Navigating Digital Responsibility

A classroom resource for understanding how to use social media platforms responsibly and the impact of online hate and cyberbullying. This package is a part of the WE Schools WE Are Aware campaign.

Lesson Package for Grades 7 to 8
American Edition
Dear Educator,

Welcome to the WE movement. We are so glad you’ve joined us in our mission to inspire, educate and empower students to find their place in the world. Throughout the last two decades, educators have stood by us. With 14,500 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students engage in collaborative learning and independent reflection. As a result, your students will become more engaged in local and global issues.

Our exciting collaboration with AT&T strengthens this commitment to making the world a better place. AT&T’s mission is to connect people with the world, everywhere they live and work, and do it better than everyone else. They are passionate about ensuring that while each person is connected they understand how to use technology responsibly and positively.

AT&T has teamed up with WE Schools to help spread the message of digital responsibility and online positivity to youth across the country. Last year AT&T created the Later Haters campaign, which empowers teens to rise above online negativity, spread kindness and be a part of the solution to change the tone of their digital spheres.

Our curriculum team created this package to help you bring discussions about online cruelty and the responsible use of technology to your classroom. This package is designed to give students the opportunity to stand up to online negativity and cyberbullying and to take action to raise awareness and eliminate this issue. We believe all students will be better connected to each other and their classroom learning when we highlight the importance of preventing and becoming an upstander to online cruelty.

This is an exciting time to be an educator. Together, we have the opportunity to engage students and prepare them with moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools program into your class. We are honored and encouraged to work with such a dedicated and enthusiastic group.

Craig and Marc Kielburger
Co-Founders, WE
**THE FOUR STEPS OF WE SCHOOLS**

1. **Investigate and Learn**
   Students explore topics related to a real-world challenge or opportunity.

2. **Action Plan**
   Students develop a plan to implement their service-learning project, including one local and one global action.

3. **Take Action**
   Students implement their action plan.

4. **Report and Celebrate**
   Students present the results of their service-learning initiatives.

**WHAT IS EXPERIENTIAL LEARNING?**

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It’s a practice that engages educators and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community’s needs.

**SETTING STUDENTS UP FOR SUCCESS: IN SCHOOL, THE WORKPLACE AND IN LIFE.**

**WE SCHOOLS INTRODUCTION:** www.WE.org/we-at-school/we-schools/

**Living WE** is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

**Social Emotional Learning:** The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflict and make responsible decisions.

**Global Mindset** is the ability to operate comfortably across borders, cultures and languages. The WE Schools program promotes global mindedness and cultural competency amongst student populations during their formative years.

**Active Citizenship:** Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

**Reflection** is a key component of our experiential service-learning model. Our reflection activities direct students’ attention to new interpretations of events and provide a lens through which service can be studied and interpreted.
Navigating Digital Responsibility Package Overview

The Navigating Digital Responsibility package of lessons engages learners in understanding how to be a responsible user of social media. Students explore the drivers of online cruelty, the effect this has on adolescent youth and how they can infuse social media with positive messages and defuse cyberbullying. After participating in this package, students will be ready to take action in the WE Are Aware campaign.

Rationale

AT&T has teamed up with WE Schools to help spread the message of digital responsibility to youth across the country. AT&T cares about how our technology and network is transforming the world, relationships and lives of young people. Unfortunately, online bullying and hate is part of that world.

The #LaterHaters movement addresses the cultural issue of online hate—the reality of cyberbullying has shifted and is now bigger than we imagine. Teens don’t just have cyberbullies, they have haters—and they’re everywhere, following them around in their pockets as part of an ever-increasing mobile lifestyle.

We’re reframing the conversation of “hating” through self-awareness and positive reinforcement. We’re redefining the connectivity movement and reshaping the way online users communicate by making a collective statement that living a mobile life should be positive and safe for everyone.

Assessment For Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this lesson package successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include collaborative group work, carousels, gallery walks and reflective questions.

Assessment strategies include observations, entry and exit slips, charts, written, verbal or recorded reflection, discussions, presentations and gallery walks.

This lesson package includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning the lesson package, visit your Teacher-Librarian, local library or school district resource center to get access to the resources listed in the Appendix.

Explore other resources and current campaign offerings at WE.org
Navigating Digital Responsibility

Introduction

Subject(s): English Language Arts, Social Studies

Recommended Grade Level:
Grades 7 to 8

WE Learning Framework Skills:

Essential Questions:
► What is responsible social media use?
► What is the impact of cyberbullying?

