Show Participants the following video: *Online Stress!* (1:53): https://www.youtube.com/watch?time_continue=3&v=pNdYD-AsVwA

4) Gather initial thoughts on the video and lead a discussion on the following questions:

Questions	Possible Answers
By a show of hands, how many people compare their life to others on social media?	Why or why not?

Have social media stressed you out? Why or why not?	Yes, because I feel like my friends are having more fun and a better life than I am having.
Have you engaged in an argument on social media? Has the argument been triggered because of someone not commenting or liking a post?	 If so, what happened to the relationship between you and that friend?
How does social media portray a false reality/fake life?	Social media only shows the 1 second in time where people look to be having fun or look their best. Rarely are the difficult, stressful, or bad moments shared even though they are a normal part of the human experience.
Does the picture we took at the beginning of this activity accurately portray your life? Why or Why not? Or does it only portray a highlight in your day today?	No, because the picture only shows us having fun, but it does not show what we are learning about.

5) Reiterate that online stress comes from the fear of missing out (FOMO). You may have to define stress and FOMO depending on the Participants. FOMO: the fear that others are having more fun than you or that you are missing out on a rewarding experience.

6) Review the advice given in the clip: to avoid stress and anxiety it is important to switch off social media regularly and stay connected with real life, real people, and real friends. Do not let social media become a substitute for the real-life connections in the world around you.

7) Show Participants the following video: *Be yourself! Are you the same person online as in the real world?* (2:59): https://www.youtube.com/watch?time_continue=3&v=1fw2K28Jl-c

8) Print each Participant a copy of the silhouettes found on the next page or you may have Participants draw their own silhouettes instead. Instruct Participants to draw or write at least 10 qualities that represent each silhouette.

ONLINE FRIEND	**REAL – LIFE FRIEND**
• Always smiling • Never sad • Looks perfect	• Experiences a range of emotions not just happiness • Has problems and is occasionally upset

• Never doing chores or home-work • Never met them in person • Always goes out with friends	• Is not always put together physically • Goes to school and participates in other normal/ "boring" routines • Affectionate • Listens

9) Ask Participants to flip their Real – Life Friend silhouette over. As a group, have Participants think through and write (or draw) ways that they can reduce and/or eliminate online stress? One example includes, reducing the amount of time spent on social media and instead dedicating that time to your family and friends. Other examples: play outside, play an instrument, draw, write a story, go out to the movies, take a nap, or participate in the Tech Timeout Academic Challenge [151]

10) Ask for volunteers to share their silhouettes. Display them throughout the ROOTS space or allow Participants to take them home.

[151] http://techtimeout.com/academicchallenge/

ONLINE FRIEND

REAL - LIFE FRIEND

Activity 43: Personal Information

Length of Activity: 45 Minutes
This activity was adapted from the National Center for Missing and Exploited Children's NetSmartz Workshop. http://www.netsmartz.org

Materials:

- White Board or Large Paper
- Screen with Audio
- Internet Access
- *5 Internet Safety Tips for Kids (00:43)* https://www.commonsensemedia.org/privacy-and-internet-safety
- *What is Personal Information?* (02:41) (Scroll down to Grades 4-6) http://www.netsafeutah.org/kids/kids_videos.html
- *UYN: The NetSmartz Chat Abbreviation: "A Lesson in Personal Safety"* (02:27) https://www.netsmartz.org/NetSmartzKids/NSChatAbbreviation
- *UYN: The Boy Who Loved IM: A Lesson in Instant Messaging* (01:28) https://www.netsmartz.org/NetSmartzKids/BoyWhoLovedIm
- Copies of *Truth or Lie?* Worksheet (1 per Participant)
- Copies of *Internet Safety Contract* (1 per Participant) Please note that there is one for 8-11 years old (labeled Intermediate) and one for 12-15 years old (labeled Middle/High School)
- Writing Utensils

The internet has created new ways for people to communicate and stay connected. Through the internet and other technology, young people can gain media literacy, become technically savvy, construct identities, socialize, and connect to people all over the world. Despite the benefits of computer innovation, social media platforms are one of the common ways that children and youth will be contacted and groomed for trafficking.

Approximately 95% of teens between ages 12-17 years old are online.[152] One in five teenagers who utilize the internet regularly report receiving unwanted sexual solicitation via the internet, only 25% told a parent.[153] Internet sexual predators are known to target teens aged 11 to 15 years old. Teens are increasingly willing to share more personal information online.[154] The FBI reports that by the age of 14, 77% of teens have been contacted by a predator online, 12% of teenage girls admitted to eventually meeting strangers they first met online in person, and chat room strangers are implicated in

[152] Pew Research Center. (2018). *Demographics of Internet and Home Broadband Usage in the United States*. Retrieved from http://www.pewinternet.org/fact-sheet/internet-broadband/
[153] PureSight Online Child Safety. (n.d.). Online Predators - Statistics. Retrieved February 8, 2018, from http://www.puresight.com/Pedophiles/Online-Predators/online-predators-statistics.html
[154] PureSight Online Child Safety. (n.d.). Online Predators - Statistics. Retrieved February 8, 2018, from http://www.puresight.com/Pedophiles/Online-Predators/online-predators-statistics.html

nearly 20% of cases of missing teens aged 15 to 17 each year.[155] Teaching children how to navigate the internet and social media platforms safely is extremely important as internet use and social media sites become more integrated into everyday lives.

SNL Skit: An adult education teacher leads a class on how to set up a Myspace profile, but the majority of the students are creepy middle-aged men looking to meet young teens online.

http://www.nbc.com/saturday-night-live/video/myspace/n12043?snl=1

Discussion Questions:

- What is personal information?
- What are the potential dangers of sharing personal information on social media sites?
- What is the difference between personal and private information?

Activity:

1) Begin a discussion about internet use. Ask Participants:

- Have you ever used the internet before?
- How often do you use the internet?
- What do you use the internet for?
- What can the internet be used for?

For example: To share and/or obtain news, connect with friends and family, watch movies/TV shows, play games, listen to music, check the weather, watch sporting events, and apply for college or a job.

2) Continue the discussion with a focus on social media. Ask Participants:

- What is social media?
- What are popular social media sites? (Facebook, Instagram, Snapchat, Twitter, Musical.ly).
- Why do people use social media?
- Who can use social media?
- How can you access it? From where?
- What information do people share on social media?

