



Website TBC...

LEARNING OBJECTIVES



- 1 **Understand;**
safe sites and safe online activity
- 2 **Discuss;**
proactive ways for teens to avoid risky behaviour online
- 3 **Understand concepts of ;**
privacy offline and online
- 4 **Realise why ;**
businesses and companies collect your information online
- 5 **Recognise that ;**
websites are required to post privacy policies

Using the Internet

Many adults fear that

teens use the Internet to connect with strangers. In reality most teens use the Internet to keep in touch with people they already know, or explore their interests in topics.

Teens at risk might seek reassurance, friendship, or acceptance through relationships that they develop online.



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**As is*

Using the Internet

Some questions to ask yourself if communicating with someone online

- Has the person asked to keep anything about our relationship a secret?
- Has this person hinted at or asked about anything sexual?
- Have I felt pressured or manipulated by this person?
- Do I feel true to myself – sticking to my values – when I communicate with this person?



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What to do

- Change it up. If something feels like it might be getting risky, it probably is. Try changing the subject, making a joke, or saying they want to talk about something else. If they still feel pressured or uncomfortable, they need to take further action.

- Log off or quit. Online walk away is much easier than offline. You can additionally block and report other users if you are uncomfortable.

Uncomfortable conversation



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**Ask class if they know of other methods. Record feedback*

What to do

- Know that it is okay to feel embarrassed or confused. It's not always easy to make sense. It isn't easy to ask for help if they are embarrassed about the experience. Know that these feelings are normal.

- Talk to a friend or adult. It is ok to reach out. Even if they feel they can handle a tricky situation alone, it's always a good idea to turn to a trusted friend, parents, teachers, coaches and counsellors for support.

Uncomfortable conversation



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**Ask class if they know of other methods. Record feedback*

Talking to teens about risky online relationships.

RISKY RELATIONSHIPS

- Active Listening. Show your classmates that you not only hear what they have to say. But that you also care
- Confidentiality. Agree not to share personally identifying information from the group discussion with people outside the class.



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**Ask class if they have other methods for dealing with and talking to friends about the topic*

Talking to teens about risky online relationships.

RISKY RELATIONSHIPS

- Step up, Step back. Be self-aware of your class participation, and make sure that everyone has an opportunity to share his or her opinions.
- Respect. Strive to be non-judgemental and open minded regarding different points of view.
- Use "I" statements. Own one's statements and avoid using generalising comments with "we", "they" or "you" which can communicate blame.