Word Bank

Cyberbullying—The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Social Media—Websites and applications that enable users to create and share content or to participate in social networking.

Responsible—Morally accountable for one’s behavior.


Materials and Resources

- Chart paper and markers
- Computers or tablets
- Appendix 1: Classroom Observation Forms
- Blackline Master 1: Social Media Questionnaire
- Blackline Master 2: S.M.A.R.T. Goals

Educator’s Note: This lesson package is focused on educating students about how they can be responsible users of social media. The term “online hate” is used within this package as a provocative medium to generate thought and discussion about the issue. When referencing the term “online hate,” the term covers the spectrum of negative online behaviors that an individual may be subjected to, cyberbullying being the pinnacle of this issue. The language used in this package is focused on creating conversations and questions surrounding the issue and causing students to question how they personally use this medium. If you feel the term “online hate” creates negative connotations in your classroom, the term “negative online behavior” can be substituted.
Lesson 1:
Social Media Use

Suggested Time:
60 minutes

Learning Goals:
Students will:
• Reflect on their personal contribution to social media.
• Understand how to use technology responsibly.

Investigate and Learn

1. **Recommended Assessment For Learning:** Ask students to complete Blackline Master 1: Social Media Questionnaire outlining their current social media use. Have students answer the following questions on the ticket:
   a. How many social media platforms do I use regularly (e.g., SMS, Facebook, Snapchat, Instagram, Twitter, YouTube)? What kind of things do you post on these platforms (e.g., memes, articles, photographs)?
   b. What medium do I use these social media applications on (e.g., smartphone, tablet, computer)?
   c. What is the purpose of my social media use (e.g., posting photographs, individual opinions)?
   d. Do I know how far the information will reach?
   e. Who is my social media audience (who can see it)? Does knowing my audience factor in to my decision to post certain content (e.g., what to keep public or private)?

2. After students have completed the initial questionnaire, on the front board create a list of the social media platforms students regularly use. In pairs, ask students to discuss, while using the social media platform, have you come across a message or post that was negatively impacting another person or group? As a class, discuss what they saw on the social media platform and how this made them feel. Remind students that if this message or post was created by another student or about a student in the school, to not mention names and discuss the overall message and its impact on them personally.

3. Show students the video “Teacher’s surprising lesson on social media goes viral,” www.today.com/parents/teachers-viral-letter-shows-students-dangers-social-media-1D80395915 (3:22), which discusses how a teacher demonstrated the potential reach of their social media presence. After watching the video, ask students: Were you surprised by the reach of the Facebook post? Did you realize the reach of the information you are posting online? In pairs, have students think about a message someone their age has posted on a social media platform that they may not be comfortable sharing with the wider world. Have students think about how they would feel if a post, opinion or photograph was available information that a stranger could access.

   **Educator’s Note:** Explore the school or district social media policy and the state or national laws surrounding the posting of private or personal information on social media without consent. Ensure that you understand the applicable laws prior to discussing the following content with students.

4. Inform students that the teacher in the video took down the photograph posting from her social media site after it had gone viral. The message is still available online, even though she has removed it. Ask students how they feel knowing that any piece of information they have posted since being a social media user will be accessible forever. How comfortable are students knowing that a family member, friend, teacher or even future employer could see the information they have posted?

   **Educator’s Note:** The discussion following the carousel activity should be focused on students creating a list of appropriate information that they can post online, such as positive messages and images or raising awareness about an important issue, and identifying information that should not be placed online, such as negative and hateful messages. Students should also realize that information placed online can be misinterpreted by the audience and can also be changed.

**Educator’s Note:** It is often easier for students to speak and discuss issues in generalities rather than disclose personal information. Ensure that students do not feel pressured to disclose any information to the class if they are not comfortable.
5. **Recommended Assessment As Learning:** Around the classroom, place pieces of chart paper with the following questions:
   
a. What types of information can I post on a social media platform?
   
b. What should I consider before posting information online?
   
c. What type of language can I use in a posting or online message to others?
   
d. Is there potential for my post to be taken out of context, or even deliberately altered by someone else to mean something I did not intend?

   Using the carousel instructional strategy, have students in small groups move around the classroom and answer the questions on the chart paper. After students have answered the questions, have them come together and review and discuss student responses.

