



english for **NEW
BOSTONIANS**

ESOL for Parents and Caregivers Curriculum: Companion Guide for Parents/Caregivers of Students in Grades 7-12

Unit 5: Social Media

Activities:

- #1: Overview of Social Media**
- #2: Teens and Social Media**
- #3: Screen Time/Making a Plan**
- #4: Writing: Imagine a Night Without Screens**
- #5: When Should My Child Get a Smart Phone?**
- #6: Social Media and Cyberbullying**

Developed by Susan Klaw and Diana Satin

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About English for New Bostonians

English for New Bostonians (ENB) invests in the future of our region by fostering a high-quality ESOL system that prepares immigrants to pursue their educational, economic and civic aspirations. Through grant making, training teachers, and building public awareness, ENB expands the number of English for Speakers of Other Languages (ESOL) seats, improves program quality across agencies, customizes curricula to diverse subpopulations, and leverages private and public resources. Founded in 2001 by the Mayor's Office for Immigrant Advancement (MOIA), immigrant leaders, and local foundations, ENB now involves several city departments, approximately 20 public and private funders, and numerous community organizations.

About the ESOL for Parents and Caregivers Initiative

Through ESOL for Parents and Caregivers, ENB guides ESOL providers and immigrant-rich schools in building partnerships to facilitate parent engagement in schools, enabling parents/caregivers to improve their English and digital literacy skills, navigate school systems, and understand expectations and opportunities for school involvement and ways to optimize children's learning. At the same time, ESOL for Parents helps adults prepare to pursue their own educational and employment goals, while supporting children's learning – aiming to eliminate multigenerational poverty.

About Susan Klaw

Susan Klaw has directed, taught in, and developed original curriculum materials for Boston-based parent ESOL programs since 1991. She has delivered extensive training locally and nationally on various aspects of Family Literacy and been named a "Literacy Champion" by the Massachusetts Literacy Foundation, Parent Educator of the Year by the Children's Trust Fund, and Adult Educator of the Year by the Massachusetts Coalition for Adult Education.

About the ESOL for Parents and Caregivers Curriculum

The Curriculum (on ENB website and available free of charge) gives ESOL teachers background materials, lessons and activities designed to help immigrant parents learn English and become more effectively involved in their children's education. Selecting curriculum units and lessons relevant to their classes, ESOL teachers can orient immigrant parents to the U.S. school system and provide practical skills such as interpreting report cards, participating in teacher conferences, advocating for children, and supporting children's learning at home. While some information is Boston specific, much can be used in any locale. ENB can assist in adapting materials for school districts. Additionally, ENB offers a Companion Middle/High School Guide, as well as a Digital Learning Guide to support online instruction.

Using the ESOL for Parents and Caregivers Curriculum

All materials are intended to be downloaded and widely used. Please cite English for New Bostonians and credit English for New Bostonians on all reproductions. We welcome feedback and stories on how you and your students are using the ESOL for Parents and Caregivers Curriculum!

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*Contact us at info@englishfornewbostonians.org
or visit us online at www.englishfornewbostonians.org*

ACTIVITY #1: OVERVIEW OF SOCIAL MEDIA

Note to teachers: *The unit in this Companion Guide was designed for parents of middle and high school students. If your students have younger children, you might want to look as well at the unit [Using Screens Wisely](#) in the primary curriculum, [ESOL for Parents and Caregivers](#). See Topic 3: Supporting Children's Learning, Unit 6. None of the activities will work for beginning students without a lot of modification.*

Rationale:

Social media plays a major part in adolescents' lives. Parents can feel disconnected from how their teens spend their time using it. The aim of this activity is to start from what students already know about social media, explore their opinions on the pros and cons, and to increase their knowledge about popular apps.

Teacher Resource:

- *ReachOut - The [Social Media and Teenagers](#) section has many topics, including 'What is Social Media?'*

Student Objectives:

- *Students will be able to describe social media and analyze the way they use it.*
- *Students will be able to fill out a table with information on social media.*

Materials:

- *One copy of each of the [Social Media Icons](#) pictures to post on board, adding or substituting social media you know your students or their teens use. Optional: project the [Social Media Icons on Cube](#) from a computer.*
- *Handout A: [Social Media App Descriptions](#)*
- *Handout B: [Your Opinion of Social Media](#)*

Activity Outline:

1. *Explain the rationale and objectives.*
2. *Invite students to explain what social media means. (They are websites or applications, more commonly called 'apps', that people use to socialize, or to communicate with one another using various media such as text, voice, photos, and videos.)*
3. *On the board, post one copy of each of the [Social Media Icons](#) pictures, or project the [Social Media Icons on Cube](#) via computer. Ask students if they use any, and if so, which ones.*
4. *Invite them to name any others they use, and to draw the icons on the board.*
5. *Write the following questions on the board. Add questions they think are important to consider.*
What are the purposes you use each one for?