[155] Baeza, G. (2010). Girls: Risk Factors, Trends, and Strategies. *San Diego County Office of Education Conference*.

3) Explain that although the internet can be used for a variety of purposes, sometimes it is used in negative ways to deceive or exploit people. Explain that learning about the internet's potential dangers, specifically social media, is important to stay safe while enjoying its benefits.

4) Now show *"5 Internet Safety Tips for Kids"* video clip (00:43): https://www.commonsensemedia.org/privacy-and-internet-safety
After the video, ask Participants to recall the tips and write them on a visible location.

1. Do not give out personal information: home address, school name, or phone number
2. Never send pictures to strangers
3. Keep passwords private except from parents
4. Do not download anything without permission, it may contain a virus
5. Tell an adult if you receive a mean or strange message

5) Continue the discussion by asking Participants what a stranger is. Come up with a simple, easy definition as a group and write it on a visible location.

6) As a group, discuss and record what classifies as *personal* information. For example, first and last name, age, school name, e-mail, home address, phone number, personal photos, etc.

7) Next, play the following three videos:

a) *What is Personal Information?* (02:41)
(Scroll down to Grades 4-6)
http://www.netsafeutah.org/kids/kids_videos.html

b) *UYN: The NetSmartz Chat Abbreviation: "A Lesson in Personal Safety"* (02:27) https://www.netsmartz.org/NetSmartzKids/NSChatAbbreviation

c) *UYN: The Boy Who Loved IM: "A Lesson in Instant Messaging"* (01:28)
https://www.netsmartz.org/NetSmartzKids/BoyWhoLovedIm

8) Have a brief discussion reflecting on the videos. Ask Participants to share their thoughts and reiterate the points made.

- What is personal information?
- Why is it important not to share personal information?
- When confronted with a situation in which Participants are not sure how to respond they should stop and "use their NetSmartz."
- Tell a trusted adult
- Do not meet strangers offline

9) Hand each Participant a *Truth or Lie?* Worksheet and put them in pairs.

10) Explain to Participants that they will be taking turns interviewing one another using the *Truth or Lie?* Worksheet. Instruct Participants to record their partner's responses on their sheet and to also write whether they think their partner is lying or telling the truth.

Inform Participants that they will have the opportunity to ask two questions of their own at the end of the worksheet.

11) Explain to Participants that when it is their turn to be interviewed, they will respond with either a lie or the truth. Instruct Participants not to reveal whether they are being truthful until you direct them to do so at the very end.

12) Allow Participants enough time to be both the interviewer and interviewee.

13) Once every pair has had the opportunity to interview one another, have them go through each question and reveal whether they were being truthful.

14) Bring Participants back together and have a discussion on whether they were able to tell which answers were true and which were lies.

15) Lead a discussion on *how* Participants were able to guess correctly.

For example, their partner's body language such as giggling, taking a long time to respond, looking away, blushing, looking uncomfortable, fidgeting, etc. Discuss how despite the face to face interaction, it is still very difficult to tell whether someone is being truthful.

16) Now ask Participants how they would be able to tell if someone was lying to them over the internet? Stress to the group that unlike a face to face interaction where you may use someone's body language cues, you have no true way of knowing whether someone is being truthful through a screen. Remind Participants that even if someone seems friendly and trustworthy online, that does not mean they are being truthful.

17) Continue the activity by asking Participants if sharing your personal thoughts and feelings over the internet is a safety risk. For example, posting something like:

a) "My mom made me so mad today!
b) "I hate living here!"
c) "I love my sister."
d) "My dog is so cute!"

18) Have a conversation with your group about how sharing this information can also be potentially dangerous. Explain how a *stranger* may use this information to manipulate you, for example:

a) A stranger may now ask you why you are mad at your mom and allow you to vent. They may seem like they care about you and what you are going through, only to gain your trust.
b) Again, you have now told someone you are mad/sad, which they can use to start a conversation with you. They may then offer you a place to sleep or live.
c) A stranger now knows you have a sister and that you care about her a lot. They could pretend to relate to you by saying they too have a sister.
d) Again, you have now told a stranger a personal fact about you, that you have a dog and care for it a lot. They can use this to start a conversation with you by asking things like, "let's meet up for a doggie play date?"

19) Go through the list of questions on the *Truth or Lie?* Worksheet as a group and discuss the potential harms in sharing those personal thoughts and feeling with people you do not know.

20) Recap today's activity by going over the *Internet Safety Contract* and have Participants sign their names. Please note that there is one for 8-11 years old (labeled Intermediate) and one for 12-15 years old (labeled Middle/High School)

Truth or Lie? Worksheet **Participant Name:** _____

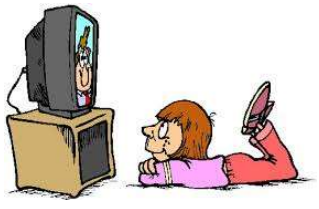
Where do you live?

Do you have any pets?

How old are you?

Can I have your e-mail address?

What's your favorite sport?



What TV shows do you like?

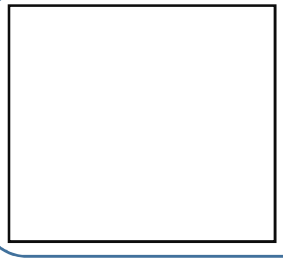
Give me your number.

What kind of music do you listen to?

What is your name?

Where do you go to school?

_____



_____

Internet Safety Worksheet

My Rules for Internet Safety

Intermediate

I will use the Internet responsibly. That means making smart decisions about what I look at, who I talk to, and what I say. I pledge to be safer online by following these rules:

1. I will tell my trusted adult if anything makes me feel sad, scared, or confused.

2. I will ask my trusted adult before sharing information like my name, address, and phone number.

3. I won't meet face-to-face with anyone from the Internet.

4. I will always use good netiquette and not be rude or mean online.

signed .....

signed .....

