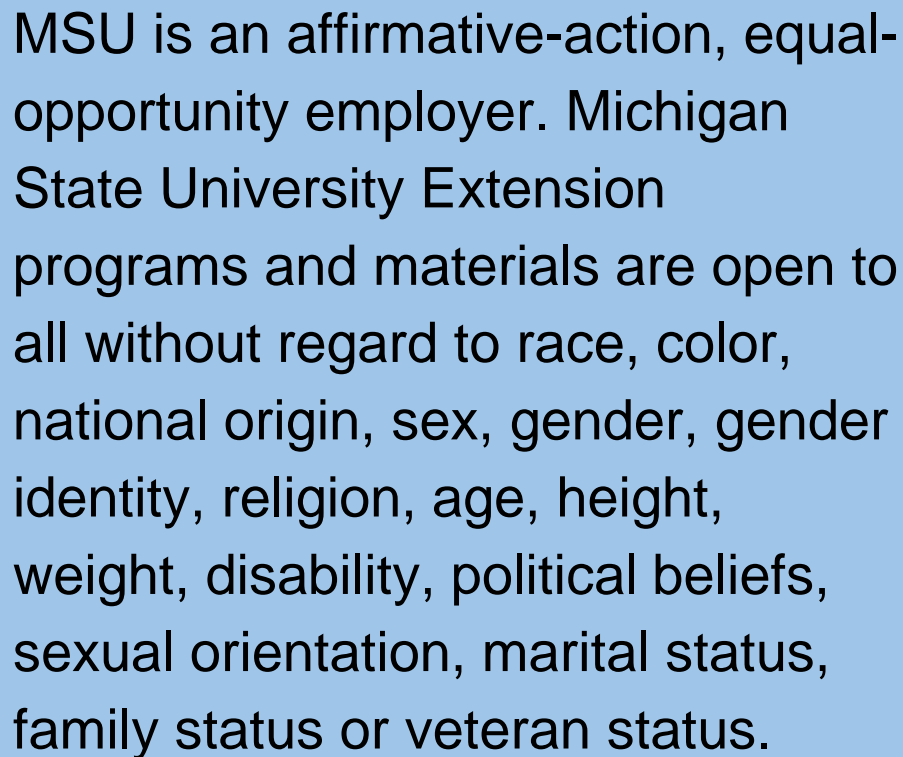


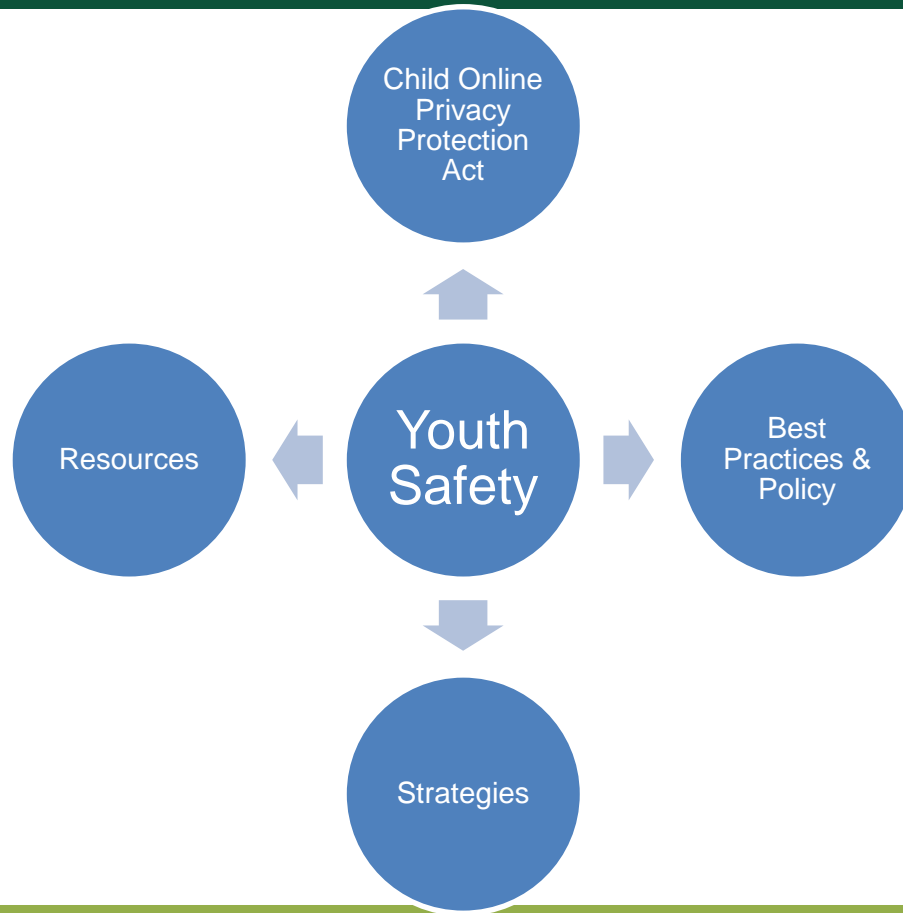


Youth Safety in Virtual Learning Environments

Christine Heverly & Laurie Rivetto









Challenging

Successful



When we say “Youth Safety” in the virtual setting what do you think?



W

H

Y

?



Children's Online Privacy Protection Act

When it comes to the collection of personal information from children under 13, the Children's Online Privacy Protection Act (COPPA) puts parents in control. The Federal Trade Commission, the nation's consumer protection agency, enforces the COPPA Rule, which spells out what operators of websites and online services must do to protect children's privacy and safety online.

<https://www.ftc.gov/system/files/2012-31341.pdf>