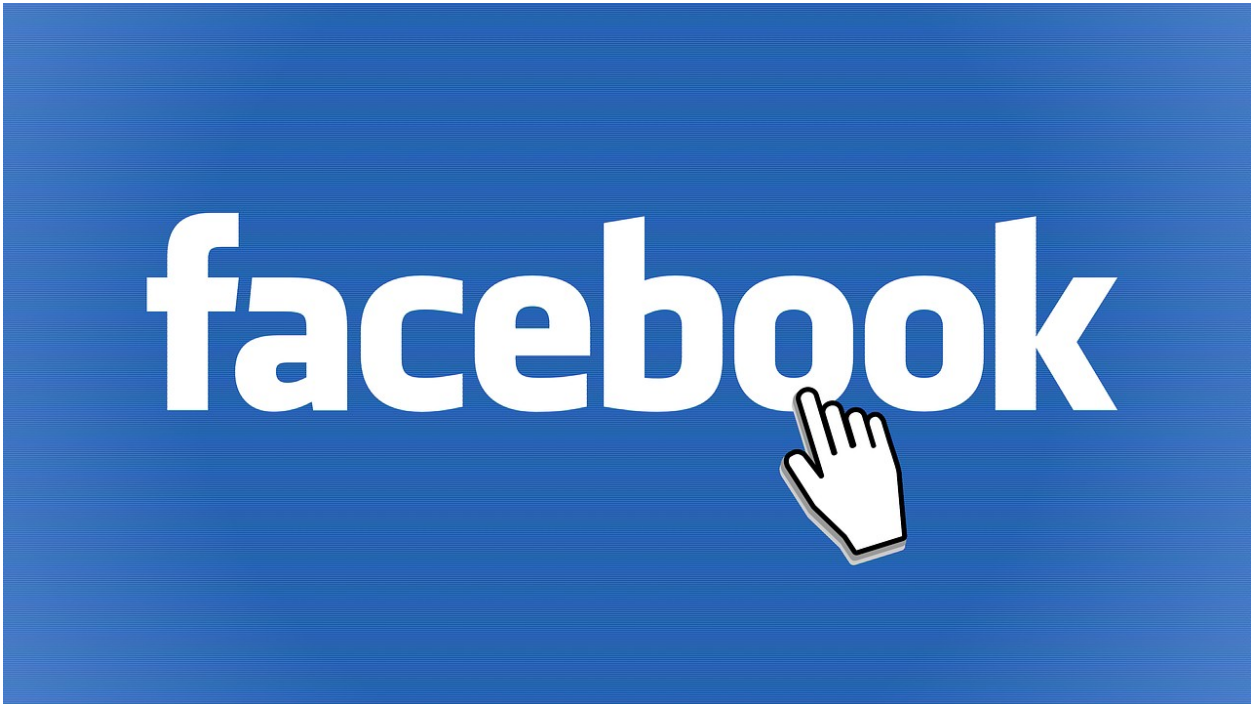
*Why do you like it?
What don't you like about it?
What information do you share on it?
What information do you try not to share?*

- 6. For each of the apps named, ask a student volunteer to answer the above set of questions. This will model filling out the table in Step 8.*
- 7. If students seem generally unfamiliar with Social Media, distribute Handout A: Social Media App Descriptions and have student pairs read and discuss, looking for information that is new to them. If most students seem familiar with the apps described (Facebook, Instagram, WhatsApp/WeChat), skip doing this as a class activity. Instead just give the handout to those few students who don't use social media to read and discuss while other students are filling out Handout B: Your Opinion of Social Media.*
- 8. Distribute Handout B: Your Opinion of Social Media for students to fill out. Circulate to help. Allow plenty of time for students to complete the table. Alternative: Assign the handout as a homework assignment.*
- 9. Divide students into small groups. Designate one student in each group to be responsible for facilitating the discussion and reporting out to the whole class. Group members will share with each other what they have written on their tables. The goal for the group is to find one commonality and one difference among the group members, as well as one interesting piece of information that came up. Give phrases that will be helpful for the report-out, such as 'Amelia uses WeChat to talk with her family in China, and Joy does too.' and 'None of us likes to post photos of our children on Facebook.' Explain the concept "have in common." Invite students to show one another one or two of their posts on the apps they talk about. Take notes on the report-outs to refer to in the following activities, such as the discussions on their teens' use of social media.*
- 10. Say that the group will next connect the information and discussions to their teens' use of social media.*



Instagram

Social Media Icons - Facebook





WhatsApp



WeChat



TikTok



Handout A: Social Media App Descriptions

What is social media?

Social media is any website, app, or other digital tool that lets you communicate and share information with other people. With all social media, it is possible to connect with strangers. For this reason, it is important to choose your privacy settings. Stay up-to-date on the privacy settings - they can change frequently.

Here are some popular social media:



A free video app where you can shoot, edit and share short videos. Like other social media apps, users can follow, like and comment on everything they see. TikTok is very popular with teenagers.



This is a free website and app. People 13 years and older can connect or 'friend' other people. They share, or post, media and information like messages, website links, pictures, and videos. Facebook has settings so you can control who sees your personal information and posts.



Instagram is a free website and app for people to share images. People often connect with other people sharing the same interests. For example, people who like a popular singer can connect. Instagram has settings to let anyone see your posts, or to only allow friends.



WhatsApp, WeChat, and other messaging apps

These apps are for communicating with individuals or groups of people. Examples of information you can send includes text, images, documents, videos, your location, and your contacts.

Other games and sites

*YouTube and online games like **World of Warcraft** are social media. The reason is because people can communicate with each other when they use them.*

Based on ReachOut: <https://parents.au.reachout.com/skills-to-build/wellbeing/social-media-and-teenagers>

Handout B: Your Opinion of Social Media

What social media do you use?	1.	2.	3.
What is the purpose you use it for?			
Why do you like it?			
What don't you like about it?			
What information do you share on it?			
What information do you try not to share on it?			

