

INTERMEDIATE SOCIAL MEDIA LITERACY TRAINING MODULE



Module Title	: Intermediate social media literacy training module
Participant profile	: School students and college students

General objective:

This module will discuss dangers such as cyber-bullying, safety, and ethics. It will incorporate the creation of responsible digital content. This will give an opportunity to learn the foundational skills of digital citizenship, Internet safety, and social media literacy.

Learning outcomes – On completion of this module, participants will be able to:

- Learn, participate, and create responsible social media text
- Manage descent digital identities
- Be aware of the long-term implications of the digital footprint
- Engage in safe and ethical behavior in using technology

MODULE OVERVIEW

DAY 1			
TIME	TOPIC	DESCRIPTION	ACTIVITY
9.00-9.30 am	Introduction - General	Why Social Media Literacy and its importance	Activity 1 - Small Survey on social media usage of the participants
9:30-10:45 am	UNIT 1- Digital webs	Introduce participants to how all social media sites are connected. It will also give an idea of how content is shared in various social media platforms	Activity 2 - Match the Following Activity 3 - Social Webs Interconnections

10:45- 11:00 am	TEA BREAK Photo Session		
11:00- 01:00 pm	UNIT 2- My online wellbeing	An overview of the opportunities and potential challenges people experience online.	Activity 4 - Worksheet (One Minute Paper reflection) Activity 5 - Mind Mapping
01:00 - 02:00 pm	LUNCH BREAK		
02:00-3:00 pm	Cyber bullying	What does it mean to 'Be Strong Online'? What is cyber bullying? What is an upstander and bystander?	Activity 6 – Scenarios and questions Activity 7 – Role play (freeze frame)
3:00-3:15 pm	TEA BREAK		
3:15-4:30 pm	Digital stress	Introduction to Digital stress, symptoms and various psychological and physical effects	Activity 8 – Worksheet (Digital stress score) Activity 9 - Causes of digital stress
	Digital	Building Digital Resilience	

	resilience	<ol style="list-style-type: none"> 1. Support networks 2. Giving a social media break 3. Making lifestyle changes 4. Concentrating more on physical health 	
DAY 2			
TIME	TOPIC	DESCRIPTION	ACTIVITY
9.00-10:45 am	UNIT 3-News, information – false information and fake news	<p>Responsible and ethical use of social media</p> <p>Types of misinformation</p> <p>Distinguish between false information & Accurate and reliable information</p> <p>Recognizing bias and prejudice</p>	<p>Activity 10- Film questions</p> <p>Activity 11- Handout</p> <p>Activity 12-Worksheet (checking story)</p>
10:45-11:00 am	TEA BREAK		
11:00-01:00 pm	UNIT 4- Online rights	<p>Right to privacy</p> <p>Right information</p> <p>Legal framework and protection</p>	<p>Information worksheet -</p> <p>Activity 13 – Match the following</p> <p>Activity 14 – life online quiz</p>

01:00-02:00 pm	LUNCH BREAK		
02:00-4:30 pm	Project based activity	Create Online Campaign	

MODULE DETAILS

DAY 1

09:00 am-09:30 am

INTRODUCTION - GENERAL

Social media literacy has become increasingly important to us all in our day-to-day lives and is going to be especially important as technology keeps evolving. To be more sensible consumers of social media, it is essential to integrate the social media literacy skills into our workplaces.

Developing a good understanding of the principles of social media is the best way to ensure that personal privacy, freedom of speech, respect, protection of the individual can be preserved.

The speed at which the internet technology is developing, we need personal responsibilities in relation to what we share, and what we click. It depends on how we manage content, what we believe, what we create and how we manage our data. Social media literacy involves critical thinking and resilience to make use of the digital technologies to the optimum.

After explaining the importance of social media literacy, the trainer will handout a small survey question to all the participants.

Activity 1 (Handout 1.0) (Page 25) Small Survey on social media usage of the participants

After the participants fill out the form, the trainer will get a few responses in classes. Ideally most of them will be heavy users of social media. If the tutor finds extremes (very heavy or very light users), he will pick up the specific case and discuss it furthermore to understand the participants' profile.

The trainer will then put up the infographics which has statistical data (**Appendix 1.0) (Page 47)** and explain the various statistical data concerning social media usage in Bhutan.

09:30 am- 10:45 am

UNIT 1- UNDERSTANDING SOCIAL MEDIA WEBS

Objectives

- It helps participants to understand the connectivity of the digital world.
- Explores how social media shapes the mind of young people

Social Webs

Ask participants to say a few words about the following

- social media
- platforms
- apps
- websites

After the responses are being written on the white board, the trainer will open the presentation to show the infographic in (**Appendix 1.1) (Page 52)**

After seeing the infographic, the participants will brainstorm on their own the special features of the social media platforms they are familiar with.

Example

1. Facebook's features of messenger, groups albums
2. Instagram News feeds and direct messaging options

The participants will divide into smaller groups and discuss how these different social media apps are related. The trainer can use the resources in (**Appendix 1.2) (Page 53)** for further explaining the concepts of connectivity.

Example

1. YouTube is owned by Google (Google account sharing)

The same group of participants will do a mind mapping of the connections that the social media apps have. They will also mention how the apps are connected through networks of technology and human interactions.

The trainer can use the input in **(Appendix 1.3) (Page 55)** to explain how mind mapping is done.

Each group will do a small presentation of their social media webs they have mapped. After their discussion, the following prompts can be made by the trainer to continue the discussion

1. Relationships between the different platforms
2. How are platforms interconnected?
3. What makes these interconnections interesting?

All social media websites and applications are connected humanly by our interactions and by the technology in which it has been based on. These actions and reactions online cannot be controlled directly by the user. The trainer will show the infographics in **(Appendix 1.4) (Page 56)** to explain the connections in social media.

After the trainer has explained the different aspects of digital webs and its connections, the participants will now do Match the Following activity.

Activity 2 (Handout 1.1) (Page 27)

Participants at the end of the class will interconnect the various social webs in the form of this column. This can be done on a white board by collecting feedback from the participants

Activity 3 (Handout 1.2) (Page 28)

Trainer Resources

Social Media and its effects on Social Systems – **Appendix 1.5 (Page 57)**

Basics of social media – **Appendix 1.6 (Page 62)**

11:00am-01:00 pm**UNIT 2 - ONLINE WELLBEING**

Objectives

- Explore challenges youngsters experience online.
- Participants will study the various facets of online wellbeing and learn how to build digital resilience.
- Participants will be able to understand respectful conduct online and will learn to respond to inappropriate, offensive, or sensitive material being shared online.

Online Respect

The trainer will do a recap of the introductory activity – social media platforms and their connectivity through smart devices and its benefits. Gather feedback on the concept – ‘Advantages of being connected’

After the recap, the trainer will introduce the participants to the rhyme.

“Sticks and stones may break my bones, but words will never hurt me” – A nursery rhyme.

“Sticks and stones may break my bones, but words can also hurt me.
Stones and sticks break only skin, while words are ghosts that haunt me.
Slant and curved the word-sword falls, it pierces and sticks inside me.
Bats and bricks may ache through bones, but words can mortify me.
Pain from words has left its' scar, on mind and heart that's tender.
Cuts and bruises have not healed, it's words that I remember.

— Ruby Redfort

(Reference: <https://www.pdst.ie/sites/default/files/Connected-Resource.pdf>)

Reflect on this rhyme in class and write the responses on the white board.

The questions that can be part of discussion after the responses have been written are

- Can words hurt?
- Is it indicative of our own behavior?

- Does this call for mindful behavior on social media?

SCREENING OF THE SHORT FILM – CONNECTED

<https://www.youtube.com/watch?v=CpAg7RSx0ZU> (Webwise, 2020)

After screening of the film, the participants will reflect upon it.

Activity 4 - worksheet (Handout 2.0) (Page 29) One-minute Paper reflection activity

The participants will reflect upon the words “sticks and stones may break my bones, but words will never hurt me” in relation to the film ‘Connected’ and write their feedback.

The trainer will guide the participants through the following points after watching the film

- How much respect do we expect from others?
- Respect is subjective and can be different for different people
- A little bit of fun can be hurtful for others

Activity 5 - Mind mapping

After they have reflected upon the film and the rhyme, the trainer will take up the next activity. Instruct participants to do a mind mapping of ‘Respect Online’

The points that can be considered for mind mapping are:

1. The online scenario
2. Acceptable and non-acceptable behavior online
3. What content can be harmful (Ex: Videos, Photos, words, meme)

Write all the responses on the white board and discuss the following

1. How should participants reflect on their actions online?
2. How can actions impact others?
3. What does it take to be mindful online?
4. Importance of online communication skills

The trainer can check **(Appendix 1.7) (Page 64)** for a good example of a mind mapping related to ‘Online Respect’

Conclusion

This unit emphasizes and empowers participants on how to manage their online well-being. The physical and emotional experiences we have enriches our overall experience. Online tools, technologies today have a subtle impact on each one of us and it is important for us to be responsible users of social media. This is called ‘Digital Well-being’

Trainer resources

“Digital Well-Being”. Developing a New Theoretical Tool for Media Literacy Research – **Appendix 1.8 (Page 65)**

<https://wellbeing.google/> (Google, 2018) - Webpage

Social Media and mental health – **Appendix 1.9 (Page 67)**

02:00- 03:00 pm

Cyberbullying

Objectives:

This module is all about raising awareness about cyberbullying as well as encouraging positive online behavior. In this session you will explore:

- What does it mean to ‘Be Strong Online’?
- What is cyber bullying?
- What is an upstander and bystander?

The trainer will introduce the concept of cyber bullying by explaining the class about the following incident as a scene.

Scenario

Dorji is talking to Tandin when Tandin trips and falls into the mud. Dorji thinks it is funny and takes a picture of Tandin, but Tandin doesn’t laugh and appears embarrassed.

- Why might Dorji post the photo online?
- Why is Tandin upset?
- What do you think Tandin should say to Dorji?

- How would you feel if someone took an embarrassing picture of you? Would you want that online? Is this situation an incident of bullying?

The following scenario will be presented to the participants and the responses will be written on the white board for reflection.

Case study – Bhutan

Once the participants have discussed the scene, the trainer will now show the following video. This video is a news telecast by BBS TV in Bhutan of a testimonial by a person who was cyber bullied.

Victim of Cyber Bullying in Bhutan

<https://www.youtube.com/watch?v=X9uX4Bk7pM8> (BBS, 2021)

After watching the video, the trainer will explain to the class the definition of cyber bullying and the harmful effects of cyber bullying.

What is the Definition of Cyber Bullying?

Definition: Any behavior that takes place online, which makes someone feel hurt, upset or uncomfortable. It is usually repetitive and intentional.

<https://bestrongonline.antibullyingpro.com/cyberbullying/> (Be Strong Online , 2014)

After the trainer defines cyber bullying, the participants will watch the top ten forms of cyber bullying video. This will give the participants an idea of the different forms of cyber bullying.

Top ten forms of cyber bullying

<https://www.youtube.com/watch?v=0Xo8N9qlJtk> (Kaspersky, 2016)

After the participants have seen the film, the trainer will guide them through this activity. The handout contains a picture on Instagram and the responses it has received. It is a classic example of body shaming and cyber bullying.

Activity 6 – scenarios and questions (Handout 2.1) (Page 30)

The trainer will distribute the handouts and will ask the participants the following questions

1. Do you think this is cyber bullying? Why/why not?

2. What do you think the person who posted it was trying to achieve?
3. How do you think they made the woman feel?
4. And how would you feel if somebody posted a comment like this one about you?

The discussion will give a very good understanding of the facts that pertain to cyber bullying. It also will give insights to the trainer on the understanding the participants have about cyber bullying.

Activity 7 – Role play (freeze frame)

After having a detailed discussion, the trainer will now make a team of two to prepare a 1–2-minute role play on one of the following scenarios:

Scene 1: You receive nasty messages on your phone

Scene 2: You receive hurtful Facebook messages

Scene 3: A stranger has started to send you mean texts or messages and you don't know how to find out who they are

Scene 4: A group of participants from school have started to be mean about you on social media

The trainer will freeze frame in between the acting out of the scenarios and will give the handout to the participants to fill up in pairs

Handout – Handout 2.2 (Page 31)

Give the participants 3 minutes to fill up the form and then ask a few volunteers to read out the answers.

Repeat this for all scenes presented after this activity the trainer will move on to explain the meaning of

- Bystander
- Upstander

A bystander is someone who knows about or sees bullying happening to someone else, and does nothing to prevent or stop it

An upstander is someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up, and do their best to help, protect and support the person.

Trainer resources**Cyber Bullying – Appendix 2.1**

<https://www.dinwiddie.k12.va.us/app/uploads/2018/12/Cyberbullying.pdf> (HRSA, 2011)

Cyber Bullying Identification, Prevention & Response – Appendix 2.2

<https://cyberbullying.org/Cyberbullying-Identification-Prevention-Response.pdf> (Hinduja & Patchin, 2014)

NOTE: These resources will be printed separately and distributed to participants if required

03:15pm-04:30 pm

Digital stress

The lesson will start by screening of the following video:

<https://www.youtube.com/watch?v=cKaWJ72x1rI&t=9s> (Epipheo, 2013)- What is the internet doing to our brains. The following video will introduce the participants to understand and give a context to the subject ‘Digital Stress’.

‘Digital Stress’ – The trainer will write this word on the white board and ask the participants if they have heard of this word. Write down the various meanings generated by the participants on the white board. After you gather all the feedbacks explain to them what the actual definition of Digital Stress is. Also refer that the Digital Stress is directly or indirectly connected to the social media usage

Definition: Digital stress refers to stress we get from using digital devices (e.g. smartphones, laptops, tablets, game consoles) and digital media (e.g. social media, online games, messenger apps)

Once the discussion is over the trainer will distribute the following worksheet.

Activity 8 – Worksheet (Handout 2.3) (Page 32)

The participants will have their own score of the above activity and does not have to discuss it with their peers. Once they have their score the participants will move to the next activity, which can allow them to understand their social media (Digital Stress) levels. After a few minutes of contemplation, the participants will write a reflective exercise on ‘Digital Stress’. Once they have written they will list out the potential causes of ‘Digital Stress’ in the worksheet given below **Activity 9 (Handout 2.4) (Page 33)**

Trainer resources

Psychological Stress and Social Media Use – **Appendix 2.3 (Page 73)**

Digital resilience

Resilience is not about being ‘so tough’. It is not about thinking that nothing affects you. Resilience is not compromising and putting up with anything and everything. It is the ability to recover. It is perfectly fine to feel sad, angry, happy, worried...it is how we adapt and respond to the given situation.

After explaining the meaning of resilience, the trainer can now take the class forward by explaining the meaning of digital resilience and its importance

Digital resilience is the ability to bounce back from difficult times online over time. Moving forward the participants will be briefed about how to become more Digitally resilient. The participants will now analyze and discuss “...how can they be more digitally resilient?” The trainer can guide the class by taking them through the following points put forward by a mental health organization ‘Mind’

1. Build a support network, give yourself a break
2. Making Lifestyle changes
3. Taking a break
4. Improving physical health

The trainer will then guide the participants to create a toolbox. Participants will pair and then write down 30 ways in which they think they be more digitally resilient

Managing online well being

Recap with participants how the discussions and classes that have been held the entire day. Explain them the various digital stress levels they experience is not just about the devices, platforms or apps but can be because of worry coming from staying update and connected with friends. Young participants might find it difficult to be a part of a group and this can make them insecure, and vulnerable.