NetSmartz Workshop
A PROGRAM OF THE NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

Watch videos and play games at NetSmartzKids.org

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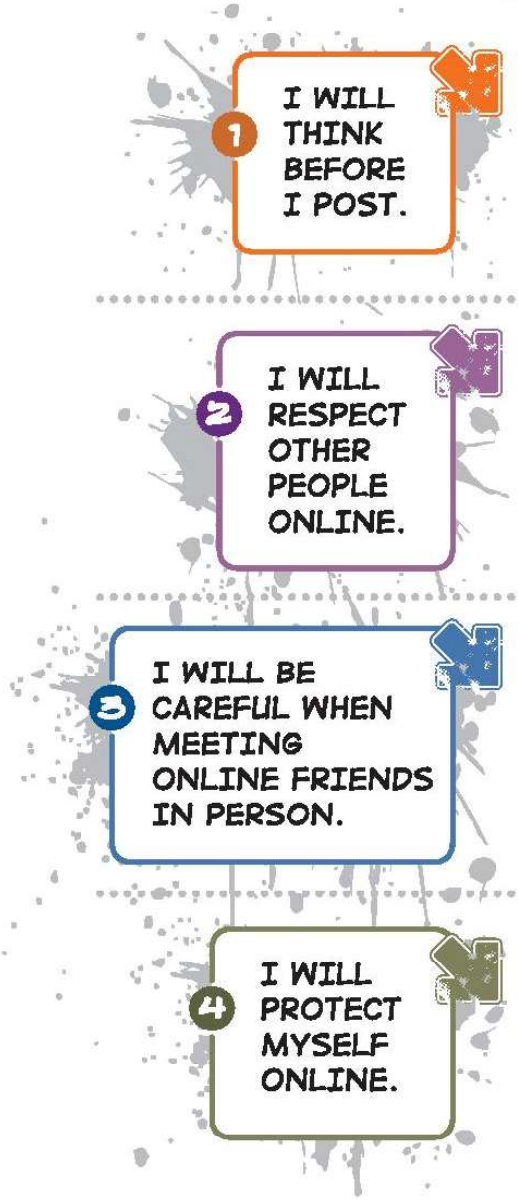
Internet Safety Rules

Middle School ▪ High School



1 I WILL THINK BEFORE I POST.

I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as

- » cell & home phone numbers
- » home address
- » sexual messages
- » inappropriate pictures and videos

2 I WILL RESPECT OTHER PEOPLE ONLINE.

I will not

- » post anything rude, offensive, or threatening
- » send or forward images and information that might embarrass, hurt, or harass someone
- » take anyone's personal information and use it to damage his or her reputation

3 I WILL BE CAREFUL WHEN MEETING ONLINE FRIENDS IN PERSON.

I agree to

- » ask my parent or guardian's permission
- » have a parent or guardian accompany me
- » meet in a public place

4 I WILL PROTECT MYSELF ONLINE.

If someone makes me feel uncomfortable or if someone is rude or offensive, I will

- » not respond
- » save the evidence
- » tell my parent, guardian, or another trusted adult
- » report to the website, cell phone company, cybertipline.com, or the police

SIGNED

SIGNED

NetSmartz Workshop
A PROGRAM OF THE NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

Watch videos and play games at NSTeens.org

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Activity 44: Online Chatting - Friend or Fake?

Length of Activity: 45 Minutes
This activity was adapted from the National Center for Missing and Exploited Children's NetSmartz Workshop. https://www.netsmartz.org/TeachingResources

Materials:

- Screen with Audio
- Internet Access
- *UYN: Friend or Fake? "A Lesson in Online Friendships"* (04:12) https://www.netsmartz.org/NSTeens/FriendOrFake
- Device to Play Music
- Chairs
- Copy of "Internet Safety: Musical Chairs Questions" for Facilitator

Being able to chat online at any hour of the day with someone you may never see, or meet, can be dangerous. While online chatting is a growing trend, it is important to teach children and adolescents the dangers associated with online chatting. We can empower children and youth to use safe practices when chatting with their friends or a stranger.

Discussion Questions:

- What are some of the red flags to look for when chatting with someone online?
- What should you do if someone wants to meet you offline (in person)?

Activity:

1) In the previous activity (Activity 43: Personal Information), we learned about UYN and personal information. Who remembers what UYN stands for? (elicit responses)
    - Answer: Use Your NetSmartz

2) We also talked about personal information. Who remembers what is considered personal information? (elicit responses)
    - Examples: Name, age, location, address, e-mail, passwords, and in some instances personal thoughts and feelings

3) Last week we also signed the *Internet Safety Contracts*. Does anybody remember what the rules of the contract were?
    - I will tell my trusted adult if anything makes me feel sad, scared, or confused.
    - I will ask my trusted adult before sharing information like my name, address, and phone number.
    - I will not meet face-to-face with anyone from the internet.

- I will always use good netiquette and not be rude or mean online (digital citizenship).

Common Sense Education. Digital Citizenship
https://www.commonsense.org/education/digital-citizenship

4) Are there any other rules and/or tips that we forgot?
Below is a list from the *"5 Internet Safety Tips for Kids"* video clip (00:43) in Activity 43: https://www.commonsensemedia.org/privacy-and-internet-safety

1. Do not give out personal information: home address, school name, or phone number
2. Never send pictures to strangers
3. Keep passwords private except from parents
4. Do not download anything without permission, it may contain a virus
5. Tell an adult if you receive a mean or strange message

5) Now inform Participants that the next video clip is about chatting with strangers online. Watch *UYN: Friend or Fake? "A Lesson in Online Friendships"* (04:12)
https://www.netsmartz.org/NSTeens/FriendOrFake

6) Lead a discussion with Participants, prompting them to share their thoughts on the video. You may use the following questions as a guide:

1. Did you think "Tracy" was real or fake?
2. What are the *facts* that support that she is real?
3. Which facts support that she is fake?
4. Or are there no hard facts to be 100% sure either way?
5. If you can't be sure, what's the best course of action?
6. Weigh the pros and cons as a group.

7) Transition into the next step and explain to the group that you will be playing musical chairs.

8) Musical Chairs Set-Up: Instruct Participants to organize chairs in a circle in the center of the room.

- Ask Participants if they have ever previously played musical chairs?

- Now explain that in this version of musical chairs you will be adding a step.