ACTIVITY #2: TEENS AND SOCIAL MEDIA

Rationale:

Teens can be reticent about communicating with their parents or guardians about the social media they select, and ways and how often they use it. Parents may have limited awareness as to this important aspect of their teens' lives, so this activity helps them to plan for conversations with their teens.

Teacher Resources:

- [*Common Sense Media*](#) - Access to some materials requires free sign up. Has a Latino section. Has posters, videos (including on apps), and topics such as social media rules for teens and tweens.
- Pew Research Center - [*How parents monitor their teens' digital behavior*](#)

Objectives:

- *Students will develop questions to ask their teens about their social media use.*
- *Students will talk with their teen about social media use.*
- *Students will be able to state the amount of time they think is acceptable for their teens to be on social media.*

Materials:

- *Three pages of newsprint. On each, write one of the questions from the handout Talking With Your Teens About Social Media:*
 - *Why do teens use social media?*
 - *Why do they avoid telling parents about what they do on social media?*
 - *How can parents help t*
- *Markers for note-taking on the newsprint*
- *Handout A: Learning About Teens and Social Media*
- *Handout A (Alternate): Learning about Teens and Social Media (shorter version)*
- *Handout B: Homework: Ask Your Teen About Social Media*

Activity Outline:

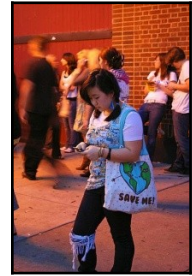
1. *Explain objectives.*
2. *First clarify: What are digital devices? Then ask students: What do your teens use their digital devices for? Homework, socializing, something else? Note their responses on the board.*
3. *Tell them that this lesson is on their teens and ways to communicate with them about their use of social media. Clarify that the focus of this lesson is only about social media use and not about time the teen is doing schoolwork. Ask for a show of hands: How many people think social media can be dangerous? And a second time: How many people think teens tell their parents what they are doing on social media?*

4. Put the newsprint with the question 'Why do teens use social media?' on the wall and invite the group to respond. Note their answers on the newsprint. Repeat with the other newsprint pages with questions ("Why don't teens tell their parents what they do on social media?" and "How can parents help teens stay safe?") one at a time.
5. Distribute the handout Learning About Teens and Social Media and have students compare the responses they had generated with those on the handout. Invite them to add some of the groups' additional responses to the handout so they can remember.
6. Ask students: Do you know **how** your teens use social media, including games with others? What else do you want to know? Some examples: which apps they use, who they communicate with, and what times of day.
7. Have the group develop questions they want to ask their teens. Note them on page two of the handout. Ask parents if their children will be comfortable answering these questions? If not, what might make them more comfortable?
8. Help students revise their questions as needed to get the information they want from their teens. Explain the concept of open ended questions and encourage those. For example, Why do you use Instagram? is a better question than Do you use Instagram? Explain that the Why question is an open ended question because their teen needs to give a longer answer than 'yes' or 'no'. Make sure they ask follow up questions if their teens indicate they have had bad experiences.
9. **Homework:** Distribute Handout B Homework: Ask Your Teens About Social Media. Have students ask their teens questions. You may have them all ask the same two questions plus two or more questions they think would be most helpful to discuss. Have them report back at the next class meeting. Alternate activity: Have a few of the questions students ask be the same, such as which apps they use, and how much time they spend. Have them enter their responses in a Google Form you create. Show the aggregated responses using the chart view, and review how to read a chart. Click for [instructions](#).
10. Ask students the number of hours they think is acceptable for their teens to be on social media. Designate different areas of the class for 1-3 hours, 4-6 hours, etc., and have them stand together according to their responses. Have students explain and discuss their choices.
11. Say that the next lesson will be about screen time for social media, homework, and any other purposes, and making a plan for screen time for their family.

Handout A: Learning About Teens and Social Media - page 1

Why do teens use social media?

- *To meet other people and make new friends with the same interests*
- *To stay in contact with friends they cannot see regularly*
- *To get support with a problem so they do not feel alone*
- *To have fun when they feel bored*
- *To keep up to date on events so they do not feel behind*



Add other uses you think of:

- _____
- _____

Why do they avoid telling parents about what they do on social media?

- *When parents ask a lot about how they use social media, they can feel like the parent is nagging. They may not understand that the parent is trying to support them.*
- *They may be afraid parents will limit their access to social media.*
- *They may want to keep their privacy, and are afraid parents will want to see their accounts.*

Add other reasons you think of:

- _____
- _____

How can parents help teens stay safe?

- *Explain that you care so much about them and want them to be safe.*
- *Give examples of real-life dangerous situations teens have had.*
- *Make sure that they only chat with people on social media that they know in real life*
- *Make sure they use privacy settings*
- *Make sure they know not to share their passwords, phone number, or address.*
- *Make sure they know how to block or delete messages that upset them.*
- *If your teen feels more comfortable talking with another adult, arrange for them to meet.*
- *Tell them that any sexting if they are under 18 is considered child pornography and is illegal.*

Add other ways you think of:

- _____
- _____

Handout A: Learning About Teens and Social Media - page 2

Questions you want to ask your teen:

Handout A (Alternate): Learning About Teens and Social Media - Shorter Version for Beginning Level Students

#1: Why do teens use social media?

