

Hello, and thanks for your interest in using our [Let's Talk About It](#) youth online violence prevention and awareness videos to spark discussion in your communities! In the summer of 2020, North Carolina's Rape Prevention and Education (RPE) Coordinators held biweekly Zoom support calls to share prevention strategies, ideas, and concerns. A common concern shared was a lack of existing strengths-based campaigns that target online safety for youth. Most videos they were aware of often featured young people making impulsive choices and parents reacting with fear and therefore responding in unhelpful, silencing, or overly punitive ways. These fear-mongering campaigns were also sensationalized in unrealistic ways that were out of touch with the realities of many adolescents in our current age.



“You know what I want to see?” one of them said. **“I want to see the video where a young person gets an uncomfortable message, recognizes that it’s weird, and talks with someone about it. I want to see something that shows young people being empowered and empowering each other, and parents being open for reasonable conversation.”**

We are delighted to introduce the first two in this series of videos modeling healthy and empowered adolescent responses to online safety issues. This facilitation guide will provide ideas for use to create community change, sample social media language for each video, a handful of discussion questions for starting dialogues, and facilitation tips. For experienced, professional support in delivering and organizing these community conversations, including for how to facilitate trauma-informed prevention spaces, please reach out to your local rape crisis center, and if you're a rape crisis center in North Carolina, [NCCASA's](#) prevention team is here to help!

The materials in this Facilitation Guide shall not be altered or redistributed without prior, written approval from North Carolina Coalition Against Sexual Assault. This guide may be posted, promoted, or otherwise highlighted without alterations. If citing, please use suggested citation: Wallin, A. and Croft, C. 2021. Let's Talk About It Facilitation Guide, NC Coalition Against Sexual Assault, Raleigh, NC.

HOW TO START THE DIALOGUE

These videos aim to start the dialogue about how to **empower youth and adults to talk about online safety in responsive, thoughtful, compassionate, and open ways**. Additionally, we hope that you will feel free to use these videos in your education and awareness work. We ask that when you do so, you do not edit the video or charge for your services; permission to use and reshare is granted provided the work is unedited so that the NCCASA information at the end remains in the video and that it is not for commercial use. Contact us if you have questions about what that means.

These videos can be used by:

- Rape crisis centers and other consent and violence prevention organizations and grassroots efforts.
- Teachers, schools, youth-serving community and health organizations.
- Youth leaders and student group advisors.
- With friends and family

The videos can be used in:

- Classrooms, schoolwide events and assemblies, student groups, and after school programs.
- Community-based adolescent programming, including youth groups, Boys and Girls Clubs, YMCA/YWCA, camps, etc.
- Community-based parenting groups, including parents' clubs, faith-based communities, book clubs, discussion groups, and programs supporting young or single parents.
- Virtual meetings of any of the above.
- Social media and other online campaigns.

*Want to use the Let's Talk About It videos on your personal or agency social media?
Following is sample social media language you can use!*

PEER TO PEER VIDEO: SAMPLE LANGUAGE

280 characters:

If a private message seems “off” or makes you feel uncomfortable, you don’t owe anyone your time. Block & delete are reasonable responses. Unsure how to navigate uncomfortable DMs or unexpected follow requests? #LetsTalkAboutIt #LetsTalkAboutItNC #OnlineSafety @nccasa

Longer:

If a private message seems “off” or makes you feel uncomfortable, you don’t owe anyone your time. Block & delete are reasonable responses. When thinking about how or if to respond to a message, ask yourself: How does this message make me feel? Does this message match my current relationship with the person who sent it, or is it “out of left field”? Do I know the person who sent it? If a message is from a stranger, does their profile look like it’s been around a while, that their posts seem realistic and from a person, or like it’s random stuff or “marketing” a thing or idea?

Unsure how to navigate uncomfortable DMs or unexpected follow requests? Sometimes talking through these questions with a friend can help us know what we need to do! #LetsTalkAboutIt #LetsTalkAboutItNC #OnlineSafety @nccasa

ADULT-TEEN VIDEO: SAMPLE LANGUAGE

280 characters:

If a private message seems “off” or makes you feel uncomfortable, you don’t owe anyone your time. Block & delete are reasonable responses. Unsure how to navigate uncomfortable DMs or unexpected follow requests? #LetsTalkAboutIt #LetsTalkAboutItNC #OnlineSafety @nccasa

If your child shares an alarming DM, fear can take over. If we take a deep breath & respond from the heart, we can see it as an opportunity. Unsure how to talk to your child about uncomfortable DMs or follow requests? #LetsTalkAboutIt #LetsTalkAboutItNC #OnlineSafety @nccasa

ADULT-TEEN VIDEO: SAMPLE LANGUAGE, CONT.

