**Staying Safe Online Session Plan**

So, the young people have chosen to learn more about Staying safe online as part of their EmpowHER journey. Here is a session plan with discussion points, activities and resources that you can use to deliver this session to the young people. Feel free to adapt the session plan and resources to suit the ages and interests of the young people.

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| Title: | Staying Safe Online | Age: | Tailor to fit your group’s needs |
| Brief description of session or activities: | This session consists of group activities that aim to improve awareness of how to stay safe when using social media and using the Internet. The YW&Gs will also look at strategies to stay safe on the main social media platforms. | | |
| Objectives (by the end of this session, participants will): | * Understand the importance of staying safe online. * Explore ways in which YW&Gs may be targeted online. * Be equipped with strategies to stay safe on popular social media platforms. | | |

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| Method | | |
| Time | Activity, task, description, etc. | Resources |
| 5 - 10  minutes | Introduction  Ground Rules   * Purpose: to create a safe space so young people feel able to ask questions. * Acknowledge differences in knowledge/comfort levels. * Check whether group has a set of ground rules already. * If not, ask group to create a set of ground rules (if quiet, they can talk in pairs for 1 minute before feeding back). * Write on flipchart paper – include: challenge the statement, not the person / one at a time / no mobile phones / no such thing as a silly question. * Ask group to agree to ground rules.   Ice Breakers  Choose an icebreaker activity of your choice | Flipchart paper  Marker |
| 15- 20  minutes | Internet safety  Activity   * Using post-it notes, ask the YW&Gs to write down the names of the social media platforms, and applications (Apps) they use in their daily lives.   Whole group discussion   * Ask the YW&Gs what steps they take to stay safe on these apps and platforms. * Are there any negative experiences they have encountered? | Post – it notes  Pens  Additional Resources documents |
| 5 - 10 minutes | Benefits and Risks of Social Media   * Separate YW&G into smaller groups * Give each group a piece of flipchart and to divide the paper into three columns. * Ask each group to take one social media site or app: * What are the benefits of using this app? * What are the negatives or risks of using this app? * How can young people reduce the risks associated with this app? * Encourage young people to think about risk as more broad than privacy violations and online predators, but to think about risks to emotional and mental wellbeing as well. |  |
| 15 minutes | Sexting and the Law   * Ask young people to define sexting. Ask if they know any other words that people use. * Ask groups: * Why do you think people participate in sexting? * Who sends sexts? * Key points: * The law is there to protect young people if something goes wrong. * The laws are not intended to be used against young people who are sexting in a consensual and healthy way, but to protect young people who may be experiencing exploitation and harassment from someone of a similar age or older. * If someone is being harassed online, being sent unwanted nudes or pressured to send nudes they should block, delete and report. It is never the victim’s fault. * If someone is sent a nude image of an under 18, delete it and do not send it on to anyone. |  |
| 5 minutes | Wrap up and final points   * Here is a chance for the young people to give their final opinions, or to ask any unanswered questions. * Reminders for the next session. * Provide the young people with relevant books that they can read (You can utilise the recommended reading list for this). |  |

Please refer to the ‘Topics Discussion Points’ document for guidance on how to tailor the focus of this session for the different journey stages.

**Here are a few Social media and technology resources that can help whilst planning and delivering this topic to the young people.**

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| Additional Resources (website) | Resilience | Social Media May Be More Harmful To Girls Than Boys, Study Finds  “Girls used social media more than boys did, and their mental health seemed to suffer for it. At age 10, 10% of girls were on social media for an hour a day, vs. 7% of boys. But at age 15, the disparity grew: 43% of girls were using it at least an hour per day, vs. 31% of boys. At age 10, girls reported lower levels of happiness, and they reported more social and emotional difficulties as they aged, compared to boys.” | Forbes website  <https://www.forbes.com/sites/alicegwalton/2018/03/20/social-media-may-be-more-psychologically-harmful-to-girls-than-boys/#6563fe6c7e35> |
| Content + Additional Resources (article) | Resilience | The complicated truth about social media and body image  “Much has been made over the years about how mainstream media presents unrealistic beauty standards in the form of photoshopped celebrities or stick-thin fashion models. Now that influencers fill up our feeds, it's easy to imagine that social media, too, is all bad when it comes to body image. But the reality is more nuanced, and there may be ways to curate your Instagram feed to make you feel happier in your own skin – or, at least, stop you feeling worse.” | BBC Future  <http://www.bbc.com/future/story/20190311-how-social-media-affects-body-image> |
| Additional Resources (website) | Empowerment  Resilience  Individual Rights | Women in Tech - Time to close the gender gap  “Our research with over 2,000 A-Level and university students shows that the gender gap in technology starts at school and carries on through every stage of girls’ and women’s lives. Only 27% of female students we surveyed say they would consider a career in technology, compared to 61% of males, and only 3% say it is their first choice.” | PWC website  <https://www.pwc.co.uk/who-we-are/women-in-technology/time-to-close-the-gender-gap.html> |
| Additional Resources (videos) | Empowerment  Individual Rights  Resilience | The key to more women in technology | Marianna Budnikova  “Have you ever wondered why programming is seen as a man’s game? Where are all the women software developers hiding? Marianna Budnikova is a software engineer at Microsoft. Back when she was in college, she set upon a quest to find out why there are so few women in tech. In this talk, Marianna shares her discovery about what takes young girls and women away from technology, and gives some suggestions for tackling the problem.” | YouTube – Tedx Talks  <https://www.youtube.com/watch?v=XebNxUE3ugA> |
| Content + Additional Resources (website) | Individual Rights  Resilience | Girls' opinions about effect of being online on loneliness  “Figures revealed exclusively by Newsround have showed that girls have different opinions about the impact that being online can have on feelings of loneliness. According to the survey by Girlguiding, 15% of seven to 10-year-olds said they feel that being online and comparing their life to others can contribute to feelings of loneliness. One in three 11 to 16-year-olds felt the same.” | Newsround  <https://www.bbc.co.uk/newsround/46544694> |
| Additional Resources (video) | Empowerment  Individual Rights  Resilience | Why Support Women and Girls in Science and Technology?  “Despite progress in ensuring opportunities for women in STEM fields, women and girls continue to be systematically underrepresented as users and leaders in the fields of science, technology, engineering and mathematics. In order to achieve the sustainable development goals, we need to ensure full and equal access to and participation in science for women and girls.” | YouTube – UN Women  <https://www.youtube.com/watch?v=QrU1pTO2Xl0> |