

# Mind 4 Health

Concerning Posts Online  
Youth Activity Guide

January 2, 2023





## The goal of this lesson

...is for youth to learn what to do when they or their friend(s) see or post something that is concerning online.

## Age Groups: Middle School, High School, Young Adult

Time: ~50 minutes

### Youth will:

- **classify** concerning, unconcerning, or not sure online posts
- **discuss** what to do with a concerning post
- **practice** steps 1) Talk, 2) Share, and 3) Support those who post concerning messages

Activity Outline	Core Content Components	Instructional Method	Materials Needed	Timing
Welcome & Icebreaker	<ul style="list-style-type: none"> <li>• Welcome youth &amp; Blessing</li> <li>• Group Agreements (optional)</li> <li>• Icebreakers - Social Media Wave</li> </ul>	Minilecture Group Activity Group Activity	White board/ Markers	5 minutes Time Varies 3 minutes
Introducing Activity Concepts	<ul style="list-style-type: none"> <li>• What is a concerning post?</li> </ul>	Brainstorm	White board/ Markers, sticky <u>ta</u> c or tape	5 minutes
Video	<ul style="list-style-type: none"> <li>• The Story of Rosa &amp; Terrell video</li> <li>• Video Discussion Q's</li> </ul>	Large Group Activity	Computer, Wi-Fi (or download to USB drive), projector, screen, audio equipment	15 minutes
Putting it All Together	<ul style="list-style-type: none"> <li>• Talk, Share, Support               <ul style="list-style-type: none"> <li>• Youth Handout #1</li> </ul> </li> <li>• Snowball Activity               <ul style="list-style-type: none"> <li>• Youth Handout #2</li> </ul> </li> </ul>	Minilecture Group Activity	Youth Handouts	5 minutes 10 minutes
Closing	<ul style="list-style-type: none"> <li>• Closing &amp; Blessing</li> <li>• Journal Space               <ul style="list-style-type: none"> <li>• Youth Handout #3</li> <li>• Native Youth Resource Flyer</li> </ul> </li> </ul>	Minilecture Individual Reflection	Youth Handouts	5 minutes

## Materials

- Whiteboard/flipchart + marker(s)
- Youth Handouts
- Timer or phone for keeping track of activity times
- Pencils/pens
- Scissors, sticky tac or tape
- A projector, screen, and audio equipment, if showing the video to a large group

## Preparation

- Preview Lesson plan
- Preview Youth Handouts to determine what is most appropriate for your youths' levels and your goals.
- Print enough copies of the handouts for each youth. See "Message Examples" prep (print & cut).
- Watch the [Rosa & Terrell](#) video. Double check that your audio equipment (speakers and projector) are functioning and that the video is loaded for easy access. \*If streaming from the Internet, you might want to buffer the video first (pull the video up, pause it, and wait until it is fully loaded – the grey bar at the bottom will show the full length of video). This will ensure you won't have delays when playing the video. \*If offline - download the video to your computer or USB drive
- Invite a counselor to attend your event, in case youth participants would like to talk to someone after participating in the discussion

## Cultural Component Option(s)

Note: additional time needed for this activity

### Preparation:

- Identify a culturally appropriate and relevant quote, poem, and prayer or short ritual to open and/ or close the session with



## **Mandatory Reporting & Sensitive Topics Clause Consideration**

Check with your department to see if you are a mandated reporter. If so, find out your organization's policy and steps and follow them, if needed. Below is a clause you can adapt and insert after the icebreaker based on your organization's recommendations.

Say, "I want to note one of the exceptions to confidentiality on our group agreements. If someone shares information that they may be in potential harm, either harming themselves or others, I, as your facilitator and as a mandated reporter, have a legal responsibility to report this information. It's not to get anyone in trouble, but to make sure that you and others are safe. Does anyone have any questions about this?"

Say, "Thank you for creating this list of group agreements to help keep our group safe and supported. I will be bringing this list to each session we have together to reference it to ensure that each of our agreements are being honored throughout the program."





