

Post, Share, Tweet, Oh My!

Learn How to Show and Share Professionally Through Social Media

Lesson One

What is Social Media?

Overview:

4-H youth need to understand the importance of utilizing all social media platforms. This lesson will cover why we use social media, data on who uses each platform, and terms of use when you sign up to use the different platforms. Youth will sign a behavior expectation as a terms of use for 4-H and communicating on behalf of 4-H. Today's lesson highlights Facebook.

Objectives:

By the end of this lesson 4-H youth will be able to...

1. Understand how to post appropriate content to a platform in an effective manner while using proper etiquette and developing professional content that fits within the terms of use.
2. **Identify** which content should be posted through Facebook.
3. **Analyze** content of various professional social media platforms that need work or don't apply.
4. **Create/Apply** Facebook posts during the session which will be shared to the sessions Facebook page for further evaluation.

Duration: 1 ½ - 2 hours

Materials Needed:

- Lesson One Power Point Presentation- Projector, laptop, and extension cords
- Wi-Fi
- Each student or a group needs computer/tablet/smart phone access to a social media platform
- M&Ms
- Handout copies: Youth Behavior Expectations, Mind Map template, Pro & Con, 1 copy of each terms of use: Facebook Twitter, and Instagram. (Or any additional platforms covered in this program)
- Flipchart Paper
- Markers
- Name tags
- Folders for all the handouts
- Camera to take headshots for last session for press passes

Agenda:

1. Introductions & Icebreaker: 10-15 minutes
2. More than #s: 15 minutes
3. What is Social Media: 15 minutes
4. Who has a presence on Social Media: 10 minutes
5. Review Terms of Use: 15 minutes
6. Platform highlight- Facebook 15 minutes
7. Homework assignment 5 minutes

Session Information:

1. Introductions & Icebreaker Slide 1-3

- a. Share purpose of sessions.
- b. Icebreaker activity “Tell us...”
 - i. Open your M&Ms and answer the following questions based on the top three most frequent colors that are in your bag of M&Ms.
 1. Red: Favorite social media site
 2. Orange: Favorite 4-H or other club project (list club)
 3. Yellow: Something you want to get out of this club
 4. Blue: Something you can’t live without
 5. Brown: Something you do well on social media
 6. Green: Favorite thing to do in your free time
- c. Optional Activity- Share names and types of social media that they use

2. More than #s: What is ‘Social Media’? Slide 4

- a. Share with the group what comes to mind when you think about ‘Social Media’
- b. Use a Mind Map template (Appendix 1) to organize your thoughts on social media
 - i. As for volunteers to report or have everyone report out if there is enough time.
 - ii. Optional- Keep these sheets or take pictures of the documents to see what youth thought social media was at the beginning of the session for evaluations

3. What is ‘Social Media’? Slide 5

- a. Convenience:
 - i. Quick connection to many people.
 - ii. Ask a question and get many responses.
- b. Information:
 - i. Created, circulated and used by individuals, companies, and organizations
 - ii. to educate one another

- c. Entertainment:
 - i. A way to pass time.
 - ii. See into someone else's life.
 - iii. Explore topics that you find entertaining.
 - d. Connect:
 - i. Stay connected with friends and family
 - ii. Interact with people you may not meet in real-life
 - iii. Common interests
- 4. What are some Social Media platforms? Slide 6**
- a. Prompts to Group for feedback
 - i. What social media platforms do you know about?
 - ii. Do you know what each of the logos for the social media platforms?
 - iii. Which of these have you used?
 - iv. What is different between these platforms?
 - v. Why do you think these different platforms exist?
- 5. Facts about social media usage Slide 7**
- a. Ask the youth to take turns reading the facts on the screen
 - b. What do you think about these facts?
 - c. Optional: Show this video on how rapid change is happening in the world
<https://youtu.be/u06BXgWbGvA?t=76>
- 6. Who has a presence on Social Media Slide 8**
- a. Have the youth navigate a platform they use and search to review a celebrity/public figure/a cause on a social media platform
 - i. Consider what they are communicating to the world
 - ii. Have them report back their findings
- 7. Did you know Facebook, Twitter, and Instagram have regulations? Slide 9**
- a. Think-Pair-Share
 - i. Each youth gets a copy and time to review the "Terms of Use"
 - ii. Return to individual groups to discuss
 - iii. Share back with the whole group
- 8. Our Terms of Use Slide 10**
- a. Now the group will create their own terms of use.
 - i. Record on flipchart paper what they develop as their terms of use.
Examples could be: relevant content, no negativity, 4-H focus, ask the educator if you have a question on content

- ii. Optional: to bring back to each session and post on the wall so they see what they have come up with and can add to throughout the program.