9) Provide them with instructions:

a. If you are the person left standing I am going to ask you a question based on what we have been learning or give you a scenario, then you are going to tell me if this 1) raises a red flag and 2) what you would do.
b. If the person does not know the answer or guesses incorrectly, I will ask the same question again to the next person, so don't say it aloud!

c. If you get the question correct you can stay in the game, if you get the question wrong, you're out of the game.

d. Remind Participants of a few safety guidelines before beginning:

    - Keep your hands to yourself
    - Be gentle (no pushing, shoving, etc.)
    - Be respectful of others
    - Do not answer the question for someone else

10) Let's begin. Use the "*Internet Safety: Musical Chairs Questions"* guide on the following page.

11) Ask Participants to recap today's activity and encourage them to share or add any of their own experiences relating to internet safety.

Internet Safety: Musical Chairs Questions

Questions do not need to be asked in order. Mark off the answers that Participants have given so that you do not repeat the same questions.

1) There are five rules from the "5 Internet Safety Tips for Kids" video we watched, what is one of the rules?
   (You may ask this question until Participants have named each rule)
   a. Do not give out personal information
   b. Never send pictures to strangers
   c. Keep passwords private
   d. Do not download anything without permission
   e. Tell an adult if you receive a mean or strange message

2) What is one example of personal information?
   (You may ask this question several times)
   a. Name
   b. Address
   c. School Name
   d. Password
   e. Phone number
   f. E-mail
   g. Age
   h. In some instances, personal thoughts and feelings

3) What information is okay to share with an online friend and what information is not okay to share with an online friend?
   a. Okay to share favorite food, color, movie, toy, game, book.
   b. NOT okay to share *personal information* (see question 2)

Red Flag Scenario Questions:

4) You forgot to message your online friend today. The next time you get online, he/she makes you feel guilty.
   a. Red flag! Your friend could be trying to control you by manipulating your feelings.

5) Your online friend asks for your home address because they want to send you a gift.
   a. Red flag! This is personal information!

6) Your online friend asks you what your favorite movie is.
   a. No flag.

7) Your online friend offers to send you a cell phone.

a. Red flag! Accepting gifts from people can make it hard to tell them no.

8) Your online friend asks for a picture of you.
    a. Red flag! This is personal information.

9) Your online friend tells you something that makes you uncomfortable and asks you to keep it a secret.
    a. Red flag! No one should ask you to keep a secret that makes you uncomfortable.

10) Your online friend sends you a popular music video.
    a. No flag.

11) Your online friend offers to send you a bus ticket so that you can visit them.
    a. Red flag! No one should try and meet you without your parents'/caregivers' permission.

12) Your online friend asks if you want to play her/him in an online game.
    a. No flag.

13) Your online friend does not want your trusted adult to know about him or her.
    a. Red flag! No one should ask you to keep secrets from your trusted adults.

14) You play basketball and so does your online friend. He/she asks to come watch one of your games.
    a. Red flag! This could be a sneaky way of trying to meet face-to-face.

15) Give me an example of something an "online fake" would say that would raise a red flag? (You may ask this question several times)
    a. What's your home address?
    b. Let's just keep this between you and me.
    c. Why won't you tell me? Don't you trust me?
    d. Do you want to meet in person?

Activity 45: Online Friend Role-Playing Script

Length of Activity: 45 Minutes
This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Copies of *Participant ROOTS Script*: *Online Friend* (1 per Participant)
- Copy of *Facilitator's Guide ROOTS Script: Online Friend*

Discussion Questions:

- What are the red flags in this role-playing script?
- How can we respond?

Activity:

1) Begin today's lesson by explaining to Participants that they will be role-playing from a script, *ROOTS Script*: *Online Friend.*

2) Cue Participants to pay attention to Personal Information that was given out. They should also pay attention to times where the "Online Friend" was inappropriate or pressuring the "Boy/Girl." You may have the same two Participants read the entirety of the script or have a new pair for each section.

3) Now that you have discussed today's activity, have Participants read the script.

NOTE: If the Script is too difficult for Participants to read, the Facilitator may adapt the script and shorten it, or read the script outload. The Facilitator should also change the name(s) in the script to best fit the ROOTS audience.

4) Discuss some or all the red flags as you go through the script. See which ones the Participants come up with on their own. Refer to the *Facilitator's Guide ROOTS Script: Online Friend* as a guide to *some* of the Red Flags.

5) After reading the script, ask Participants if they think the online friend is a boy or a girl. How old is the online friend? What do they *really* know about the online friend?

6) After discussing red flags, have Participants re-enact portions of the script, but this time instruct them to use their NetSmartz.

7) Pick a section for two new Participants to read, one to play the "Online Friend" and the other to play the "Boy/Girl"

8) Remind Participants to maintain the "role" of the characters. The "Online Friend" should remain persuasive, convincing, manipulative, and/or controlling. However, the "Boy/Girl" can go off script and respond using their NetSmartz and safe practices of internet chatting.

9) Have a few different pairs come to the front of the room and act out different scenes/sections from the script where they use their NetSmartz. Alternatively, you may also have Participants split into pairs and come up with their own scenarios. One person should play the "Online Friend" and the other should play herself/himself using NetSmartz.

10) End the activity with a reflection and discussion on the differences between the "Boy/Girl" who used his NetSmartz and the one who did not.

- Boy/Girl who did NOT use NetSmartz
    - Gave out personal information
    - A stranger could potentially find them in person
    - A stranger might exploit or take advantage of them
    - Boy/Girl might feel obligated if he/she accepts gifts from the online friend and that could put him/her in an uncomfortable situation
    - Did *not* talk to an adult

- Boy/girl who DOES use NetSmartz
    - Does NOT share personal information
    - Shares with a trusted adult that a stranger is asking for personal information, or wanting to send gifts, making them feel weird, confused, upset, or uncomfortable
    - Stops talking to the online friend
    - Will not agree to meet the online friend in person

Facilitator's Guide
Online Friend: ROOTS Script

Online Friend: Hey! I saw your Instagram photo at the beach. That is so cool that you surf! I have always wanted to learn.

Where did this person see my photo? How did they have access to it? Check your account privacy settings.

Boy/Girl: Oh yeah, it's so much fun! You should definitely learn. Do I know you, by the way?

Online Friend: Oh sorry, forgot to introduce myself. Yeah, I went to elementary school with your cousin. I don't know if we've ever met in person, but I've heard all about you.

