



Digital Facilitator Guide



Welcome

Dear Educator,

Welcome to **Get Digital**, Facebook's digital citizenship and wellbeing program for young people. This was designed to support you and other educators as technology leads the way into our digital future.

Schools and educators across the globe recognize the importance of teaching their students the information, behaviors and skills that help people thrive in an increasingly complex, connected digital world. Practicing digital citizenship and wellbeing can help keep students safe while empowering them to positively influence their environments.

Get Digital helps you introduce digital citizenship and wellbeing concepts to your students through lessons drawn from several expert partners. The lessons are based on many years of academic research and reflect the diverse voices and experiences of young people from around the world.

The **Get Digital** lessons are divided across five content pillars:

Digital Foundations: Teaching students how to leverage tools to protect their digital devices and their personal information online, as well as that of others.

Digital Wellness: Supporting students' ability to engage with others (both individuals and the larger collective) online in empathic and positive ways, protect their physical and mental health and explore their identities.

Digital Engagement: Helping students develop executive functioning, critical thinking and the skills needed to evaluate and share media and information online, as well as engage with different cultures and contexts.

Digital Empowerment: Helping students use technology and social media to create positive change and better opportunities for themselves, their communities and the world.

Digital Opportunities: Preparing students to create the next wave of technology and succeed in their future careers and pathways.

The lessons in each content pillar have been carefully curated to help students learn tangible skills such as protecting personal information, identifying reputable sources and recognizing healthy online relationships. In addition to the classroom materials, Get Digital offers resources for parents and activities for young people. You can reinforce the digital citizenship and wellbeing lessons you teach at school by encouraging families to use the activities at home.

Thank you for helping our young people become empowered, competent and responsible digital citizens. We're grateful for the opportunity to work with you to improve access to digital citizenship and wellbeing resources for all through the Get Digital program.

Sincerely,

Antigone Davis
Global Head of Safety, Facebook

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Introduction to the Program

Getting started

The Get Digital program is designed to serve young people through a multi-faceted approach encompassing formal (classroom) and informal teachings, parent/child conversations and individual activities for youth. To begin using the program, simply follow the steps below.

1 REVIEW MATERIALS

Take some time to familiarize yourself with the teaching materials before delivering them in or outside of the classroom. The Get Digital program contains the following:

- ▶ Facilitator Guide
- ▶ 34 lessons across five pillars (see “Understanding the Lesson Structure” below)
- ▶ Program introductory parent letter, in the Appendix

Because we know that digital citizenship and wellbeing lessons may not fit neatly into an educator’s calendar, the lessons were designed to be adapted for many subjects and interests, lesson formats and timelines. The lessons were designed to make it as easy as possible to integrate them into both formal and informal learning environments. The digital world is dynamic, and these teaching materials are designed to be as well. As such, this guide will likely evolve over time.

2 INFORM PARENTS

Let parents know that you are using Get Digital to teach digital citizenship and wellbeing and ask that they help reinforce the skills at home. In the Get Digital parent section online, parents will find videos, conversation starters and activities to review digital citizenship and wellbeing concepts with their children.

3 TEACH THE LESSONS

The Get Digital program is designed to be delivered as either a full curriculum or as standalone lessons in both hi-tech or low-tech environments.

The lessons are fully scripted and provide guidance about how you can prepare for and deliver these lessons in formal and informal settings. They are also open ended enough that you can modify them to fit the needs of your students.

4 REINFORCE THE LESSONS

The Get Digital youth section contains extension activities that you can assign to your students as homework or encourage them to use for self-directed learning. The youth section also includes examples of young people who have used digital citizenship and wellbeing skills to create positive change in their communities.

Understanding the Lesson Structure

The Get Digital program organizes the major digital citizenship and wellbeing skills across five content pillars: Foundations, Wellness, Engagement, Empowerment and Opportunities. The lessons in each pillar can be taught individually or consecutively from Foundations of safety, privacy and security to Opportunities. The progression of this content, if taught in succession, may take a young person from navigating more common online experiences to how they can use their digital skills toward their future careers and pathways.