Grooming

Become known
and trusted

Select youth with
vulnerable/lonely
parents

Parents discount
what is seen,
heard, felt

Parents may not
want the
relationship to
end





What can
you do to
reduce
risk?



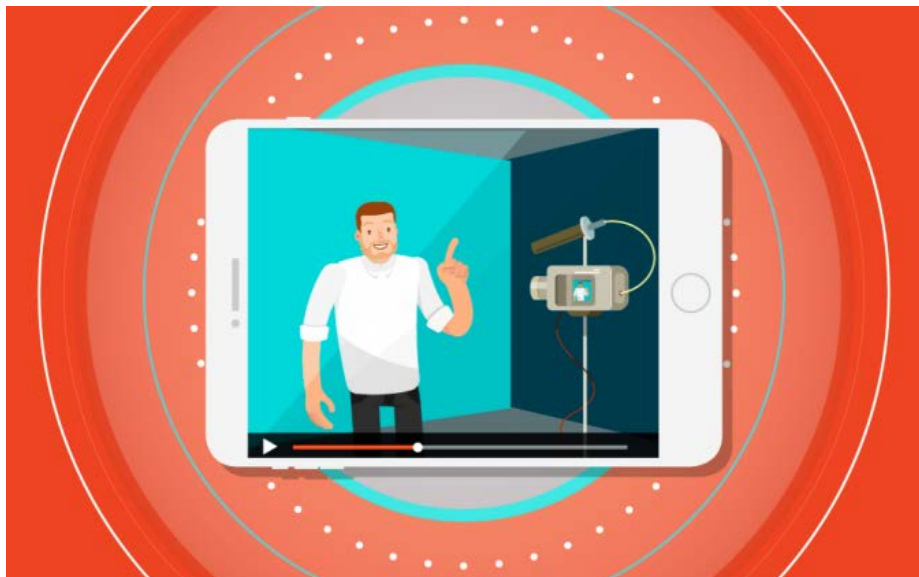
Policy & Best Practice



Adults two-deep	Utilize resources
Passwords	Keep current
Control info-share features	Monitor chat
Use screened volunteers	Monitor participants
Use mute	Have a plan
Use registrations	Report concerns



Photo & Video Best Practices



Limit identifiable details	Who will see this in the future?
Info is permanent	Communicate clearly
It's a legacy	Avoid poor grammar and misspellings
Limit distractions in background	Have someone double check