- *To make new friends with the same interests*
- *To stay in touch with friends they can't see every day.*
- *To share problems*
- *To have fun*



Any more reasons?

1. _____

2. _____

#2: Why don't they tell their parents about social media?

- *When parents ask a lot of questions, they think the parent is nagging ("in their business")*
- *They are afraid parents will limit their social media.*
- *They want their privacy,*

Any more reasons?

1. _____

2. _____

#3: How can you help your teen be safe?

- *Give examples of dangerous situations*
- *Tell them you love them and want them to be safe.*
- *Find another adult to talk to your teen*
- *Tell them about laws about things like sexting*

Other ideas to keep your teen safe?

1. _____

2. _____

Handout B: Homework: Ask Your Teen about Social Media

Directions: Ask your teen these two questions:

- 1) What social media do you use (apps, videogames, etc)*
- 2) How much time do you spend on social media, not including school work.*

Add two other questions you want to ask. Use the questions you wrote in class.

Write (in English) what you learned:

Question 1: _____

Question 2: _____

Other Questions: _____

ACTIVITY #3: SCREEN TIME/MAKING A PLAN

Rationale:

Some parents have never thought about whether their children spend too much time on screens. Screen time use over the pandemic may or may not have changed that. According to a 2015 study, most American pre-teens and adolescents were using a combination of different digital media sources an average of 8-10 hours per day, often in the form of media multitasking, which has been associated with more attention problems. Excessive use of digital media is associated with worse sleep, higher obesity risk, and worse developmental and academic outcomes. In 2016, the American Academy of Pediatrics issued guidelines including the recommendation that screen time be carefully balanced with social time, physical activity, homework and sleep. Against this background, it is important to help parents understand the need to limit their children's screen time.

Note that if opting to have students do the portion of this activity on data collection and analysis of screen time use at home, the data collection log needs to be started a week in advance of the rest of the steps.

Teacher Resources:

- [Common Sense Media](#) - Access to some materials requires free sign up. Has Latino section. Suggestion: [Managing Screen Time](#), including tips and a case study to analyze.
- Pew Research Center - [How teens and parents navigate screen time and device distractions](#)

Student Objectives:

- *Students will be able to collect and analyze data on their and their children's screen time.*
- *Students will be able to take brief notes.*
- *Students will improve in oral use of the third person.*
- *Students will increase their ability to get meaning from an English language video.*
- *Students will be able to fill out an online form.*
- *Students will identify one strategy for limiting screen time that they plan to try.*

Materials:

- Handout A: [How Much Screen Time? A Log to Fill Out](#)
- Index cards
- Handout B: [Screen Time Questions to Discuss with a Partner](#)
- Video: [For Kids, How Much Screen Time is Too Much?](#) (NPR).
- Online activity: AAP's [Family Media Plan](#),
- Handout C: [How Screen Time Affects Your Child](#)

Activity Outline:

1. Summarize the objectives.
2. Explain that you will talk about screen time. The goal will be to think about reasons to limit screen time. This assignment for them to do at home during the coming week will help them prepare for the rest of the activity.
3. Write Screen Time on the board and clarify the concept, e.g., any time spent using their cell phones or other devices, and for the purpose of entertainment. Time spent doing homework or searching for information doesn't count.
4. Give out index cards. Ask students to estimate 1) how much time they spend on their cell phones and other devices each week, and 2) how much time their teens spend on these devices each week. Have them write their names and time estimates on the index card and then share those estimates with their classmates. Tell them that they will do research at home in the coming week so they will know the actual amount and can compare it with their initial estimate. Collect the cards to save and refer back to the following week.
5. Write and clarify key words which relate to the handout.

log	to fill out
chart	to record
data	to estimate

6. Distribute Handout A: How Much Screen Time? A Log to Fill Out. Go over it, highlighting the key words as they appear in context. Read directions carefully, stressing as always the importance of reading and understanding directions. Show an example on the board of how to fill in the chart. Tell students it will be most accurate if they fill in the data daily. Ask whether they can estimate for their teens or whether they will need to ask their teens to help them. Because teens spend more time than younger kids away from home and away from the supervision of their parents, parents probably can't fill out that part of the log by themselves.
7. Remind students over the next week to continue to complete their logs at home. Tell them when they should bring the completed logs into class.
8. On the day they bring their logs, ask the following questions for discussion:
 - What did you learn? Were you surprised by anything?
 - Raise your hand: Do you think your teens spend too much time on screens? Do you think you spend too much time on screens?
9. Pair students up to discuss their logs using Handout B: Screen Time Questions to Discuss with a Partner. Tell them that they will report back to the group on what their partner said. They don't need to write down everything their partner says, but they might want to take some brief notes. Show an example on the board of what it means to take notes. If needed, review how to speak about people using the third person form. Invite them to add

their own question they would like to ask. Have students report back what they learned. To keep the report-back from going on too long, have each student report back on only one of the questions.