Which cousin? How do you know this is true information? Maybe there are photos on your social media account of you with your cousin.

Boy/Girl: Oh, you went to Rosewood Elementary too?

Online Friend: Yep!

Giving away private information! Even though this is about the cousin, if this is a fake person it could alert them to what area you live in.

Boy/Girl: What has my cousin told you about me?

Online Friend: Just that you're so funny and are always playing pranks on people, that you're really great at sports, and have good taste in music. When your cousin talked about you I always thought that me and you would get along and be good friends.

Boy/Girl: Yeah, I wonder why my cousin never introduced us. Well, we can be friends now!

******* 2 months later *******

Online Friend: Hey *(name)*! Sorry to hear about your dog. I know how special Fluffy was to you.

Boy/Girl: I'm so bummed about it. Fluffy was really like my best friend. We shared so many memories together and he would always come with me and cheer me on (by barking) at Ocean Beach.

Online Friend: My puppy, Vader, means the world to me too. I can't imagine what it would be like to lose him. I'm here if you want to talk about it.

Boy/Girl: Thanks. None of my friends have dogs so they don't understand. They think it's silly that I'm so upset. They keep telling me to just get another dog.

Online Friend: Those don't sound like very nice friends. Well you can trust me and tell me whatever you want, I'll never make fun of you. I'll always be here to listen…. or play World of Warcraft with!

This online friend may seem nice but be wary when people make too much effort to earn your trust. Also, just because they ***say*** they are trustworthy and a good friend, it does not mean that they are. You do not know this person in real life, they could be manipulating you.

Boy/Girl: Haha, thanks. You're a great friend. Alright, I gotta go. My mom is calling me for our weekly Taco Tuesday dinner at Roberto's!

Personal information! You told the stranger that you are normally at Roberto's on Tuesdays! They can look up the address of this restaurant online and know exactly where you are. They can use this information to find other businesses and landmarks in the area and bring them up in conversation. For example, if a map says there's a skate shop across the street from Roberto's, your online friend could tell you in a conversation "I love going to the Skate Shop near Roberto's!" This could make you feel like you can trust them more and that they really are a kid from your neighborhood.

******* 2 months later *******

Online Friend: Hellooo? Where are you?! I've been waiting for you to play World of Warcraft! It's not like it's Taco Tuesday, you should be home!

This is controlling behavior. If you made an appointment to play a game online, it is not the same thing as planning to hang out with someone in person that you know in real life. Things may come up and you cannot always be readily available for someone online. It's unfair for someone to expect you to be available to them at all times.

Boy/Girl: Hey! Sorry, my little sister had a soccer tournament that went overtime. We were at the park longer than I thought we would be. My mom got us pizza for dinner from Baja Pizzeria across the street, omg it's sooo good.

Personal information…. Again!

Online Friend: Well that's not cool, you should have told me if you were going to be late. You better make it up to me!

Someone should not make you feel bad for meeting them online. They also should not make you feel guilty by saying things like "you owe me" or "you better make it up to me."

Boy/Girl: haha

Online Friend: I'll call in my favor when it's the right time.

******* 2 months later *******

Boy/Girl: Hey! How are you?

Online Friend: I'm alright. School was pretty tough today though, so I'm glad it's almost Christmas break!

Boy/Girl: Me too. I can't wait to see all my family next week! My grandpa is flying in from San Francisco. I haven't seen him in so long, and he wants to see my soccer trophy.

Online Friend: I saw the pictures you posted from the tournament. What team are you on?

Posting photos could have personal information in them (example: team name, parks, home address in background, school in background, etc.…)

Boy/Girl: The San Diego Tigers. We're celebrating tonight at California Pizza Kitchen in La Mesa. It's going to be a lot of fun. I should actually go get ready now. I'll talk to you later!

Personal information!

******* 2 months later *******

Online Friend: How was your birthday party last week? Sorry I couldn't make it. I was busy.

Boy/Girl: That's alright. It was a lot of fun! My friend Alex posted the pictures, but I haven't gotten around to looking at them yet.

Online Friend: I would love to see those pictures! Oh, it looks like their profile is on a private setting. Could I sign in on your profile to see them?

Boy/Girl: If you want to wait a bit, I'll show you some later.

Online Friend: I just want to see one of my closest friends having fun! I won't do anything weird, I promise! You owe me, remember?!

Boy/Girl: Alright. You have my email, and my password is just my last name with my birthdate on the end.

Cashing in a favor or making someone feel like they "owe" you for something isn't right. This isn't being respectful of your privacy and is using manipulation tactics. You should never give out your password, last name, or birthdate! Discuss why.

******* 2 months later *******

Online Friend: Hey! Guess what, my dad got that new job! That means he can get me free iPhones like I told you about!

Boy/Girl: Woah, that is so cool! I'm jealous you'll have a new iPhone. You'll be able to play games whenever you want, watch videos, listen to music, and text whoever you want and take pictures!

Online Friend: I just checked, he said he can send you one! I'll send it over to you and then we can text each other all the time. What's your address?

When an online friend wants to send you a gift, it can be a form of manipulation. They are gaining your trust and building rapport. They may later remind you that they bought

you a gift and hold it over your head, again, making you feel like you "owe" them something. You should also never give out your home address to someone you do not know in person.

Boy/Girl: *(how would you respond?)*

******* 2 months later *******

Online Friend: It's been great getting to know you these last few months. But I'm sick of only talking online. Let's finally meet in person, it will be so much more fun! Are you free tonight?

Boy/Girl: I would love to, but I have a test tomorrow that I really need to study for.

Online Friend: Aww that sucks! You're one of my best friends now and I was really looking forward to seeing you tonight.

Boy/Girl: I know, but my parents would never let me out on a school night anyways.

Online Friend: You could always sneak out of the house.

Boy: What? No, I might get in trouble.

Online Friend: They'll never know. Just climb out your window.

Boy/Girl: I've never done that before. Besides, Alex just got caught trying to sneak out and is in a ton of trouble with his parents. Alex can't even go to soccer practices this week.

Online Friend: Well that's just because Alex got caught. You won't get caught. C'mon we can make that cool YouTube video we've been talking about with our iPhones! Don't you want to get YouTube famous and make a bunch of money?

