

Digital Facilitator's Guide

Welcome

Dear Facilitator,

Welcome to **Digital Tayo**, Facebook's digital citizenship and well-being program. This was designed to support you and other facilitators as technology leads the way into our digital future.

Facilitators across the globe recognize the importance of teaching Internet users the information, behaviors, and skills that help people thrive in an increasingly complex, connected digital world. Practicing digital citizenship and well-being can help keep people safe while empowering them to positively influence their environments.

Digital Tayo helps you introduce digital citizenship and well-being concepts to your attendees through lessons drawn from several expert partners. The lessons are based on many years of academic research and reflect the diverse voices and experiences of people from around the world.

The Digital Tayo lessons are divided across two of five content pillars:

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

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

The training in each content pillar has been carefully curated to help attendees learn tangible skills such as engaging with different cultures and contexts, identifying reputable sources, and recognizing healthy online relationships. You can reinforce the digital citizenship and well-being lessons you teach by encouraging attendees to use the activities at home.

Thank you for helping people become empowered, competent, and responsible digital citizens. We're grateful for the opportunity to work with you to improve access to digital citizenship and well-being resources for all through the Digital Tayo program.

Sincerely,

Antigone Davis

Global Head of Safety, Facebook



Digital Tayo

Table of Contents

GETTING STARTED _____	4
UNDERSTANDING THE LESSON STRUCTURE _____	4
Digital Engagement _____	5
Digital Empowerment _____	6
Interactive Content for Students _____	7
Glossary of Helpful Terms _____	8
FREQUENTLY ASKED QUESTIONS _____	10

Getting Started

The **Digital Tayo** program is designed to serve people through a multifaceted approach encompassing formal (learning) and informal teachings and individual activities for youth. To begin using the program, simply follow the steps below.

REVIEW MATERIALS

Take some time to familiarize yourself with the teaching materials before delivering them inside or outside the training. The Digital Tayo program contains the following:

- Facilitator Guide
- Learning Best Practices
- 12 Lessons Across Two of Five Pillars
(see “*Understanding the Lesson Structure*” below)
- 5 Learning Videos with Pre- and Post-Video Interactive Quizzes

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

TEACH THE LESSONS

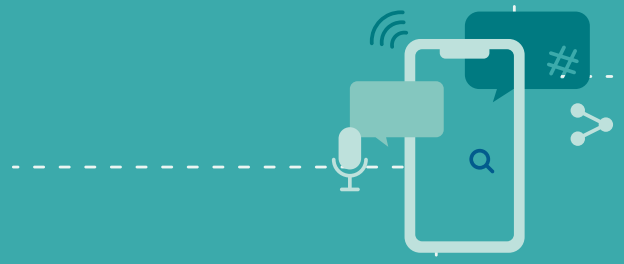
The Digital Tayo program is designed to be delivered as either a full curriculum or as standalone lessons in both high-tech or low-tech environments.

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

Understanding the Lesson Structure

The Digital Tayo program organizes the major digital citizenship and well-being skills across two of five content pillars: Engagement and Empowerment. The lessons in each pillar can be taught individually or consecutively.

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

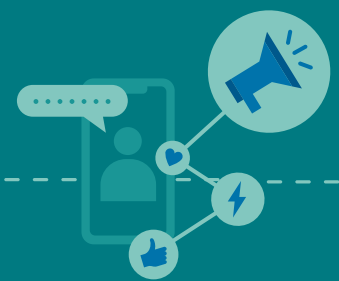


DIGITAL ENGAGEMENT

The lessons and activities in this section help learners interpret contextual factors of relevance (e.g., cultural, social, local/regional/global) in a given situation and effectively engage with them, as well as find, evaluate, create, and share information and other content in different media forms.

Skills addressed include: context, information quality, and media (literacy).

Lesson	Topic	Objective
1	Respect and boundaries	Learners will better understand others' perspectives and feelings in the context of individuals sharing personal information online.
2	Healthy online relationships	Learners will explore qualities that constitute healthy and kind relationships and how online behaviors play a role in both healthy and unhealthy relationships. Learners will also examine the opportunities and challenges around the intersection between social media and relationships in their own peer group and learn how to promote upstanding behavior among their peers.
3	What is verification?	Attendees will learn what information verification is and why it is important for news consumers to verify the stories they read or view. They will consider the responsibilities news organizations, audience members, and social media companies have in promoting a media landscape of truthful news information.
4	The verification steps	Attendees will learn about a five-step checklist they can use to verify the origin, source, date, location, and objective of a news image or video. They will recognize the limitations inherent in the verification process and begin to consider the various online and offline tools they can use to investigate the veracity of content online. Learners will reflect on how a source's motivation may affect the portrayal of a news event.
5	Versions of media texts	Learners will be able to define what a scrape (a copy from an original) is and explain why the proliferation of this type of media text can make the verification process more difficult during breaking news events. They will create and share their own scrapes online as they reflect on when it is important to identify a scrape's source or a news event's original context.
6	Best possible self	Learners will imagine and write about their lives 10-20 years from now.