Longer:

If a private message seems “off” or makes you feel uncomfortable, you don’t owe anyone your time. Block & delete are reasonable responses. When thinking about how or if to respond to a message, ask yourself: How does this message make me feel? Does this message match my current relationship with the person who sent it, or is it “out of left field”? Do I know the person who sent it? If a message is from a stranger, does their profile look like it’s been around a while, that their posts seem realistic and from a person, or like it’s random stuff or “marketing” a thing or idea?

Unsure how to navigate uncomfortable DMs or unexpected follow requests? Sometimes talking through these questions with a trusted adult can help us know what we need to do!

And parents, one way to be that trusted adult is to keep the lines of communication open. It can be scary to see the messages our kids get, but when we take a deep breath, steady ourselves, and listen, we are better able to respond from the heart and help our children learn how to navigate their lives thoughtfully.

#LetsTalkAboutIt #LetsTalkAboutItNC #OnlineSafety @nccasa

HELPFUL PHRASES FOR ADULTS TO START THE CONVERSATION

I’m glad you told me about this

Thanks for bringing this to my attention

How do you feel about this?

What can I do to support you?

I’m feeling concerned / upset, but I want to listen and learn from this situation

We will handle this together

I’m willing to do what is needed to keep you safe

[See more ideas for keeping communication open in
Opening the Dialogue: Helping Youth Stay Safe Online.](#)

- Sometimes when a situation feels 'off' or uncomfortable, you can feel it in your body. What are some of the feelings that your body uses to let you know something might not feel right?
- Have you ever gotten messages from someone you didn't know that seemed "off" or made you uncomfortable?
 - How did it make you feel?
 - What did you do?
 - What would have helped you the most in that situation?
- Have you heard friends talking about getting messages from strangers online?
 - How did it make you feel?
 - What did you do?
 - How can we support our friends when they're receiving inappropriate, uncomfortable, or harassing messages?
- What are some reasons you think people might send these kinds of messages to young people?
- What is the difference between something that is "annoying" and something that may indicate a threat to safety? When should someone consider telling a parent or trusted adult?
- What do you think would be a good way to address this issue in our culture or your community?
- Would you feel comfortable telling your parent (or guardian/caretaker) if you got a weird message from a stranger? Why or why not?
- Is there someone else in your life you would feel comfortable talking to about this? What makes them stand out as a trustworthy person?

Let's Talk About It: Facilitation Guide!

Discussion Questions for Youth

- What would make you feel more comfortable telling your parent or another adult? What would you want them to say or do? What would be the most helpful thing they could offer?
- What could someone do if they get a message that could be potential catfishing, or that otherwise doesn't feel good?
 - Start by noticing any "red flags" or warnings of potential harm in the message, the profile, or their body.
 - *Facilitator's note: Review the [signs of catfishing](#) article in advance, and for other messages, general anti-bullying, anti-violence, healthy relationship principles apply.*
 - Block or unfriend.
 - Report the social media content through the platform's reporting procedures.
 - Ask a friend for guidance.
 - Ask a trusted adult for guidance or help reporting.
- Possible activity (could be done in breakout groups): Assign each breakout group a social media platform. Have that small group research that platform's reporting policies for harassment, bullying, and reporting. Have each group return and create a fact sheet with key points and a link to the reporting/removal page for each platform that can then be shared with all attendees.
- Possible activity: Create a "Bystander Pledge," either in advance of the workshop or collaboratively during the workshop, and have each person name concrete things they can commit to doing to change the culture of online harassment on websites, social media platforms, and gaming.

See the "Reminders" section of this facilitation guide for helpful facilitation tips!

- In what ways do these types of messages impact children? In what ways do they impact adults?
- What can we do as adults and parents to make sure young people feel comfortable talking to us about this kind of experience?
- How do our own experiences, cultural and family norms about sexuality and safety influence how we perceive and talk about social media safety?
- What are some barriers to adults offering non-judgmental support to our youth experiencing this?
- What do we think are healthy ways to respond? How might that be influenced by our cultural or family norms?
- What could someone do if they get a message that could be potential catfishing, or that otherwise doesn't feel good?
 - Start by noticing any "red flags" in the message, the profile, or their body.
 - Block the account.
 - Report the social media content through the platform's reporting procedures.
 - Report any criminal activity to authorities.
 - Ask a friend for guidance.
 - Ask a trusted adult for guidance.
- What is the difference between something that is "annoying" and something that may indicate a threat to safety? When should someone consider reporting, either to the platform or to law enforcement?
- How can we offer other adults support so they can handle this situation well?

Want to try using these videos to start an intergenerational conversation? Considering using the Let's Talk About It videos as a conversation starter for family events and other groups that bring adults and youth together in dialogue!