Boy/Girl: Yeah, but tonight's not good. Can we do it next week?

Online Friend: I thought you cared more than that. I was there for you when your dog died and rooted for you when you were in the soccer playoffs and sent you a new iPhone! Don't you care about anything I do for you?

Manipulation, guilt, feeling like you owe something to someone. These are all manipulation tactics. Just because someone keeps saying they care about you does not really mean that they do. It's about how they *treat* you, and their *actions.* If they are making you feel bad or uncomfortable, they are not being a good friend. Also, there is no way to see someone's actions if you only know them online.

Boy/Girl: I do, but I want to get an A in this class. I want to get into a good college after high school.

Online Friend: You'll still pass the class. That's all that you really need to do you know. Colleges don't care all that much about grades. Let's just meet up, don't be a wimp. You're such a scaredy cat, you won't get caught.

Boy/Girl: I don't know…

Participant ROOTS Script

Online Friend

Online Friend: Hey! I saw your Instagram photo at the beach. That is so cool that you surf! I have always wanted to learn.

Boy/Girl: Oh yeah, it's so much fun! You should definitely learn. Do I know you, by the way?

Online Friend: Oh sorry, forgot to introduce myself. Yeah, I went to elementary school with your cousin. I don't know if we've ever met in person, but I've heard all about you.

Boy/Girl: Oh, you went to Rosewood Elementary too?

Online Friend: Yep!

Boy/Girl: What has my cousin told you about me?

Online Friend: Just that you're so funny and are always playing pranks on people, that you're really great at sports, and have good taste in music. When your cousin talked about you I always thought that me and you would get along and be good friends.

Boy/Girl: Yeah, I wonder why my cousin never introduced us. Well, we can be friends now!

******* 2 months later *******

Online Friend: Hey *(name)*! Sorry to hear about your dog. I know how special Fluffy was to you.

Boy/Girl: I'm so bummed about it. Fluffy was really like my best friend. We shared so many memories together and he would always come with me and cheer me on (by barking) at Ocean Beach.

Online Friend: My puppy, Vader, means the world to me too. I can't imagine what it would be like to lose him. I'm here if you want to talk about it.

Boy/Girl: Thanks. None of my friends have dogs so they don't understand. They think it's silly that I'm so upset. They keep telling me to just get another dog.

Online Friend: Those don't sound like very nice friends. Well you can trust me and tell me whatever you want, I'll never make fun of you. I'll always be here to listen…. or play World of Warcraft with!

Boy/Girl: Haha, thanks. You're a great friend. Alright, I gotta go. My mom is calling me for our weekly Taco Tuesday dinner at Roberto's!

******* 2 months later *******

Online Friend: Hellooo? Where are you?! I've been waiting for you to play World of Warcraft! It's not like it's Taco Tuesday, you should be home!

Boy/Girl: Hey! Sorry, my little sister had a soccer tournament that went overtime. We were at the park longer than I thought we would be. My mom got us pizza for dinner from Baja Pizzeria across the street, omg it's sooo good.

Online Friend: Well that's not cool, you should have told me if you were going to be late. You better make it up to me!

Boy/Girl: haha

Online Friend: I'll call in my favor when it's the right time.

******* 2 months later *******

Boy/Girl: Hey! How are you?

Online Friend: I'm alright. School was pretty tough today though, so I'm glad it's almost Christmas break!

Boy/Girl: Me too. I can't wait to see all my family next week! My grandpa is flying in from San Francisco. I haven't seen him in so long, and he wants to see my soccer trophy.

Online Friend: I saw the pictures you posted from the tournament. What team are you on?

Boy/Girl: The San Diego Tigers. We're celebrating tonight at California Pizza Kitchen in La Mesa. It's going to be a lot of fun. I should actually go get ready now. I'll talk to you later!

******* 2 months later *******

Online Friend: How was your birthday party last week? Sorry I couldn't make it. I was busy.

Boy/Girl: That's alright. It was a lot of fun! My friend Alex posted the pictures, but I haven't gotten around to looking at them yet.

Online Friend: I would love to see those pictures! Oh, it looks like their profile is on a private setting. Could I sign in on your profile to see them?

Boy/Girl: If you want to wait a bit, I'll show you some later.

Online Friend: I just want to see one of my closest friends having fun! I won't do anything weird, I promise! You owe me, remember?!

Boy/Girl: Alright. You have my email, and my password is just my last name with my birthdate on the end.

******* 2 months later *******

Online Friend: Hey! Guess what, my dad got that new job! That means he can get me free iPhones like I told you about!

Boy/Girl: Woah, that is so cool! I'm jealous you'll have a new iPhone. You'll be able to play games whenever you want, watch videos, listen to music, and text whoever you want and take pictures!

Online Friend: I just checked, he said he can send you one! I'll send it over to you and then we can text each other all the time. What's your address?

Boy/Girl: *(how would you respond?)*

******* 2 months later *******

Online Friend: It's been great getting to know you these last few months. But I'm sick of only talking online. Let's finally meet in person, it will be so much more fun! Are you free tonight?

Boy/Girl: I would love to, but I have a test tomorrow that I really need to study for.

Online Friend: Aww that sucks! You're one of my best friends now and I was really looking forward to seeing you tonight.

Boy/Girl: I know, but my parents would never let me out on a school night anyways.

Online Friend: You could always sneak out of the house.

Boy/Girl: What? No, I might get in trouble.

Online Friend: They'll never know. Just climb out your window.

Boy/Girl: I've never done that before. Besides, Alex just got caught trying to sneak out and is in a ton of trouble with his parents. Alex can't even go to soccer practices this week.

Online Friend: Well that's just because Alex got caught. You won't get caught. C'mon we can make that cool YouTube video we've been talking about with our iPhones! Don't you want to get YouTube famous and make a bunch of money?

Boy/Girl: Yeah, but tonight's not good. Can we do it next week?

Online Friend: I thought you cared more than that. I was there for you when your dog died and rooted for you when you were in the soccer playoffs and sent you a new iPh-one! Don't you care about anything I do for you?

Boy/Girl: I do, but I want to get an A in this class. I want to get into a good college after high school.

Online Friend: You'll still pass the class. That's all that you really need to do you know. Colleges don't care all that much about grades. Let's just meet up, don't be a wimp. You're such a scaredy cat, you won't get caught.