# Welcome

5 minutes

*Welcome youth, introduce yourself and have folks introduce themselves, if necessary. Direct youth where to sit. Consider opening with a blessing, song, or prayer (time will vary).*

Say, "I want to thank each of you for being here and spending this time with us as we talk a little about what to do when you or a friend see or post something that is concerning online."

Say, "Also, before we dive into it, we want to acknowledge that some participants may be dealing with past or present challenges in their lives related to some of the topics we are going to cover. People handle and cope with challenges and trauma in a lot of different ways, and that's okay. I am here to support anyone who needs help and to provide you with resources that can hopefully offer help."

## **Group Agreements - \*Optional. Time will vary (~15-20 min).**

*If you haven't created Group Agreements with this group of youth and plan to meet regularly, consider doing this now, or at your next gathering. You can check out [Native STAND lesson 1, page 19](#) for help.*

# Icebreaker

3 minutes

## Social Media Wave

Say, "Before we get started, we're going to do a quick icebreaker around our social media use. Many of us are probably on a few different social media channels. We use social media to stay connected to friends, learn about the latest gossip and news, meet new people, gather information, or just to be entertained."

Say, "We are going to very quickly go around the room and each of you will share what your favorite social media platform is, such as, TikTok, Instagram, YouTube, Snapchat, Facebook, etc."

Say, "We're going to do this like "The Wave" in a stadium. When 'the wave' comes to you, stand up and raise both hands up (if you are able) and shout out your favorite social media channel."

*Quickly demonstrate "The Wave" with one other youth to make sure everyone understands. Then ask one side of the room to start by saying, "Ready? Go!" Be sure to include your own response so that you are also sharing a favorite social media channel.*

*Thank youth for participating.*



# What is a concerning post?

5 minutes

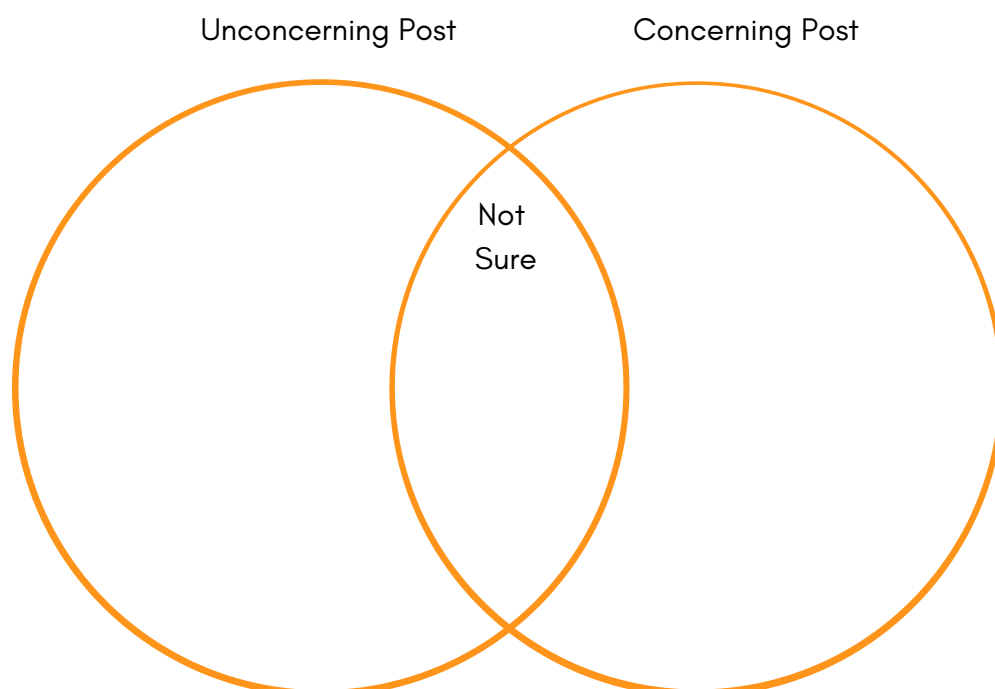
Say, "As you've just seen, many of us use different types of social media channels. Social Media can be awesome! It can also have some pretty negative things about it too. Most youth your age have said they've seen posts that have concerned them, like posts on depression, substance misuse, suicidality, or self-harm in their social media feeds and they see them pretty often.