Online Well Being: The three ways to maintain online (social media) well-being are:

1. To realize the importance for rest and reflection. It is important that you remain healthy online and offline (**Handout 2.5) (Page 34)**
2. Change your habits to make sure you use your online time productively (**Handout 2.6) (Page 35)**
3. To be mindful of time management (Time spent on social media) (**Handout 2.7) (Page 36)**

Trainer Resources

Internet Matter Guide - Appendix 2.4

<https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Guide-Digital-Resilience-14-years-old.pdf> (matters.org, 2019)

Educators Guide – Appendix 2.5

<https://www.childnet.com/ufiles/Educator-guidance.pdf> (Educator-guidance, 2021)

Note: These resources can be used by trainer and printed separately and distributed to the participants

DAY 2**09:30am- 10:45am****UNIT 3 – NEWS, INFORMATION – FALSE INFORMATION AND FAKE NEWS**

Objectives

- Understanding responsible and ethical use of media.
- Explores the different types of misinformation in social media.
- Develop the necessary skills to differentiate authentic news vs fake news in social media
- Explore and evaluate information online and identify bias and prejudice in social media.

Fake news

The trainer will ask the participants how many of them have heard the terms “fake news” or “false information.” Conduct a brainstorming session – Ask participants to come out with word associations of ‘fake news’ or ‘false information’.

After this activity the participants will share their brainstorm in pairs. The trainer will inform the participants that when discussing false information, they are actually discussing– news, stories which are created to misinform or deceive.

Write the following definition on the white board/ or display it on a presentation.

False information: Information, stories or hoaxes created to deliberately misinform or deceive readers/viewers/listeners. The story itself might be fabricated, with no verifiable facts, sources or quotes or some elements or facts might be accurate but presented in a false or misleading way.

The trainer will then explain to the participants the term ‘fake news’ is closely only associated with politics, but there is whole lot of misinformation on the social media space and that they have to be aware of them.

Activity 10

Participants will watch a video that goes through what fake news and false information is and how to identify it online. After they watch the film they will go through the questions and discuss them.

www.webwise.ie/connected (Education, 2021)

Participants will then answer the following questions given worksheet. The trainer will distribute the worksheet and ask participants to fill them up **(Handout 3.1) (Page 37)**

After going through the participant's responses, the trainer will explain that false information can originate from many sources. It can also reach us in many different ways. The information can be from sources we trust like family and friends and sometimes legitimate and authentic news sources also propagate false news.

Activity 11 – Match the following

The participants will perform activity given in **(Handout 3.2) (Page 38)**

Checking the story

The trainer will explain to the participants that most of the information we get today are from many sources and it is important for getting the right context behind each story posted on social media. It is important to distinguish between authentic information and false information.

The trainer can also use the 5 W's (who, what when where, why) to identify false information online.

Distribute the false information worksheet – This worksheet gives the participant an idea of how to identify fake/false news vs authentic news.

Activity 12 - worksheet (Handout 3.3) (Page 39)

Images, Deep fakes and Visual Deception

The trainer will recap the points discussed on how to spot false information online. The trainer can just have a basic analysis by asking the participants to reveal if anyone of them have passed a fake image or video before. Remind them that viral images or videos that are misleading or not real are just as harmful as articles containing false. A picture speaks a thousand words and it is important that they identify fake images. Instruct participants to find some images from a big event that has happened in Bhutan. It could be a cultural event or a major news story. Ask the participants to analyze the images on different websites including reputable websites and social media sites and check whether they are repeated.

The participants will also search and if the image was used before? They will identify the source and date of publication. The participants can also do a reverse search in TinEye (www.tineye.com) or Google Reverse Image Search (www.images.google.com). This will tell you where else the picture has appeared, and also show you similar pictures (which is a good way to find out if it has been photo shopped).

After this activity the trainer can ask the participants to consider the potential consequences of an image or video is doctored or altered.

The participants will now watch a video on Deep fakes

Video 1

BBC News – Fake Obama created using AI video tool

www.youtube.com/watch?v=AmUC4m6w1wo.

Video 2

The Ted Talk Fake videos of real people (Deep Fake Technology)

www.ted.com/talks/supasorn_suwajanakorn_fake_videos_of_real_people_and_how_to_spot_them#t-24201.

After they watch the video the trainer will ask the participants if they ever came across this word deep fakes before or if they have seen any similar doctored videos?

Deepfakes - Deepfakes are fake videos created using digital software, machine learning and face swapping. Deepfakes are computer-created artificial videos in which images are combined to create new footage that depicts events, statements or action that never actually happened. The results can be quite convincing. Deep fakes differ from other forms of false information by being very difficult to identify as false.

How does Deepfakes work?

Deepfakes are created using facial recognition, Snapchat users will be familiar with the face swap or filters functions which apply transformations or augment your facial features. Deep Fakes are similar but much more realistic. These videos can be generated using a machine learning technique called a “generative adversarial network”, GAN looks at thousands of photos of any celebrity and produces a new photograph that is not the exact copy but still approximates the original face. GAN can also be used in audio technology. GAN maps faces and recreates.

How to spot deepfakes?

It is important to find out whether the images posted online are authentic or not

We need to use critical thinking and ask the following questions

1. Who is sharing the video?
2. Why is that particular person sharing this video?
3. What is the original source?
4. What is spoken or shown in the video?
5. Is there an agenda behind the video and who benefits out of it?

When seeing is no longer believing

Advancements in technology has made it very difficult to find whether the videos are authentic or false. These developments have very adverse impact on social, moral and political implications. People stop believing the truth as many of the information shared becomes unreal and false. If everything could be fake does that mean that nothing is real anymore? Due to these fast spreading problem people are questioning the very authenticity of the moon landing and 9/11, despite video proof. If deepfakes make people believe they can't trust video, the problems of false information and conspiracy theories could get worse.

Trainer resources

Fake news alert by Ministry of Health, Royal Government of Bhutan – **Appendix 3.0 (Page 84)**

Kuensel Article – **Appendix 3.1 (Page 85)**

11:00 am- 01:00pm

UNIT 4 – MY RIGHTS ONLINE

Objectives

- Increase awareness and knowledge of the participant's online rights, e.g.
- It explores the legal framework protecting people of Bhutan online
- Recognizes the responsibilities of youth in the use of social media in Bhutan

Rights

The trainer will engage the participants in a reflective activity of asking the participants what do they understand by the term “rights”.

A 10-minute reflective discussion will follow with teacher collecting all the responses and writing them on the white board.

After this activity the trainer will divide the class into groups and distribute the comprehensive version of the Convention of rights of the child(CRC)

Reproduced from UNICEF (www.unicef.ie) (UNICEF, 2021)

Hand out the copy of the CRC

Information worksheet (Handout 4.1) (Page 40)

(This can be printed as a handout)

The participants will read the rights in groups and identify which rights, in their opinion, is directly related to social media and justify them. The groups will then select a particular right concerning New Media, write it down in a piece of A4 paper and hang it in the classroom. The trainer will now ask the groups to respond to the right they have chosen and give examples from real life experiences that they know about and have experienced personally in which that particular right has been violated.

After this activity the trainer will distribute the Worksheet – Match the following (Rights of Child)

Activity 13 – Match the following (Handout 4.2) (Page 45)

What is privacy?

After referring to article 16 of the UN Convention on the Rights of the Child the trainer will discuss the issue of privacy. The trainer will write keywords relating to privacy on the board and explain to the participants the relevance of privacy is not only at home but also online.

The trainer will then show photographs of famous personalities. The examples chosen should have a good mix of both male and female. The personalities should be a good mix of Bhutanese and international. The personalities can be from the fields of politics, the sports, media, and artists.

The trainer will then pose the following questions to the participants

1. Do you all think that these people have privacy?
2. If they don't then how do you think it is compromised?
3. When do you think they are entitled to privacy?
4. When do you think they are not entitled to privacy?
5. Can you put yourself in their situation? — If the fact is that you are not as famous as them, still can your privacy be compromised

After this activity the trainer will split the group into pairs and the participants will discuss the following questions

1. Is the celebrity life private?
2. When are they entitled to privacy?
3. When are they not entitled to privacy?
4. How can their privacy be taken away?

After discussing for 5 minutes; the trainer will note down the key words, which was not reflecting in the previous discussion. After discussing the points that have arisen out of the pair discussion the trainer will divide the class into groups comprising of 3 members each group will be given the following questions to discuss.

1. Is their social media account public?
2. Do they add people as “friends/followers” even if they don’t know them?
3. Do they know the apps installed on their phone have access to their information (photos, contacts, email address)?
4. Do they keep their location settings on?
5. When they click agree to a website or apps ‘terms and conditions’ are they aware of what they are agreeing to?
6. Do they regularly tag their location when posting on social media?
7. Are they aware of who views their photos on social media accounts?
8. How often do they open a message from an anonymous person?
9. Are they tagged in posts including memes, articles, photos on social media?

After a while, the trainer will ask the groups to report and share their thoughts to the class. The trainer will inform the class, that if they have answered yes to most of the questions then their privacy has been compromised. The trainer will also ask the participants to mention the keywords that surprised them on the topic of privacy.

Social media profile – do’s & don’ts

Safe social media use
Limit your personal information
Questioning unsolicited messages
Posting positive things on social media
Reporting and blocking users who ask for video chat and are pushy

Potentially unsafe methods
Use of full name
Revealing location, date of birth and school, college you study
Revealing friends names
Revealing another social media account
Having too many personal photographs
Adding people who you don't know
Revealing live locations
Revealing locations closer to home
The settings are on public view

After this activity the trainer will take the participants through the following code of conduct laid down by The Royal Government of Bhutan. It is very important that each point in this is discussed.

Code of conduct (Bhutan)

The foundation of Bhutan's ability to harness social media for GNH is our online behaviour. The RGoB expects all citizens to conduct themselves in the 'virtual' world as they would in the 'real' world. Existing RGoB laws will continue to be enforced offline and online. The Code of Conduct while essentially meant for the civil servants, is normally followed universally and therefore, all the citizens are encouraged to observe it.

- Be a good citizen. Respect the Constitution, all laws, and other people's rights, including intellectual property, trade-marked names and slogans and other copyrighted material.
- Be responsible. Always act in a constructive manner and exercise good judgment.
- Be transparent. Be open about who you are, who you work for, who you represent or who you may be speaking on behalf of
- Be accurate. Ensure that what you post is true

- Be considerate. Never post malicious, indecent, vulgar, obscene, misleading or unfair content about others, your organization, your friends or your competitors.
- Be careful. Do not disclose sensitive private information about yourself or others. Do not post confidential or proprietary particulars about your organization. Beware of trolls and scammers.
- Be appropriate. Use social media in a manner that is consistent with public sector values, legal requirements, related policies and this code of conduct.

Getting the facts

After the code of conduct is discussed in class trainer will instruct the participants that this activity will focus on online rights, privacy and the law. The activity is created to help participants understand the rights and responsibilities online.

Activity 14 - Distribute the worksheet - Life Online Quiz (**Handout 4.3**) (**Page 46**)

The class will end by summarizing the different facet of the law and the issues of privacy in social media

02:00pm-04:30 pm

UNIT 5 – PROJECT BASED ACTIVITY

Objectives

- Investigate the solutions social media presents in our community
- Analyze the impact that social media has on the individual and society.

Project Based Activity

Participants will be split into groups and do the task mentioned

Task

The participants will plan, write, create and publish and evaluate their own online campaign to raise awareness about social media rights in Bhutan

Examples

1.Right to Freedom of expression

2.Greater transparency on social media platforms

The campaigns will be evaluated by the trainer at the end of the session and feedback be provided based on the effectiveness of the campaign.

HANDOUTS

Handout 1.0

<https://www.formpl.us/blog/social-media-survey-questionnaire>

QUESTIONNAIRE – Social Media Usage

How many hours do you spend on social media every day?

- 1 hour
- 2-3 hours
- 3-5 hours
- More than 5 hours

Which social media channels are you most active on?

- Facebook
- Instagram
- Snapchat
- Twitter

How useful is social media for learning?

- Very useful
- Somewhat Useful
- Not useful

What do you use social media for?

- Networking
- Business
- Learning
- Others. Please specify.

How many social platforms are you on?

- 1
- 2
- 3
- 4
- 5
- 6 and above

How often do you use social media?

- Everyday

- Weekly
- Monthly
- Others. Please specify.

How often do you post on social media?

- Very often
- Somewhat often
- Rarely

Is social media the first thing you check in the morning?

- Yes
- No

Handout 1.1

Participants will match the following terms

TERMS	DEFINITIONS
Social Media	Pages created by organizations, individuals, and businesses
Websites	Website/Apps used for sharing content
Content	Software used in smartphones
Apps	The base on which social media services are developed

Handout 1.2

Participants at the end of the class will interconnect the various Social webs in the form of this column. This can be done on a white board by collecting feedback from the participants

PLATFORM	SPECIAL FEATURES/CONTENT	RELATION TO OTHER PLATFORMS	CONNECTONS AND ACTIONS
Example: YouTube	Share videos. Users can easily upload videos and watch videos which are uploaded	Ownership - Google	Videos can easily share on other social media platforms
Facebook			
Instagram			

Handout 2.0

One-minute Paper reflection activity

Reflect upon the words “Rhyme sticks and stones may break my bones but words will never hurt me” in relation to the film ‘Connected’ and write your feedback.

[illegible]

Handout 2.1



Handout 2.2

Watch the role play and work with your partner to answer the following questions

What would you do if you were in this situation?

How would you support your friend if it was happening to them?

What could you do to make a positive difference in this situation?

What could a positive ending to this scenario be?