Boy/Girl: I don't know…

Activity 46: Entertainment Media Literacy

Length of Activity: 60 - 90 Minutes

Materials:

- Screen with Audio
- Internet Access
- *#HatchKids Discuss Male Gender Stereotypes* (02:43) https://youtu.be/QxYvhh1hQvk
- The Presentation Project. *Rewrite the Story* (2:28) https://vimeo.com/86728310
- *How to make ABS 6 pack in Adobe Photoshop* (02:42) https://youtu.be/jbKvLI01LwM
- Copies of "Men and Women in Media and Magazines" Handout (1 per 2-3 Participants)
- Copies of *My Strengths and Qualities* Worksheet (1 per Participant)
- Writing Utensils

Men and women are portrayed very differently in media. There are different expectations for how men and women should look and behave. The success of a man or woman is also measured differently across the two genders. According to a Pew Research Center study in 2015, 92% of teens go online daily.[156] There are differences in how boys and girls use the internet too. Boys are more likely to play video games and girls are more likely to use Instagram and Snapchat.[157] With many children and teens owning smartphones today, this means they are constantly being exposed to gender stereotypes in media. Naturally, there are social comparisons, learning what you are "supposed" to look like, how to behave, what gets the most attention ("likes" and "shares") can often result in an unhealthy pathway to validation from others.

Social media literary allows children and youth to discern the difference between what is real and what is not, and it imparts them with the critical skills necessary to analyze what they are exposed to and remain safe. This module will examine the different ways men and women are portrayed in media.

Why I'm done trying to be "Man Enough", Justin Baldoni's January 2018 TED Talk (18:32) https://www.ted.com/talks/justin_baldoni_why_i_m_done_trying_to_be_man_enough

The Representation Project's *The Mask You Live In* (03:09) https://www.youtube.com/watch?v=hc45-ptHMxo

[156] Lenhart, A. (2015). Teens, social media and technology overview 2015: Smartphones facilitate shifts in communication landscape for teens. *Pew Research Center*, (April), 1–47. http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/

[157] Ibid.

The Representation Project (02:27)
http://therepresentationproject.org/about/

The Representation Project. *Miss Representation Trailer* (02:48)
http://therepresentationproject.org/film/miss-representation/

Talking to Kids About Gender Stereotypes- Tip Sheet
http://mediasmarts.ca/tipsheet/talking-kids-about-gender-stereotypes-tip-sheet

Discussion Questions:

- What are the differences between how men/boys and women/girls are portrayed in the media?
- What are the expectations of what a man/boy and a woman/girl should be like according to images received in the media?
- How can we be smart when interpreting media messages?

Activity:

1) Begin a discussion with Participants about how they see boys and men/girls and women presented in the media. This could be from their favorite TV show, magazines, books, musician, movie, social media, celebrities, commercials, etc.

2) Write the descriptions on the board and then discuss if these are qualities that can also be applied to the opposite sex?

Example:

Boys/Men	Girls/Women
• Strong • Masculine • Fit • Successful • Rich • Fancy cars • Take care of family (financially) • Tall • Into sports • Heroes • Always getting the girl • Not emotional • Doesn't cry • Playing sports **Stereotypical "Characters"** • **The Joker** is a very popular character with boys, perhaps because laughter is part of their own "mask of masculinity." A	• Weak • Feminine • Thin • Reliant on husbands for finances • Enjoy make-up and dolls • Dancing/gymnastics vs. sports • Need saving from a man • Emotional/dramatic • Too sensitive and cry • Can't be aggressive/assertive, have to be pursued by the man • Incapable of taking care of themselves • Can't fix things, always need help • Ditzy • Objectified and sexualized in the media **Stereotypical "Characters"** • **The Gold Digger** is a common character associated with females in movies and television shows.[159] As the gold digger,

[159] 22 Female Stereotypes in Movies That Need to Stop. (2018, June 24). Retrieved November 21, 2018, from https://www.she-knows.com/entertainment/slideshow/810/female-stereotypes-in-film-that-make-us-yawn/19/

potential negative consequence of this stereotype is the assumption that boys and men should not be serious or emotional. However, researchers have also argued that humorous roles can be used to expand definitions of masculinity.	women spend most of the time creating devious plans about how to "trap" a man and marry him for his money and status. A negative consequence of this stereotype is the normalization of the belief that women only want men because of their money.
• **The Jock** is always willing to "compromise his own long-term health; he must fight other men when necessary; he must avoid being soft; and he must be aggressive." By demonstrating his power and strength, the jock wins the approval of other men and the adoration of women.	• **The Sex Kitten** is a young woman that has a lot of sex appeal and is highly seductive. She typically plays the cheerleader and is very popular amongst the other female characters in the movie.
• **The Strong Silent Type** focuses on "being in charge, acting decisively, containing emotion, and succeeding with women." This stereotype reinforces the assumption that men and boys should always be in control, and that talking about one's feelings is a sign of weakness.	• **The Femme Fatale** is extremely attractive, and she knows it! However, she is also very deadly and knows how to manipulate men through her irresistible feminine ways. [160]This role reinforces the stereotypes that women use their looks to get what they want from men.
• **The Big Shot** is defined by his professional status. He is the "epitome of success, embodying the characteristics and acquiring the possessions that society deems valuable." This stereotype suggests that a real man must be economically powerful and socially successful.	• **The Nasty Corporate Climber** is a woman in a professional career who will betray colleagues and do anything it takes for a promotion. This stereotype suggests that a professional woman is a bitch.
• **The Action Hero** is "strong, but not necessarily silent. He is often angry. Above all, he is aggressive in the extreme and, increasingly over the past several decades, he engages in violent behavior."	• **The Disposable Women** is typically the accessory of the protagonist. The female either plays the wife, girlfriend, mother, or daughter. A common purpose of this role is to give the protagonist a reason to get revenge. Usually the female suffers extreme forms of violence such as kidnapping or murder. [161]
• **The Buffoon** commonly appears as a bungling father figure in TV ads and sitcoms. Usually well-intentioned and lighthearted, these characters range from slightly inept to completely hopeless when it comes to parenting their children or dealing with domestic (or workplace) issues.[158]	• **The Psycho Ex-Girlfriend** [162]commonly appears in movies as "crazy." The insane ex-girlfriend often gets turned into the villain. A negative consequence of this stereotype is that it portrays women as being vengeful and jealous. This normalizes and justifies the man's actions that contributed

[158] Media Smarts: Canada's Centre for Digital and Media Literacy. (n.d.). Common Stereotypes of Men in Media. Retrieved February 16, 2018, from http://mediasmarts.ca/gender-representation/men-and-masculinity/common-stereotypes-men-media
[160] Ibid.
[161] Ibid.
[162] Media Smarts: Canada's Centre for Digital and Media Literacy. (n.d.). Common Stereotypes of Men in Media. Retrieved February 16, 2018, from http://mediasmarts.ca/gender-representation/men-and-masculinity/common-stereotypes-men-media

	to the break up (i.e. cheating in their relationship) by characterizing the woman as out of line or crazy.