RECORDING







Social Media Expectations



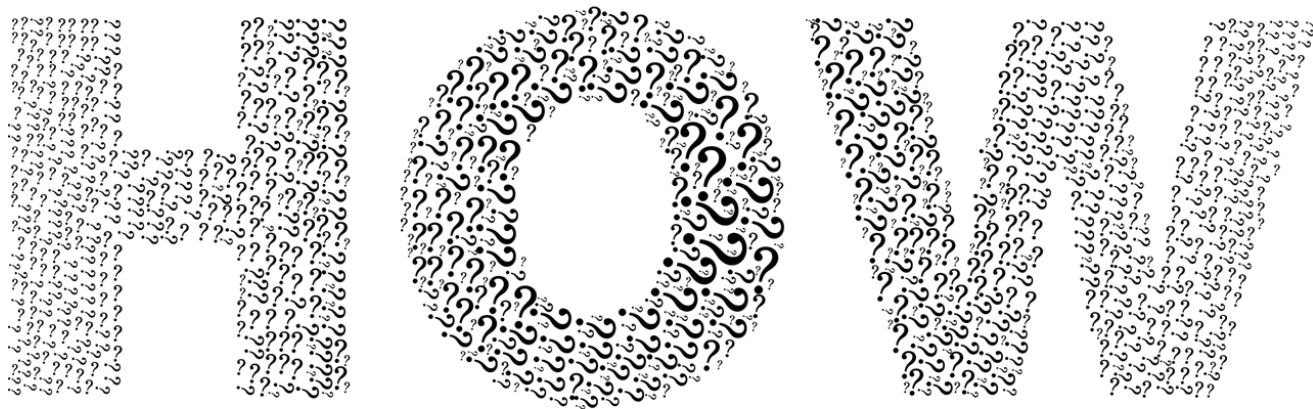




Google



Go Search
Yourself



can you help youth also think about virtual safety?



Caption This!

4-H RESPONSIBLE SOCIAL MEDIA ACTIVITY Caption This!

KEY CONCEPT:

Captioning photos on social media responsibly

LEARNING & LIFE SKILLS:

- Decision making
- Self-Responsibility

AUDIENCE:

Age range: 12 and older
Skill Level: Beginning

TIME:

20-30 minutes

SETTING:

A room with tables and chairs

MATERIALS:

- ☐ A variety of photos printed full size (8-inch by 10-inch) (selfies or photos of youth cleaning parks, having fun, fighting or doing other activities) (laminated if you want to use more than once)
- ☐ 1 copy of the photo titled "Clean-Up" (supplied upper right)
- ☐ Pens or pencils (one per participant)
- ☐ Dry erase markers and marker erasers (if using laminated photos) (one per participant)
- ☐ Flipchart or other large paper
- ☐ Markers



Clean-Up

BACKGROUND:

According to "Teens, Social Media and Technology Overview 2015" by the Pew Research Center, nearly three-quarters of teenagers ages 13-17 have access to a smartphone. Of those teens, 82 percent report going online daily, and 71 percent say they use more than one social networking site (Lenhart, 2015).

In addition, youth enjoy sharing photos through social media tools as is evident by the popularity of Instagram and Snapchat with younger demographics. Young people should understand how to properly caption a photo because the words that accompany a photo can affect the way the photo is perceived.

OVERVIEW:

In this social media activity, participants will create their own captions for various photos that could be shared online. They will explore the concept of how a few simple words can change what people think about a photo online. This activity pairs well with other lessons on responsible social media usage.

OBJECTIVES:

After completing this activity, the participants will be able to:

- Explain how photo captions can change the perception of a photo.
- Practice writing various photo captions.
- Understand the importance of taking time to consider the photos they share online along with the caption with it.





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4-H RESPONSIBLE SOCIAL MEDIA ACTIVITY

Online Consequences

KEY CONCEPT:

Understanding the possible consequences of sharing information online

LEARNING & LIFE SKILLS:

- Decision making
- Self-Responsibility

AUDIENCE:

Age range: 12 and older

Skill Level: Beginning

TIME:

20-30 minutes

SETTING:

A room with tables and chairs

MATERIALS:

- ☐ A variety of different news articles about recent consequences youth have faced due to information shared online. View the news article list at the end of this activity for samples.
- ☐ Pens or pencils (one per participant)
- ☐ Blank or scrap paper
- ☐ Flipchart or other large paper



BACKGROUND:

According to "Teens, Social Media and Technology Overview 2015" by the Pew Research Center, nearly three-quarters of teenagers ages 13–17 have access to a smartphone. Of those teens, 92 percent report going online daily, and 71 percent say they use more than one social networking site (Lenhart, 2015). Young people should be aware that there are consequences to their online actions. Anything digital can be stored, copied and shared, even if you intend to only share it privately.

OVERVIEW:

In this social media activity, participants will explore the various consequences youth have faced because of information they shared online. They will explore the concept of how a quick "like" of something or a tweet, status update, snap or other action could have negative consequences. This activity pairs well with other lessons on responsible social media usage.

OBJECTIVES:

After completing this activity, the participants will be able to:

- Consider the possible risks of sharing information online.
- Think critically about what they choose to post and share online.