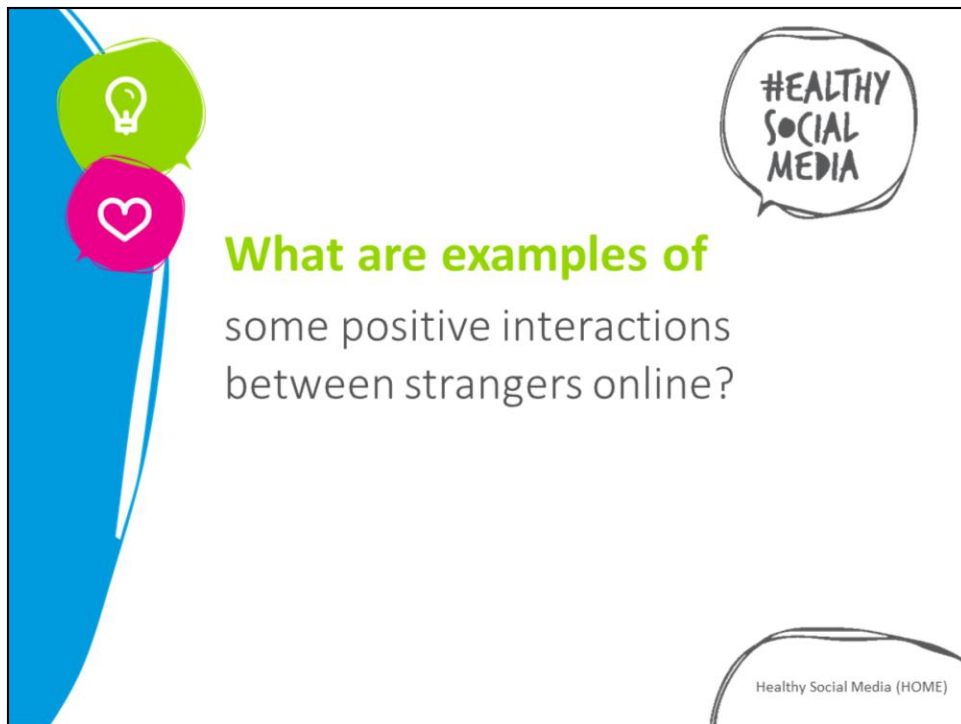


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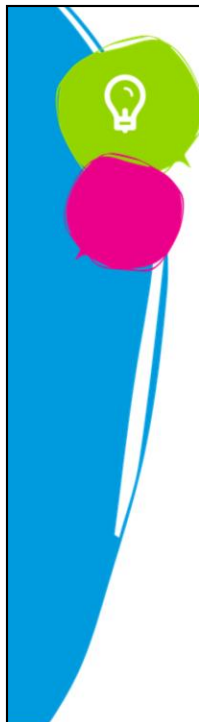
**Ask class if they have other methods for dealing with and talking to friends about the topic*




**Class discussion*



**Come up with 3 ideas each – record feedback – prompt selling items online. Record feedback*





What are examples of
uncomfortable interactions
between strangers online?



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** Come up with 3 ideas each – record feedback*



What are some common stereotypes of online predators?


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**Record class feedback*





Common stereotypes of online predators?

- Creepy old men
- Interested in sexual things with little kids
- Pretend to be kids online and convince other kids to do things that they don't want to do
- They try to gain kids' trust and lure them offline to kidnap them



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**As is – Highlight that this is a stereotype but we will now look at some facts that counteract these stereotypes*





Facts that deflate online predator stereotypes

1. Teens are more likely to receive requests to talk about sexual things online from other teens or from young adults (ages 18-25) than they are from older adults.

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**Make class aware that the stereotypes noted before aren't always the online predators. *Make class aware that the stereotypes noted before aren't always the online predators.*





Facts that deflate online predator stereotypes

2. The small percentage of adults that does seek out relationships with teens online are usually upfront about their age, and about their sexual interests

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**Make class aware that the stereotypes noted before aren't always the online predators. *Make class aware that the stereotypes noted before aren't always the online predators.*





Facts that deflate online predator stereotypes

3. Teens who develop an ongoing online connection with someone they don't know, or who are willing to talk about sexual things online, are more likely to find themselves in a risky online relationship.

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**Make class aware that the stereotypes noted before aren't always the online predators. *Make class aware that the stereotypes noted before aren't always the online predators.*



Facts that deflate online predator stereotypes

4. Risky online relationships don't always involve total strangers; sometimes they involve people teens have initially met offline.

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**Make class aware that the stereotypes noted before aren't always the online predators. *Make class aware that the stereotypes noted before aren't always the online predators.*



Facts that deflate online predator stereotypes

Did any of these facts surprise you?

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**Make class aware that the stereotypes noted before aren't always the online predators. *Make class aware that the stereotypes noted before aren't always the online predators.*

REMEMBER

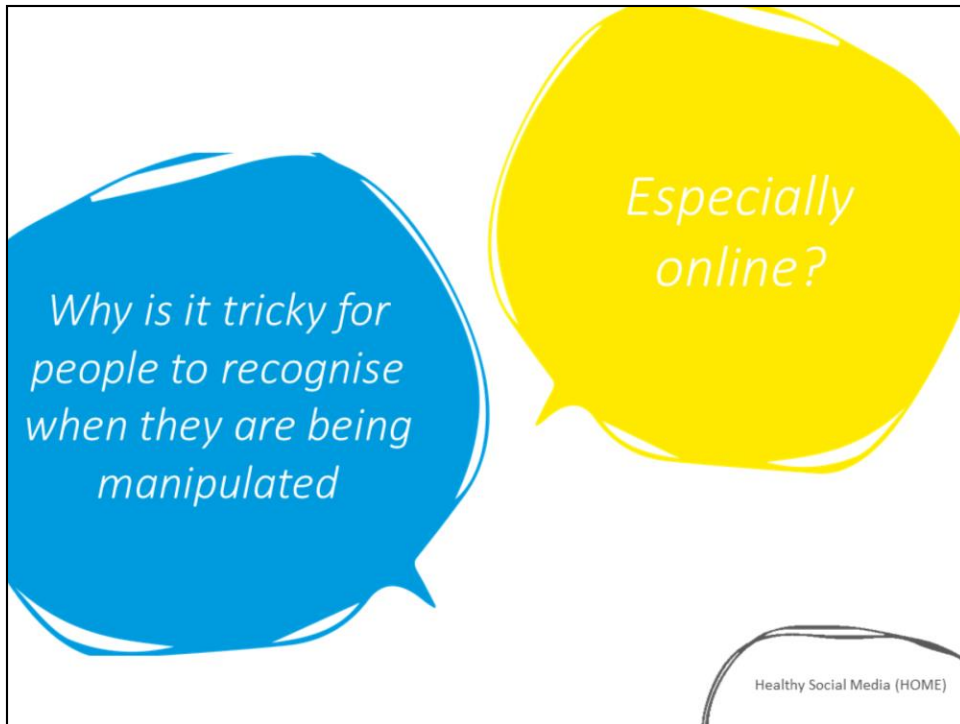
Focusing on the online predator stereotypes makes it harder to recognise other forms of risky online relationships. News stories emphasize that kids should be aware of older adults. When in fact, people closer to your age are more likely to coax you into uncomfortable situations online, or ask you to talk about inappropriate things.