It's important to keep in mind that while these pillars and their lessons can be taught sequentially, the sequence can depend on the perceived importance of each skill (see Glossary) and will depend upon your or your students' context. Contextual factors that could be relevant may include age, gender, location, skill and educational level.



Digital Foundations

The lessons and activities in this section help students understand how to get connected and use the Internet and other platforms effectively. The lessons also help students protect their data and information (and that of others), as well as their digital devices and assets.

Skills addressed include: digital access, privacy and data literacy.

DIGITAL FOUNDATIONS

Lesson	Topic	Objective
▶ 1	Introduction to privacy	Students will explore their individual sense of privacy and the impact it has on their own lives. Students will consider the kinds of information they would like to keep private and the contexts in which they will or won't share specific information.
▶ 2	Privacy and you	Students will explore what kinds of information might be best kept "private," how to customize privacy settings on social media and how to explain their decision-making process for their settings (e.g., why certain content is set to "friends only" vs. a "public" setting).
▶ 3	Passwords	Students will learn how to keep their online information more secure by using and maintaining strong passwords. Students will learn about the principles of strong password design and the potential problems of password sharing. They will also learn how to keep their passwords safe and how to take steps to prevent unauthorized access to their accounts.
▶ 4	Public Wi-Fi	Students will learn about public Wi-Fi networks and their benefits and risks. More specifically, they will learn to recognize unsecured Wi-Fi when it is available to them, understand the tradeoffs inherent in using unsecured Wi-Fi and make informed decisions about when to connect to and use unsecured Wi-Fi.
▶ 5	Cybersecurity, phishing and spam	Students will learn about malicious online users who might attempt to use security weaknesses to gather information about them. Students will be able to describe the risks of being online, develop strategies to engage in safer behaviors, identify spam messages and explain who should ask for their password.
▶ 6	Understanding and evaluating online searches	Students will understand that popularity and reliability are two key concepts to consider when searching for and choosing online sources and create checklists with criteria for evaluating search results that they can use in their own role as researchers and seekers of information.
▶ 7	Evaluating online sources	Students will evaluate sources for reliability, use a variety of tools to evaluate sources for bias and accuracy, understand and identify common reasoning errors and create an evaluation method or tool for evaluating sources.



Digital Wellness

The lessons and activities in this section help young people explore their identities, engage with others (both individuals and the larger collective) online in empathic, ethical and positive ways, and counteract the risks the digital world may come with to protect their physical and mental health.

Skills addressed include: identity exploration and formation, positive/respectful behavior and safety and wellbeing.

DIGITAL WELLNESS

Lesson	Topic	Objective
▶ 1	Reputation	Students will consider how publicly available online information helps form others' opinions about them. They will identify audiences for different types of online communication, consider what information they want to appear when someone searches for their name and learn various ways to respond to Internet content about them they do not like.
▶ 2	Social media & sharing	Students will think about privacy in terms of how they share information and communicate with others online, specifically regarding social media use. They will be able to explain tradeoffs in privacy in the context of social media and learn how to use online privacy settings effectively.
▶ 3	Online presence	Students will be able to identify one type of personal information they can manage online, one form of information they can't totally control online and one thing they can do about some aspect of their personal information online not directly controlled by them.
▶ 4	Different perspectives	Students will examine the role of perspective when evaluating information linked to their online presence or the online presence of others. They will gain awareness of the relevant contextual factors (e.g., time, cultural, social, local/regional/global) that impact one's online presence. Additionally, students will consider the implications of the information they put online on their relationships with family, friends and authority figures (e.g., teachers, employers).
▶ 5	Who do you want to be?	Students will examine how their online identity and the content they create and share relates to their goals (e.g., career-related, academic, interests they would like to pursue). They will explore how to manage an online persona that considers subject, platform, name, visual representation and privacy settings.
▶ 6	A moment for me: a self-compassion break for teens	Students will compare and contrast the ways they respond to a close friend in distress (versus themselves) and consider how they might adjust what they say to themselves when they are struggling.
▶ 7	A time I felt grateful	Students will define gratitude and give an example of a time they felt grateful and understand that there are many types of things we can feel grateful for



Digital Engagement

The lessons and activities in this section help students interpret contextual factors of relevance (e.g., cultural, social, local/regional/global) in a given situation and effectively engage in it, as well as find, evaluate, create and share information and other content in different media forms. Skills addressed include: context, information quality and media (literacy).