**Educator’s Note:** For the following activity, source the Twitter image of Michelle Obama holding the white sheet that states #bringourgirlsback (twitter.com/flotus44/status/464148654354628608) and four altered images of the same tweet. After this image was posted, the message on the sheet was changed.

6. Show students the Twitter image of Michelle Obama with the white sheet of paper that said #bringourgirlsback, which the former First Lady of the United States posted in reference to the missing Nigerian girls. Ask students, do they believe this is a positive method of using the social media platform of Twitter? (Students will likely agree with this message.) Show students the four images of the changed Twitter posting. As a class, discuss how the changed image affected the message Michelle Obama was aiming to spread. How did the positive message change into one that could negatively harm the image of the former First Lady? How can we ensure that the information we post online is not changed or altered?

**Educator’s Note:** This activity can be conducted in two parts. Students can write a reflective note to the educator, discussing their social media presence, and also write a reflective note to themselves. Students may not disclose certain information to the educator, this can be communicated within their personal reflective note, which they do not need to share. Encourage students to consider how positively changing their online behavior may seem like a small change but is causing a larger impact. Have students think about how multiple small changes can change another individual’s online experience.

7. **Recommended Assessment Of Learning:** Ask students to write a reflective note to themselves. In this letter, ask students to think about their current social media presence and practices. What information about them personally is currently accessible online? Are they comfortable with this information being available? Have they ever posted or liked a message that spread a negative opinion about another person? How will they change their current social media practice to become more responsible users?
Lesson 2:
Understanding Online Hate and Cyberbullying

Suggested Time:
90 minutes

Learning Goals:
Students will:
• Understand how online cruelty can impact another person.
• Identify examples of negative online behavior.

Educator’s Note: The following lesson discusses the concepts of online cruelty and cyberbullying, and the impact they have on social media users. The terminology of online cruelty is the same as cyberbullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. When discussing this concept, using the term online cruelty with students, emphasize that it is the behavior or action that is cruel, not the person engaging in the action. Remind students that if they are feeling overwhelmed, they can seek out a trusted adult for help.

1. **Recommended Assessment For Learning:** Prior to students entering the classroom, place a giant stick person on the classroom wall. As students enter the classroom, hand them a sticky note and ask students to write down a mean message that they have seen on a social media platform that was aimed at hurting another person. After students have written their message, have them stick it on the stick person.

   Discuss with students how they felt when they wrote this message. Were they comfortable sticking the message on the person? Would they say this to another person face-to-face? Why would a person feel the need to post a mean online message?

2. In pairs, have students discuss how they would feel if they were in the place of the person receiving the message. Why are people more comfortable being mean or a bully online than in person? Come together as a class and discuss the impact of a hurtful message online. Why is it easier for a person to send or post a hurtful message online than it is for them to say it in person?

3. Have the students create a table, like the one below, that will help them understand the range and types of comments that may be made about an image posted to an online community, like Instagram, Snapchat or Facebook. Using the notes that students posted on the stick figure, have the students classify these notes into the table and discuss why they are categorizing comments in certain columns. This discussion will demonstrate to the students that some comments and messages can be more hurtful than others, but any comment has the potential to have a negative impact. And that people perceive messages in different ways.

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<thead>
<tr>
<th>Silly or Sarcastic Comments</th>
<th>Mean or Hurtful Comments</th>
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<tr>
<td>E.g.,</td>
<td>E.g.,</td>
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<tr>
<td>• Great dress, it makes you</td>
<td>• That dress doesn’t</td>
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<tr>
<td>pop, like out of the screen.</td>
<td>fit you right</td>
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<tr>
<td>• LOL [thumbs down emoji]</td>
<td>• Did you get dressed</td>
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<tr>
<td>• Did your mom choose</td>
<td>in the dark?!</td>
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<tr>
<td>that outfit? lol</td>
<td>#zerofashionsense</td>
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<tr>
<td>• That dress [puke face</td>
<td></td>
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<tr>
<td>emoji]</td>
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4. Ask students how the type of comments or message that a person receives online can make an individual feel. Are the intentions of your comments always clear to everyone? Why is it important to understand that any comment has the potential to be misinterpreted?

5. In small groups, ask students to discuss if a silly or sarcastic comment classified as spreading online hate? How can a silly comment become hurtful and convert into spreading online negativity? Have students think of one way they can change their actions online to stop all negative comments in the online community, to ensure that a silly comment does not spiral into cyberbullying. Share these with the class. Consider showing this video to encourage students to say “Later Haters” to negativity online: “Later Haters Band Together-AT&T,” www.youtube.com/watch?v=-5c9asMWb3Q (1:00).