9. 4-H and Social Media Slide 11

- a. 4-H rules and contract when dealing with social media. (Appendix 2)
 - i. Go over Behavior expectations/contract with youth and discuss the privilege of being able to represent 4-H on social media, but also the responsibility they are being given
- b. Grammar and Professionalism
 - i. In this section, the importance of getting names right and spelling them correctly is. Nobody likes to have to repost because a name was wrong and apologize for the mistake.
 - ii. No errors in grammar, punctuation, spelling. No texting lingo, no trending phrases (such as memes or tv commercials). Post as if you are speaking for 4-H, not for yourself. Post only 4-H related content that is approved by your 4-H Leader.

10. Facebook Slide 12

- a. Ask the students to raise their hand if they use Facebook?
- b. Ask the students why they use Facebook?
- c. What makes a good Facebook post? What type of content should be posted on Facebook?
 - i. Have students answer first and discuss their answers.
 - 1. A picture with a short description, promotional events (picture of schedule, map of where it is), a short list of results from something
- d. What type of content should you post for 4-H and when/how should you respond to others?
 - i. Posting for 4-H should include the above aspects, but also needs to focus on strictly 4-H events and content or content that is related to 4-H.
 - ii. If you receive a comment on your post you should respond in a timely manner, but only if that comment is relevant to the post. Inappropriate comments should be dealt with in a professional manner by asking the person to remove their comment or telling them it will be removed and explaining the reason behind its removal (it's not relevant, it is inappropriate for the audience, if there is an issue they should start a private conversation with a representative to resolve it, etc.)

11. What makes a good post? What about a bad post? Slide 13

- a. Good posts can include:
 - i. Concise
 - ii. Good photo
 - iii. One link
 - iv. Professional
 - v. Polite
 - vi. Focused
- b. Bad posts can include:
 - i. Too many words
 - ii. Too many pictures or bad pictures
 - iii. Too many links
 - iv. Grammatical errors
 - v. Not on topic

12. Posting on Facebook Slide 14

- a. Bad post vs. good post (See appendix 3)
- b. Show state fair page or other professional page and one unprofessional page. (unprofessional page could be a personal page)
- c. Have youth develop a pro/con list to critique each page. (Appendix 4).
 - i. Hand out sheet of paper to each student. Have them list 3 or more pros and cons for each Facebook page shown.
 - ii. Give feedback
 - 1. Was it relevant
 - 2. Was it professional
 - 3. Was it interesting
- d. Time to create
 - i. Have them suggest and develop a post to promote this spark club session and share to the 4-H Facebook page. (after approved by 4-H leader)
 - ii. Take a picture and have them create a caption for the picture. Show the picture on the screen so all youth can see it.
 - iii. Make a post with their content and hashtags
 - 1. Why did you do this activity?
 - 2. What did you learn?
 - iv. Optional- Pass out Facebook Fun Facts (Appendix 5) Go over how Facebook has changed

13. Reflection

- a. Have the youth fill out a social Media reflection time sheet at the end of each session
- b. Take a head shot of each participant for future use at last session for headshots