DIGITAL ENGAGEMENT

Lesson	Topic	Objective
▶ 1	Respect and boundaries	Students will better understand others' perspectives and feelings in the context of individuals sharing personal information online.
▶ 2	Healthy relationships	Students will explore qualities that constitute healthy and kind relationships and how online behaviors play a role in both healthy and unhealthy relationships. Students will also examine the opportunities and challenges around the intersection between social media and relationships in their own peer group and learn how to promote upstanding behavior among their peers.
▶ 3	What is verification?	Students will learn what information verification is and why it is important for news consumers to verify the stories they read or view. They will consider the responsibilities news organizations, audience members and social media companies have in promoting a media landscape of truthful news information.
▶ 4	The verification steps	Students will learn about a 5-step checklist they can use to verify the provenance, source, date, location and motivation of a news image or video. They will recognize the limitations inherent in the verification process and begin to consider the various online and offline tools they can use to investigate the veracity of content online. Students will reflect on how a source's motivation may affect the portrayal of a news event.
▶ 5	Versions of media text	Students will be able to define what a scrape (a copy from an original) is and explain why the proliferation of this type of media text can make the verification process more difficult during breaking news events. They will create and share their own scrapes online as they reflect upon when it is important to identify a scrape's source or a news event's original context.
▶ 6	Best possible self	Students will imagine and write about their lives at 40.
▶ 7	Constructively engaging in digital communities	Students will identify ways they want others to speak to them, display inclusivity and empathy in group communication, evaluate group communications for bias and hate, develop ways to deal with negative comments, bias and hate speech and develop guidelines for appropriate classroom communication.
▶ 8	Civic engagement and communication as digital community members	Students will explore different kinds of bias they might encounter when engaging online and develop strategies for identifying and responding to biased language and hate in digital spaces.
▶ 9	Analyzing how words communicate bias	Students will identify bias in news articles and stories, discern the point of view of writers and reporters by analyzing their word choice, discern the point of view of writers and reporters by analyzing their tone, separate the point of view of the author from the facts of the news story and be critical of the way they communicate information themselves.



Digital Empowerment

The lessons and activities in this section help students participate in public matters, advocate for the issues they care about, produce content and understand and apply legal concepts.

Skills addressed include: civic and political engagement, content production and law.

DIGITAL EMPOWERMENT

Lesson	Topic	Objective
▶ 1	Advocacy and making change	Students will learn about the concept of advocacy by identifying an issue that affects their community and brainstorming two changes that they want to see in the future concerning that problem.
▶ 2	Building your activist network	Students will learn how social networks can be leveraged to promote advocacy efforts. Students will also learn how to develop online content to spread information about a cause of interest.
▶ 3	Raising awareness through media	Students will learn about and identify ways in which various types of media can be used to promote awareness around an issue.
▶ 4	Hashtags	Students will learn how hashtags have been effective in promoting social movements. Students will also identify how hashtags on social media can help raise awareness about an advocacy issue and will develop their own hashtag and methods of promotion for a cause that interests them.
▶ 5	Time for action!	Students will learn how to develop an initial plan for their own advocacy campaign.
▶ 6	Exploring your personal values	Students will sort a list of values in order of importance and reflect on how the most important values impact their lives and their future plans
▶ 7	Social media for social action	Students will explore reasons for engaging in digital activism, understand that there are different ways to engage in social activism online and analyze and evaluate pros and cons of digital activism.
▶ 8	Digital tools as a mechanism for active citizenship	Students will understand the use of digital tools in active citizenship and evaluate the strengths and weaknesses of digital remedies in active citizenship.