10. *Return to the question asked at the beginning of class, How many people think their children spend too much time on screens? Ask for a show of hands again.*
11. *Explain that the class will watch a video “For Kids, How Much Screen Time is Too Much?” Give a disclaimer that although the video shows young children, the information is relevant to teens as well. Assure students that they will get to watch the video several times.*
 - a) *Write on the board the following expressions to preview that occur in the video: “skyrocketed” and “one size fits all.”*
 - b) *If you have an overhead projector, watch the video together as a group. Pause frequently to paraphrase and repeat content, as the language is not easy. (If showing it to the whole class is not possible, give students this shortened web address to view it on their devices: tinyurl.com/screentime123.)*
 - c) *Click the gear icon to the bottom right of the video to turn on the closed captioning and adjust the speed. Watch the video at least twice.*
 - d) *When students feel they have seen the video enough times to understand it, have them each write down at least one thing they remember from the video. Write what students remembered on the board as they go around sharing what they have learned.*
 - e) *Write the video’s motto on an easel pad and discuss what it means. What does “mostly together” mean when you have a six year old? What might it mean when you have a teenager? Ask students whether they like this quote. Have them copy it in their notebooks and post it on a classroom wall.*

Enjoy Screens
Not too much
Mostly together

12. *Distribute and go over Handout C: How Screen Time Affects Your Child. Go slowly over these most recent recommendations from the American Academy of Pediatrics, helping parents understand the reasons for the recommendations. Ask why they think from the age of six on, doctors no longer give a specific time limit to screen use. (Reason: children start using screens for school and information gathering as well as for entertainment.)*
- 13) *Making a Media Plan: Write the shortened link to the site for students to access on the computers or on their devices: tinyurl.com/familymediaplan. Have them work on filling it out. They can do the form in either English or Spanish. If a student is a native Spanish speaker, we recommend doing the form in Spanish. Circulate to help as students do this. When students finish their plans, they can print them out to keep.*

14. Ask students whether anyone has rules to limit screen time in their families. Write these on an easel pad and ask whether students think it is a good idea to have these limits. Other questions for discussion might be: Do you have to have different limits for older and younger children? Are there times your teens need to get away from their screens? Have students draw two images representing activities when their teens should not be on their digital devices, for example eating breakfast, visiting relatives, bedtime. Have them share and explain those images with a partner.

15. Summary: Have students name one new strategy they plan to use to limit their kids' screen time.

Follow-Up:

- If you have done or plan to do a unit on nutrition in your class (a topic parents are always very interested in), you can show students how the motto in the video was adapted from Michael Pollan's three simple rules about healthy eating:

***Eat Food
Not too much
Mostly plants.***

Handout A: How Much Screen Time? A Log to Fill Out

Directions: Record the amount of time spent on cellphones and other devices every day for entertainment. Do this together with your teen every night before you both go to bed. Fill in the amount of time (1 hour, 2 hours, ½ hour, etc.). Write it in hours, not minutes. Next week, you will report on your results.

	You	Teen #1	Teen #2 (or child between 10-12 years old)
Mon.			
Tue.			
Wed.			
Thur.			
Fri.			
Sat.			
Sun.			
Total Hours			

Handout B: Screen Time Questions to Discuss with a Partner

Directions: Ask your partner the following questions. The answers come from the Screen Time Log you both filled out. Listen to what your partner says. Take notes to help you remember. When you report back to the class, you will share your partner's answers, not your own.

1) Who uses a cell phone and other devices more for entertainment, you or your teens?

2) Which of your children uses their cell phone or other devices for entertainment the most? How much time? How old is that child?

3) Did anything surprise you when you were filling out your log?

4) Add your own question to ask your partner.

Handout C: How Screen Time Affects Your Child¹

1. *Too much screen time interferes with other more healthy activities:*
 - *physical exercise*
 - *reading*
 - *doing homework*
 - *spending time with family*
 - *spending time with friends*
 - *playing*
2. *Children who spend more than four hours a day in front of screens are more likely to be overweight.*
3. *By the age of 18, most American children have seen more than 200,000 acts of violence on TV. For some children, seeing so much violence can lead to behavior problems, difficulty sleeping, and anxiety.*

WHAT DO DOCTORS RECOMMEND TO PARENTS?

Children ages 0-18 months: No television or other screen time at all except video chatting.

Children 18-24 months: Only high quality screen time watched with the parent

Children 2-5 years old: No more than one hour of high quality programming a day

Children 6 and older: Limit screen time so that child has time for physical activity, social time with friends and family, homework, and gets enough sleep.

Make sure to have media free times as a family—TV off and all cell phones put away.

¹ Adapted from “How TV Affects Your Child,” Kids Health website, and 2016 AAP Electronic Media guidelines
http://kidshealth.org/parent/positive/family/tv_affects_child.html#

ACTIVITY #4: WRITING: IMAGINE A NIGHT WITHOUT SCREENS

(Can be used/adapted for use with beginning level students)

Rationale:

As folks who have gone through power outages are well aware, time without TV and other electronics changes family life. To begin to raise consciousness about alternatives to time spent on screens, both parents and their children imagine a night at home without screens and what might be fun to do instead.