Youth have also said that sometimes it can be really confusing to decide what a concerning post is, especially if you don't know the person who posted it very well. I'd like for us to do an activity that will help to clear this up.

For starters, the definition of a concerning posts is that they express depression or intent to hurt one's self or others, that have been posted online.

I'm going to pass out a few cards, face down, that have examples of messages posted online. Together we are going to decide if they are a concerning post or not. Later we will talk about what you can do if you do ever come across a concerning post online like Talk, Share, and Support...but we'll talk about that more in a bit."

*Ask a volunteer to pass out example message cards faced down and ask youth to keep them that way. While that is being done, draw a large Venn diagram on the board (or large white sticky paper) with the titles: Unconcerning Post, Not Sure, Concerning Post, like the below.*





## What is a concerning post?

continued...

Say, "Okay, we're going to go popcorn style and read out our examples. Then together, we're going to talk about where to put it: Unconcerning Post, Not Sure, Concerning Post."

*Go through each of the message example, hand out sticky tac/ tape for youth to place their examples on the Venn diagram. Ask youth questions like:*

1. Why do you think it should go there?
2. What makes you think it is (unconcerning/ concerning/ not sure)?
3. What part of this message makes it hard to decide where it should go?

Say, "Thank you for input. While we were doing the activity you may have been thinking about posts you have seen that made you worried about another person, or maybe you yourself have posted something that might make someone worry about you. I do want you to know that it's not your job to figure out whether the post is real or just stirring up drama... if it makes you feel worried or concerned for yourself or another person, you should follow your instinct and reach out to a trusted adult."

## Adaptation Note

If you are meeting virtually, consider using an online engagement tool like jamboard or padlet (both are free once you create an account) to categorize the example messages.

Prep:  
Print & Cut  
ahead of time

# Message Examples

FML. It's too hard, I can't  
take it anymore

Nobody would notice if I  
went missing

I don't want to do this  
anymore, there's no point

I'm done

I'm worthless... no one  
cares about me. Wish I  
wasn't here

F\*\*K IT GOODBYE

Sometimes you have to fly  
with the eagles

Gun, knife, pills, or noose  
emojis

Depressing or sad  
song quotes

Photos of alcohol bottles,  
pills, weapons, or self-  
harm

I wish I could go to sleep  
and not wake up

I'm gonna walk into  
the woods and  
never come back



Prep:  
Print & Cut  
ahead of time

# Message Examples

i dont wanna be  
here no more

things would be better if i  
werent here

What's the point? I wish it  
would just all end

nobody cares anyway

Sharing tiktoks about  
"unaliving" themselves

I can't keep doing this

does anybody even care  
about me?

All of my pain will  
end soon

Now I know how they felt

i wanna unalive myself





# The Story of Rosa & Terrell

15 minutes

Say, "We are going to watch a short video together, but before we do I want to tell you that this can be a hard topic to talk about, so if you are feeling like you need a break - it's ok to step out for a moment, or to come talk to me after we're done, okay?"

Say, "After we watch the video, we get a chance to talk about it. Then, we'll do an activity called 'snowball' where we can share about a post that has you worried. We will share in a way where no one will know who wrote what. Lastly, we will close by talking about how you and your friends can connect to local and national health resources for help."

## Show Video clip

Click [here](#) and have video prepared for viewing. (6 minutes)

Link: [https://www.youtube.com/watch?v=gYMErPpfQCQ&list=PLiKVo\\_vO0votVzkD-eCSquf2255RHmtxk&index=9](https://www.youtube.com/watch?v=gYMErPpfQCQ&list=PLiKVo_vO0votVzkD-eCSquf2255RHmtxk&index=9)

## Video Discussion Q's

Say, "What do you think of Rosa and Terrell's experience?"

*Allow time for responses.*

Say, "What helped Terrell pull through when he was feeling low?"

