



## Healthy Habits Activity Volunteer Guide

### Description

In this session, families will review different scenarios about online privacy and reputation and discuss different ways to handle each situation. At the end of the activity, please have parents and students write their thoughts and reflections on the poster paper. You will present the poster for 30 seconds at the end of the night.

### Activity Time

15 minutes

### Resources Needed

- 1 Volunteer Leader
- 1 copy of the Healthy Habits Activity Handout per pair (50 copies for 100 attendees)
- Desks or tables to sit in pairs
- Pens on each table or desk
- Timer
- 1 poster paper for wrap up comments

### Directions to Start the Activity Session

Welcome families as they enter your session. Help them to find a seat together. Pass out one activity handout per pair.

To start your activity session, SAY:

Hello, my name is \_\_\_\_\_. Over the next 15 minutes, we will talk through three scenarios that can happen online, using the handout I just gave you. We are going to do the first scenario together, and then you will work with your partner to read the other scenarios and write your response to each question in the space provided. Keep in mind there are no wrong answers! Please think carefully about the questions and share your own opinion.

Can I have a volunteer read the first scenario and the questions?

*[Choose a volunteer to read Scenario 1 from the handout. When they are finished, continue your script.]*

Thank you for reading! Everyone, go ahead and write down your thoughts and answers to these questions and then we will share out.

*[Give people a few minutes to write. When 3 minutes has elapsed, continue your script.]*

Okay everyone, let's start talking about this scenario. Who would like to share?

*[If no one is volunteering, use some of the examples below to get the conversation started.]*

### **Scenario 1 Example Answers:**

#### What could happen?

*Someone could see the post and report Sofia for bullying or misinterpret her and Joaquín's relationship and feelings toward each other. Joaquín might still perceive the post to be rude.*

#### What should Sofia do? What should Joaquín do?

*It's probably a good idea for Sofia to remove her post. Joaquín could ask for Sofia to remove the post.*

#### Can you think of a real-life example of this situation?

*Participants should reflect on examples they have encountered or heard of in the past. Keep in mind that sharing these real-life examples might be uncomfortable for participants. Let them share examples of friends or people they know (vs. themselves).*

Thank you all so much for sharing! You now have 6 minutes to work through the rest of the scenarios with your partner. After 6 minutes is up we will come back together and share out.

### **During the Activity**

Set a timer for 6 minutes. Walk around the room to check if partners seem stuck.

After FOUR minutes SAY:

You have 2 minutes remaining

*[If someone in the group is stuck, use some of the examples below to get the conversation started.]*

### **Scenario 2 Example Answers:**

#### What could happen?

*Another student in his school might not understand the jokes and be upset about the post even finding it personally hurtful. They might decide to confront David about the post in person.*

#### What should David do?

*David should apologize or explain himself. He should consider how his actions may be perceived differently than they were intended and remember that other people's perceptions are valid.*



What if a classmate confronted David online about his post?

*If David was confronted on the public post, others would be able to weigh in on the issue and explain the inside joke or why the statement was offensive. It may be resolved, or it may become a larger dispute among many other people. If they contacted David via an online private message, then David would be able to discuss it with them in the aftermath and edit his post if he was convinced it was inappropriate.*

Can you think of a real-life example of this situation?

*Participants should reflect on how they have resolved incidents of miscommunication in the past. Keep in mind that sharing these real-life examples might be uncomfortable for participants. Let them share examples of friends or people they know (vs. themselves).*

What if a classmate started calling him a bully? How do you think being seen as a bully might affect David's reputation in the future?

*Participants should reflect on what it means to be a bully and consider how online content can affect how peers perceive you.*

**Scenario 3 Example Answers:**

What might happen?

*Aditi would feel upset*

What should Veronica do? What should Aditi do?

*Aditi should talk to Veronica about her actions to let her know that they were hurtful. Aditi can also report Veronica's actions to the social media platform and an adult (e.g., parent / caregiver, teacher, or school administrator).*

### Close the Session

After 8 minutes, bring the group back together. When everyone is together, SAY:

Based on the conversations you had in this session, what should you do when someone posts content about you that you don't like and/or find inappropriate in that context?

What should you think about before posting content about someone else?

On the poster paper, take two minutes now to write a thought, reflection or something you learned from the session today. When you're ready, I'll sign your passport.

### Close the Activities

At the end of the third session, SAY:



Please take out your phones at this time and open the survey that was sent to you by the PTA when you registered for this event. We will have a few minutes in the close out session to complete this as well.