Student Objectives:

- *Students will be able to list several activities they and their children can do instead of watching TV or using other digital devices*
- *Students will improve their writing or storytelling skills.*

Materials:

- *Handout: Imagine a Night Without Screens*
- *Handout: Family Homework*
- *Optional: Drawing paper (for family homework assignment)*

Activity Outline:

1. *Explain objectives.*
2. *Give out writing prompt. Pair students and have them spend 5-10 minutes discussing their ideas for their essay or their story. The writing exercise will take more time; the story telling version less.*
3. *Have students write a first draft of their essay, conference with them over corrections, and then ask them to copy their final drafts. Have students read their essays aloud or tell their stories to the class. Look for commonalities.*
4. **Game:** What Else Can Your Children Do? *Divide students into teams. Give each team markers and newsprint. Tell them that their job is to write down fun things their children can do that don't involve any digital devices. After 10 or more minutes, the team with the most fun things to do wins. Write the winning team's fun activities on the board. Other teams add additional activities. Small prizes for the winning team add to the fun of a competitive game.*
5. **Family Homework:** *Give out and explain the family homework. Parents share their essays or stories, and ask their children to also imagine a night without screens. Children make a list similar to the one their parents did of fun activities that don't involve screens. Next kids choose their favorite activity from their lists and draw a picture or cartoon of it. Parents bring the completed drawings back to share with classmates.*

Handout: Imagine a Night Without Screens

Directions: *Imagine a night in your family in which no one could watch TV, play video games or look at their phones. How would it be different? What would your children do? Where would they spend their time? What would you and your spouse do differently? Write an essay or tell a story in which you describe what a night without screens would be like in your home.*

A NIGHT WITHOUT SCREENS (WRITTEN ESSAY OR NOTES FOR STORY TELLING)

Handout: Family Homework

1) Share your essay or story “Imagine a Night Without Screens” with your children. Ask them what they think a night without screens would be like and talk about it with them. If any children want to write their own stories, encourage them to do so.

2) Have your children make a list of all the fun activities they can think of to do that **do not** involve screens. Older children can write the list themselves. Younger ones can tell you and you can write it down for them.

3) Give your younger children paper and markers or crayons. Tell them to draw a picture of their favorite activity from the list they made. Have them tell you about their pictures. Maybe older children would like to draw a cartoon of the activity.

4) Bring the drawings into class to share with your classmates.

ACTIVITY #5: When Should My Child Get a Smart Phone?

(Can be used/adapted for use with beginning level students)

Rationale:

Deciding to allow your child to have a cell phone is a big decision. There is no perfect age, although most experts recommend waiting until a child is between 12-14. Here parents are helped to understand some of the pros and cons and how to consider whether their child should have a smartphone and what parental controls are available to them.

Student Objectives:

- *Students will decide what age they think their children should get a smartphone.*
- *Students will be able to name one pro and one con of children using smartphones before they are in middle school.*
- *Students will be able to explain what a parental control is.*

Materials:

- *Quiz Activity: Is Your Child Ready for a Cell Phone? (In English and Spanish)*
<https://screenready.att.com/digital-parenting/>
- *Article in English and Spanish: <https://childmind.org/article/when-should-you-get-your-kid-a-phone/>*
- *Handout: Learn from Each Other About Parental Controls*
- *Resource Site for Teachers and Parents: <https://www.common sense media.org/> (in English and Spanish)*
- *Handout: Common Sense Media Homework*

Activities:

1. *Explain objectives.*
2. *Brainstorm: How is a cell phone different from TV or a computer?*
3. *Ask students to write down on a piece of paper at what age they think a child should get a cell phone. Have the class go around and share their answers.*
4. *Pros and Cons of children having cell phones. Have students work on this in pairs and then make a list of ideas on the board. Try to make sure the following negatives are considered.*
 - *Exposure to harmful, age-inappropriate material*
 - *Encountering predators who use deception to meet children online (often through seemingly innocuous apps and ga*
 - *Vicious cyber-bullying by young people using cell phones and social media sites.*
 - *Young children who use a lot will become accustomed, addicted.*

5. [Quiz Activity](#): This cell phone readiness quiz was jointly developed by the American Academy of Pediatrics and AT&T. Model filling out a sample quiz for the class and point out the advice you are given at the end. Then have students do this independently on their phones in either Spanish or English.
6. [Reading: When Should You Get Your Kid a Phone](#)- The Quick Read version of this article is recommended. If your students are high intermediate, you could read with them the full version as they listen simultaneously to the audio. Encourage Spanish speakers to also read the article in Spanish.
7. See if students know what the cell phone policy is at their children's schools. Go around in a circle and share. If some parents in the class do not know, ask how they could find out. Use an assistant or an advanced student to do a role play of a parent calling the school and asking.
8. Write keyword **Parental Controls** on the board. Ask What does this mean? Ask for a show of hands: Who uses parental controls on your child's phone? Divide the class into groups of four, making sure to include in each group a parent who uses Parental Control Apps. Choose a facilitator for each group. Distribute the handout with the discussion questions or write the questions on the board re parental controls.
9. Homework or Follow Up: Have parents go to www.common sense media.org. Change the language to Spanish if desired (top right of home screen). Click on Parent Tips and FAQ's. Parents should explore the topics they are interested in and fill out the CommonSense Media homework sheet.

ACTIVITY #6: SOCIAL MEDIA AND CYBERBULLYING

Rationale:

Parents may be unaware that their teen is the target of cyberbullying, or that they are cyberbullying someone else. This activity will have students think about how cyberbullying differs from other types of bullying, how to recognize the signs of a teen being bullied, and generate ways of approaching their teen to discuss cyberbullying.

Teacher Resources:

- [Teen Health and Wellness](#) - hotlines for bullying and cyberbullying
- ReachOut - section: [Cyberbullying and teenagers](#)
- [stopbullying.gov](#) - section: Cyberbullying
- Pew Research Center - articles: [A Majority of Teens Have Experienced Some Form of Cyberbullying](#) and [Teens Social Media Habits and Experiences](#)

Objectives:

- Students will be able to explain what cyberbullying is and compare and contrast with other types of bullying.
- Students will be able to explain details and draw inferences from a video.
- Students will be able to describe behaviors teens may show when being cyberbullied, and reasons why they may avoid informing their parents.
- Students will be able to plan a conversation with their teen about cyberbullying.

Materials:

- [Cyberbullying Image](#) projected via computer or as a handout
- Projector to show the YouTube video '[Emma's Story: Cyberbullied by a Best Friend](#)' (If internet is not available, you can download the video to your computer using one of the free converter tools such as [KeepVid](#).)
- Handout A: [What is Cyberbullying](#)
- Handout B: [Emma's Story: Cyberbullied by a Best Friend](#)
- ReachOut page: [Addressing Cyberbullying](#) - Select sections you think are most pertinent to your students, and make separate copies of each of those selected sections for a jigsaw activity.
- Handout C: [Dialogue-A Conversation with your Teen about Cyberbullying](#)
- Handout D: [Role Play Cards](#) (for more advanced students)
- Handout E: [Bullying - We Were Friends](#)

Activity Outline:

1. Write 'bullying' on the board and invite students to share what they know about it, such as the definition, and real-life examples they know about, such as experiences they or their children have had.

2. Add 'cyber' to the word 'bullying' on the board. Show students the cyberbullying image, either by projecting it or distributing it as a handout. Spend some time on this image, explaining vocabulary as needed, and giving examples of the words via mini role plays. Even if students have been not been able to give real life experiences of bullying, they will likely all be able to give examples of rumors, or threats, or harassment, especially sexual harassment.
3. Ask students what percent of US teens they think have been cyberbullied. Have them guess a percentage and write their guess down on a piece of paper. Then have students share their guesses and note them on the board. Explain that about 60% have said they have been cyberbullied. See whose guess was the closest and then show an image representing those percentages to help students get a picture of what it means. You could project an image of a pie chart you created online, or simply draw one on the board.
4. Ask how students think cyberbullying is the same and how it is different from bullying that is not done online. You can draw up two lists on easel paper and compare/contrast the lists. Or you could draw a Venn diagram on the board and model how to fill it in by noting student responses. Explain how a Venn diagram is used for comparison. Invite students to come up to the board and add their responses in the appropriate places.
5. Distribute Handout A: What is Cyberbullying? If intermediate level students feel they want more information, they can find it here. Show students how to use headings to know what is covered in the different sections. Then go to the last section--What are the Impacts of Cyberbullying--and discuss each of these effects one by one after defining the term impact. With each bulleted impact, ask parents why this might be so. This way they pool their knowledge about adolescent psychology.
6. Divide students into pairs or small groups. Ask each group to discuss one of the following: reasons they think cyberbullying starts, why teens bully in this way, why teens join others in bullying, and the effects on a teen that is the target of the bullying. Facilitate the discussion by giving each group their question in writing. Before they start the discussion, have them choose a representative to report out to the class.
7. Prepare students for viewing the video 'Emma's Story: Cyberbullied by a Best Friend'. Explain that it shows one teen's experience with cyberbullying. Distribute Handout B: Emma's Story: Cyberbullied by a Best Friend and review it, asking students to listen for the answers as they watch. Tip: To slow the audio, click the gear icon at the bottom of the video. Repeat the video several times to aid students' comprehension. Then have them fill out the handout and discuss their responses to the questions. Focus particularly on how students filled out the stem, "I think Emma's mother helped her by....."
8. Say that one study found that 1 in 10 teens tells an adult when they are being cyberbullied. If needed demonstrate the concept of 1 in 10 by using the number of students, or drawing 10 stick figures and circling one, then drawing 10 more and circling two. Ask if this surprises them or not, and why. Brainstorm reasons why teens may avoid sharing this information with parents. Possible answers: embarrassment, fear of having digital devices

taken away. If your teen is being cyberbullied, how can you tell? How might they behave? Possible answers: spending much less or much more time on social media, seems upset or depressed after being on social media, being nervous when they receive messages, and being less socially active than before.

9. Explain that there are steps parents and teens can take. Brainstorm some. Distribute the handouts you created from ReachOut: Addressing Cyberbullying for a jigsaw activity. Assign small groups to the different topics. As always, make sure each group has a mix of more as well as less advanced students. Have them read and discuss, and prepare to present what they learned to the whole class. Digital Option: They can prepare a digital presentation using their phone's video app or a storytelling app such as [Evernote](#).
10. Pass out Handout C: Dialogue—A Conversation with Your Teen about Cyberbullying. Ask for a volunteer to read dialogue with you who is a good enough reader to read it in an animated way. Pair up students to practice reading the dialogue themselves. Have them read it through several times and switch roles. Circulate to help with pronunciation and inflection.
11. Option for students with advanced oral skills: use Handout D: Role Play Cards. There are two separate parent/child role plays. Cut up the cue cards and give pairs their roles to study after students decide who wants to be the parent and who the teen. You can instruct them to either keep their role secret from their partner, or share it. While other students are practicing the dialogue, these more advanced pairs could practice the role play. Then have them present to the class. Encourage comments on what the parent might have said differently and whether the teen seemed realistic. Alternate: If you as teacher have an assistant or volunteer helping you in the class, the two of you could act out the role play and then ask students to comment on whether the parent had been helpful.
12. Homework: distribute Handout E: Bullying- We Were Friends and go over instructions together. They will watch the eight minute video with their teens and then ask them some questions about cyberbullying. (If they do not have internet at home, share ideas for other places they can view it, such as at a relative's home.) In the next class, they will report back what they learned and how their teen responded to the video.