3) Below is a set questions and topics to guide the discussion with your group.

- Do these qualities make you a good or bad person?
- Are they specific to boys and girls?
- Girls are known for being "emotional," but why is it a negative thing to be self-aware and expressive?
- Boys are supposed to be strong and be into sports. Why is this seen as a strength? Boys can have other interests, passions, and knowledge and be interesting, intelligent, and successful people.
- Can boys be into dance? They are male ballet dancers, hip-hop dancers, and contemporary dancers.
- Can girls be into sports? There are many women and girls who are professional sports players.
- Do we have to adhere to gender norms when choosing toys and games we are interested in?

4) Watch: *#HatchKids Discuss Male Gender Stereotypes* (02:43)
https://youtu.be/QxYvhh1hQvk

5) Then watch: The Presentation Project. *Rewrite the Story* (2:28)
https://vimeo.com/86728310

6) As a group, discuss and reflect on the videos. Did the Participants agree or disagree with statements? Was it relatable?

- "That's the man wearing the pants, so that shows the man is in charge."
- "It means to not cry, not be a sissy."
- "Men work hard and do all the sports and stuff."
- "Man-up means toughen up and unemotional go through it."
- "I like drawing and I like birds and flowers."
- "It's very stereotypical to assume that only girls can wear pink and play with princess dolls."
- "My uncle is a chef and my dad cooks all of our food."
- "I love crafting. I'll do origami sometimes."
- "I play with girl toys and boy toys. I don't really care which one is meant for boys or for girls, I just play with them. They're toys!"

Point out that the kids in the video seemed comfortable stating their interests and doing what brought them joy regardless of gender norms.

Steps #6-8 should be discussed with a group that is 12 years of age or older.

7) Next, have Participants split into groups of 2-3. Hand out the *Men and Women in Media and Magazines* handout. Ask Participants to discuss amongst their groups how the men and women are being portrayed.

8) Once Participants have had the opportunity to share and discuss, guide them through a Facilitator-led discussion using the following points:

- Are there differences in clothing?
- Can you tell what sport the men play? How about the women?
- What messages are being perceived from these images?
    - Women are valued for their bodies and need to be sexy and look good
    - Men are valued for their intelligence and accomplishments

9) Discuss with Participants if this is fair and/or accurate? How do the Participants want to be valued by their peers, family, teachers, and society? How do they think girls and boys would want to be valued?

10) Explain to Participants that there is a growing trend to educate girls about the harmful messages in the media, but that messaging for boys has not been addressed as much. It is up to us to not say things like, "You hit like a girl" or "Sissy." By doing so, we reinforce the idea that girls are weaker or less than boys. Remember, not everything that you see in the media is real.

11) Ask Participants how often they see a photo or video and feel pressured to conform or fit in with the gender stereotypes of a boy or girl?

12) Watch video: *How to make ABS 6 pack in Adobe Photoshop* (02:42)
https://youtu.be/jbKvLI01LwM

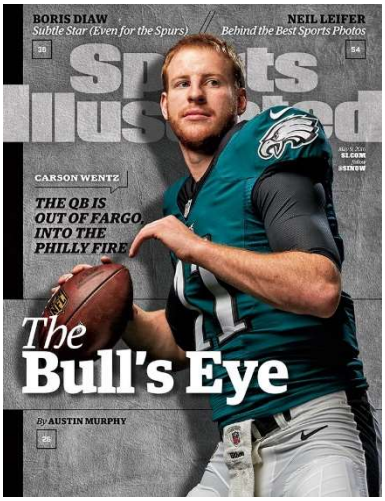
13) Reflect on the video with Participants. Ask them to think twice the next time they see perfect photos of celebrities, actors, models, musicians, etc. Remind the group that body hair, acne, wrinkles are all part of being human.

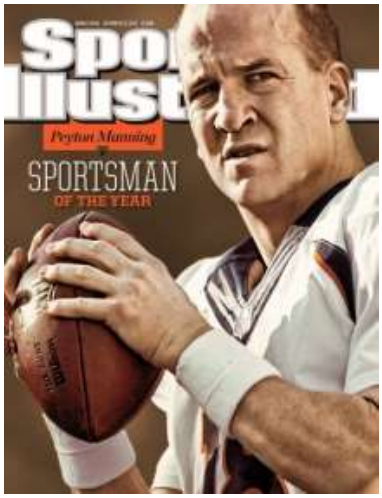
14) Hand out *My Strengths and Qualities* worksheet (adapted from TherapistAid.com) and instruct Participants to fill it out.

15) Allow time for Participants to share some of what they wrote and discuss it as a group. Conclude the session by reminding Participants that these are the truly important qualities in a person regardless of gender, appearance, and pressures from media messages, qualities that stretch far beyond physical traits.

Men and Women in Media and Magazines

min age 12+





Project ROOTS

Participant Name: _____

My Strengths and Qualities

Things I am good at:

1. _____
2. _____
3. _____

Compliments I have received:

1. _____
2. _____
3. _____

What I like about my appearance:

1. _____
2. _____
3. _____

Challenges I have overcome:

1. _____
2. _____
3. _____

I've helped others by:

1. _____
2. _____
3. _____

Things that make me unique:

1. _____
2. _____
3. _____

What I value the most:

1. _____
2. _____
3. _____

Times I've made others happy:

1. _____
2. _____
3. _____