Handout 2.3

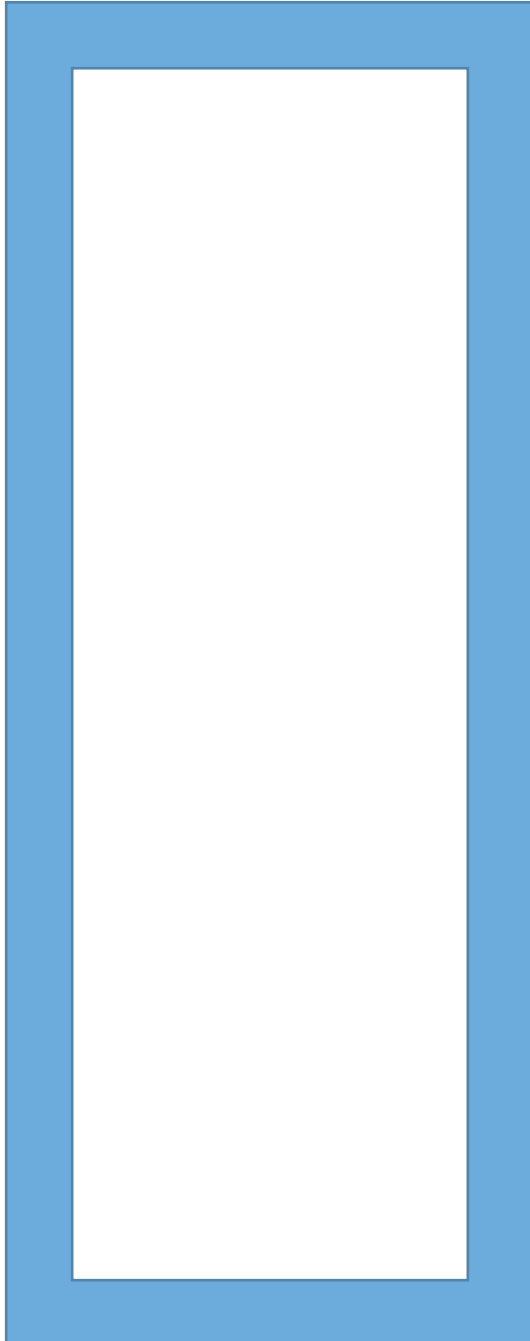
WORKSHEET

1. It is very stressful for me to be without checking my smartphone ☐
2. I am unable to judge the time I spend playing online games ☐
3. I often become late to school, or any social engagement as
I am busy checking my social media ☐
4. There is a constant ringing of my notification tones, even though I am not receiving any messages ☐
5. I sneak into my bedcover and play games at night on my mobile ☐
6. I am very particular about the number of likes, shares and tags of my photos ☐
☐
7. I constantly keep checking what other people are posting during an event about the event
8. I feel I missed out on the fun of the moment because I was busy documenting it on my phone
9. I am constantly worried about what my friends will be posting ☐
☐
10. I always post positive things about me even if I am not ☐
11. I have requested my friends to delete the bad pictures of me ☐

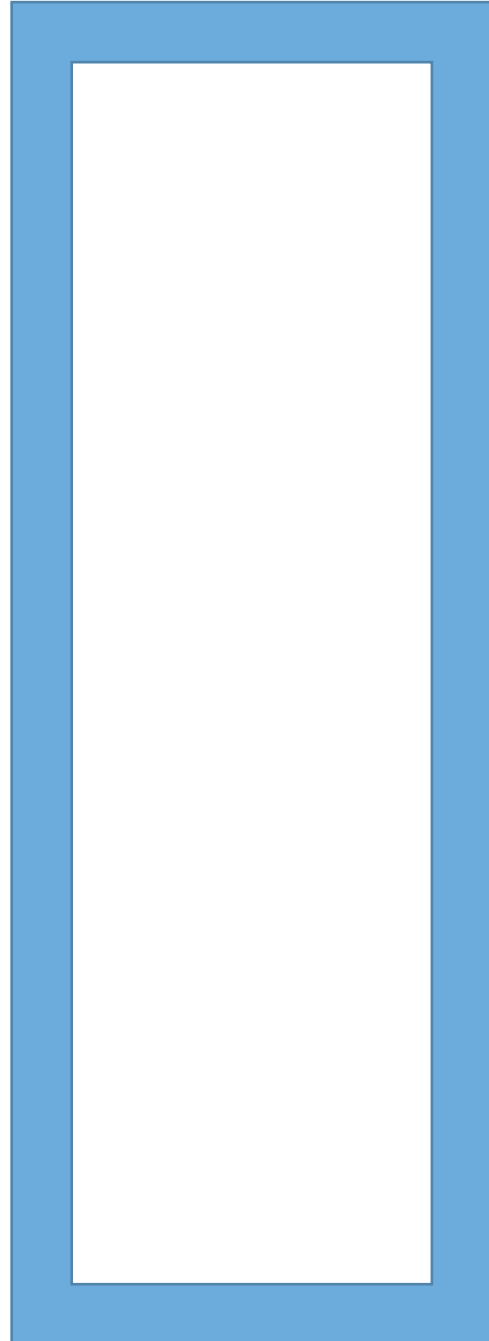
Handout (2.4)

CAUSES OF DIGITAL STRESS

Physical



Emotional



Handout 2.5

How do the participants make time for rest and reflection?

Turn off your notifications.

Playing ‘Phone Stack’ – Putting away phones when the participants are with friends and the one who stays the longest without picking up the phone wins.

Turning off the Wi-Fi while sleeping

Schedule times in the day where you will be screen free

Taking a break from social media (Start with one day, then one week...and so on)

Handout 2.6

How does the participant change his or her habits and attitudes?

Stop comparing yourself with people on social media – which includes your friends. Most people online try to put up a life of merriment online

Don't be pre-occupied and enjoy the moment, especially when you are doing a fun activity stop or avoid taking pictures and think about posting them.

Try not to keep tab of everything. It's impossible for you to be part of everything.

Don't get too emotional and take things personally. Your online friends are not jealous of you or do they want to make you jealous. They are just trying to make their lives look better online.

Handout 2.7

How do the participants Manage Time?

Prioritize your daily activities over social media

Try making a planner and manage time efficiently

Try using timers and alarms when you go online for gaming or other activities to make sure you don't over shoot your daily quota

Fix a particular schedule for checking social media (Ex: Once in an hour or once in half hour or once after every class)

Handout 3.1

What is false information?

1. Explain the term 'False Information?

2. What are the sources of false information?

3. Why do people share false information?

4. List a few ways in which you can identify false information/news online?

5. What are the impacts of false information?

Handout 3.2

Definitions
1. Information written, produced or presented in a way might be factually correct which has certain meaning or view or view that is not necessarily impartial or balanced.
2. Reporters or journalists tend to publish a news story without checking facts which can mislead audiences in social media.
3. Misleading headlines designed to attract you, to click on the link and visit the website. The headline may not be the exact reflection of what is written in the article.
4. News stories that are constructed/designed/written to deliberately mislead audiences. This is used to promote a biased point of view of an organization for a particular agenda

Match the numbers with letters

Types of false information				
A. Clickbait	B. Propaganda	C. Satire	D. Sloppy Journalism	E. Biased/ Slanted News

A=	B=	C=	D=	E=
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Handout 3.3

Authentic vs false - How to spot false information online

Checking the source

Can you recognize the website? Is it a credible/reliable source? If you are unfamiliar with the site, look in the about section or find out more information about the author, date, time, URL.

Look beyond the headline

Check the entire article. Check for clickbait headlines – use of exclamation or question mark. Check for correct/incorrect dates. Check the date of publication of the article. Check the attributions whether it is the author or the quotes – Are they real names and characters?

Check other sources

Cross refer the information with other sources. Check whether other media outlets have published the same story. Try to find the earliest and most local source for the story.

Is it fact or opinion?

Check whether the article is stating a fact or whether it is personal opinion. For example, factual statements might include words such as “The annual report states the.... Scientists discovered... As per the outcome of the results... The Opinion pieces will use statements such as “He claimed... The officer had mentioned that... Many scientists are suspecting the involvement ... I believe...” or could pose questions such as “Could this really be possible ...?”

Check your biases

Are your own views or beliefs affecting your judgement of a news feature or report? We are even more likely to accept or ignore things depending on whether or not they support what we already believe.

Handout 4.1

The United Nations Convention on the Rights of the Child (CRC) – A Summary

Article 1 Definition of a child A child is any person under the age of 18.

Article 2 Without Discrimination All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

Article 3 Best Interests of the Child When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

Article 4 Protection of Rights Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

Article 5 Parental Guidance Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow; the less guidance they will need.

Article 6 Survival and Development Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

Article 7 Registration, Name, Nationality, Care Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

Article 8 Reservation of Identity Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take

this away from them, but if this happens, governments must help children to quickly get their identity back.

Article 9 Separation from Parents Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.

Article 10 Family Reunification If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

Article 11 Kidnapping and Trafficking Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

Article 12 Respect for the Views of the Child Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 13 Freedom of Expression Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

Article 14 Freedom of Thought, Belief and Religion Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

Article 15 Freedom of Association Children can join or set up groups or organizations, and they can meet with others, as long as this does not harm other people.

Article 16 Right to Privacy Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

Article 17 Access to Information from Mass Media Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Article 18 Parental Responsibilities; State Assistance Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a “guardian”.

Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

Article 19 Protection from All Forms of Violence Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Article 20 Children Deprived of a Family Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child’s religion, culture, language and other aspects of their life.

Article 21 Adoption When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

Article 22 Refugee Children Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

Article 23 Disabled Children Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

Article 24 Health and Health Services Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

Article 25 Review of Treatment in Care Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

Article 26 Social Security Governments should provide money or other support to help children from poor families.

Article 27 Adequate Standard of Living Children have the right to food, clothing and a safe place to live so they can develop in the best possible way.

The government should help families and children who cannot afford this.

Article 28 Right to Education Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

Article 29 Goals of Education Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Article 30 Children of Minorities Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.

Article 31 Leisure, Play and Culture Every child has the right to rest, relax, play and to take part in cultural and creative activities.

Article 32 Child Labour Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

Article 33 Drug Abuse Governments must protect children from taking, making, carrying or selling harmful drugs.

Article 34 Sexual Exploitation The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

Article 35 Abduction Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

Article 36 Other Forms of Exploitation Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.

Article 37 Detention Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

Article 38 War and Armed Conflicts Children have the right to be protected during war. No child under 15 can join the army or take part in war.

Article 39 Rehabilitation of Child Victims Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

Article 40 Juvenile Justice Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

Article 41 Respect for Better National Standards If the laws of a country protect children's rights better than this Convention, then those laws should be used.

Article 42 Knowledge of Rights Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

Articles 43-54 These articles explain how governments, the United Nations – including the Committee on the Rights of Child and UNICEF – and other organizations work to make sure all children enjoy all their rights.

Handout 4.2**Rights of Child**

(Match the following Rights of the Child with the correct description)

Freedom of Expression	Governments must protect children from all forms of harm and exploitation.
Right to Privacy	Every child has the right to trustworthy information from the mass media. Social media, television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.
Access to Appropriate Information	Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.
Freedom from Exploitation	Every child has the right to privacy. The law should protect the child's private, family and home life.

Handout 4.3

LIFE ONLINE QUIZ

1. Can I say anything I want online?

2. Use of someone else's work (pictures/music/ video/text) online without their prior permission is illegal.

- a) True
- b) False

3. I can post a video/photo/audio of someone on social media online without their permission?

- a) True
- b) False

4. Impersonating online is offensive?

- a) True
- b) False

5. Is it legal to sign up for a social media account if I am under 16?

6. Do I have the right to request information about me removed from the internet?

7. Is Social Media harassment/ hate speeches delivered online offensive?

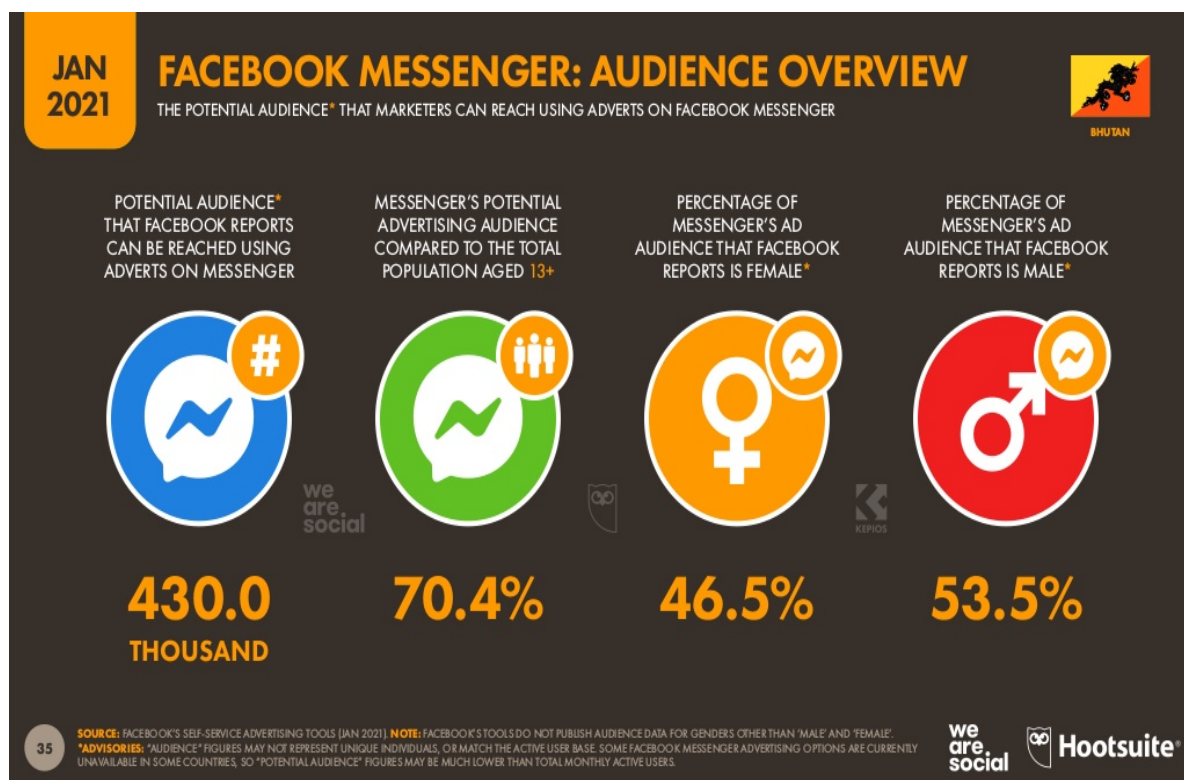
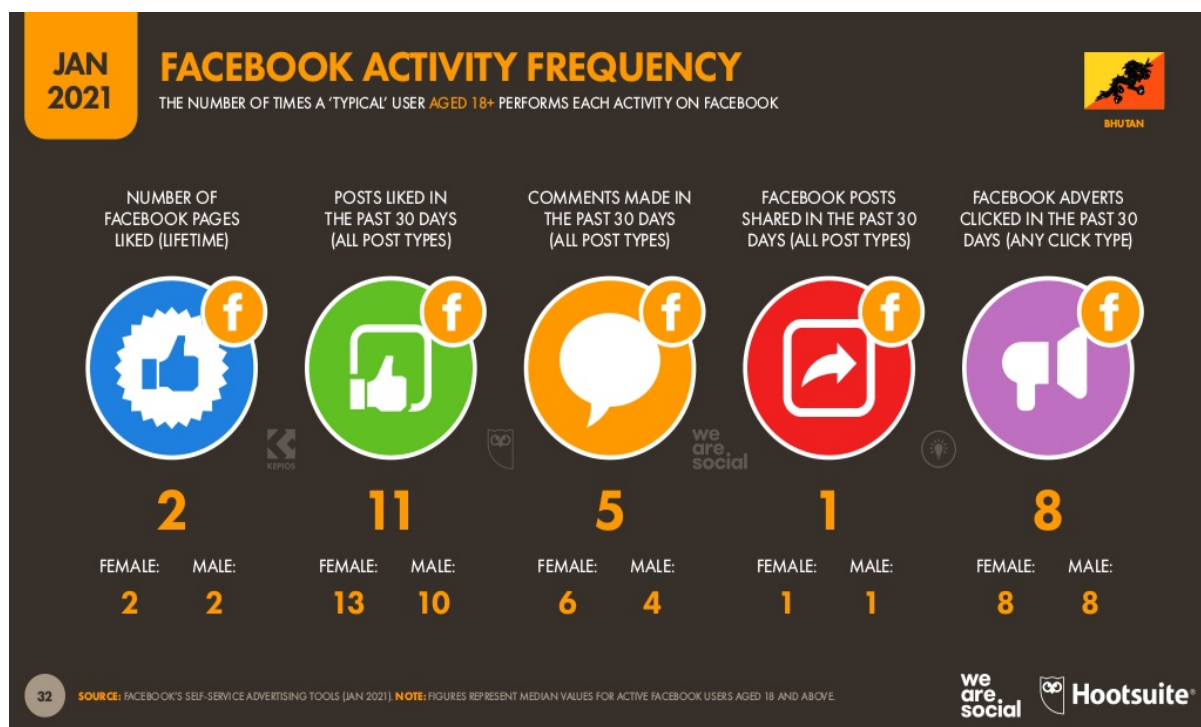
- a) True
- b) False

