

WEEKLY ACTIVITIES

Healthy Content Choices

After watching *Wise Tech Choices: Healthy Content* at iKeepSafe.org/Scouting and signing the *Internet Safety Pledge Level II*, use these recommended games to teach your group about **healthy content choices**.

1. CREATING NEURAL PATHWAYS

You will need:

- A ball to toss (soccer ball, football, dodgeball, etc)
- Candy

Demonstrate how neural pathways are created and reinforced through practice and rewards.

Have everyone stand up and form a circle. Start with the ball, and pass to a Scout across the circle. Instruct them to keep passing the ball, but tell them to remember who they passed to.

Say: We have formed a “neural pathway” once we pass the ball 20 times. Every time we finish the neural pathway, we all get a piece of candy.

Complete a few neural pathways, and give out candy.

Say: Did you notice how fast we learned our pathway and got better and faster at remembering how to pass the ball to next?

Start a new “neural pathway” by passing in a different direction 20 times to demonstrate how we can always create new patterns in ourselves.

Say: Just like the “neural pathway” we just made, our brains learn behavior and get more efficient at processing information when we practice that behavior and experience rewards. This can help us develop our skills, like in our game. Focusing on healthy skills and pattern development keeps us positive in the long run.

2. “WHITE TOWEL” MEDIA PRODUCTION¹

You will need:

- 1 white towel (or washcloth) per group
- 1 storyboard sheet per group
- Pens or pencils

Learn how media messages are crafted for a specific target audience through visuals, language, and sound. Reinforce the concept that specific marketing engages target audiences and has little to do with the product itself.

Divide Scouts into groups of 3-4 and distribute the white towels and storyboard sheets.

Say: Today we will all be designing a TV commercial to sell our white towels. After you take some time to brainstorm in your groups, fill out your storyboard sheets with a visual sketch for each scene in your commercial. Remember to decide:

- *What is the name of your product?*
- *What characters will be in the commercial?*
- *What is the setting?*
- *What is the plot or story?*
- *What does the voiceover say?*
- *Is there music playing?*

Say: However, before you get started I am going to assign each of your groups a different target audience. I will write your target audience on your storyboard sheet – don’t tell the other groups your audience!

Write a target audience on each group’s sheet, and give them 10-15 minutes to design their commercials. Easy audiences to assign include:

- Adult women
- Adult men
- College students
- Teens
- Children, ages 3-9

Have the groups announce their product name before presenting their commercial with their white towel prop, and remind them not to share their target audience. After each group presents, have your Scouts guess who the commercial’s target audience may be.

Say: Just like we targeted our own commercials, content creators sell products by framing them in a way that will be attractive to specific audiences. It’s important to consume media with a grain of salt: be a critical consumer and remain in control of your content consumption choices.

¹ White Towel Activity, Project Look Sharp. projectlooksharp.org/books_general_media_literacy_lessons/white_towel/WT_Teacher_Guide.pdf



3. BEING AN UPSTANDER & ACT

You will need:

- 1 copy of Upstander Intervention Strategies per Scout

Learn what an upstander is, and what that means when making healthy content choices in the digital culture.

Say: Having a personal ACT plan in place beforehand prepares us to react to unexpected and uncomfortable experiences with confidence. A “bystander” is a person who is present at an event or incident but does not take part. An “upstander” is someone who recognizes when something is wrong and acts to make it right.

Say: In the offline world, an upstander might physically intervene. In the online world, an upstander has the power to report and stop the behavior, or extend the abuse through inaction or forwarding the content (or retweeting, liking, posting, etc).

Divide Scouts into groups of 2-3, and instruct them to review the intervention strategies on their sheets.

