

Digital Facilitator's Guide



WELCOME

Dear Facilitator,

Welcome to My Digital World, Facebook's digital literacy and online safety program for adults. This facilitator guide is designed to help facilitators across the globe successfully implement the program with adult learners.

The program includes five learning modules:

Privacy: helps participants to protect their individual privacy and the privacy of others, develop their online identity and reputation, and manage personally identifiable information online.

Security: helps participants to manage the security of their devices, applications, and passwords, use security check-up features to keep online accounts secure, and know how to recognize and take action against compromised accounts.

Avoiding Scams: helps participants to identify common types of scams, understand the risks of sharing personally identifiable information online, and know how to safely report a scam.

Media Literacy: helps participants to identify and make judgements about the credibility of digital sources, understand the connection between media literacy and online identity and reputation, and understand how to counteract misinformation.

Digital Citizenship and Healthy Relationships: helps participants to identify and make judgements about the credibility of digital sources, understand the connection between media literacy and online identity and reputation, and understand how to counteract misinformation.

The My Digital World is designed to be delivered as a complete curriculum or as standalone modules in both virtual and in-person learning environments.

Each module has three key lessons. The lessons in each module help attendees learn skills for a positive and safe experience when interacting with others in online communities. Each lesson is fully scripted and provides guidance about how to modify activities and content for regional contexts and facilitators' and participants' needs. Each lesson also includes links to additional resources, one or more activities to facilitate discussion and learning, and questions that check for understanding (e.g., multiple choice, true-false statements).

The lessons can be used to create asynchronous virtual learning experiences through an interactive learning platform or as a script for synchronous learning experiences (either in-person or virtual).

The following guide should be reviewed carefully prior to implementing the curriculum. It provides recommendations for getting started, understanding module and lesson structure, and key considerations for successful facilitation. The guide also provides an overview of each learning module to highlight main ideas for the facilitator, including a description, learning objectives, lesson topics, and key terms.

Thank you for facilitating My Digital World and helping adults in your community to be responsible and safe digital citizens.

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GETTING STARTED

The My Digital World is designed to serve adults across the globe through short lessons on different aspects of digital literacy and online safety. Lessons include targeted content, supplemental resources, local examples, Facebook product walk-throughs, and activities to promote discussion and learning. To begin using the program, follow the steps below:

Take some time to familiarize yourself with the lessons, resources, and activities before delivering them. Materials include:

- Facilitator guide
- Five modules (Privacy, Security, Avoiding Scams, Media Literacy, Digital Citizenship and Healthy Relationships) comprised of 3 lessons each

Teach The Lessons

The My Digital World is designed to be delivered as a complete curriculum or as standalone modules in both digital and in-person learning environments.



The lessons are fully scripted and provide guidance about how to modify activities and content to best fit the needs of your learning environment (digital or in-person), location, and participants (e.g., age, primary language(s), digital literacy). Before delivering the lessons, read the entire lesson plan to identify which activities and examples will be most appropriate for the participants in your context.

Facilitators are encouraged to adapt the lessons according to their learning needs and environments, and integrate culturally relevant examples where appropriate. Some of the example slide decks may include placeholders for individual facilitators to add their own examples based on the local learning context. Each module contains three lessons. Plan for each lesson to take approximately 45 minutes to complete. Pacing for the lessons may vary based on the prior knowledge, experiences, interests, and needs of the learners.

Understanding Module and Lesson Structure

Each module includes the following:

- A module introduction with learning objectives
- Relevant Facebook community standards
- Key terms
- A lesson connected to each learning objective

Regional modifications are embedded throughout so regional partners can adapt examples and scenarios to best fit the local attitudes, beliefs, cultural practices and so on. Areas for custom examples are listed within the lessons as “[Provide examples]”. At times it may make sense to explore a learning concept in the context of a specific product. These opportunities are listed below as “[Product moment]”.



Key terms are first introduced in **bold** text. These could be introduced at the beginning of each lesson in a pop-up window. Before providing a standard definition, ask participants whether they are familiar with any of the words or concepts. Making inferences about vocabulary based on context can boost comprehension and engagement with the topic. Key terms could also be added to the “check for understanding” section for each lesson as a matching activity for digital audiences or a review with a live facilitator.