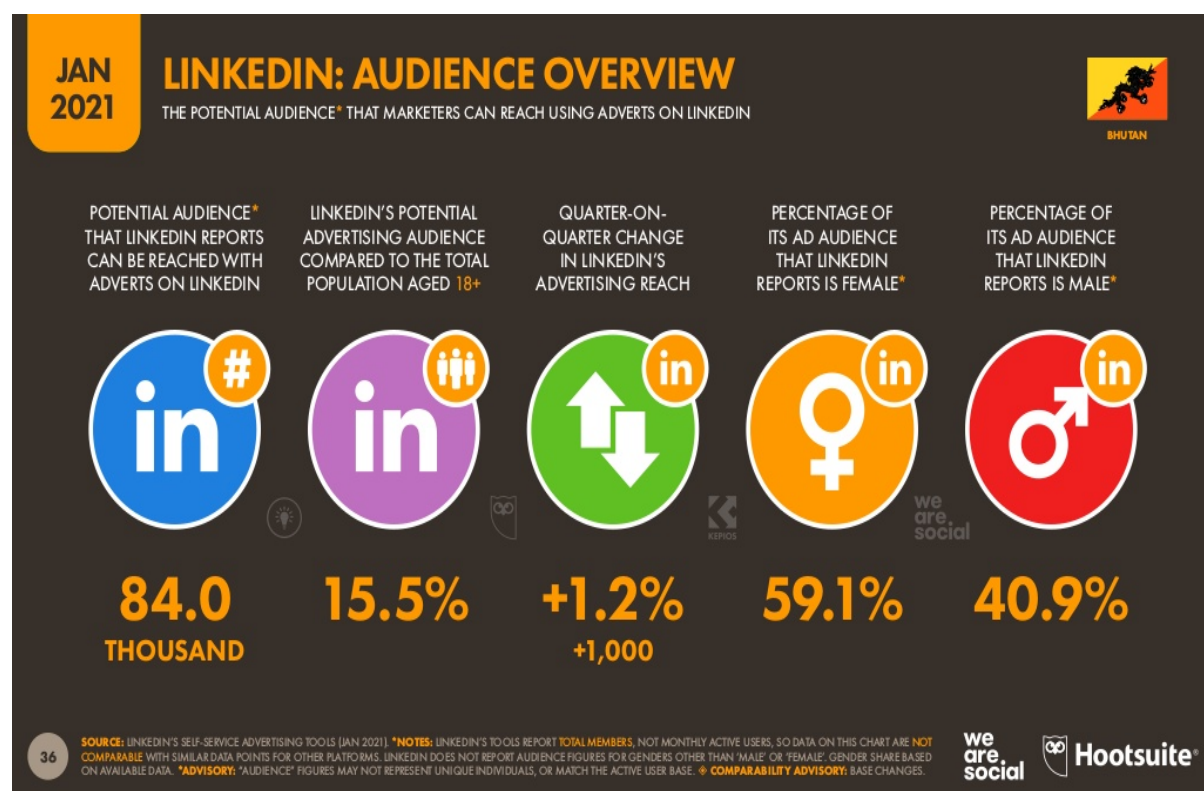
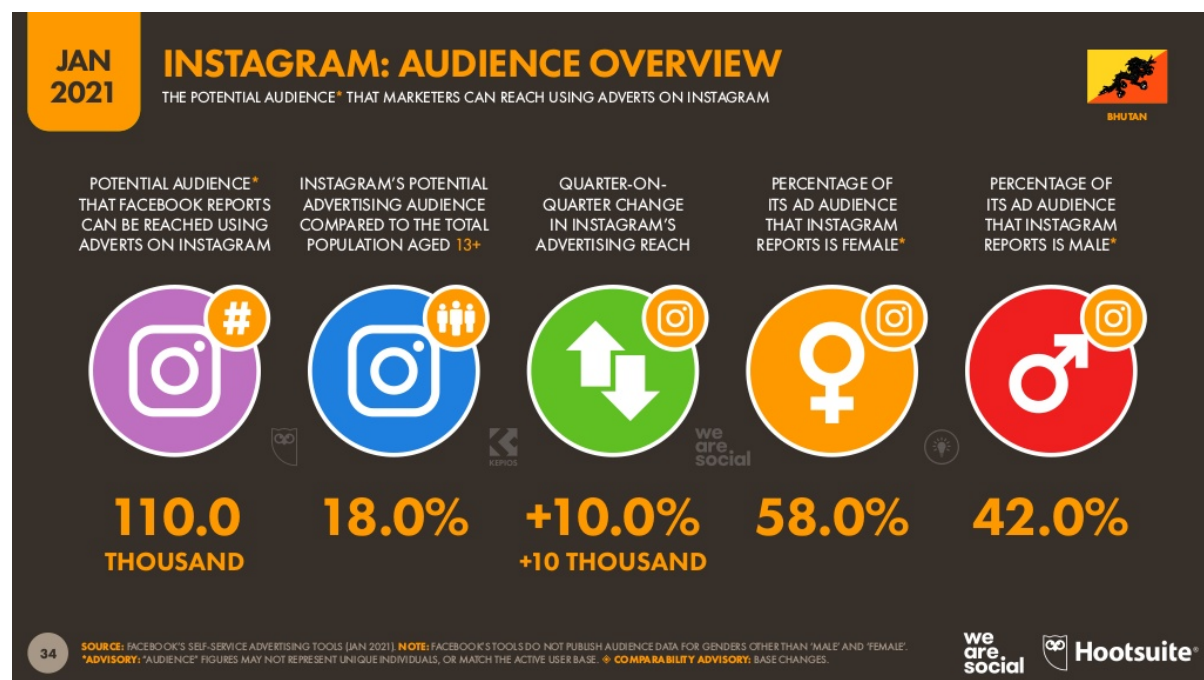
8. Is it legal for social media companies to share my information?

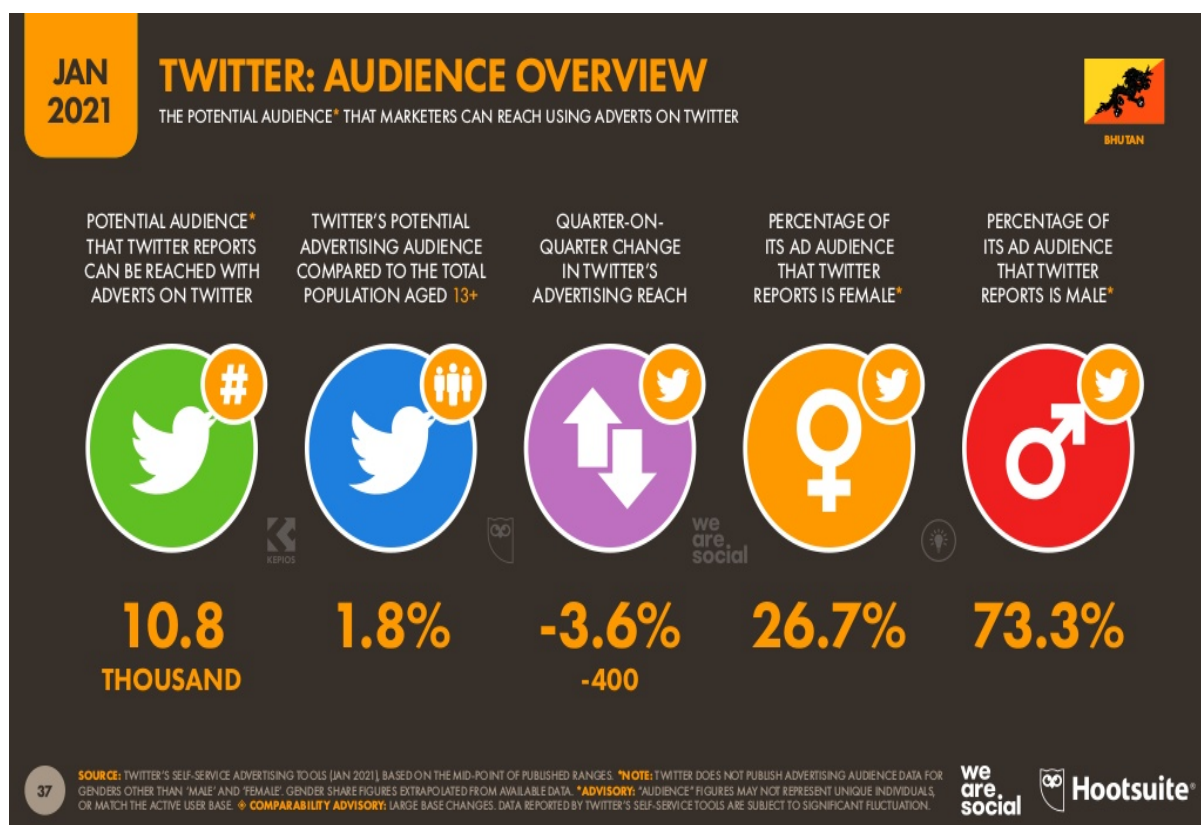
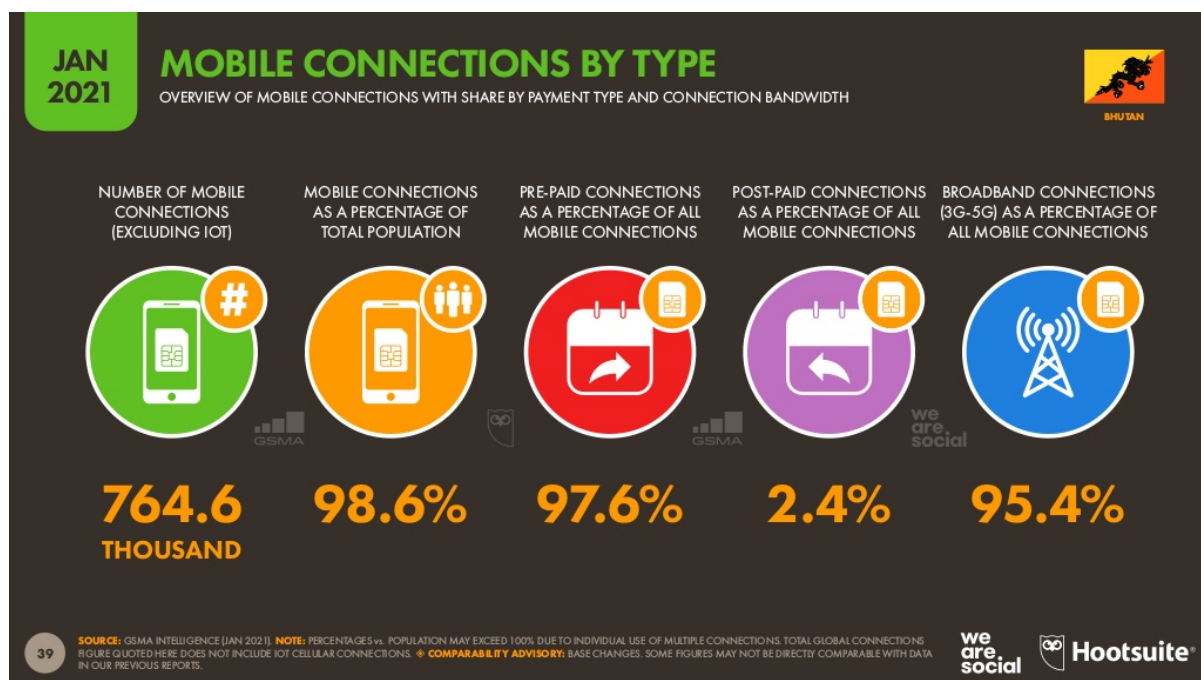
APPENDICES