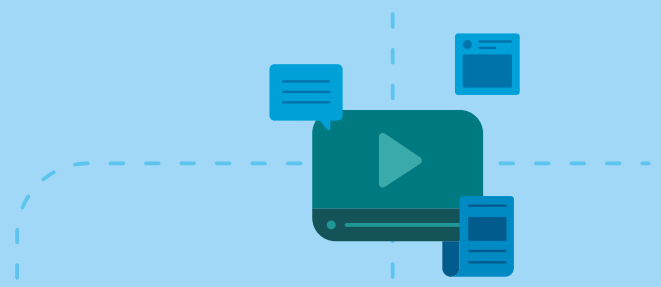
DIGITAL EMPOWERMENT

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

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

Lesson	Topic	Objective
1	Advocacy and making change	Attendees will learn about the concept of advocacy by identifying an issue that affects their community and brainstorming two changes that they want to see in the future concerning that problem.
2	Building your advocacy network	Attendees will learn how social networks can be leveraged to promote advocacy efforts. Attendees will also learn how to develop online content to spread information about a cause of interest.
3	Raising awareness through media	Attendees will learn about and identify ways in which various types of media can be used to promote awareness around an issue.
4	Hashtags	Attendees will learn how hashtags have been effective in promoting social movements. Learners will also identify how hashtags on social media can help raise awareness about an advocacy issue and will develop their own hashtag and methods of promotion for a cause that interests them.
5	Time for action!	Attendees will learn how to develop an initial plan for their own advocacy campaign.
6	Exploring your personal values	Learners will sort a list of values in order of importance and reflect on how the most important values impact their lives and their future plans.

Interactive Content for Students



Interactive learning encourages active learning. We know that learning through interactive experiences greatly increases the rate of retention and the pace of learning among participants.

To augment the Digital Tayo program, we've developed interactive content that is suited for learners across all age groups to keep participants actively engaged in the learning process.

LEARNING VIDEOS

Videos encourage multi-sensory learning that engage a learner's senses through sound, text, and moving images — allowing them to understand concepts at a deeper level.

INTERACTIVE QUIZZES

Presented in a series of multiple-choice questions pre- and post-video, the key function of the interactive quizzes is to gauge the learners knowledge base prior to the lesson and then help learners better recall the lessons they have just been presented. The quizzes are also designed in a manner which emphasizes and reinforces key concepts.

It is important to note that these quizzes are not meant to be graded, as their main purpose is to help learners recall the lesson they have just learned.

Glossary of Helpful Terms



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

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

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

CONTENT PRODUCTION: The ability to produce (digital) content using (digital) tools.

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

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

DIGITAL ACCESS: The ability to connect to and access the internet, individually or collectively (e.g., mesh technologies).

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

Glossary of Helpful Terms



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

IDENTITY EXPLORATION AND FORMATION: The ability to use (digital) tools to explore elements of one's own identity and to understand how communities are part of shaping one's identity.

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

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

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

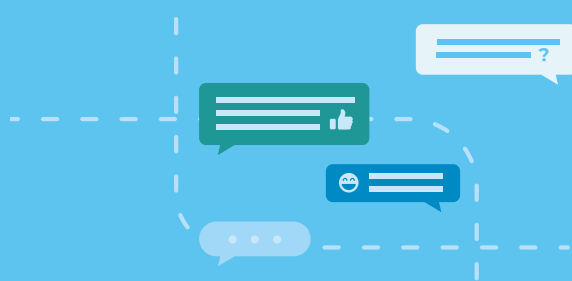
POSITIVE/RESPECTFUL BEHAVIOR: The ability to interact with others (both individuals and the larger collective) online in a respectful, ethical, socially responsible, and empathetic manner.

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

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

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

Frequently Asked Questions



WHAT ELSE DOES DIGITAL TAYO OFFER?

Facebook's goal is to host a collection of lessons for facilitators. This useful and engaging infrastructure helps facilitators browse, find, and download content in ways that work best for them in the training.

WHO ARE THESE LESSONS MEANT FOR AND HOW WERE THEY CREATED?

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

WHAT DOES A LESSON LOOK LIKE?

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

HOW CAN I USE THE INTERACTIVE CONTENT AS PART OF MY CLASS?

Quizzes and videos can be experienced collectively as part of the group lesson, where you can identify key moments to reinforce learning. The quizzes and videos can also be distributed on an individual basis so that learners can reinforce their learning at their own time and pace after the lesson.