Each lesson also includes links to additional resources, one or more activities to facilitate discussion and learning, and questions that check for understanding (e.g., multiple choice, true-false statements). Activities can be adapted for a digital or in-person learning environment and provide suggestions for successfully implementing the activity based on the setting.

Subsections checking for participants’ understanding are included at the end of each section and include checklists or multiple choice or true-false questions. The correct answer is in **bold**.

Lessons and modules can be taught individually or consecutively and sequencing can be adjusted depending on your preferences and your participants’ needs.

Module Overview

MODULE	DESCRIPTION	LEARNING OBJECTIVES
<p>Privacy</p>	<p>Helping participants protect their individual privacy and the privacy of others, develop their online identity and reputation, and manage personally identifiable information online.</p>	<ol style="list-style-type: none"> 1. Participants will learn how to protect their individual privacy and how to protect others' privacy and safety. 2. Participants will learn how to manage how personally identifiable information is shared on the Internet. 3. Participants will understand that they can develop and manage their online reputation and identity by taking important privacy measures.
<p>Security</p>	<p>Helping participants manage the security of their devices, applications, and passwords, use security check-up features to keep online accounts secure, and know how to recognize and take action against compromised accounts.</p>	<ol style="list-style-type: none"> 1. Participants will know how to manage the security of their devices, applications, and passwords. 2. Participants will be able to use security-checkup features to manage their online accounts. 3. Participants will recognize when their own or others' accounts may be compromised and know what steps to take next.
<p>Avoiding scams</p>	<p>Helping participants identify common types of scams, understand the risks of sharing personally identifiable information online, and know how to safely report a scam or other suspected cybercrime.</p>	<ol style="list-style-type: none"> 1. Participants will know how to spot common scams and fraud, including the warning signs of Internet fraud, phishing and other online scams. 2. Participants will understand the risks of sharing personal identifiable information over unencrypted websites, including how to protect banking information in shopping applications and what precautions to take when completing a transaction in person. 3. Participants will know how to safely report a scam or other suspected cyber crimes.

Media literacy

Helping participants identify and make judgements about the credibility of digital sources, understand the connection between media literacy and online identity and reputation, and understand how to counteract misinformation.

1. Participants will be able to identify and make judgements about the credibility of digital sources (including identifying bias, misinformation, deep fakes, etc.)
2. Participants will understand how their online activity and the content they share affects their online identity and reputation.
3. Participants will know how to raise awareness and/or report suspected misinformation.

Digital citizenship and healthy relationships

Helping participants understand their rights and responsibilities when participating in online communities, recognize how to create a positive online experience, and how to appropriately create and share content.

1. Participants will understand their rights and responsibilities when participating in a digital space.
2. Participants will understand how to create a positive online experience and protect their well-being while online.
3. Participants will acknowledge the contributions of others as content creators and participate in online communities appropriately.

Key Considerations

As was mentioned previously, each lesson contains regional modifications, product walk-throughs, activities for discussion and learning, and questions to check for understanding (e.g., multiple choice, true-false statements).

Regional modifications - These are opportunities to customize lesson content, scenarios, and examples to best fit local attitudes, cultures, customs, and laws. Currently, regional modifications are highlighted in green “[Provide examples]”. We have provided limited examples but encourage facilitators to adapt to their learning environments.

Product walk-throughs - These are opportunities to demonstrate taking specific action within certain products. Facilitators can use product moments as an opportunity for live demonstration and/or to guide participants through hands-on actions within certain platforms. Product moments are indicated as “[Product moment]” for Facebook and Instagram and in pink for WhatsApp. Facebook product moments often refer to community standards (see below).

Community Standards - You should familiarize yourself with the relevant Community Standards for the lesson you are planning to teach to ensure you have the most up to date information. Encourage your participants to familiarize themselves with these standards as well as they are updated frequently. References to community standards will be highlighted in purple and should be read in their entirety.

Lesson activities - Each lesson contains one or more activities designed to facilitate discussion and increase participant learning and content retention. Activities include product moments, scenario-based discussions, self-reflection, and hands-on demonstrations. When appropriate, lesson activities include instructions for adapting the activity to both a digital and synchronous learning environment. With any of the activities, asynchronous participants could be directed to do activities in a digital format. There are also synchronous options listed.