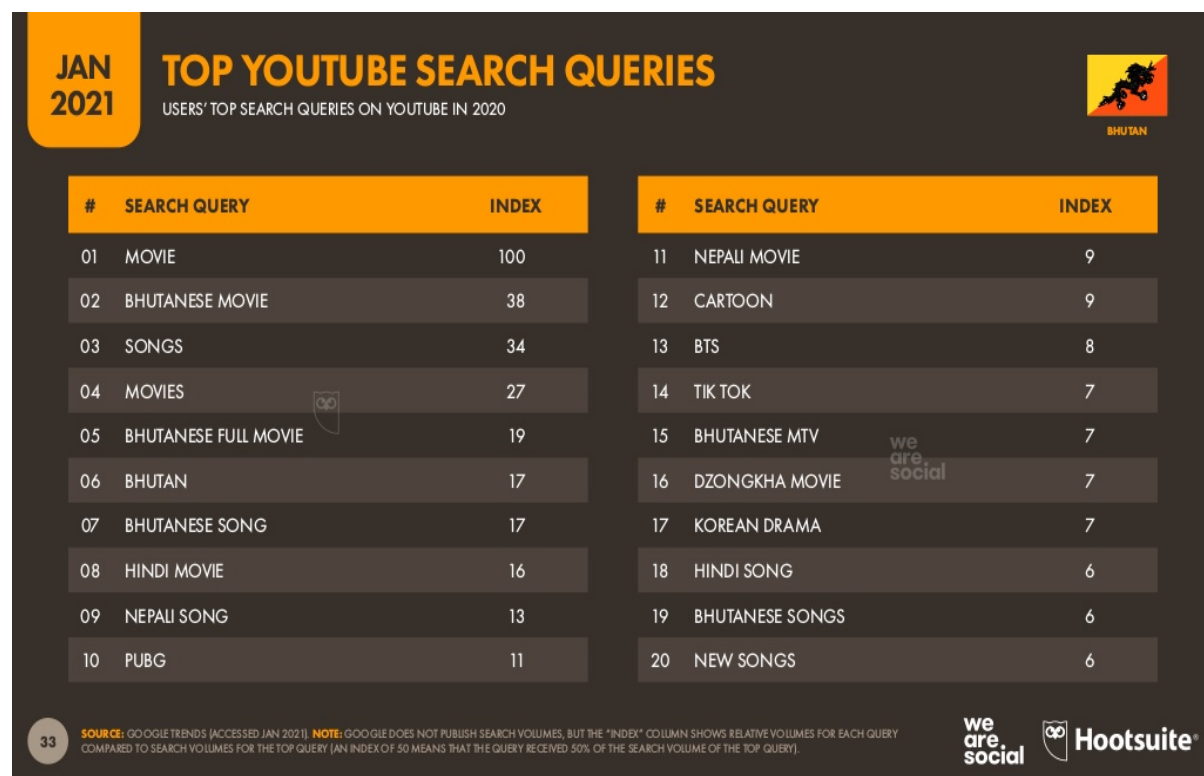
Appendix 1.0

Designed by: Leverage - leverage.newagemedia.com

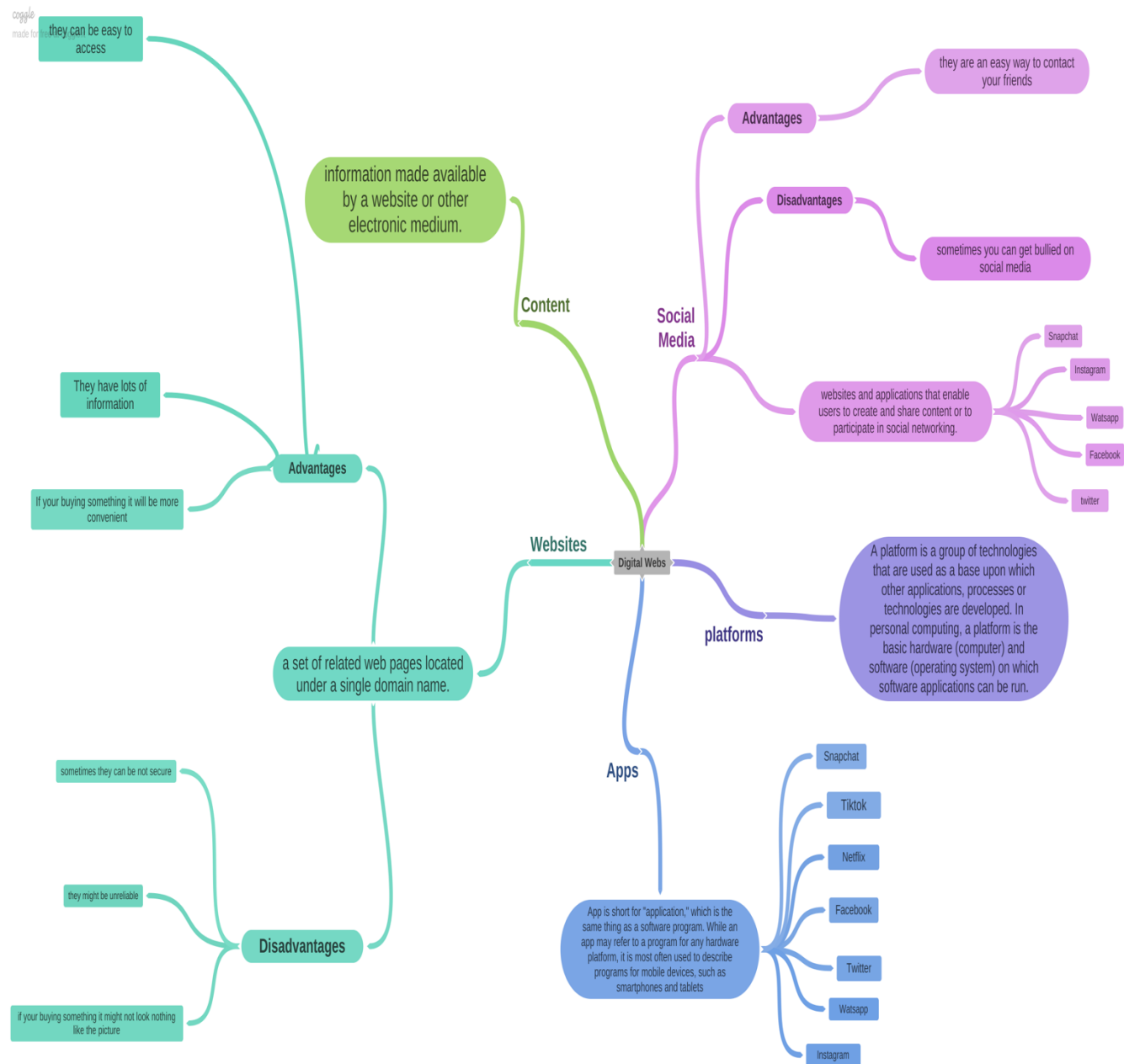








Appendix 1.1



<https://coggle.it/diagram/X3bpcH3mNCNmyd1m/t/digital-webs> (coggle.it, 2013)

Appendix 1.2

SOCIAL MEDIA CONNECTIVITY

Would Facebook be as successful without YouTube? Perhaps. Would YouTube be as successful without Facebook? Perhaps. But the fact that both coexist on the social media landscape allows them to reinforce and support each other in an unprecedented way.

Facebook uses the advantage that YouTube gives – the opportunity to create and upload bite-sized videos quickly and easily – in order to aliment its pool of information and offer its users the chance to enjoy a more varied and dynamic experience in content sharing. In turn, YouTube uses Facebook to spread its videos by reaching even more people than its YouTube user base and by attracting Facebook users to its site. Similarly, Pinterest, Facebook and YouTube are again all interlinked by the fact that Pinterest users can share their pins on Facebook and that YouTube videos can be uploaded on Pinterest, among other ways of using the three sites in interconnectivity. A perfect online synergy is thus created through various social media platforms.

Each social media platform is essentially a game of numbers. There are more than 800 million unique users visiting YouTube every month. Pinterest has almost 12 million unique visitors every month since it launched only two years ago, and this number keeps growing. Twitter has more than 300 million members – this is 4 times the population of the United Kingdom. Facebook has more than 1 Billion members – if Facebook were a country; it would be the third largest one in the world after China and India, or twice the size of the US population. LinkedIn has more than 200 million members. It is, however, not very useful to put into writing precise social media statistics as these constantly keep changing on a daily basis because each platform keeps growing day by day.

At the core of these huge statistics though is the concept that once you become part of a social media platform, you instantly become connected to a hub of other users, whether family, friends, acquaintances or people who share the same interests. Each of these connections, in turn, is connected to its own hub of connections, which means that you immediately become connected to their hubs at a second degree level. The story does not end here, but instead an endless connective curve of hubs is created by the single act of becoming a member of a social media platform.

The interconnectivity of social media platforms, such as in the above example of three social media giants; Facebook, YouTube and Pinterest, brings this game of numbers to a much higher level. It allows one single user to become at the center of enormous hubs of connections on different fronts – Facebook, YouTube, Pinterest or Twitter, among many others. This interconnection of hubs thus means that an

enormous level of traffic can be circulated between different social media sites, and at an incredible pace. As more social media platforms are created, the potential for this massive interconnectivity further increases. Such is the power of social media, and one that can be leveraged by companies like never before for their own business advantage.

Appendix 1.3

How to Draw a Mind Map? (*Resource from <https://litemind.com/what-is-mind-mapping/>*)

Each participant will be given a small chart paper of A3 size

Drawing a mind map is as simple as 1-2-3: Participants will start in the middle of a blank page (Chart paper), writing or drawing the idea they intend to develop. It is suggested to use the page in landscape orientation. The participants will develop the related subtopics around this central topic, connecting each of them to the center with a line. The participants will repeat the same process for the subtopics, generating lower-level subtopics as you see fit, connecting each of those to the corresponding subtopic.

Some more recommendations:

The participants can use colors, drawings and symbols copiously. They can be as visual as they can be. The participants will keep the topics and labels as short as possible, keeping them to a single word – or, better yet, to only a picture. The participants can vary text size, color and alignment. They can vary the thickness and length of the lines. They can provide as many visual cues as you can to emphasize important points. Every little bit helps engaging your brain.

Appendix 1.4



<https://www.morevisibility.com/resources/newsletter/2011/july/article/interconnected-making-sense-of-your-social-media-accounts/> (Digital Marketing Agency, 1999)

Appendix 1.5

Virtual interaction and global communication

There is no single definition of 'What is Social Media'. There is more of a kind of description what is the process of social media by underlying the interaction among people in which they are creating, sharing, exchanging, modifying their ideas in virtual communities or networks: "Social Media is a group of Internet based applications that build on the ideological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content" (Kaplan, A & Haenlein, M., 2010, p. 61). "Traditionally, consumers used the Internet to simply expend content: they read it, they watched it, and they used it to buy products and services. Increasingly, however, consumers are utilizing platforms – such as content sharing sites, blogs, social networking, and wikis" (Kietzmann, 2011, p. 241). With this description there is a clear distinction to the classical media like print or broadcasting where the user is more a passive consumer. With the term Web 2.0, developed by Tim O'Reilly during a brainstorming session at a conference in October 2004 (O'Reilly, 2005), the static Web 1.0 was left behind and the user was transformed into a producer of opinions by using specific tools and technologies like Cloud Computing. The user has moved from the consumer to the prosumer - a professional consumer. Another important change in information search is the shift from the push (getting the information on a passive way without being proactive) to the pull principle (being active in searching the relevant information) (Boundless, 2014). New information technologies, changing behaviour in the use of technology and increasing demands of the information seekers bring new ways of exchanges not only on a two-way, symmetric communication process, but on a many to many exchange process (Shirky, 2008, p. 87). You have to react on what 'the many', the internet crowd, is demanding, no matter if you are a profit or a non-profit organisation, a politician or a CEO. These exchanges are often dominated by opinion leaders, testimonials, which are creating superhubs (Picture 1). 1185 Picture 1: Net 'works' with 'superhubs' Source: Research to Action (2011). Historically, political parties, organizations or companies were able to control the information about themselves through strategically placed press announcements and good public relations managers. "Today, however, firms have been increasingly relegated to the sidelines as mere observers, having neither the knowledge nor the chance to alter publicly posted comments provides by their customers" (Kaplan & Haenlein, 2010, p. 60). Another aspect involves the era of corporate web pages and ecommerce which started with the launch of Amazon and eBay in 1995 (Kaplan & Haenlein, 2010, p. 60). Since then global communication takes place also on the level of e-shopping, e-booking and epayment. Huge data are transferred and saved in seconds worldwide to unknown servers. This affects the human being and the society as a whole also on another field: The Internet safety, or online safety. In a world where the data flow is controlled by external servers, data theft and data protection are the new buzz words. How is it possible to maximize the user's personal safety and how to protect data on a global

level from computer crime like malicious software? As the number of Internet users and exchange of User Generated Content increases daily worldwide, Internet safety is a growing concern for children, adults, organizations and even countries. This could even lead to identity theft on a local or global level. Events like 'Safer Internet Day' (saferinternet, 2014) should help to raise awareness on the individual level. More and more internet sites are created by governments or agencies to make citizens aware about these new threats of the personal identity and loose of personal data (getsafeonline, 2014). One of the most important achievements of the "globalization from below" (Kellner & Pierce, 2007) or direct virtual participation lies in the democratization and participation process as an important tool to use against oppressors, major corporations and corruption. It is occurring locally, but spreading quickly on a global level via social media (Butts, 2012, p. 12). Taking the examples of the Arabic Spring countries like Syria and Egypt "social media and networking tools have been one of the most effective tools to direct political elections and social changes" (Yigit & Tarman 2013, p. 75). The idea of a democratic Internet platform in a globalized world allows anyone to have a voice and to be heard as long as the user has some way to be connected to the Internet (Butts, 2012, p. 5). "The democratization of technology like Twitter is fundamentally changing the way people interact with one another, as well as with local opinion leaders, small businesses, and mass media" (Cha et al., 2012, p. 992). People search to promote themselves, to share experiences and to have fun. When Twitter launched in 2006, some of the first examples of self-expression were in the form of blogs (Hutton; Fosdick, 2011, p. 566, 567). We are producing information locally and distributing it globally, almost in real time. This 'global village' is a revolutionary change in how we proceed information. "It is interactive; it is communal, and it is global" (Roach 2010, p.4). 4.

Virtual interaction and individual communication

Beside the manifest benefits of online-communication on a global level highlighted above, what kind of adverse effects social media might have on the social interaction of individuals, namely of young people, and subsequently on social systems as a whole? 1186 The anonymity of online-networks facilitates to take liberties with the truth and to misbehave without consequences. In social media one cannot trust the identity of people. Lies, deception and cybercrime testify to that. In the field of scientific work for example individual mental contribution, often checked in essays, is required. Anonymity here causes a serious problem, since on special websites participants are able to download, to buy and even to commission such essays. The web offers the possibility to fake individual mental effort, even though software to combat plagiarism is available but is only partly successful. Anonymity furthermore leads to misbehavior because of missing social control. One of this, well known especially to young people, is cyber-mobbing or bullying. (Spitzer, 2012, pp. 110-111). According to Tokunaga (2010, p. 278) "Cyberbullying is any behavior performed through electronic or digital media by individuals or groups

that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others“. A representative survey among adolescent German aged between 14 and 20 years showed the following: 32 percent of the interviewees have already been once a victim of cyber-mobbing. Every one in five participants are being directly threatened or affronted via internet or mobile phone. One in six suffered from slander and in case of about 10 percent their internet identity has been misused. One in five cannot exclude becoming potentially a bully oneself and almost one-tenth declare that they once have already been a cyber-mobbing offender. (Cybermobbing, 2011). As humans tend to bow to peer pressure in real life and as well in social media, social media influences their ability to think independently. People seem to be more open to peer pressure within social networks. A study from Hewlett Packard Labs on social influence in online recommender systems measured how often choices were changed by others when facing different levels of confirmation and conformity pressures. The results showed that others people's opinions significantly sway people's own choices. People were more likely to change their own choices if some time had passed and when facing a moderate number of opposing opinions. The time people spend making their decision significantly predicts whether they will reverse their decisions later on. (Zhu, Huberman & Luon, 2012). The use of media has an impact on social relationships, social well-being and time available for sleep, school related study and other activities. An online survey of 3461 North American girls aged between 8 and 12 years by Pea R. et al (2012) from the Californian Stanford University examined the relationships between social well-being, media use and face-to-face communication. Analyses indicated “that negative social well-being was positively associated with levels of uses of media that are centrally about interpersonal interaction (e.g., phone, online communication) as well as uses of media that are not (e.g., video, music, and reading)” (p. 327). Media multitasking was associated with a range of negative social indicators like feeling less successful socially, not feeling normal, having more friends whom parents perceive as bad influence and sleeping less. It was associated with more intense feelings toward online friends than in-person friends. The level of face-to-face communication was strongly negatively associated with media multitasking. These results suggest “that the growth of media multitasking should be viewed with some concern” (p.334). Conversely, face-to-face communication was strongly associated with a wide range of positive social feelings. “Higher levels of face-to-face communication were associated with greater social success, greater feelings of normalcy, more sleep, and fewer friends whom the children's parents believed were a bad influence” (p.334). The results suggest “that even media meant to facilitate interaction between children are associated with unhealthy social experiences. The idea that online communication would open up a rich social world that benefits young girls' social and emotional development is belied by these findings” (p.335). Furthermore, the study suggests that face-to-face communication and online communication are not interchangeable. Online-networks provide a platform for social comparison and envy. A study by Krasnova et al. (2013) in

understanding envy dynamics on social networking sites (SNS's) in general and Facebook in particular showed that envy feelings are common on Facebook. About 36 percent of the people surveyed felt frustrated and exhausted at least sometimes or more often after spending time on Facebook. According to the findings the intensity of passive following is likely to reduce users' life satisfaction in the long-run, as it triggers upward social comparison and invidious emotions, with users mainly envying happiness of others, the way others spend their vacations, and socialize. The results "offer an explanation to the ever increasing wave of self-presentation and narcissism behavior witnessed on SNSs, a phenomenon we refer to as the self-promotion-envy spiral" (p.13). 1187 According to Wilcox, & Stephen (2012) social online-networks can influence self-control, which is an important mechanism for maintaining social order and well-being. Research demonstrates that because people present a positive self-view to others on social networks, it momentarily increases the self-esteem in users who are focused on close friends. This leads them to display less self-control after browsing a social network compared to not browsing a social network. Greater use is associated with poor self-control in a number of important domains (i.e. health, mental persistence and spending/finance). Thus social network use may have a detrimental effect on well-being by leading certain people to exhibit lower self-control. "Given the ubiquity of online social networks, their ability to lower users' self-control could have widespread impact. This may be particularly true for the current generation of adolescents and young adults who are the heaviest users of social networks." (p. 4). Social media has an impact on human brain and human identity. "The mind (...) is the personalization of the brain, a set of neuronal connection peculiar to each individual, driven in turn by that person's particular experience and interaction with the outside world" neurophysiologist Greenfield (2008, p. 48) professor of Oxford University suggests. Due to the malleability of brains humans' forte is the ability to learn and to adapt since we are sensitive to outside influences. The ability of brains to make connections shifts human from a purely sensory world into one with a personalized cognitive context one might call identity. Greenfield stresses that the outside world i.e. the influence of new technologies might be changing especially young people in ways that could be problematic for their identity. Given the plasticity of the human brain and the heavy use of social information technology among children what kind of effects might have living in two dimensions (i.e. real life versus virtual life) on our children's brains? The strongly visual, literal world of the screen and the continued interaction with a fast-paced, multimedia environment might predispose brains to shorter attention spans and might even be related to the rise in cases of ADHD (attention deficit hyperactivity disorder). Furthermore, it "might also affect our ability to develop the imagination and form the kind of abstract concepts that have until now come from first hearing stories, then reading oneself. Will future generations prefer the here-and-now, opting for a strongly sensory experience over a more personalized cognitive narrative? (...) The bottom line is whether here-and-now, fast-paced sensory experiences might change the way future generations see

themselves and construct their identity. Given the malleability of our neuronal circuits, their exquisite sensitivity to activity, might we elect to remain in a more infantile world of passive reactivity to sensations? Could we even end up living in a world where there is no personal narrative at all, no meaning, no context, just the experience of the thrill of the moment?” Greenfield (2008, p. 49) worries. Considering the results of the various studies new research demonstrate interesting correlations between the use of social media and the effects on individuals and society. But due to the fact that there are a number of influencing factors, which lead to extremely high complexity, we still understand little about the causalities and the role for example • individual behavior (e.g. intensity of social media use, passive / active use, focusing on strong / weak ties etc.), • users’ age and their ability to reflect own behavior, • personality traits or even • the social environment an individual is embedded in play. Furthermore it is needed to be taken into account if a person already has social contacts in real life (i.e. in-person friends) as opposed to just communicate with virtual social contacts (i.e. online friends). All this might lead to differences in effects on individuals and subsequently on society. **5. Conclusion**