*Allow time for responses.*

Say, "What can you receive from the gift of their stories?"

*Allow time for responses.*



# Talk, Share, Support

5 minutes

*Distribute and discuss handout: add title*

Say, "Thank you for all your thoughtfulness. I know it can feel stressful to post or view concerning posts, and not know what to do or say. I want to remind you that it's not your job to figure out what a post means. If it worries you, tell a trusted adult like a relative, family friend, counselor, teacher, or another trusted adult."

Say, "Can I have a volunteer read the Talk part on your handout?" Continue until all sections are read (e.g. Talk, Share, Support).

Say, "What challenges do you think young people face when they see posts or view messages that concern them on social media?"

*Allow time for responses.*

Say, "Do you think your response would be different if it were an acquaintance posting versus a close friend or family member?"

*Allow time for responses.*

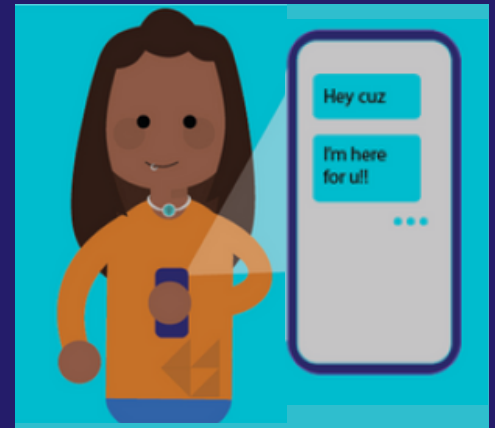
Say, "Have you ever seen or experienced friends or family supporting another person through social media? What did that look like?"

*Allow time for responses.*

# Talk, Share, Support

## Talk

You can help those you care about by letting them know you're around if they need to talk.



## Share

Need help talking to someone you're concerned about? Talk to a trusted adult for help, like a counselor (check with your tribal clinic), relative, teacher, or another trusted adult.



## Support

Reach out for help when you need to!  
We ALL need a little support from time to time. No worries! You're not alone.

If you or a friend are in crisis:  
**Text "Native" to 741 741 or Dial/Text 988 for  
FREE 24/7 Counseling Support**

Scan the QR code on the right using your phone for  
Native Youth Support Resources



<https://linktr.ee/npaihbt thrive>



# Snowball Activity

10 minutes

Say, "Earlier I asked you to think about if you have seen a post that made you worried about another person, or if you have ever posted something that would make someone worry about you."

Say, "In this activity, we are going to write down an example of a post that has made you worried. It can be a post that you saw recently or one from the past. No one will know whose example is whose and if by chance you recognize someone's handwriting, remember our group agreements and that what is shared here, stays here. So, please feel free to be honest. Give me a thumbs up when you have an example in your head."

*Wait until everyone gives you a thumbs up.*

Say, "Now we are going to play the Snowball Game to share our examples."

*Distribute handout and pens.*

Say, "Without talking and without writing your name, find the top of your page and write down an example of a post that has made you feel worried or concerned for yourself or another person. Don't do anything with the bottom part for now. I'll tell you what to do with that in a sec. When you are finished put your pencil down and look at me. Any questions before we start?"

*Wait until everyone is done.*

Say, "Now I would like you to wad up your papers into a 'snowball'. When I say 'throw' I would like for you to close your eyes and respectfully throw them (insert - give a target area: e.g. in the center of the circle, or near the front/ back of room only) and keep your eyes closed until I tell you to open them. *(Refer to Group Agreements, if necessary)* Ready? Close your eyes. Throw!"

*Wait until everyone's thrown and their snowballs are settled.*

Say, "Okay, you can open your eyes! Thanks for respectfully throwing your snowballs! Now I'd like you to pick up one 'snowball' closest to you, then go back to your seats. Without talking to anyone, unwrinkled your paper and read it. Next, think about a suggestion and a resource that might be helpful for this person. You can add some encouragement or comforting words to the person who wrote it too. When you are finished put your pencil down and look at me."