Key Terms are first introduced in bold text. These could be introduced at the beginning of each lesson in a pop-up window. Before providing a standard definition, ask participants whether they are familiar with any of the words or concepts. Making inferences about vocabulary based on context can boost comprehension and engagement with the topic.

Check for understanding - Each lesson includes three or four questions (check all that apply, multiple choice, or true-false statements) that help participants check their understanding of lesson content. Check for understanding questions can be implemented in a digital learning environment, using paper and pencil, or conducted as a whole group discussion by you. Subsections checking for participants' understanding are included at the end of each section and include checklists or multiple choice or true-false questions. The correct answer is in bold.

- In a digital format, participants could receive a percentage or score based on their responses.
- In a live session, the facilitator could ask these questions to the whole group and provide context based on group responses. The questions could also be completed individually with paper-and-pencil or on a personal device using the digital format.

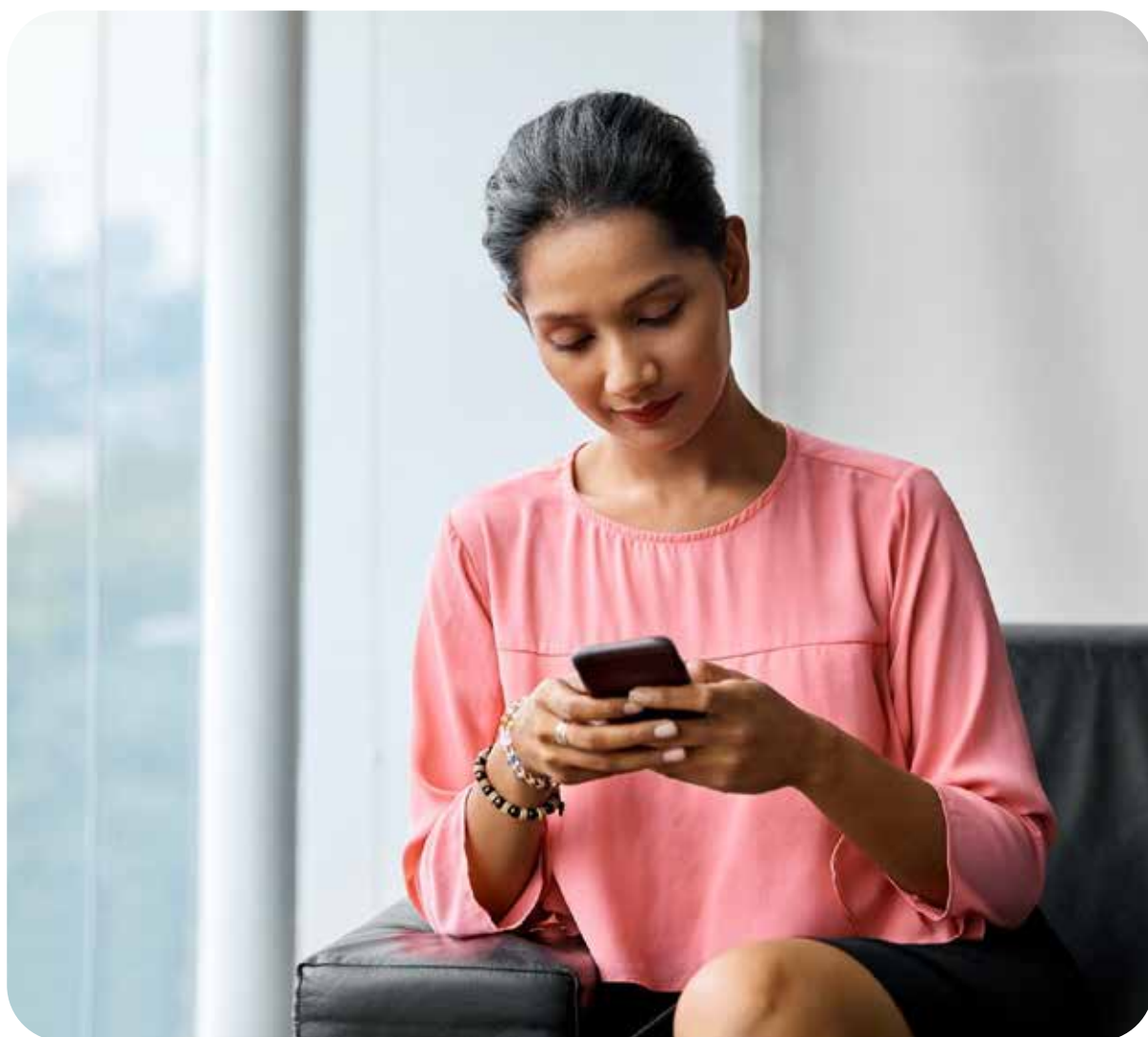


Learning Modules

The program includes five modules:

- 1) Privacy,
- 2) Security,
- 3) Avoiding Scams,
- 4) Media Literacy, and
- 5) Digital Citizenship and Healthy Relationships.