Social Media is widely used and boon and bane at the same time. It facilitates global communication in seconds, connects deserted areas with the civilisation, plays an important role in e-commerce and above all in the participation and democratisation process. But the list of disadvantages and threats is also long. Does it not signify the abandoning of search machines, which are processing in an unpredictable algorithm logistic, a threat to scholarly knowledge? Do researchers jeopardise losing their gatekeeper function of deciding what is important and which results are relevant? Does global communication suggest one world or one system, in its purest form would it be “one world culture, one world economy, one political power and one language”? (Warlaumont, 2010, p. 205). “These days, one witty tweet, one clever blog post, one devastating video – forwarded to hundreds of friends at the click of a mouse- can snowball and kill a product or damage a company’s share price” (Weber, 2010). 1188 The long term effects of the social media revolution are not known yet neither on the society as a whole nor on the individuals. Therefore, a thorough reflection is indispensable. Since the effect of social media is subtle and develops over time Wilcox (2012) suggests “Ultimately, the way you counteract this is by raising your self-awareness. It's not about don't spend time on Facebook, but just be aware of what it might be doing to you.

<https://www.toknowpress.net/ISBN/978-961-6914-09-3/papers/ML14-714.pdf> (Zeitel-Bank & Tat, 2014)

Appendix 1.6

What is social media?

Social media is best understood as a group of new kinds of online media, which share most or all of the following characteristics: Participation social media encourages contributions and feedback from everyone who is interested. It blurs the line between media and audience. Openness most social media services are open to feedback and participation. They encourage voting, comments and the sharing of information. There are rarely any barriers to accessing and making use of content – password-protected content is frowned on. Conversation whereas traditional media is about “broadcast” (content transmitted or distributed to an audience) social media is better seen as a two-way conversation. Community social media allows communities to form quickly and communicate effectively. Communities share common interests, such as a love of photography, a political issue or a favorite TV show. Connectedness Most kinds of social media thrive on their connectedness, making use of links to other sites, resources and people.

Basic forms of social media

At this time, there are basically six kinds of social media. Note, though, that innovation and change are rife. Social networks these sites allow people to build personal web pages and then connect with friends to share content and communication. The biggest social networks are Myspace, Facebook and Bebo. Blogs perhaps the best known form of social media, blogs are online journals, with entries appearing with the most recent first. Wikis these websites allow people to add content to or edit the information on them, acting as a communal document or database. The best-known wiki is Wikipedia⁴, the online encyclopedia which has over 2 million English language articles. Podcasts audio and video files that are available by subscription, through services like Apple iTunes. Forums areas for online discussion, often around specific topics and interests. Forums came about before the term “social media” and are a powerful and popular element of online communities. Content community’s communities which organize and share particular kinds of content. The most popular content communities tend to form around photos (Flickr), bookmarked links (del.icio.us) and videos (YouTube). Microblogging social networking combined with bite-sized blogging, where small amounts of content (‘updates’) are distributed online and through the mobile phone network. Twitter is the clear leader in this field.

How social media works...

Now let's take a look at each of the main types of social media, and how they work. These explanations are intentionally very general, because with social media every rule seems to have an exception. In fact, among the defining characteristics of social media are the blurring of definitions, rapid innovation, reinvention and mash-ups. Each explanation also has a section on how to try out that form of social media yourself, with pointers on both how to find social media that's relevant to you and how you might go about creating it. If you want to really understand how social media works, there's no better way than to take part in it. Mash-ups the combination of two or more pieces of content (or software, or websites) is one of the phenomena in social media that make it at once so exciting, fast-moving and sometimes bewildering. Mash-ups are possible because of the openness of social media – many websites and software developers encourage people to play with their services and reinvent them. There are literally hundreds of mash-ups of the Google Earth service, where people have attached information to parts of the maps. For instance, there is a UK rail service mash-up where you can track in real time where trains are on the map. Fans of the TV series 24 have mapped locations from the shows' plotlines on to a Google Earth map.

Reference: Mayfield, A. (2008). *What Is Social Media?* iCrossing.

Appendix 1.7



Appendix 1.8

Digital well-being

A definition of “digital well-being” As far as we know, the term “digital well-being has so far been used in two studies. Nansen et al. (2012) use this term within an ethnographic study of children’s online use, “in an effort to bridge some differences between health and inclusion-oriented frameworks” (Nansen et al. 2012, p. 3). According to the authors “by situating online risk within a concept of wellbeing we are able to take account of the increasingly important mediating role played by the internet for children’s interpersonal “Digital Well-Being” M. Gui, M. Fasoli and R. Carradore ITALIAN JOURNAL OF SOCIOLOGY OF EDUCATION, 9 (1), 2017 166 relationships, education, play and social development” (Nansen et al. 2012, p. 3). The label has been also employed in a report by Beetham (2015). The author refers to “the potential risks of digital engagement as well as the potential benefits” (p. 15) of participants and school staff. Beetham lists several issues of different nature that are potentially detrimental for digital wellbeing. For instance, she mentions the inability of participants to recognize when online behaviors are illegal; the responsibility of universities to ensure equality access for all staff and participants, the stress connected to digital working and digital-related health issues. Drawing on these two first mentions, here we aim to provide a more structured definition. We define “digital well-being” as a state where subjective well-being is maintained in an environment characterized by digital communication overabundance. Within a condition of digital well-being, individuals are able to channel digital media usage towards a sense of comfort, safety, satisfaction and fulfilment. As we have seen above, this condition is favored both by specific individuals’ skills and by the socio-cultural context they live in. We argue that “digital well-being” is a growing contributor to the general well-being of a subject, both in its hedonic and eudemonic dimension (Ryan & Deci, 2001). Indeed, digital well-being pertains not only to the attainment of gratifications and minimization of collateral effects of digital media use (hedonic dimension) but also concerns the ability to use these technologies to give meaning to one’s activities and realize one’s own potential in life (eudemonic dimension). Therefore, in the short term and at a more superficial level, digital well-being can merely indicate a condition where “technostress” and other physiological inconveniences connected with the use of new media are controlled and gratifications new media offer are exploited. Instead, in the long term and at a deeper level of

analysis, being able to channel digital media towards individuals' personal and professional goals becomes relevant for a full self-realization in life (Ryff & Singer, 2013). Certainly we are aware that “traditional” digital skills as much as ICT and internet access heavily contribute to subjective well-being. However, with the term “digital well-being” we refer to this specific condition where individuals are able to cope with the flipside effects of digital media while using them to obtain a wide range of benefits. As it has been noticed, the rise of interest in well-being issues appears to be connected to the culture of surplus, when material prosperity has been already acquired (see for example Ryan, 2001, p. 142). It has also been noticed how eating disorders and communication overconsumption present similar dynamics due to supply having quickly become overabundant in both fields (Johnson, 2012; Gui, 2014). We argue that the concept of digital wellbeing is emerging now when, as never before, the overabundance of communication stimuli represents a surplus which turns out difficult to manage.

https://ijse.padovauniversitypress.it/system/files/papers/2017_1_8.pdf (Gui, Fasoli, & Carradore, 2017) –

Appendix 1.9

Social Media and Mental Health

While many of us enjoy staying connected on social media, excessive use can fuel feelings of anxiety, depression, isolation, and FOMO. Here's how to modify your habits and improve your mood.

The role social media plays in mental health

Human beings are social creatures. We need the companionship of others to thrive in life, and the strength of our connections has a huge impact on our mental health and happiness. Being socially connected to others can ease stress, anxiety, and depression, boost self-worth, provide comfort and joy, prevent loneliness, and even add years to your life. On the flip side, lacking strong social connections can pose a serious risk to your mental and emotional health.

In today's world, many of us rely on social media platforms such as Facebook, Twitter, Snapchat, YouTube, and Instagram to find and connect with each other. While each has its benefits, it's important to remember that social media can never be a replacement for real-world human connection. It requires in-person contact with others to trigger the hormones that alleviate stress and make you feel happier, healthier, and more positive. Ironically for a technology that's designed to bring people closer together, spending too much time engaging with social media can actually make you feel lonelier and isolated—and exacerbate mental health problems such as anxiety and depression.

If you're spending an excessive amount of time on social media and feelings of sadness, dissatisfaction, frustration, or loneliness are impacting your life, it may be time to re-examine your online habits and find a healthier balance.

The positive aspects of social media

While virtual interaction on social media doesn't have the same psychological benefits as face-to-face contact, there are still many positive ways in which it can help you stay connected and support your wellbeing.

Social media enables you to:

- Communicate and stay up to date with family and friends around the world.
- Find new friends and communities; network with other people who share similar interests or ambitions.
- Join or promote worthwhile causes; raise awareness on important issues.
- Seek or offer emotional support during tough times.
- Find vital social connection if you live in a remote area, for example, or have limited independence, social anxiety, or are part of a marginalized group.
- Find an outlet for your creativity and self-expression.
- Discover (with care) sources of valuable information and learning.

The negative aspects of social media

Since it's a relatively new technology, there's little research to establish the long-term consequences, good or bad, of social media use. However, multiple studies have found a strong link between heavy social media and an increased risk for depression, anxiety, loneliness, self-harm, and even suicidal thoughts.

Social media may promote negative experiences such as:

Inadequacy about your life or appearance. Even if you know that images you're viewing on social media are manipulated, they can still make you feel insecure about how you look or what's going on in your own life. Similarly, we're all aware that other people tend to share just the highlights of their lives, rarely the low points that everyone experiences. But that doesn't lessen those feelings of envy and dissatisfaction when you're scrolling through a friend's airbrushed photos of their tropical beach holiday or reading about their exciting new promotion at work.

Fear of missing out (FOMO). While FOMO has been around far longer than social media, sites such as Facebook and Instagram seem to exacerbate feelings that others are having more fun or

living better lives than you are. The idea that you're missing out on certain things can impact your self-esteem, trigger anxiety, and fuel even greater social media use. FOMO can compel you to pick up your phone every few minutes to check for updates, or compulsively respond to each and every alert—even if that means taking risks while you're driving, missing out on sleep at night, or prioritizing social media interaction over real world relationships.

Isolation. A study at the University of Pennsylvania found that high usage of Facebook, Snapchat, and Instagram *increases* rather decreases feelings of loneliness. Conversely, the study found that reducing social media usage can actually make you feel *less* lonely and isolated and improve your overall wellbeing.

Depression and anxiety. Human beings need face-to-face contact to be mentally healthy. Nothing reduces stress and boosts your mood faster or more effectively than eye-to-eye contact with someone who cares about you. The more you prioritize social media interaction over in-person relationships, the more you're at risk for developing or exacerbating mood disorders such as anxiety and depression.

Cyberbullying. About 10 percent of teens report being bullied on social media and many other users are subjected to offensive comments. Social media platforms such as Twitter can be hotspots for spreading hurtful rumors, lies, and abuse that can leave lasting emotional scars.

Self-absorption. Sharing endless selfies and all your innermost thoughts on social media can create an unhealthy self-centeredness and distance you from real-life connections.

What's driving your social media use?

These days, most of us access social media via our smartphones or tablets. While this makes it very convenient to keep in touch, it also means that social media is always accessible. This round-the-clock, hyper connectivity can trigger impulse control problems, the constant alerts and notifications affecting your concentration and focus, disturbing your sleep, and making you a slave to your phone.

Social media platforms are designed to snare your attention, keep you online, and have you repeatedly checking your screen for updates. It's how the companies make money. But, much like a gambling compulsion or an addiction to nicotine, alcohol, or drugs, social media use can

create psychological cravings. When you receive a like, a share, or a favorable reaction to a post, it can trigger the release of dopamine in the brain, the same “reward” chemical that follows winning on a slot machine, taking a bite of chocolate, or lighting up a cigarette, for example. The more you’re rewarded, the more time you want to spend on social media, even if it becomes detrimental to other aspects of your life.

Other causes of unhealthy social media use

A fear of missing out (FOMO) can keep you returning to social media over and over again. Even though there are very few things that can’t wait or need an immediate response, FOMO will have you believing otherwise. Perhaps you’re worried that you’ll be left out of the conversation at school or work if you miss the latest news or gossip on social media? Or maybe you feel that your relationships will suffer if you don’t immediately like, share, or respond to other people’s posts? Or you could be worried you’ll miss out on an invitation or that other people are having a better time than you.

Many of us use social media as a “security blanket”. Whenever we’re in a social situation and feel anxious, awkward, or lonely, we turn to our phones and log on to social media. Of course, interacting with social media only denies you the face-to-face interaction that can help to ease anxiety.

Your heavy social media use could be masking other underlying problems, such as stress, depression, or boredom. If you spend more time on social media when you’re feeling down, lonely, or bored, you may be using it as a way to distract yourself from unpleasant feelings or self-soothe your moods. While it can be difficult at first, allowing yourself to feel can open you up to finding healthier ways to manage your moods.

Signs that social media is impacting your mental health

Everyone is different and there is no specific amount of time spent on social media, or the frequency you check for updates, or the number of posts you make that indicates your use is becoming unhealthy. Rather, it has to do with the impact time spent on social media has on your mood and other aspects of your life, along with your motivations for using it.

For example, your social media use may be problematic if it causes you to neglect face-to-face relationships, distracts you from work or school, or leaves you feeling envious, angry, or depressed. Similarly, if you're motivated to use social media just because you're bored or lonely, or want to post something to make others jealous or upset, it may be time to reassess your social media habits.