PROCEDURE:

Before the meeting:

1. Review the background information and activity directions.
2. Print off news articles of your choice for every group of two to four participants. Provide a copy for each person in the group.

https://www.canr.msu.edu/resources/4_h_responsible_social_media_activities



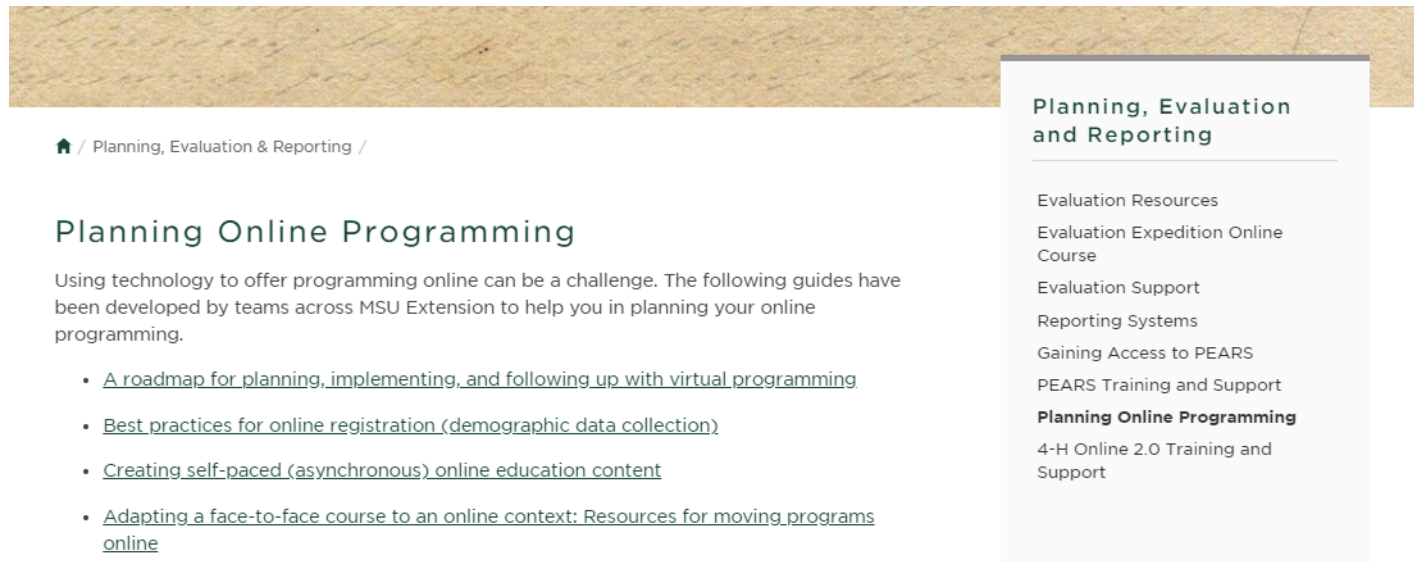




Article	Platform	What was shared?	Consequences	Short-term consequences	Long-term consequences



https://www.canr.msu.edu/od/planning_evaluation_and_reporting/planning-online-programming



The screenshot shows a web page with a light brown textured header. Below the header is a breadcrumb trail: Home / Planning, Evaluation & Reporting /. The main heading is 'Planning Online Programming'. The text below states: 'Using technology to offer programming online can be a challenge. The following guides have been developed by teams across MSU Extension to help you in planning your online programming.' This is followed by a bulleted list of four links. On the right side, there is a sidebar with the title 'Planning, Evaluation and Reporting' and a list of resources, including 'Evaluation Resources', 'Evaluation Expedition Online Course', 'Evaluation Support', 'Reporting Systems', 'Gaining Access to PEARS', 'PEARS Training and Support', 'Planning Online Programming' (highlighted), and '4-H Online 2.0 Training and Support'.

Home / Planning, Evaluation & Reporting /

Planning Online Programming

Using technology to offer programming online can be a challenge. The following guides have been developed by teams across MSU Extension to help you in planning your online programming.

- [A roadmap for planning, implementing, and following up with virtual programming](#)
- [Best practices for online registration \(demographic data collection\)](#)
- [Creating self-paced \(asynchronous\) online education content](#)
- [Adapting a face-to-face course to an online context: Resources for moving programs online](#)

Planning, Evaluation and Reporting

- Evaluation Resources
- Evaluation Expedition Online Course
- Evaluation Support
- Reporting Systems
- Gaining Access to PEARS
- PEARS Training and Support
- Planning Online Programming**
- 4-H Online 2.0 Training and Support

Child and Youth Institute Resources:

- [Policies for recording live programs and getting approval in CYI](#)
- [Volunteer expectations for virtual programming](#)
- [Developing mail home kits and other ideas for extended learning resources that do not require technology](#)



Some Additional Resources

- Social Media & Texting Expectations:
- Keeping Youth Safe Virtually: Best Practices
- Keeping Kids Safe Resources



**TAKE
AWAY!!**



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