Cyberbullying Image



Handout A: What is Cyberbullying?²

The causes of cyberbullying are ambiguous; what we do know is that cyberbullying is the deliberate, persistent and malicious use of words or pictures in an online environment intended to cause harm to someone's wellbeing. Research undertaken by [Kids Helpline](#) found that the most common age for cyberbullying is middle school, when young people are around 11 or 12, but it happens throughout the teenage years so it's important to be aware.

What does cyberbullying look like?

Cyberbullying comes in many forms but the most common are:

- *receiving intentionally hurtful text messages, emails or direct messages on social media sites*
- *people spreading rumors or lies about someone online*
- *people sending images or videos intended to humiliate or embarrass someone*
- *people sending threats to someone*
- *people setting up and using fake online profiles to embarrass or intimidate someone.*

How is it different from other forms of bullying?

Bullying is a kind of behavior that is designed to cause intentional harm. Cyberbullying can be even more distressing because of its very public and uncontrollable nature. For example:

- *there's no limit to who can view or take part in cyberbullying*
- *it can be very difficult to remove content shared online*
- *bullies can be anonymous*
- *content can be accessed through search engines*

It's hard for people to escape the bullying, especially if they use technology in their everyday lives. It's suggested that young people can be more likely to bully someone online than they would in real-life, as they feel less accountable for their actions due to the nature of the online world.

What are the impacts of cyberbullying?

The effects of cyberbullying on teenagers can range from:

- *lower school attendance and performance*
- *increased stress and anxiety*
- *feelings of isolation and fear*
- *poor concentration*

² Adapted from the website [Reachout.com](#), section: [Cyberbullying and teenagers](#)

- *depression*
- *decreased self-esteem and confidence*
- *in extreme cases the cyberbullying can lead to suicide.*

Handout B: Emma's Story: Cyberbullied by a Best Friend

Video link: tinyurl.com/cyberbullyemma



1. Was Emma afraid of being cyberbullied before it happened to her?
2. What happened with Emma and her friend before the cyberbullying?
3. How did Emma's friend cyberbully her?
4. What is Emma's advice to other teens who are being cyberbullied?

After watching the video: Emma said: "I told my Mom and then she helped me." How do you think she helped? Finish the sentence using your ideas:

I think Emma's mother helped her by:

Handout C: Dialogue- A Conversation with your Teen about Cyberbullying

- Mother: (knocks on door) Rosa, can I come in?*
- Rosa: Okay.*
- Mother: Is anything the matter? You seem sad lately.*
- Rosa: No, nothing is the matter.*
- Mother: But you haven't gone out to see your friends for the last two weekends.*
- Rosa: I just don't feel like seeing them.*
- Mother: Did something happen?*
- Rosa: Samantha started a rumor about me and now everyone believes it.*
- Mother: What kind of rumor?*
- Rosa: She said I was trying to steal her boyfriend Jack.*
- Mother: Do you like Jack?*
- Rosa: He is just a friend. The science teacher told us to work together on a project. So we have to go to the library together. Now Samantha posted a picture of us in the library and sent it to all the girls. They are all texting that I'm a boyfriend thief and that I am a terrible friend. They say no one wants to be friends with me anymore.*
- Mother: I am so sorry. Of course you are not a terrible friend. Does Jack know this is happening? Could he help?*
- Rosa: I am too embarrassed to tell him what Samantha is saying. But maybe he could tell Samantha that we are a just science partners, that is all.*
- Mother: Here are two other ideas I learned in a workshop. You could block the texts from anyone who is sending you mean messages. Or you could answer, "Please stop sending these messages—this is bullying and none of it is true."*

Handout D: Role Play Cards

Parent

Teen

Your 14 year old daughter has been spending a lot of time in her room recently. She isn't going out with her friends the way she used to. You want to talk with her about what is going on.

You are a 14 year old girl. A girl you thought was your best friend started a rumor at school that you had cheated on your exam. Now everyone is saying you didn't deserve to get the highest grade in the class. You think kids are always laughing at you.

Your son seems unhappy in middle school this year. You just got the report card and his grades are going down. You want to talk with him to find out what is going on.

You are a 12 year old boy. You are in middle school. You like acting and art and you aren't good at sports. During gym, boys make fun of you. Now there are rumors going around that you are gay. You are having a lot of trouble concentrating and you don't want to go to school.

Handout C: Bullying: We Were Friends

Directions: Together with your teen, you will watch an eight minute video about bullying. Then you will talk about it. Go to YouTube and search for “Bullying: We Were Friends”. After watching, ask your child whether he or she has ever experienced cyberbullying. Do they have friends who have? Ask other questions as well. You can talk to your teen in whatever language you want. Write your teen’s answers below: Tell us what you learned in our next class.

Have you ever experienced cyberbullying?

My teen said: _____

Do you have friends who have experienced cyberbullying?

My teen said: _____

Other questions you asked:

1. _____

2. _____

My teen said: _____