6. Ask students to write down what they know about cyberbullying or online cruelty. After students have written down their answer, share these with the class. Create a class definition of the act of cyberbullying.

   Discuss:
   What do you think causes people to be mean online? Why would an individual post a mean comment?

   Educator’s Note: The TEDx video below discusses teen suicide as a case study to demonstrate a consequence of online cruelty. Ensure your students are comfortable discussing the following case. Ensure that you preview the video prior to showing it to students.
7. Show students the video “Rethink before you type – Trishna Prabu – TEDx Teen,” https://www.youtube.com/watch?v=YkzwHu6C2U (11:30). In small groups, discuss the following questions:
   a. When Trishna said the rude sentences at the beginning of her talk, did that surprise you?
   b. Were you shocked by the story of the teens who killed themselves because of cyberbullying?
   c. Were you surprised by the statistic that 52% of adolescents are bullied online in the U.S.?
   d. What actions did Trishna take to combat cyberbullying?
   e. Optional Question: Do you know of someone who has been or is currently a victim of cyberbullying? How do you think they felt? How does this make you feel?

8. Inform students that they will be watching a short video about a Canadian teenager who took action after being the victim of online bullying. Lynelle Cantwell was targeted in an online poll created by a member of her school community that labeled her as one of the 12 ugliest girls in the school. While watching the video, ask students to focus on how she personally stood up to online cruelty. Show students the video “Newfoundland teen stands up to the bullies behind ‘ugliest girl school poll,’” www.youtube.com/watch?v=c6b-ABqpvXc (2:37).

9. As a class, discuss how Lynelle Cantwell stood up to cyberbullying. How do you think Lynelle felt? What action did she take? What was the impact of this action? What action would you have taken? What makes another student post a mean online post? Have students reflect back on the TEDx video in which Trishna stated that social media platforms address cyberbullying using the delete, block and tell-an-adult methods. Do students believe this is the best action to take to address the issue of cyberbullying? Why is it that the victim is being asked to inform someone of the situation?

10. Recommended Assessment As Learning: After discussing the TEDx talk in small groups, have students discuss as a class, why do you believe that cyberbullying is an important issue to address? What is the impact of people being bullied on social media platforms? Ask students if they know someone impacted by this issue. Ensure that students understand that suicide is the worst-case scenario and that there are other impacts, such as feeling low and lacking confidence, becoming depressed and feeling lonely.

11. Recommended Assessment Of Learning: In small groups, have students research the problem of cyberbullying by finding three articles that discuss what cyberbullying is and the impact that negative online behavior has on the user and the audience. Use the following questions to guide your research. Ask students to complete the following questions individually, based on their group research.
   a. What is the name and author of your article? Is it a credible source of information?
   b. According to your article, what is cyberbullying? What was the action of cyberbullying discussed in the article?
   c. How does cyberbullying affect people?
   d. Does the article discuss possible solutions to overcome and eliminate cyberbullying and online negative behavior?
   e. Do you think the solution discussed in the article is a viable solution to the issue?

12. After students have completed their research using the three articles about cyberbullying, create an oral presentation addressing the key messages and questions students discussed in their small groups. Have students focus their presentation on the viable solutions to addressing the issue of cyberbullying. Students who are not comfortable presenting orally to the class can record a video of their presentation or create a report of their findings.

Educator’s Note: Consider what action you would need to take if a student discloses a personal situation. Have a process in place and alert administration prior to the lesson.

Educator’s Note: Encourage students to discuss why is it important for them as individuals to report any negative online behavior they witness. It is important that as a collective unit we stand up to the issue to support the individual who is being victimized.
Lesson 3:

Effective Uses of Social Media

Suggested Time:
75 minutes

Learning Goals:
Students will:

• Learn how they, as social media users, can address and counteract the issue of online hate and cyberbullying.
• Recognize that social media platforms can be mediums for promoting positivity.

1. Recommended Assessment For Learning: On an entry ticket, ask students to write or draw a post on any social media platform that they believe will demonstrate cyberbullying or negative online behavior. In pairs, have students swap these messages. Have each student read the message written on the entry ticket and consider how they would respond to this message. If they saw it on a social media platform. On the entry ticket, below the negative message, have the students write their response to the negative message. Share these responses with the class.