The following pages present an overview of each module which includes a brief description, learning objectives, and key terms.



PRIVACY

The lessons and activities in this module focus on helping participants to protect their individual privacy and the privacy of others, develop their online identity and reputation, and manage personally identifiable information online.

Learning Objectives

- Participants will learn how to protect their individual privacy and how to protect others' privacy and safety.
- Participants will learn how to manage how personally identifiable information is shared on the Internet.
- Participants will understand that they can develop and manage their online reputation and identity by taking important privacy measures.

Lesson Topics

1. Protecting individual privacy - Participants will protect their individual privacy and refrain from viewing or posting private materials.
2. Managing personal information - Participants will have the skills to manage how personal information is shared on the internet.
3. Online identity and reputation - Participants will understand that their online reputation and identity is developed and managed by taking important privacy measures.

Key Terms

- Community Standards
- Digital footprint
- Intellectual property
- Online identity
- Online reputation
- Platform
- Privacy
- Privacy Policy
- Personally identifiable information
- Private materials
- Representation
- Trolls

SECURITY

The lessons and activities in this module focus on helping participants to manage the security of their devices, applications, and passwords, use security check-up features to keep online accounts secure, and know how to recognize and take action against compromised accounts.

Learning Objectives

- Participants will know how to manage the security of their devices, applications, and passwords.
- Participants will be able to use security-checkup features to manage their online accounts.
- Participants will recognize when their own or others' accounts may be compromised and know what steps to take next.

Lesson Topics

1. **Managing personal security** - Participants will know how to manage the security of their devices, applications, often known as apps, and passwords.
2. **Managing online accounts** - Participants will be able to use security check-up features to manage their online accounts.
3. **Managing compromised accounts** - Participants will recognize when their own or others' accounts may be compromised and know which steps to take next.

Key Terms

- Application
- Cookies
- Domain name
- Encrypted
- Juice jacking
- Multi-factor authentication
- Online safety
- Passphrase
- Personal wireless network
- Private browsing mode
- Public device
- Public wireless network
- Security
- Shared device
- Web browser
- Password manager
- Password generator
- Oversharing
- Hacking
- Hacker

AVOIDING SCAMS

The lessons and activities in this module focus on helping participants to identify common types of scams, understand the risks of sharing personally identifiable information online, and know how to safely report a scam or other suspected cybercrime.

Learning Objectives

- Participants will know how to spot common scams and fraud, including the warning signs of Internet fraud, phishing and other online scams.
- Participants will understand the risks of sharing personal identifiable information over unencrypted websites, including how to protect banking information in shopping applications and what precautions to take when completing a transaction in person.
- Participants will know how to safely report a scam or other suspected cyber crimes.

Lesson Topics

1. Spotting scams - Participants will know how to spot common scams and fraud including the warning signs of internet fraud, phishing, and other online scams.
2. Safely shopping online - Participants will understand the risks of sharing personal identifiable information over unencrypted websites including how to protect banking information in shopping applications and precautions needed for completing a transaction in person.
3. Reporting cyber crimes and scams - Participants will know how to safely report a scam or other suspected cyber crimes.

Key Terms

- Catfishing
- Encryption
- Online marketplace
- Phishing
- Scams

MEDIA LITERACY

The lessons and activities in this module focus on helping participants to identify and make judgements about the credibility of digital sources, understand the connection between media literacy and online identity and reputation, and understand how to counteract misinformation.

Learning Objectives

- Participants will be able to identify and make judgements about the credibility of digital sources (including identifying bias, misinformation, deep fakes, etc.)
- Participants will understand how their online activity and the content they share affects their online identity and reputation.
- Participants will know how to raise awareness and/or report suspected misinformation.