- What makes communication difficult for families?
- What makes communication easier?
- Why is it hard to talk about social media safety with our families?
 - Social media is personal.
 - I don't want my parents to know what I do on social media.
 - We don't know each other's friends or like the same things.
 - It's embarrassing.
- Is there someone in your family that is easier for you to talk to?
 - What makes that person easy to talk to?
- How can we let other people know what communication style we prefer?
- What is the difference between something that is "annoying" and something that may indicate a threat to safety? When should someone consider reporting, either to the platform or to law enforcement?
- Possible activity (could be done in breakout groups): Assign each breakout group a social media platform. Have that small group research that platform's reporting policies for harassment, bullying, and reporting. Have each group return and create a fact sheet with key points and a link to the reporting/removal page for each platform that can then be shared with all attendees.

See the "Reminders" section of this facilitation guide for helpful facilitation tips!

Facilitating group conversations about sexuality, consent, and online safety can be challenging. People in your group may say things that others do not agree with, which makes skilled, compassionate, and thoughtful facilitation especially important! It's important for us to be able to "go with the flow" and remain responsive to our attendees. And that means we might occasionally need to **IMPROVise** as we go!

i

Inform yourself before you start.

m

Make space for everyone to feel heard.

P

Be aware of how **privilege** impacts perspectives.

R

Reframe and **redirect** problematic statements.

O

Offer grace; bring and assume good intentions.

V

Validate feelings before further discussion.

I **Inform** yourself before you start! This might mean reading through some of the resources linked below, and learning a little bit about “[Trauma-Informed education practices](#)”. If you are new to the audience you will be working with, inform yourself about your audience as well! Who is coming, what is their background, and are you aware of any of their current areas of concern or curiosity? You might even have them email you their concerns or questions in advance, so you can address them more effectively when facilitating.

M **Make space:** Remember that some people talk easily and often, and others need a little more processing time. Facilitate in a way that allows one person to speak at a time, leaves spaciousness for quieter or more introverted people to have a say, and that encourages attendees to listen with curiosity and compassion. When offering up a discussion question, proactively encourage attendees to take a few seconds of a pause before answering. Proactively ask a question and encourage “those who have not yet shared” to have the first chance to speak.

D **Privilege:** Be curious about your privilege. A privilege is a special right, advantage, or immunity granted or available only to a particular person or group. In our current society, some examples of privilege might be having access to wealth, being white or perceived as white, or being able-bodied. Having these things enable someone to navigate the world a little easier than those who don't. Having privilege could make us less aware of the experiences of those who don't share our privilege. Having privilege isn't a bad thing, or something to feel guilty about. It just means that we can be more aware and thoughtful that each of us has different experiences, cultural norms, family backgrounds, religious teachings, and personal beliefs about sexuality, power, and reporting. Listen carefully, remembering that we are all learning together.

R **Reframe and Redirect:** Each of us has been raised in cultures that have taught us things about race, gender, sexuality, and consent that might not be true. Occasionally, someone in the group may say something that is potentially harmful to others in the group, whether repeating a victim-blaming myth, racist comment, homophobic/transphobic comment, or some other stereotype or assumption. When that happens, our silence may be viewed as agreement, which can compound harm. Feel free to “reframe” the comment – affirm the part of the statement that is relatable or expresses a genuine fear, while offering alternative language for expressing problematic parts. If it feels appropriate, you may even choose to pause the discussion to allow time for reflection on the reframe. Other times, you may choose to “redirect” – to use the comment as a starting point for a pivot to a more inclusive conversation.

O **Offer grace:** Remember that we are humans, and that when we have challenging conversations we may kick up challenging feelings. None of us are right all the time; each of us has things to learn from each other. Assume good intentions while holding a non-judgmental space for the conversation, and model accountability.

V **Validate:** If someone expresses a concern based on their past experiences, remember to validate the feelings first, even if you need to redirect or reframe problematic language. While someone's information might be interpreted in ways that are not in alignment with violence prevention and safety, the feelings behind them are almost always sincere.

Resources

NC Coalition Against Sexual Assault
811 Spring Forest Road, Suite 100
Raleigh, NC 27609
(919) 871-1015
www.nccasa.org

[NCCASA Prevention Page](#)

[Stop Bullying: Get Help Now](#)

[Teen Vogue: Signs You're Being Catfished](#)

[Bullies Out: How to Report Bullying or Abuse on Social Media](#)

[Stop Bullying: Reporting Cyberbullying](#)

[Bystander Intervention and "Revenge Porn" in the Time of Coronavirus](#)

[Online Removal Guide for Intimate Images](#)

[For Parents: Opening the Dialogue: Helping Youth Stay Safe Online](#)

[For Advocates: Legal Topics on Revenge Porn](#)

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