Indicators that social media may be adversely affecting your mental health include:

Spending more time on social media than with real world friends. Using social media has become a substitute for a lot of your offline social interaction. Even if you're out with friends, you still feel the need to constantly check social media, often driven by feelings that others may be having more fun than you.

Comparing yourself unfavorably with others on social media. You have low self-esteem or negative body image. You may even have patterns of disordered eating.

Experiencing cyberbullying. Or you worry that you have no control over the things people post about you.

Being distracted at school or work. You feel pressure to post regular content about yourself, get comments or likes on your posts, or respond quickly and enthusiastically to friends' posts.

Having no time for self-reflection. Every spare moment is filled by engaging with social media, leaving you little or no time for reflecting on who you are, what you think, or why you act the way that you do—the things that allow you to grow as a person.

Engaging in risky behavior in order to gain likes, shares, or positive reactions on social media. You play dangerous pranks, post embarrassing material, cyberbully others, or access your phone while driving or in other unsafe situations.

Suffering from sleep problems. Do you check social media last thing at night, first thing in the morning, or even when you wake up in the night? The light from phones and other devices can disrupt your sleep, which in turn can have a serious impact on your mental health.

Worsening symptoms of anxiety or depression. Rather than helping to alleviate negative feelings and boost your mood, you feel more anxious, depressed, or lonely after using social media.

While 30 minutes a day may not be a realistic target for many of us, we can still benefit from reducing the amount of time we spend on social media. For most of us, that means reducing how much we use our smartphones. The following tips can help:

1. **Use an app to track how much time you spend on social media each day.** Then set a goal for how much you want to reduce it by.
2. **Turn off your phone at certain times of the day,** such as when you're driving, in a meeting, at the gym, having dinner, spending time with offline friends, or playing with your kids. Don't take your phone with you to the bathroom.
3. **Don't bring your phone or tablet to bed.** Turn devices off and leave them in another room overnight to charge.
4. **Disable social media notifications.** It's hard to resist the constant buzzing, beeping, and dinging of your phone alerting you to new messages. Turning off notifications can help you regain control of your time and focus.
5. **Limit checks.** If you compulsively check your phone every few minutes, wean yourself off by limiting your checks to once every 15 minutes. Then once every 30 minutes, then once an hour. There are apps that can automatically limit when you're able to access your phone.
6. **Try removing social media apps from your phone** so you can only check Facebook, Twitter and the like from your tablet or computer. If this sounds like too drastic a step, try removing one social media app at a time to see how much you really miss it

<https://www.helpguide.org/articles/mental-health/social-media-and-mental-health.htm> (Segal, 1999)

Appendix 2.3

Psychological Stress and Social Media Use

It makes sense to wonder if the use of digital technology creates stress. There is more information flowing into people's lives now than ever — much of it distressing and challenging. There are more possibilities for interruptions and distractions. It is easier now to track what friends, frenemies, and foes are doing and to monitor raises and falls in status on a near-constant basis. There is more social pressure to disclose personal information. These technologies are said to takeover people's lives, creating time and social pressures that put people at risk for the negative physical and psychological health effects that can result from stress.

Stress might come from maintaining a large network of Facebook friends, feeling jealous of their well-documented and well-appointed lives, the demands of replying to text messages, the addictive allure of photos of fantastic crafts on Pinterest, having to keep up with status updates on Twitter, and the “fear of missing out” on activities in the lives of friends and family.⁹

We add to this debate with a large, representative study of American adults and explore an alternative explanation for the relationship between technology use and stress. We test the possibility that a specific activity, common to many of these technologies, might be linked to stress. It is possible that technology users — especially those who use social media — are more aware of stressful events in the lives of their friends and family. This increased awareness of stressful events in other people's lives may contribute to the stress people have in their own lives. This study explores the digital-age realities of a phenomenon that is well documented: Knowledge of undesirable events in other's lives carries a cost — the cost of caring.¹⁰

This study explores the relationship between a variety of digital technology uses and psychological stress. We asked people an established measure of stress that is known as the Perceived Stress Scale (PSS).¹¹ The PSS consists of ten questions and measures the degree to which individuals feel that their lives are overloaded, unpredictable and uncontrollable. Participants were asked:

In the last 30 days, how often have you:

1. Been upset because of something that happened unexpectedly
2. Felt that you were unable to control the important things in your life
3. Felt nervous and “stressed”
4. Felt confident about your ability to handle any personal problems

5. Felt that things were going your way
6. Found that you could not cope with all the things that you had to do
7. Been able to control irritations in your life
8. Felt that you were on top of things
9. Been angered because of things that were outside of your control
10. Felt difficulties were piling up so high that you could not overcome them

Participants responded on a 4-point scale from “frequently” to “never.” The ten items were combined so that a higher score indicates higher psychological stress (the scale ranges from 0-30 with zero representing no stress and 30 representing the highest level).¹²

Overall, women experience more stress than men.

The average American adult scored 10.2 out of 30 on the PSS. One of the starkest contrasts in our survey was between the level of reported stress experienced by men and women. On average, women report experiencing significantly higher levels of stress than men. The average women scores 10.5 on the PSS while the average man scores 9.8.¹³ On average, men reported stress levels that were 7% lower than for women.

There are other demographic characteristics that are related to stress. On average, older adults, and those who are employed tend to have less stress.

How we studied psychological stress and technology use

In the survey, respondents were asked about their use of social networking sites: We asked people about the frequency with which they use different social media platforms, such as Facebook (used by 71% of internet users in this sample), Twitter (used by 18% of internet users), Instagram (17%), Pinterest (21%), and LinkedIn (22%).

Given the popularity of Facebook, we also asked very specific questions about users’ networks and what people do on that platform: number of friends (the average was 329), frequency of status updates (the average was 8 times per month), frequency of “Liking” other people’s content (the average was 34 times per month), frequency of commenting (the average was 22 times per month), and how often they send private messages (the average was 15 times per month).¹⁴

We asked people how many digital pictures they share online (the average was 4 times per week), how many people they email (9 people/day), and how many emails they send and receive (an average of 25 per

day). We also asked about their use of their mobile phone; the number of messages they text (an average of 32 messages per day), pictures sharing via text (an average of 2 pictures per day), and the number of people that they text with (an average of 4 people per day).

Given the important differences in stress levels based on age, education, marital status, and employment status, we used regression analysis to control for these factors. By using regression analysis we are able to determine the degree to which technology use is specifically associated with stress by holding demographic characteristics constant. Since men and women tend to experience stress differently, we ran separate analyses for each sex.

Those who are more educated and those who are married or living with a partner report lower levels of stress.

We found that women, and those with fewer years of education, tend to report higher levels of stress, while those who are married or living with a partner report less psychological stress (see Table 1 in [Appendix A](#)). For women (but not men), those who are younger, and those who are employed in paid work outside of the home also tend to experience less stress.

The frequency of internet and social media use has no direct relationship to stress in men. For women, the use of some technologies is tied to lower stress.

For men, there is no relationship between psychological stress and frequent use of social media, mobile phones, or the internet more broadly. Men who use these technologies report similar levels of stress when compared with non-users.

For women, there is evidence that tech use is tied to modestly lower levels of stress. Specifically, the more pictures women share through their mobile phones, the more emails they send and receive, and the more frequently they use Twitter, the lower their reported stress. However, with the exception of Twitter, for the average person, the relationship between stress and these technologies is relatively small. Women who are heavier participants in these activities report less stress. Compared with a woman who does not use these technologies, a woman who uses Twitter several times per day, sends or receives 25 emails per day, and shares two digital pictures through her mobile phone per day, scores 21% lower on our stress measure than a woman who does not use these technologies at all.

From this survey we are not able to definitively determine why frequent uses of some technologies are related to lower levels of reported stress for women. Existing studies have found that social sharing of both positive and negative events can be associated with emotional well-being and that women tend to

share their emotional experiences with a wider range of people than do men.¹⁵ Sharing through email, sending text messages of pictures of events shortly after they happen, and expressing oneself through the small snippets of activity allowed by Twitter, may provide women with a low-demand and easily accessible coping mechanism that is not experienced or taken advantage of by men. It is also possible that the use of these media replaces activities or allows women to reorganize activities that would otherwise be more stressful. Previous Pew Research reports have also documented that social media users also tend to report higher levels of perceived social support. It could be that technology use leads to higher levels of perceived social support, which in turn moderates, or reduces stress, and subsequently reduces people's risk for the physical diseases and psychological problems that often accompany stress.

Awareness of Other People's Stressful Life Events and Social Media Use

This report pays particular attention to **social stress**. This kind of stress comes from exposure to stressful life events. It is not directly a measure of whether someone feels that their own life is overloaded. Rather, it assesses people's stress by understanding their social environment. Those who experience stressful life events often suffer a range of negative physical outcomes, including physical illness and lower mental health.¹⁸

It is possible that technology users — especially those who use social media — are more aware of stressful events in the lives of their friends and family. This increased awareness of stressful events in other people's lives may contribute to the stress people have in their own lives.

Previous Pew Research reports have documented that social media users tend to perceive higher levels of social support in their networks. They also have a greater awareness of the resources within their network of relationships — on and offline. This awareness has generally been perceived as a social benefit. Individuals who are aware of the things that are happening with their friends and the informal resources available to them through their social ties have more social capital. The extra flows of personal information in social media, what we have termed “pervasive awareness,” are one of the potential benefits of digital technologies.¹⁹ However, it is also possible that this heightened awareness comes with a cost.

We wanted to know if the awareness afforded by the use of digital technologies was limited to an awareness of what others could provide (social capital), or if it also included an awareness of the problems and stressful events that take place in the lives of friends, family, and acquaintances. Such awareness is not inherently negative. In fact, an awareness of the problems and hurdles faced by others is a precondition of empathy, a dimension of social intelligence (social interest), and facilitates the provision of social support. However, awareness can also have an emotional impact — a “cost of caring.”

To measure awareness of other people's stress we asked participants if they knew someone – other than themselves – who experienced any of a dozen major life events in the past 12 months. We additionally asked if the person(s) the event happened to was someone close to them (a strong tie), or an acquaintance whom they were not very close with (a weak tie), or both. Our list was composed of major life events that are known sources of stress in people's lives.

The survey findings were that in the previous 12 months:

- 57% of adults said they know someone who had started a new job
- 56% know someone who had moved or changed homes
- 54% know someone who had become pregnant, given birth, or adopted a child
- 50% knew someone who had been hospitalized or experienced a serious accident or injury
- 50% knew someone who had become engaged or married
- 42% knew someone who had been fired or laid off
- 36% knew someone who had experienced the death of a child, partner, or spouse
- 36% knew someone who had a child move out of the house or move back into the house
- 31% knew someone who had gone through a marital separation or divorce
- 26% knew someone who had experienced a demotion or pay cut at work
- 22% knew someone who had been accused of or arrested for a crime
- 22% knew someone who had been the victim of a robbery or physical assault

Unsurprisingly, given that most people have few close social ties compared with the number of acquaintances they have, for all of the events we queried, people were more likely to know a weak tie (an acquaintance) than a strong tie who had experienced one of these stressful events.

The average adult in our sample knew people who had experienced 5 of the 12 events that we asked about.

How we studied awareness of stressful events in other people's lives

As with our analysis of psychological stress, regression analysis was used to test if the use of different digital technologies was related to higher or lower levels of awareness of stressful events in other people's lives. This allows us to determine the role of different technologies in helping different users be aware of stressful events in others' lives, controlling for likely differences in awareness that are related to demographic factors such as age, education, race, marital and employment status.

Knowing that the sexes tend to be very different in their awareness of stressful event in the lives of those around them, we further divided our analysis into a comparison of women and men. We also anticipated that some technologies might be more commonly used for communication with close social ties, and primarily provide for an awareness of major events in the lives of close friends and family, while others may be more suited for awareness of events in the lives of looser acquaintances ([Appendix A: Table 2](#)).

Women are more aware than men of major events in the lives of people who are close to them.

Previous research has found that women tend to be more aware of the life events of people in their social network than are men.²⁴ When we compared men and women based on the average number of life events that someone in their social network had experienced in the past year, women were consistently more aware than men, although the average was only statistically significant for close relationships.

More educated and younger people are more aware of events in other people's lives.

A number of demographic factors were consistently related to a higher level of awareness of major events within people's social networks. For both men and women, those who were younger and those with more years of education tended to know of more major events in the lives of people around them.

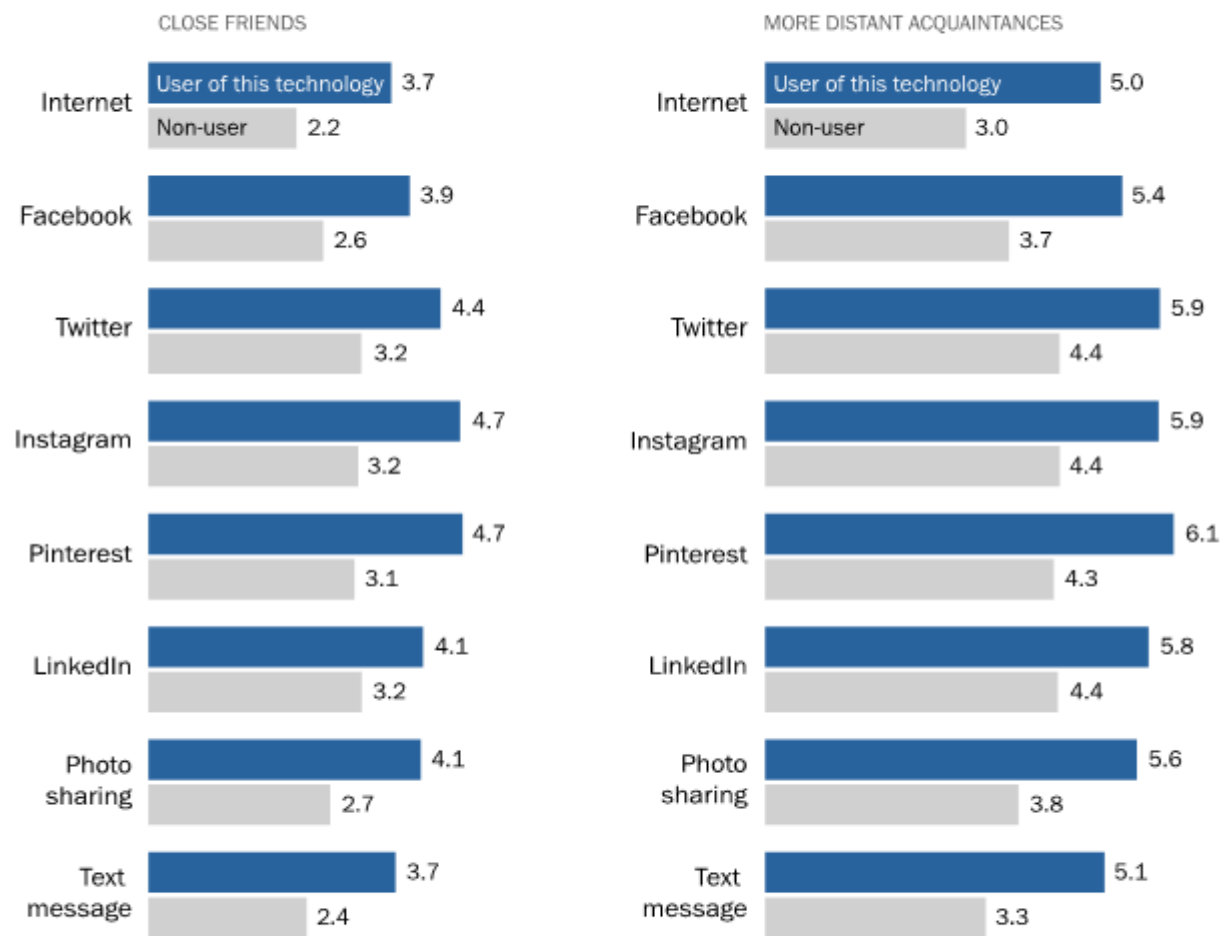
In addition, we found that women who were married or living with a partner, and women employed in paid work outside the home, were more aware of events in the lives of their acquaintances (weak ties), but that this was not related to awareness of events in the lives of close friends and family.