*Pick or have youth volunteer to read both parts of their 'snowballs'.*

# Snowball Activity!

1

Person creating the snowball, please write an example of...

**A CONCERNING POST ON SOCIAL MEDIA:**

---

2

Person picking up the snowball, please write how the person above can...

**TALK:**

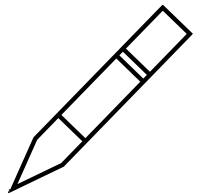
What can you say to this person?

**SHARE:**

Who will you share this info with?

**SUPPORT:**

What resources can they use?



# Closing

5 minutes

Say, "Each of you did such an amazing job today! I am so proud of you for taking the time to think about what a concerning post is and how you can Talk, Share, and Support yourself and others to get connected to a trusted adult and resources that can help. Go you!"

Say, "We talked about how it can be hard to know what to do when you or others posts a concerning message online. Please know that I am a supportive adult you can reach out to if you need help. And, just to let you know there are other adults in this community being trained to help you when you see or post a concerning message online."

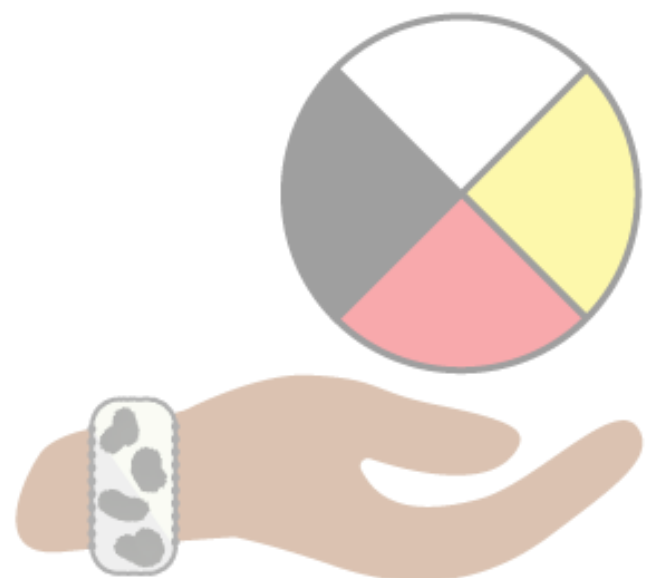
Say, "We're also training adults in our community to help intervene. All you need to do is speak up if you see something. Don't try to interpret its meaning; just get your adult involved. Please take your Youth Handout with you. Keep it for yourself or share with someone who might need it. Thank you for supporting each other and those who may be struggling. I'm available to talk anytime. You can find me (*insert your location and availability*)."

*Distribute Handouts: What have I learned today? & Native Youth Resources*

*For the Journal Activity - Encourage youth to write what they have learned. If necessary, draw on the board and give youth a few examples of what they may have learned from this lesson.*

*Mention the next meeting time, location and the topic that will be covered, if applicable.*

*If time allows, close with a poem, song, story or tradition that highlights the activity concept.*



# Journal Space

## What have I learned Today?

Think about your mental, spiritual, social, and physical self.  
Then draw, doodle, or write about what you have strengthen today.



**If you or a friend are in crisis, we've got your back!**

# **FOR NATIVE YOUTH**

**Reach out for Help When you Need to**

We all need a little support from time to time. No worries! You're not alone. If you or a friend are in crisis...

**Text "Native" to 741741 , or Dial/ Text 988 for free 24/7 counseling support**



**CRISIS TEXT LINE |**



You can help those you care about by letting them know you're around if they need to talk. Need support? Talk to a trusted adult for help.

Scan the QR code using your phone for Native Youth Support Resources



I just want to let you know that I'm here if you ever want to talk about anything, big or small.



**#WeRNative**

**#CaringMessages**

**#CrisisTextLine**



These materials were developed, in part, under grant number 5M082106 from SAMHSA. The views, opinions and content of this publication are those of the authors and contributors, and do not necessarily reflect the views, opinions, or policies of CMHS, SAMHSA, or HHS, and should not be construed as such.