Digital Opportunities

The lessons and activities in this section help students learn the skills they need to fully leverage the opportunities the digital world may offer. This may include the ability to understand and take part in conversations around artificial intelligence, understand and apply computational concepts, engage in data creation, collection, interpretation and analysis, and navigate economic activities online and offline. Skills addressed include: artificial intelligence, computational thinking, data and digital economy.

DIGITAL OPPORTUNITIES

Lesson	Topic	Objective
▶ 1	Exploring experiences	Students will learn to identify specific experiences that have shaped who they are today, reflect on how such experiences might be powerful for their future and consider ways they can create new experiences that help them achieve their goals.
▶ 2	Identifying our strengths	Students will identify three types of skills that they possess—transferable, knowledge and domain, and personal trait skills—and consider how they may combine these skills and apply them toward opportunities in the future.
▶ 3	Creating a resume	Students will learn about different resume formats and practice writing a resume based on interests, experiences, skills and goals. Students will also learn about what a resume and CV are and why they are important for their long-term goals.
▶ 4	What is an algorithm?	Students will understand what an algorithm is, why algorithms matter and how algorithms are used in both everyday life and computer science.
▶ 5	Social media and algorithms	Students will be able to understand various ways algorithms help shape the content they see on social media and apply these understandings to their own social media feed(s).
▶ 6	How fair use works	Students will understand copyright law, understand copyright law and make, remix and share content.

Glossary of Helpful Terms

Artificial Intelligence (AI): The ability to understand the algorithms involved in the AI-based platforms one interacts with and the ethical conversations happening around the development of these technologies.

Civic and Political Engagement: The ability to participate in public matters (e.g., LGBTQ rights, peace building, addressing hate speech) and advocate for issues one cares about—using digital and non-digital tools—ideally to promote the quality of life in one’s community from micro to macro levels (Levine, 2007).

Computational Thinking: The ability to understand and apply computational concepts, practices and perspectives. Computational concepts include concepts individuals leverage as they program (e.g., “sequencing” or identifying a set of steps for a task, “loops” or running the same series of steps multiple times). Computational practices represent the practices individuals cultivate while they program (e.g., “experimenting and iterating,” “reusing and remixing” or creating something by building upon current ideas or projects). Finally, computational perspectives refer to the perspectives individuals develop about themselves, their connections to others (such as within the context of collaborative online communities) and the technological world more broadly (e.g., “connecting” or understanding the power of developing content both with and for others) (Brennan & Resnick, 2012).

Content Production: The ability to produce (digital) content using (digital) tools.

Context: The ability to be aware of, understand and interpret the contextual factors of relevance (e.g., cultural, social, local/regional/global) in a given situation—with a particular emphasis on the experiences and perspectives of underrepresented groups, whether in terms of age, ethnicity, race, gender and sexual identity, religion, national origin, location, skill and educational level and/or socioeconomic status—and effectively engage in the situation.

Data: The ability to be aware of, create, collect, represent, evaluate, interpret and analyze data from digital and non-digital sources.

Digital Access: The ability to connect to and access the Internet, individually or collectively (e.g., mesh technologies).

Digital Economy: The ability to navigate economic activities online and offline to earn different forms of economic, social and/or cultural capital (e.g., earning money, increasing social connections, building personal brands).

Digital (Literacy): The ability to use the Internet and other digital tools and platforms effectively to find, interact with, evaluate, create and reuse information (Palfrey & Gasser, 2016). The ability to comprehend and work through conceptual problems in digital spaces (Carretero, Vuorikari & Punie, 2017).

Identity Exploration and Formation: The ability to use (digital) tools to explore elements of one’s own identity, and understand how the communities are part of shaping one’s identity.

Information Quality: The ability to find, interact with, evaluate, create and reuse information (broadly speaking: e.g., news, health information, personal information) effectively (Palfrey & Gasser, 2016).

Law: The ability to engage with legal frameworks, concepts and theories surrounding the Internet and other digital tools (e.g., copyright, fair use) and the ability to apply these frameworks to one’s activities.

Media (Literacy): The ability to analyze, evaluate, circulate and create content in any media form (e.g., print, visual, interactive, audio) and to participate in communities and networks. “Media literacies,” in plural, include “media literacy” (Hobbs, 2010), what some researchers have conceptualized as “new literacies” (Lankshear & Knobel, 2007), and “new media literacies” (Jenkins, Clinton, Purushotma, Robison & Weigel, 2006). That is, they encompass literacy approaches that not only focus on individual engagement with media (media literacy) but also competencies that address community involvement and participatory cultures. “Media literacies” also include literacies such as reading and writing.

Positive/Respectful Behavior: The ability to interact with others (both individuals and the larger collective) online in a respectful, ethical, socially responsible and empathic manner.

Privacy and Reputation: The ability to protect one’s personal information online and that of others. An understanding of the digital “trail” left behind as a result of the activities one engages in online, the short- and long-term consequences of this trail, the appropriate management of one’s virtual footprint, as well as an understanding of inferred data (i.e., new data derived from capturing and analyzing other data points, which may result in new knowledge about a person (van der Hof, 2016)).

Safety and Wellbeing: The ability to counteract the risks that the digital world may come with to protect one’s physical and mental wellbeing (e.g., guarding against Internet addiction and repetitive stress syndrome). Online risks can be classified along three main dimensions: conduct (e.g., cyberbullying, sexual harassment or unwelcome “sexting”), contact (e.g., face-to-face meeting after online contact, communication with individuals pretending to be another person), and content (e.g., exposure to pornographic content, violent or aggressive content, harmful speech, content about drugs, racist content) (Livingstone, Kirwall, Ponte & Staksrud, 2013).

Security: The ability to protect the integrity of one’s information, digital devices and assets (e.g., login information such as passwords, profiles and websites).

Frequently Asked Questions

What else does Get Digital offer?

Facebook's goal is to host a collection of lessons for educators, activities for young people and tip sheets for parents on a single site. This useful and engaging infrastructure helps educators browse, find and download content in ways that work best for them in the classroom and also helps them provide support documents for families to use at home.

Who are these lessons meant for and how were they created?

The lessons are drawn from the resources of several expert partners with experience designing content and curriculum with and for young people. Please see the About Us page on the site to learn more about our content partners.

What does a lesson look like?

Each lesson is fully scripted but provides room for educators to adapt the content to fit the needs of young people and their learning environments. The lessons serve both high-tech and low-tech communities—many of the lessons have been developed for learning settings with little to no Internet access.

Can you give me an example of how I could integrate a lesson into my classroom?

The lessons can be integrated across the school curriculum. Here are a few helpful examples for the following five subject areas: History, English, Science, Math and World Language.

History

- ▶ Civic and Political Engagement - Make a comparison between a historical social movement and a more recent one. How did people communicate with each other within the movement? How were the movements covered in the media? As part of this exercise, you could introduce students to the [“Hashtags”](#) lesson.

English

- ▶ Security - Have students write persuasive essays on a security-related topic. An example could include students arguing for or against connecting personal devices to the school Wi-Fi network. In the process, students will likely interact with technical texts. One of their goals will be to make this information understandable to a general audience. As part of this activity, you could introduce students to the [“Public Wi-Fi”](#) lesson.
- ▶ Identity Exploration and Formation - Have students create a social media profile (real or fake) for characters in a literary text the class is reading. Have students choose the profile picture, handle or username, “About Me” section, friends list and a few sample posts and/or images the character would share. Have students consider what the character shares publicly and what you, the reader, know only because of the narrator's analysis. Consider having multiple students create a profile for the same character and then have the class compare and contrast each of the profiles created. Why did the students make the decisions about what to include in the profile they created? Does each profile accurately represent what we know from the text? Why or why not? As part of this activity, you could introduce students to the [“Online Presence”](#) lesson.

Science

- ▶ Digital Economy - Online media that teaches about scientific concepts has grown popular, as YouTubers, bloggers and personalities like Bill Nye and Neil deGrasse Tyson all utilize digital communication tools to build an online brand that makes complex scientific ideas accessible to a mass audience. With your students, identify how these popular science online content creators establish trust with their audience, how they cite scientific information and the different strategies they use to make their content entertaining for their audience. Discuss the skills students think are involved in developing this content (e.g., research, creative thinking, media production). Using these best practices, have your students create content for a popular science YouTube channel, webpage or blog and have them reflect on some of the skills they developed in this process. Discuss the differences in preparing content for a science-professional audience vs. a general population audience. As part of this activity, you could introduce students to the [“Identifying Our Strengths”](#) lesson.

Math

- ▶ Information Quality - Identify a news story that presents a mathematical concept in an unclear way. A good example of this is a [misleading statistic](#). Have participants identify the source of the statistic (e.g., from what research article is the statistic from?). Do they see the statistic presented in other news stories? If so, encourage students to make a timeline of the sources where this statistic appeared. Discuss: For each source, what potentially motivated the use of the statistic? What is the impact (potential or actual) of including such a statistic in the story/stories? As part of this activity, you could introduce students to the [“Beyond the Original”](#) lesson.

World Language

- ▶ Civic and Political Engagement - Have students choose an advocacy issue they are passionate about. Encourage them to find memes around this issue in the target language. Discuss with students: What conventions are utilized that are the same or different from the meme culture aligned with your local/regional context? Are the same images used to create memes in the target language? Based on the conventions they noticed, encourage them to create their own meme in the target language and brainstorm ways they might spread their media messages online to increase visibility around the cause. As part of this activity, you could introduce students to the [“Raising Awareness Through Media”](#) lesson.

Appendix

Parent Letter

Dear Parent or Guardian,

I hope you are well. I wanted to take a moment to share about digital citizenship and wellbeing. We'll be studying this topic over the next few weeks using materials from Facebook's Get Digital program. The lessons are based on academic research and reflect the diverse voices and experiences of young people from around the world.

Digital citizenship and wellbeing refers to the information, behaviors and skills that help us safely use the Internet and other digital tools. This includes the actions that we take to protect ourselves, such as using privacy settings to protect personal information. It also includes making healthy decisions and interacting with other people online.

Understanding digital citizenship and wellbeing can help our children thrive in an increasingly complex and connected digital world. It can help keep them safe while empowering them to positively influence their communities. Because of the importance of digital citizenship and wellbeing for our children, I would like to invite you to get involved.

Get Digital features parent and youth resources you can use to help your child learn more about digital citizenship and wellbeing. We encourage you to get started by watching short introductory videos about the five content pillars of digital citizenship and wellbeing:

- ▶ **Digital Foundations:** Teaching students how to leverage tools to protect their digital devices and their personal information online, as well as that of others.
- ▶ **Digital Wellness:** Supporting students' ability to engage with others (both individuals and the larger collective) online in empathic and positive ways, protect their physical and mental health and explore their identities.
- ▶ **Digital Engagement:** Helping students develop executive functioning, critical thinking and the skills needed to evaluate and share media and information online, as well as engage with different cultures and contexts.
- ▶ **Digital Empowerment:** Helping students use technology and social media to create positive change and better opportunities for themselves, their communities and the world.
- ▶ **Digital Opportunities:** Preparing students to create the next wave of technology and succeed in their future careers and pathways.

After watching the videos, consider using the conversation starters and activities in the parent and youth sections to review digital citizenship and wellbeing concepts with your child. You can find these resources at <https://getdigital.everfi.com/>.

Digital citizenship and wellbeing skills are important and necessary for our children's futures. I look forward to working with your child as they learn how to navigate the Internet safely and responsibly and thrive in the digital world.

Thank you for your support as we explore this new topic. If you have any questions, please contact me.