Social Media Users Are More Aware of Major Events in the Lives of People Close to Them

Social media use is clearly linked to awareness of major events in other people's lives. However, the specific technologies that are associated with awareness vary for men and women.

Technology users are aware of more stressful events in the lives of their close friends and more distant acquaintances

The average number of stressful events (out of a total of 12 possible) that people knew occurred in the lives of their close friends and more distant acquaintances in the past 12 months



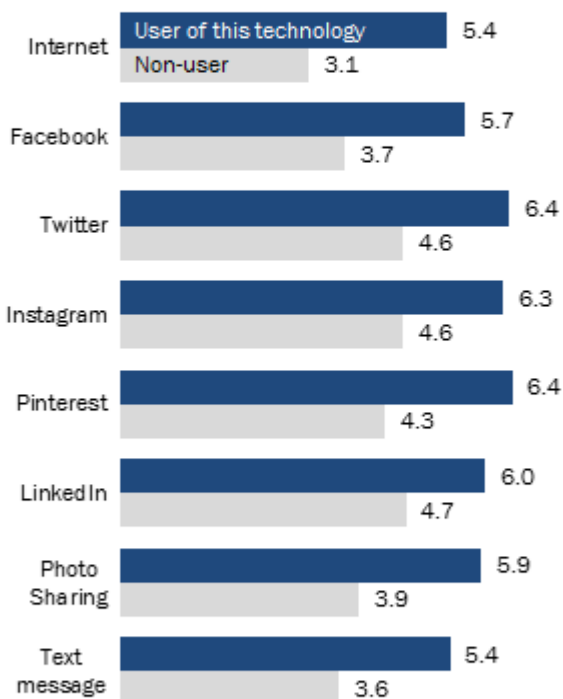
Note: Based on responses to Q4: "... Please tell me if you know someone—other than yourself—who has experienced any of the following in the past 12 months. Do you know someone who has ..." followed by a list of 12 different stressful events.

Source: August 2013 survey. N=1,801 adults.

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Women who use technology are aware of more stressful events in the lives of their close friends and acquaintances

The average number of stressful events (out of a total of 12 possible) that women knew occurred in the lives of their close friends and acquaintances in the past 12 months



Note: Based on responses to Q4: "... Please tell me if you know someone—other than yourself—who has experienced any of the following in the past 12 months. Do you know someone who has ..." followed by a list of 12 different stressful events.
Source: August 2013 survey. N=1,801 adults.

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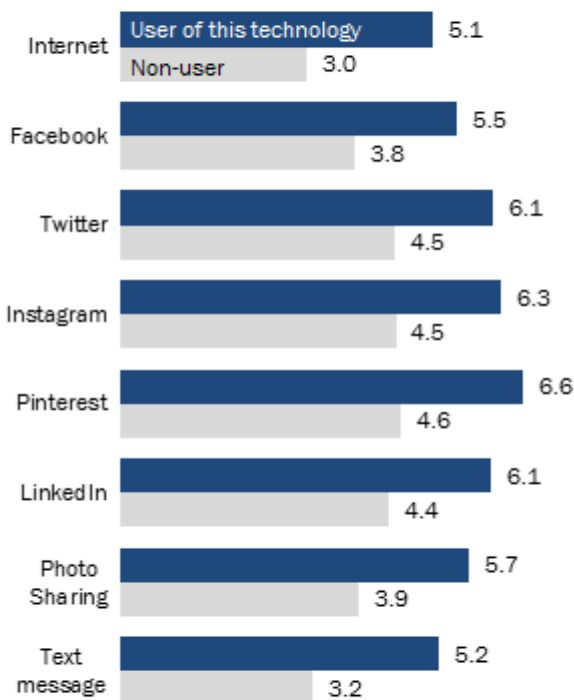
Among both men and women, Pinterest users have a higher level of awareness of events in the lives of close friends and family. The more frequently someone used Pinterest, the more events they were aware of:

- Compared with a woman who does not use Pinterest, a woman who visits Pinterest 18 days per month (average for a female Pinterest user) is typically aware of 8% more major life events from the 12 events we studied amongst her closest social ties.

- Compared with a man who does not use Pinterest, a man who used Pinterest at a similar rate (18 days per month) would tend to be aware of 29% more major life events amongst their closest ties.

Men who use technology are aware of more stressful events in the lives of their close friends and acquaintances

The average number of stressful events (out of a total of 12 possible) that men knew occurred in the lives of their friends and acquaintances in the past 12 months



Note: Based on responses to Q4: "... Please tell me if you know someone—other than yourself—who has experienced any of the following in the past 12 months. Do you know someone who has ..." followed by a list of 12 different stressful events.

Source: August 2013 survey. N=1,801 adults.

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Men who used LinkedIn, men who send text messages to a larger number of people, and men who comment on other people's posts more frequently on Facebook also tend to be more aware of major events in the lives of people close to them. These same technologies had no impact on woman's awareness of events in the lives of people close to them.

Compared with a man with similar demographic characteristics that does not use the following technologies:

- Those who send text messages to four different people through their mobile phones on an average day (the average for a male cellphone user) tend to be aware of 16% more events amongst those who are close to them.
- A male user of LinkedIn visits the site fifteen times per month and is typically aware of 14% more events in the lives of their closest social ties.
- A male Facebook user, who comments on other Facebook users content 19 times per month, is, on average, aware of 8% more events in the lives of their closest friends and family.

For women, the more friends on their Facebook network and the more pictures they shared online per week, the more aware of major life events in the lives of close friends and family. Compared with demographically similar women who do not use these technologies:

- A woman who shares 4 photos online per week tends to be aware of 7% additional major events in the lives of those who are close to her.
- A female Facebook user with 320 Facebook friends (the average for women in our sample) is, on average, aware of 13% more events in the lives of her closest social ties.

Similarly, men experienced higher levels of awareness as a result of a larger number of different technologies.

Facebook use is associated with more awareness of major events in the lives of acquaintances.

Looking beyond people's close relationships to include a looser set of their acquaintances, we find that Facebook use is a consistent predictor of awareness of stressful events in others' lives for both men and women. Specifically, the more Facebook friends people have, and the more frequently they "Like" other people's content, the more major events they are aware of within their network of contacts.

- Compared with a non-Facebook user, a male Facebook user with 320 Facebook friends is, on average, aware of 6% more major events in the lives of their extended acquaintances. A female Facebook user with the same number of friends is aware of 14% more events in the lives of their weak ties.
- A male or female Facebook user who "Likes" other people's content about once per day, is typically aware of 10% more major events in the lives of their extended acquaintances.

For women, Instagram is related to lower awareness of major events in the lives of acquaintances, while Twitter and photo sharing are related to higher awareness.

Women are also likely to have higher awareness of their extended network as a result of the number of pictures they share online and through frequent use of Twitter. Compared with a demographically similar woman who does not use these technologies:

- A female Twitter user, who uses the site once per day, tends to be aware of 19% more events in the lives of their extended network.
- A woman who shares 4 digital pictures per week is typically aware of 6% more events in their network of loose social ties.

Use of Instagram was the only technology use that we found to predict lower levels of awareness, and only for women. This might be the case because Instagram is used differently than some other kinds of social media. Scholars have found that many people make cellphone calls and exchange text messages predominantly with their closest ties. They have argued that this is “tele-cocooning,”²⁵ and they believe that people’s use of mobile phones leads to contact with more intimate relations at the expense of weaker and more diverse social ties. Instagram use may be tied to a similar pattern. Those who use Instagram might reduce their focus on the lives of their social ties that are not considered especially close. Controlling for other factors, a female user of Instagram who uses the platform a few times per day is, on average, aware of 62% fewer major events in the lives of their extended network than someone who does not use Instagram at all.

For men, text messaging, email, and Pinterest are related to higher awareness of major events in the lives of acquaintances.

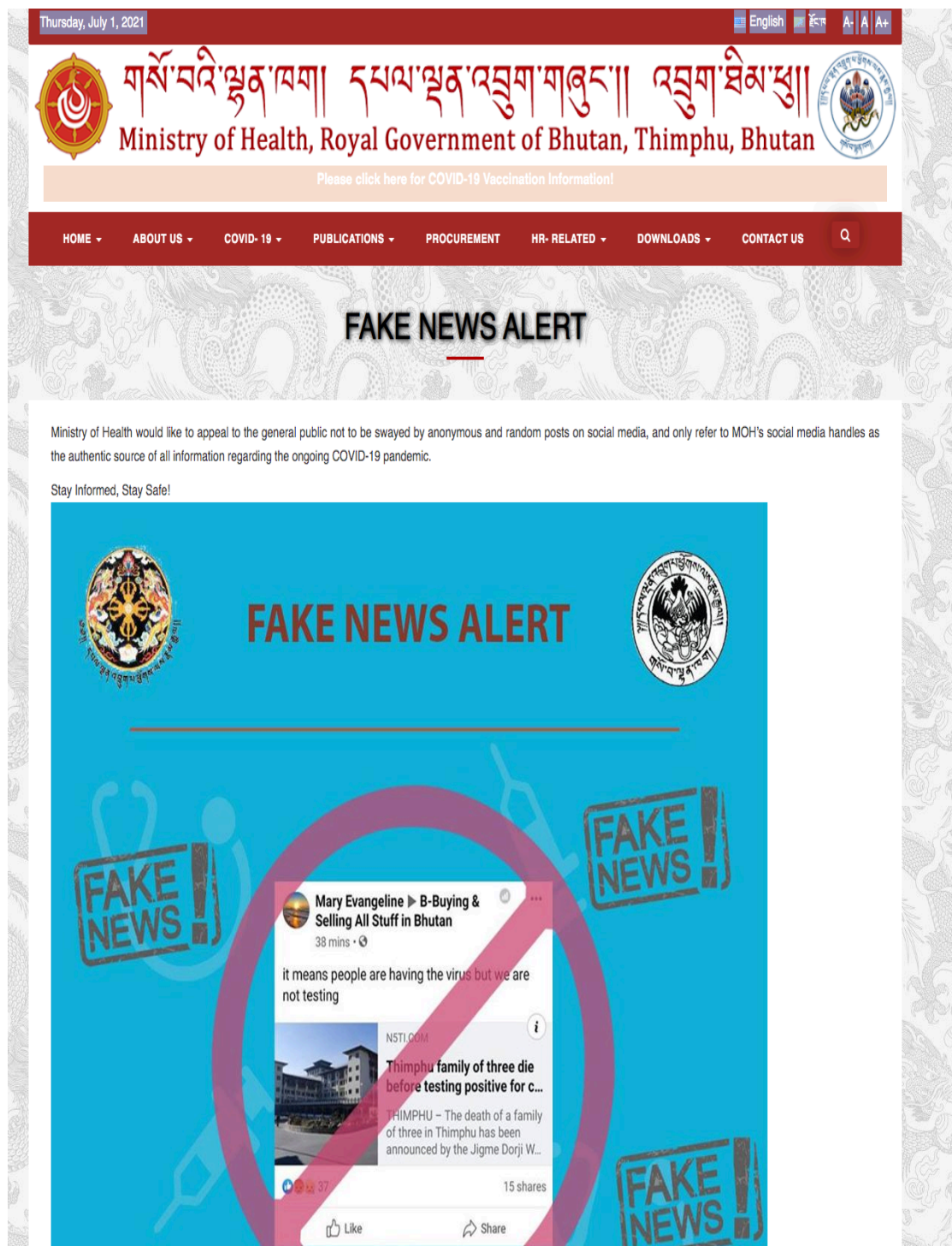
In addition to use of Facebook, men’s awareness of stressful events in their friends’ lives tends to be higher for those who email and send text messages to a larger number of people. Compared with someone who does not use these technologies:

- A male email user who is in contact with 9 different people by email per day is generally aware of 13% more events in the lives of their distant social circle.
- A male who sends text messages to four people per day is, on average, aware of 11% more major events in the lives of their weaker social ties

<https://www.pewresearch.org/internet/2015/01/15/psychological-stress-and-social-media-use-2/>

(HAMPTON, RAINIE, LU, SHIN, & PURCELL, 2015)

Appendix 3.0



<http://www.moh.gov.bt/fake-news-alert/> (MoH, 2020)

Appendix 3.1

Media Council urges citizens to stop sharing fake news

December 26th, 2020

Yangyel Lhaden

The health ministry, in the past few days, has been debunking rumours and fake news that were going viral on social media.

The Media Council of Bhutan (MCB) has also issued advisory and public notifications to refrain from circulating such falsehoods. Officials urge individuals to report and stop sharing fake news.

One such fake news said that Karma's Dhaba chef tested positive for Covid-19.

MCB has reported a couple of fake news after verifying the sources and information. If the content is not removed, MCB contacts Facebook office in India through Department of Information Technology and Telecom seeking help to remove the post.

An official said that spreading fake news including sharing images by any person during the time of emergency is punishable under section 437 of the Information, Communication, and Media Act of Bhutan.

The Act states that any person who by means of a public information and communication technology system, sends or attempts to send, any messages which, to the person's knowledge, is false or misleading with the intent of prejudice to the efficiency of any emergency services, cause alarm or endanger the safety of any person or other things would be guilty of a fourth-degree offence.

The official, Thinlay Zangmo said that in competition to break the news first people often did not check the credibility of the information. "Some posts are made for satirical purposes and we should know to judge that."

She said that in order not to be manipulated it was important to employ more sophisticated methods in consuming information such as fact-checking and choosing reliable news-source.

MCB through its Facebook page is sensitising people to report fake news, refrain from sharing fake news, how to report them, and on consequences of such acts.

Thinlay Zangmo said that people should share and consume news from only authentic sources or verified information. “If the information you read it too good to be true it is likely to be fake news.”

“We’ve to end the fake news cycle by not clicking forward on every message and to consider consequences of what we share online,” she said.

<https://kuenselonline.com/media-council-urges-citizens-to-report-fake-news/> (Lhaden, 2020)

APPENDICES (PDF)

File Name

Cyber Bullying – **Appendix 2.1**

<https://www.dinwiddie.k12.va.us/app/uploads/2018/12/Cyberbullying.pdf> (HRSA, 2011)

Cyber Bullying Identification, Prevention & Response – **Appendix 2.2**

<https://cyberbullying.org/Cyberbullying-Identification-Prevention-Response.pdf> (Hinduja & Patchin, 2014)

Internet Matter Guide - **Appendix 2.4**

<https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Guide-Digital-Resilience-14-years-old.pdf> (matters.org, 2019)

Educators Guide – **Appendix 2.5**

<https://www.childnet.com/ufiles/Educator-guidance.pdf> (Educator-guidance, 2021)

Note: These resources can be used by trainer and also printed separately and distributed to the participants

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