Lesson Topics

1. **Credible digital information** - Participants will be able to identify and make judgements about the credibility of digital sources (including verifying sources, identifying bias, misinformation, deep fakes and evaluating searches).
2. **Media literacy and online identity and reputation** - Participants will understand how their online activity and the content they share affects their online identity and reputation.
3. **Dealing with misinformation** - Participants will know how to raise awareness and/or report suspected misinformation.

Key Terms

- Algorithm
- Cheap fakes
- Clickbait
- Credible information
- Deep Fakes
- Disinformation
- Media literacy
- Misinformation
- Search engine
- SIFT
- Confirmation bias
- Digital footprint
- Echo chamber
- Endorsements
- Filter bubble
- Sponsored content
- Targeted advertising
- Visual filters

DIGITAL CITIZENSHIP AND HEALTHY RELATIONSHIPS

The lessons and activities in this module focus on helping participants to identify and make judgements about the credibility of digital sources, understand the connection between media literacy and online identity and reputation, and understand how to counteract misinformation.

Learning Objectives

- Participants will understand their rights and responsibilities when participating in a digital space.
- Participants will understand how to create a positive online experience and protect their well-being while online.
- Participants will acknowledge the contributions of others as content creators and participate in online communities appropriately.

Lesson Topics

1. Participation in digital spaces - Participants will understand their rights, responsibilities when participating in a digital space.
2. Digital well-being - Participants will recognize how to create a positive online experience and protect their wellbeing while online.
3. Content creation - Participants will acknowledge the contributions of others as content creators and participate appropriately.

Key Terms

- Community guidelines
- Confirmation bias
- Creative Commons license
- Fair use
- Filters
- Intellectual property rights
- Online harassment
- Trademark

GLOSSARY OF KEY TERMS

- Algorithm
- Application
- Catfishing
- Cheap fakes
- Clickbait
- Community guidelines
- Community Standards
- Confirmation bias
- Cookies
- Creative Commons license
- Credible information
- Deep Fakes
- Digital footprint
- Disinformation
- Domain name
- Echo chamber
- Encrypted
- Encryption
- Endorsements
- Fair use
- Filter bubble
- Filters
- Hacker
- Hacking
- Intellectual property
- Intellectual property rights
- Juice jacking
- Media literacy
- Misinformation
- Multi-factor authentication
- Online harassment
- Online identity
- Online marketplace
- Online reputation
- Online safety
- Oversharing
- Passphrase
- Password generator
- Password manager
- Personally identifiable information
- Personal wireless network
- Phishing
- Platform
- Privacy
- Privacy Policy
- Private browsing mode
- Private materials
- Public device
- Public wireless network
- Representation
- Scams
- Search engine
- Security
- Shared device
- SIFT
- Sponsored content
- Targeted advertising
- Trademark
- Trolls
- Visual filters
- Web browser

FREQUENTLY ASKED QUESTIONS

What is the purpose of this curriculum and who are the lessons meant for?

The My Digital World is designed to promote digital literacy and online safety for adults using Facebook globally.

What are the learning modules and how were they created?

The program includes five learning modules (Privacy, Security, Media Literacy, Avoiding Scams, and Digital Citizenship and Healthy Relationships), comprising 3 lessons each. They were created by experienced content and curriculum designers and built upon existing product content, partner resources and research, and supplemental materials.

What does a lesson look like?

Each lesson is fully scripted and provides guidance about how to modify activities and content for regional contexts and facilitators' and participants' needs. Each lesson also includes links to additional resources, one or more activities to facilitate discussion and learning, and questions that check for understanding (e.g., multiple choice, true-false statements).

How can facilitators use the lessons?

The lessons can be used to create asynchronous virtual learning experiences through an interactive learning platform or as a script for synchronous learning experiences (either in-person or virtual).

How long will this take?

There are five modules comprising three lessons each, for a total of 15 lessons. Facilitators can expect a single lesson to take approximately 45 minutes to complete. The lessons may be shorter or longer depending on the context and prior knowledge of participants. Completing all 15 lessons across the 5 modules could take upwards of 12-15 hours total.

How should I treat Regional Modifications?

Regional modifications are embedded throughout the lessons so regional partners can adapt examples and scenarios to best fit the local attitudes, beliefs, cultural practices, and laws. Areas for custom examples are listed within the lessons as “[Provide examples]”.