2. As a class, discuss if it is important to respond to messages that promote negative online behavior. How does responding to the message in a positive way affect the person posting negative online comments and the victim? Why is it important to show support for a person who is being victimized by cyberbullying? How can an individual who is the subject of online cruelty stand up to negative behavior? Have students reflect back to the action Lynelle Cantwell took when she was the victim of cyberbullying.

3. Show students the video “Students Take on Cyberbullying,” www.youtube.com/watch?v=3WoP0y3SyLQ (7:56). Before watching the video, display the following questions on the front board and have students respond to these questions while watching the video.
   a. What is cyberbullying?
   b. What strategies can students use to address the issue of cyberbullying?
   c. What are the risks, if any, to taking these steps in the online community?
   d. What are the challenges students may confront while responding to a negative comment?
   e. What would “success” look like in addressing these comments?

4. Recommended Assessment As Learning: Have students write a reflection answering the following question to read aloud to their classmates. How can I move from being a bystander to becoming an upstander? Why is my role significant in helping address the issue of cyberbullying?

5. Recommended Assessment As Learning: Using the four corners instructional strategy, have students respond to the following statements with agree, somewhat agree, somewhat disagree or disagree. Statements:
   a. By standing up to a cyberbully on Facebook, I am protecting my friend.
   b. I saw a hateful comment on a friend’s Facebook page, she didn’t seem to be concerned. Was I right to not say anything?
   c. If someone is verbally or physically attacking another person, the best thing I can do is to walk away, to protect myself.
   d. It is unrealistic to think that social media platforms will ever be safe environments. If you are joining and putting information into the world, you should prepare to be the subject of negative comments.
   e. It is more intimidating to confront someone on a social media platform than it is in a face-to-face situation.
   f. It is the victim’s responsibility to confront their bully.

6. Using the school internet or their own devices have students research and locate five examples of social media platforms used for a positive purpose. For example: YouTube artist Lilly Singh started the movement of Spreading Girl Love, which aims to break the cycle of girl-on-girl hate. She and other celebrities are using the social media platform of Instagram to spread this message: Spread Girl Love Instagram Page, www.instagram.com/spreadgirllove/?hl=en. Later_Haters, www.instagram.com/later_haters is another example.

7. Recommended Assessment Of Learning: Have students create small groups of three to four. In groups, have students discuss the creation of a post for any social media platform that spreads the message of becoming an upstander to cyberbullying and teaches adolescents, like themselves, effective strategies for addressing online cruelty. Have students individually create this post. Students can use paper or the computer to create a mockup of their post.

8. Educator’s Note: Emphasize and encourage students to be authentic in their reflection and have students consider how their presence on social media has the potential to make significant change.
Lesson 4:

WE Are Aware

Suggested Time:
120 minutes + Take Action Phase

Learning Goals:
Students will:

• Explore ways to take action in their online communities and to raise awareness about the issue of online cruelty.

Action Planning

1. In groups of three to four, ask students to discuss the following questions to reflect on their learning:
   
a. How can a person use social media platforms to positively impact other people (and him/herself)?
   
b. What is the impact of negative online behavior?
   
c. How can we effectively eliminate negative uses of social media platforms?
   
d. How can I move from being a bystander to a upstander?

2. Tell students to keep in mind all they have learned throughout the course of the lessons and ask them the following questions:
   
a. What are the goals of the WE Are Aware campaign?
   
b. Why is it important to educate each social media user to be a responsible participant?
   
c. Is it enough to not be a cyberbully?
   
d. What power do we have to stop online hate and be the spreaders of positivity?

3. In small groups, ask students to think about how they can contribute to the WE Are Aware campaign and raise awareness about this important issue. Ask students to choose an action they believe will spread online positivity and create an awareness about the range of online hate and the strategies to eliminate this behavior.

Example Actions:

• Raise awareness by sharing daily facts through social media platforms. Inform your online community about the impact of cyberbullying on victims and how they can take action to address and improve this issue. Consider how you can spread positive messages of love and encourage those who spread hate to think about their actions.

• Create a Facebook group, post on Twitter or Instagram, or make a Snapchat story that teaches online users about the impact of cyberbullying and gives users strategies and response options to stand up to negative behavior in the online forum.

• Create a presentation for your family, friends or school community that demonstrates the impact of cyberbullying on an individual. Use examples such as that of Lynelle Cantwell to demonstrate how a victim of cyberbullying stood up to her bullies to make a positive change and raise awareness about the issue. In the presentation, remind the audience that in some cases the victim of online cruelty can take a radical action to end their pain.