Online Predator



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**Don't overlook online risky behaviour – always be aware of your own activity but the people you are in contact with too.*



**Group discussion*

Manipulation

REMEMBER

Online or offline, people may try to manipulate you by pretending to be your friend or making you feel understood and valued.

Manipulation involve telling you things you want to hear, and gradually winning your trust before trying to control you. In this scenario, you may not realise what's happening before it's too late.



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**As is*



Record the feedback




Exercise

Come up with some ways that people connect safely, responsibly, and positively with others online?

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**Group exercise – make a list of guidelines*




Let's Understand

Online Anonymity
Believing you are anonymous is why people sometimes do things online that they would not do face to face.

However, it's nearly impossible to be completely anonymous online.

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*As is –



Personally Identifiable Information

This is information that; reveals who you are in the offline world.

Your real name, address, email address, phone number, age or school.

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**Ask class to think what personally identifiable information they have available online*

Privacy options

REMEMBER

You should be given choices about what websites do with the information they collect about you.

Use these options to protect you online. You don't have to show your age, school or home address on your social media profile.



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Updated Legislation

UK consumers will be able to force social media giants to delete embarrassing posts under new data law

British consumers will be given the 'right to be forgotten' under a UK data protection law overhaul.

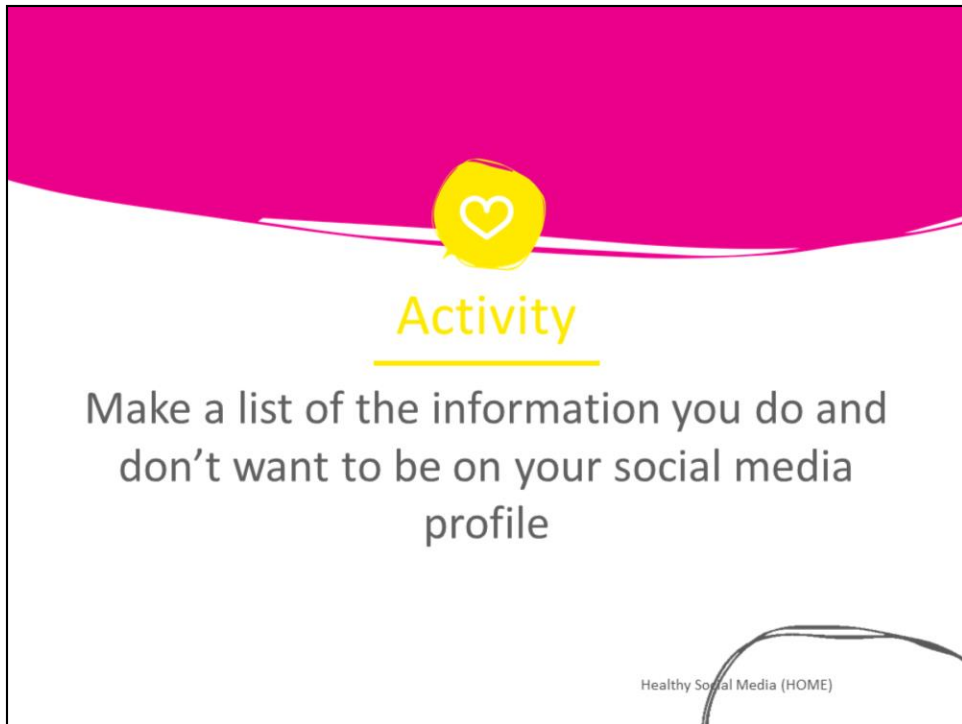
Updated legislation will allow them to force social media giants such as Facebook to delete embarrassing posts.


Privacy options



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**What do you think about this?*

The slide features a bright pink header with a yellow heart icon inside a speech bubble. Below the header, the word "Activity" is written in yellow and underlined. The main text is in a dark grey font, and the footer includes the text "Healthy Social Media (HOME)" next to a simple line drawing of a car.

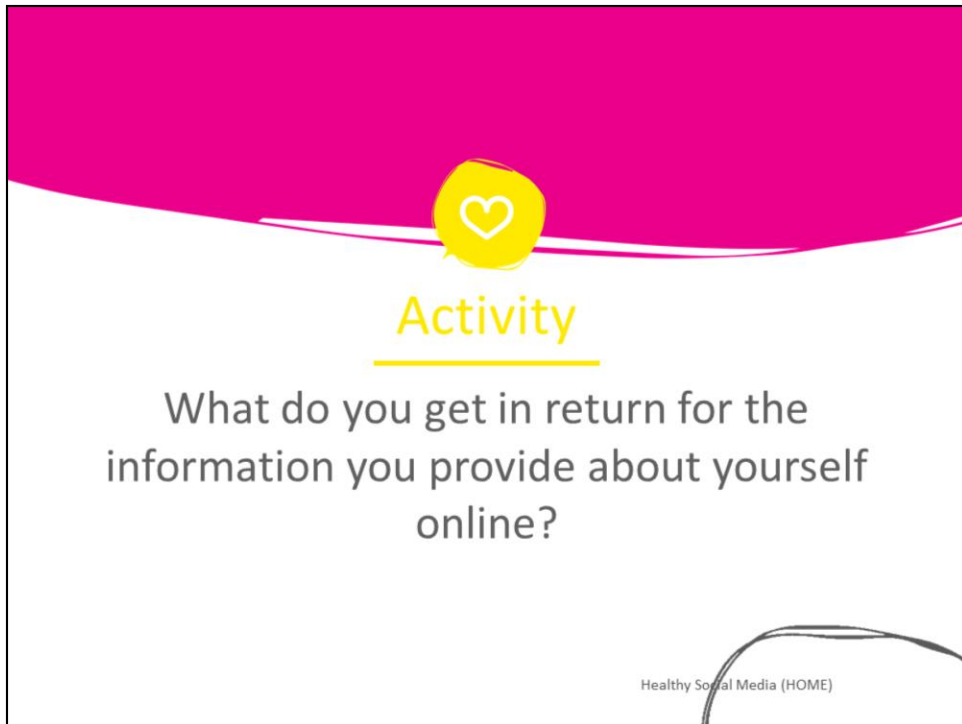


Activity

Make a list of the information you do and
don't want to be on your social media
profile

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**As a class come up with what information is better to keep online and better to keep private*



Activity

What do you get in return for the information you provide about yourself online?

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**As a class come up with what information is better to keep online and better to keep private*

Activity



Come up for positive uses for each of the following online.

NAME:
ADDRESS:
AGE:
SCHOOL:
JOB TITLE:
FAMILY:
BANK DETAILS:
SOCIAL MEDIA HANDLES:

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**Split into pairs and complete the exercise. Remind them that they don't have to have everything about themselves online – not all items need to have a positive use*

Activity



Come up for negative uses for each of the following online.

NAME:
ADDRESS:
AGE:
SCHOOL:
JOB TITLE:
FAMILY:
BANK DETAILS:
SOCIAL MEDIA HANDLES:

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**Split into pairs and complete the exercise. Remind them that they don't have to have everything about themselves online – not all items need to have a positive use*

Activity

REFLECT



Do you think from the examples you came up with that there are parts of your information you can keep to yourself?

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Reflection on what they can change on their own profiles and posts

**more information
than you feel
comfortable with
sharing, or that do
not post a clear
policy:**

- Leave a site if you don't like the policy
- Ask an adult, family member or teacher to check out the site
- Contact the site for more information about how they use your information

Strategies for dealing
with sites that ask for;



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**Ask the class if they have more strategies and record the feedback.*



*Make note of what surprises the class

Thank You

Any Questions?



NLDCHP, 206 Duncairn Gardens,
Belfast, United Kingdom, BT15 2GN



00 44 28 9074 5588



info@communityhealthpartnership.co.uk



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