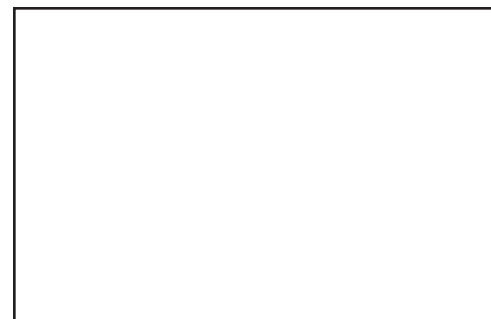
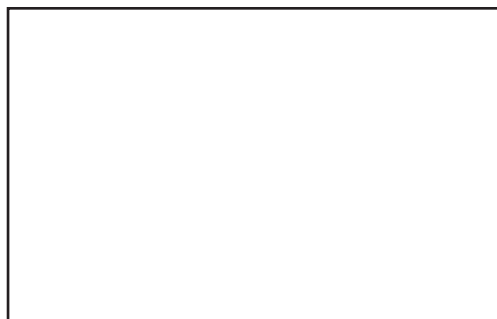
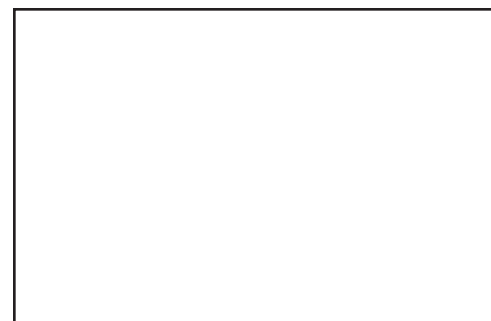
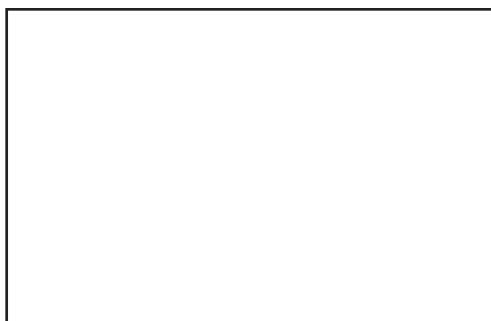
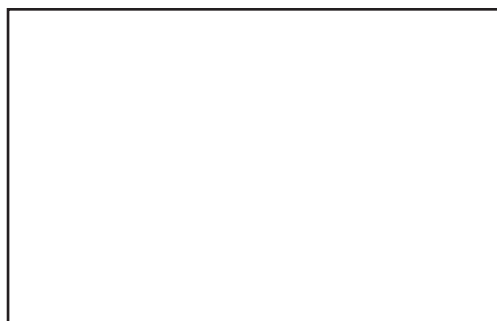
Ask:

- In what situations might these intervention strategies come in handy?
- Can you imagine yourself using these? If not, how would you edit them to be most useful?
- Which of these strategies might work best when communicating online? When communicating offline?

In their small groups, ask Scouts to practice using the intervention strategies on the sheet or that they came up with. Explain that they should use the guides in the intervention strategies to form their own reactions to the following scenarios:

- Your friend texts you that he has a nude photo of a girl you go to school with on his phone. He is about to send it to you.
- What would you do if he sent it to you with no introduction?
- You’re hanging out at a friend’s house. You’re on the internet and he wants to pull up some porn.

STORYBOARD SHEET



UPSTANDER INTERVENTION STRATEGIES²

1. Humor

- Diffuses tension in an intervention.
- Displays confidence and comfort.

2. “I” Statements

- Three parts: 1) state your feelings, 2) name the behavior, 3) state how you want the person to respond.
- Example: I don’t like that sort of thing. Please don’t do that anymore.
- Focuses on your feelings rather than criticizing the other person’s actions.

3. Silence/non-response

- You don’t have to speak to communicate, sometimes body language is more powerful than words.

4. “Bring it Home”

- This strategy prevents someone from distancing himself from the impact of digital actions which might have a negative impact on another person. When someone “depersonalizes” a victim, hurt is often caused.
- Example: “I hope no one is sharing pictures of you without your knowledge or permission,” or “How do you know if this porn actress is a victim of human trafficking or sexual abuse?”

5. “We’re friends, right...”

- Reframe the situation in a caring, non-critical way.
- Example: “Hey, as your friend I gotta tell you that watching this doesn’t set you up for healthy and successful romantic relationships. How about let’s focus on offline relationships?”

6. Distraction

- Snaps someone out of a problematic situation by changing the subject or activity.

² End Dometic Abuse Wisconsin, endabusewi.org/sites/default/files/resources/bystander_intervention_strategies_exercise.pdf.