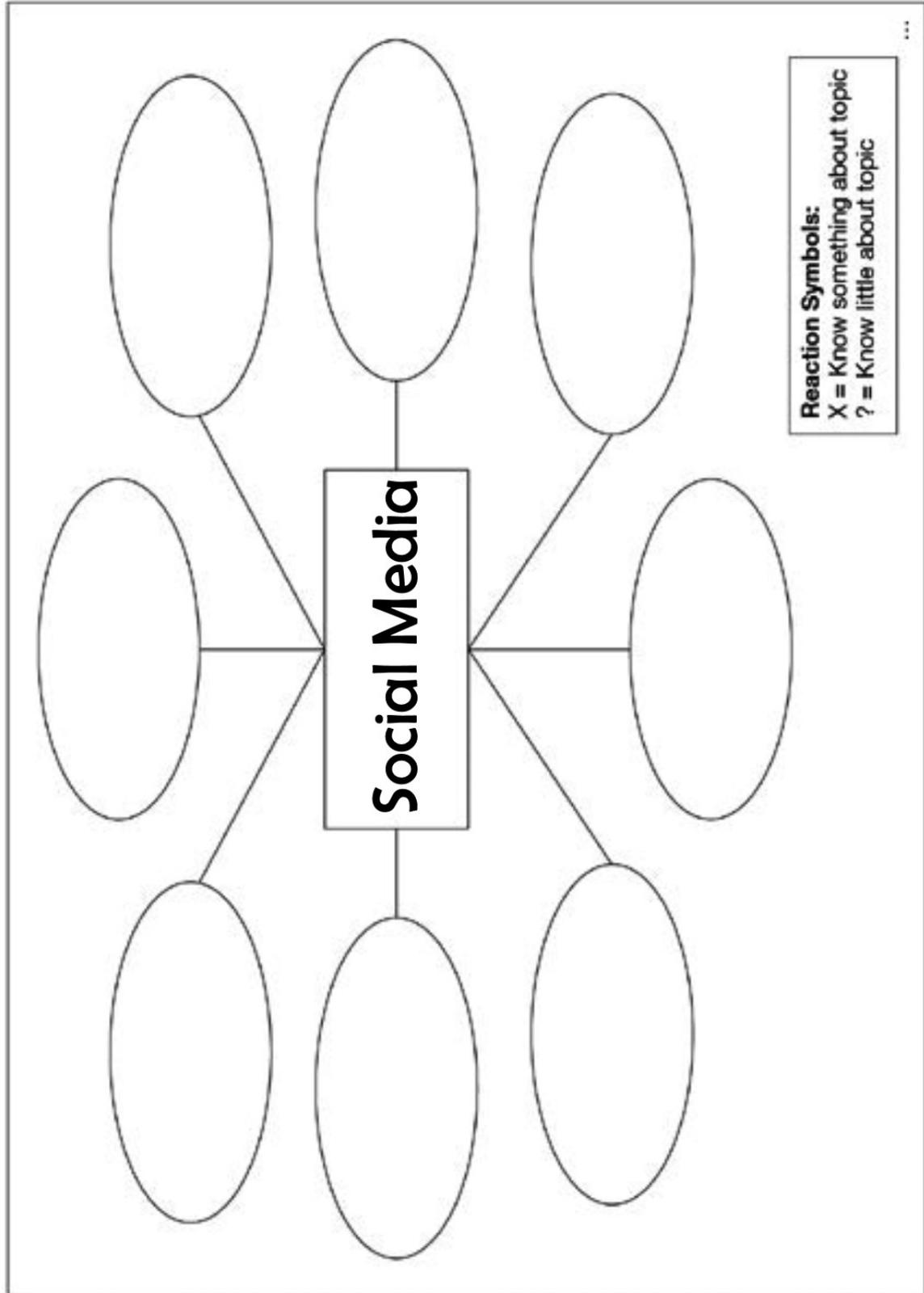
14. Next time...

- a. Next session will cover Instagram and Twitter. Please come prepared with a tablet, smartphone, or laptop.

Appendix 1: Mind Mapping

Appendix 1

What is social Media? Who uses it? Why do people use it? What kind of information is considered social media?



Youth Behavioral Expectations

To Promote the Well-Being of Youth for 4-H Teen Leaders Who Work with 4-H Youth Development Programs in Indiana

“Those who believe in and work with youth have confidence in our future.”

These Youth Behavioral Expectations give 4-H teen leaders the opportunity to reaffirm their commitment and dedication to the well-being of 4-H members. When all individuals sign a copy of this document, they are making a collective statement that youth in the 4-H Youth Development Program are being treated with respect, dignity, and attention to individual needs.

In my role as a teen leader I will:

- Respect, adhere to, and enforce the rules, policies, and guidelines established by the Purdue University Cooperative Extension Service including all laws related to child abuse and substance abuse.
- Conduct myself in a courteous, respectful manner, exhibit good sportsmanship, and demonstrate reasonable conflict management skills.
- Be truthful and forthright when representing the 4-H Youth Development Program.
- Under no circumstances possess, consume, or be under the influence of alcohol, tobacco or tobacco-like products, illegal drugs, or other dangerous substances at 4-H Youth Development Program events or activities.
- Recognize that verbal or physical abuse, failure to comply with equal opportunity and anti-discrimination laws, or committing criminal acts are not acceptable practices in 4-H Youth Development Programs.
- Accept my responsibility to represent 4-H Youth Development Programs with dignity and pride by being a positive role model for other youth.
- Avoid inappropriate interactions with and displays of affection toward other persons.
- Wear clothing that is appropriate for the event or activity.
- Accept supervision and support from salaried Extension staff or designated management volunteers.
- Will participate in orientation and training, which includes youth protection standards, sponsored by the Purdue Cooperative Extension Service.
- Operate machinery, vehicles, and other equipment in a safe and responsible manner when working with other youth participating in 4-H Youth Development Programs.
- Treat animals in a humane manner and teach program participants appropriate animal care and management.

- Use technology in an appropriate manner that reflects the best practices in youth development.
- Accept my responsibility to promote and support the 4-H Youth Development Program in order to develop an effective county, state, and national program.

Volunteer Management Forms

Revised 9/13

I have been given the opportunity to review these expectations and the opportunity to ask questions, and those questions have been answered to my satisfaction. By signing below, I acknowledge that I have read and agree to abide by the behavioral expectations in this document. I understand that my failure to comply with these expectations may result in disciplinary action or termination of my youth leadership position in the Indiana 4-H Youth Development Program.

_____	_____
Print 4-H Member Name	Date
_____	_____
4-H Member Signature	Date
(required if 18 years of age or over)	
_____	_____
Parent/Legal Guardian Signature	Date
_____	_____
Parent/Legal Guardian Signature	Date
_____	_____
Educator Signature	Date

A signed copy of the Youth Behavioral Expectations will be on file in the respective administrative office.

These Behavioral Expectations and related policies have been developed by faculty, educators, staff, and volunteers to strengthen the work of those who believe in the 4-H Youth Development Program.

Appendix 3: Good Post v. Bad Post

Good Post example:



Bad Post example:



Appendix 4: Pros and Cons list

Professional Page Example	
<u>Pro</u>	<u>Con</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Unprofessional Page Example	
<u>Pro</u>	<u>Con</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Appendix 5: Facebook Fun Facts & History



HISTORY



Fun Facts:

1. Facebook has 2.01 billion monthly active users around the world as of June 30, 2017.
2. The company estimates that it has an average of 1.32 billion daily active users.
3. [According to Pew Research national survey, 79% of adult Internet users used Facebook](#) as of April 2016.
4. It is [blocked in North Korea and most of China](#).
5. There are 20,658 employees at Facebook, and it is headquartered in Menlo Park, California.
6. Facebook introduced words such as "[friending](#)" to the lexicon.

History:

1. 2004 - "The Facebook" is launched by [Mark Zuckerberg](#), Dustin Moskovitz, Chris Hughes and Eduardo Saverin at Harvard University.
 - a. Students at Stanford, Columbia and Yale universities are allowed to join Harvard students on Facebook.¹
 - b. The Facebook "Wall" is added.
 - c. One million users are active on the site.
2. 2005 - High school students are allowed to join Facebook.
 - a. The company drops "the" from the name and becomes Facebook.
 - b. The number of Facebook users reaches six million.
3. 2006 - Facebook allows people in work networks to join.
 - a. The "News Feed" is introduced on Facebook.
 - b. Facebook becomes open to everyone 13 or older.
4. 2009 - Facebook introduces the "Like" button.
 - a. Facebook becomes the number one social network in the United States, surpassing MySpace.
5. 2011 - People throughout the Middle East and North Africa use social media, such as Facebook, to communicate during the "[Arab Spring](#)."
 - a. Facebook introduces the Timeline feature.
 - b. Facebook [settles charges](#) brought by the Federal Trade Commission that it engaged in deceptive practices concerning users' privacy.
6. 2012 - Photo sharing site [Instagram is purchased for \\$1 billion](#).
 - a. 2012 - Facebook reaches one billion active monthly users.
7. 2014 - Facebook announces that [it is purchasing mobile messaging service WhatsApp](#) for \$19 billion.
8. 2015 - Facebook hits a milestone when [1 billion users log in to the social network in a single day](#).
9. 2016 - Facebook adds "Love," "Haha," "Wow," "Sad," and "Angry" reaction buttons that people can click when responding to a post.
 - a. Facebook shares rise almost 9% to hit an all-time high of more than \$118 after the company reports first-quarter profit almost tripled and sales jumped 52%.

¹ Information from: <http://www.cnn.com/2014/02/11/world/facebook-fast-facts/index.html>