• When in the presence of online cruelty, take action. Report it to social media management to flag the user. Check on the victim to ensure that they are okay.

• Raise awareness through the Later Haters campaign, which aims to empower teens to rise above online negativity. Encourage students to follow and share the Later Haters Instagram page: www.instagram.com/later_haters, and visit www.later-haters.com.

4. Once the action has been selected by the groups, have students think about the overall goal for their selected action. Is the goal to raise awareness about cyberbullying or to take action to address the issue as a upstander. Use Blackline Master 2: S.M.A.R.T Goals to set goals for the action and discuss how the goals will be measured while the action is occurring.

Types of Evidence:

• Photographs and visual aids
• Surveys and questionnaires
• Website and social media postings
• Oral and anecdotal feedback

5. Create an actionable timeline with roles and responsibilities allocated for each student to achieve the goal. Review the selected action, goals and timeline, and provide guidance to students to ensure that they achieve their goals. If students are posting to a social media platform as their action, ensure that it is being moderated and that school and district policies are being adhered to at all times to protect students.

Educator’s Note: This lesson is an Assessment Of Learning and is designed as the summative task for the lesson package. Students have had the opportunity to learn about the issue of cyberbullying and have discovered how to use social media platforms and technology as responsible users. Students have also had the opportunity to learn strategies to overcome the issue as an upstander and to raise awareness about the issue through various social media platforms.
Take Action

6. Before interacting on social media, review classroom and school guidelines on using social media.

7. Before interacting with members of the wider community review classroom guidelines on etiquette and respect.

8. Ensure students are actively participating and collecting data through the Take Action phase.

Report and Celebrate

9. Have students share their learning process and actions they took with students from the class or the wider school community to continue to raise awareness about online hate and cyberbullying. Challenge students to continue to be responsible users of social media and to be an upstander when they see online cruelty.

10. Create a PowerPoint or Sway presentation with video and pictures to show the world your impact with #WEareAware; include tricks and tips to help others be responsible users of social media. Post the link to your Sway or PowerPoint on Twitter and Facebook with the hashtag #WEareAware. The presentations can be displayed in the school library to run each week or shown to students during an assembly to raise further awareness about the action and the issue.

OR

Invite a friend, family member or local business to take the WE Pledge. Potentially offer to feature their progress with #WEareAware in your posts on Facebook, Twitter, the WE Day app or wherever you like to share good-news stories.

11. **Final Assessment Of Learning:** Ask students to create an accessible video, blog, or written or visual reflection to understand the deeper impact of the Take Action phase and consider how they can ensure their initiative has lasting impacts. Students in the video, using the example of Michelle Obama and the blank-sheet tweet, can answer the reflective questions. Students do not need to show their face in the presentation and can remain anonymous when reflecting on their action.

**Reflection questions:**

- How will we ensure that the initiatives we started will continue?
- How might we support the initiative to spread to other social media users?
- How will we continue to seek feedback from others about additional ways we can make change in our communities?
- How can we share our knowledge about the responsible use of social media and the issue of cyberbullying with our local community?
## Appendix 1: Classroom Observation Forms

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<th>Classroom Observation Form 1</th>
<th>Lesson/Activity:</th>
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## Appendix 1: Classroom Observation Forms

### Classroom Observation Form 2

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<th>Learning Outcomes</th>
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### Appendix 1: Classroom Observation Forms

#### Classroom Observation Form 3

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<tr>
<th>Lesson/Activity:</th>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
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</table>
Blackline Master 1: Social Media Questionnaire

1. How many social media platforms do I use regularly? (E.g., SMS, Facebook, Snapchat, Instagram, Twitter, YouTube.) What kind of things do you post on these platforms? (E.g., memes, articles, photographs.)

2. What medium do I use these social media applications on? (E.g., smartphone, tablet, computer.)

3. What is the purpose of my social media use? (E.g., posting photographs, individual opinions.)

4. Do I know how far the information will reach?

5. Who is my social media audience (who can see it)? Does knowing my audience factor into my decision to post certain artifacts? (E.g., what to I keep public or private.)
Blackline Master 2: S.M.A.R.T. Goals

What am I raising awareness about?

What is my action?

Specific:

Measurable:

Attainable:

Realistic:

Time Specific: