



FROM THE DIANA AWARD

DIGITAL WELLBEING:

PROMOTING

DIVERSITY

ONLINE

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INTRO

Every day, 46.6 million people log onto the internet. That's enough to fill Wembley Stadium 500 times!

With so many people online comes the opportunity for us to connect with others who share our interests and who we feel we have something in common with. But the internet also provides us with the opportunity to connect with people we ordinarily may not come across and who come from a diverse mix of backgrounds.

This activity guide for Anti-Bullying Ambassadors contains several short 15-minute activities (perfect for form time!) designed to encourage peers to reflect on how they – and the wider school community - can promote and celebrate diversity and inclusion in online spaces. Some of these actions may even count towards earning The Diana Award's Respect Badge! So let's get started!

Each activity takes 15 minutes to deliver and requires no materials, so they are perfect for form time!

DIVERSIFY YOUR SOCIAL MEDIA FEEDS

N.B. You can either choose to run this activity in school if your school allows phones to be used during lessons or alternatively, if phones are not permitted in your schools, ask your peers to try this activity at home and report back on how they found it!

LEARNING OUTCOMES:

- Young people will explore what 'diversity' means
- Young people will reflect on how diverse their social media feeds are and how to diversify them further
- Young people will develop critical thinking skills when choosing which accounts to follow online

In this activity, you will encourage your peers to reflect on how diverse (or not!) their social media feeds are and ways to diversify them further.

Here is what you could say to begin the activity and introduce the theme of diversity online:

We all enjoy having things in common with others; it often helps us feel comfortable enough to make connections. For example, you may like the same music, food or school subjects as your friends. You may also have things in common with others like the language you speak, where you live or cultures and communities you belong to. All these things and more make up what we call our identity – essentially, who we are.

But it is equally important to celebrate the differences between us - whether these differences are visible in our school, local community, home or even in our online spaces. This is because learning about and celebrating differences can help us understand each other better and connect with people we might not come across every day.

Ask your peers to share what they think 'diversity' means. **Write down** their suggestions on the board and try to come up with one universal definition that the class all agree on. Chances are, they may use similar words but it can be tricky to pick just one definition!

Then, share the definition of diversity from the Oxford Languages dictionary:

The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

How close did your peers get? Is there anything that surprises you about this definition or anything you missed out?

Ask your peers to show you on their fingers how diverse they think their social media feed is currently, between 0-10, with 10 being incredibly diverse and 0 being not diverse at all.

Now, **ask** your peers to work in pairs to find and follow a variety of accounts online that they ordinarily wouldn't come across.

We've included some of our suggestions below but the sky's the limit, so encourage them to think big and have fun exploring online in their pairs!

Check out some social media accounts to follow. **REMEMBER** these are just a few to get you started, so try to search for yourself too...

TOP TIP:

Be mindful that some of your peers may not have a social media account or phone with internet access – or your schools may not permit phone use during lessons. If this is the case, we recommend you ask your peers to work in pairs and/or to trial the rest of this activity at home and then report back a few days later to see how they got on!

FACEBOOK & INSTAGRAM SUGGESTIONS

@everydayracism_

@theblackcurriculum

@diversityenthusiast

@notsomicro

@theslacktivists

@jessicaoutofthecloset

If your peers need some extra support while searching for accounts, you could share The Diana Award's top tips on how to diversity your social media feed:

- **Go through the accounts or people you follow on your social media** - consider whether they represent a wide range of different people from a variety of backgrounds, ages, cultures, local communities, body types and abilities. If not, it's time to add some new accounts...
- **Follow a different account each month** - choose or search for an account you would not normally follow and consider all types of diversity e.g. different ethnicities, LGBTQ+, disabled communities, to name a few. The key is considering groups you see less of. Let's try it - how many of you know about Inuit People? If you've never heard of them, why not search them on Facebook, Instagram or TikTok.
- **Take it further** – don't just follow an account and forget about it! Being an ACTIVE ALLY is important. Make sure you listen to what people are saying and engage with the account through likes, positive comments and sharing. Social media works best when people interact.
- **Have an open mind** – try not to judge others but instead understand and respect their way of living or doing things EVEN if it is different to your own. We are not all the same!

Finally, **don't forget to check in!** We recommend asking your peers to feedback a week or two later on how they found this challenge – was there anything they found surprising? Did they enjoy hearing from diverse pages on their social media? **Top tip:** It can help to have a mid-point check-in to remind peers to reflect on how they are finding the challenge and if there are any more pages they could find to follow. Could peers share ideas on new pages they have found?

CALL OUT HATE ONLINE

N.B. No materials are needed to deliver this activity but you may like to print and cut out the scenarios so you can hand these out to your peers in small groups.

LEARNING OUTCOMES:

- Young people will understand what 'online hate' is
- Young people will develop skills and knowledge to report online hate they experience or witness
- Young people will build confidence to support peers who may be experiencing online hate

It is important that we all try to stop bullying behaviour when we see it. This is what we call being an **Upstander**, which you can read more about [here](#). The same applies in the online world. The University of Cardiff's (2019) study, found [here](#), found that online hate can lead to physical violence.

So, how can we be an Upstander in the very messy, always noisy online world?

According to Facebook's quarterly report (2021), found [here](#), 22.3 million reports of hate speech were handled by Facebook. Hate speech means using harmful words to attack someone for their identity. When enough people call out hate online, huge social media sites like Facebook can act much faster. This is the power of our collective voice! That means it's not all on you to save the world, one Tweet at a time, but it does mean you have the power to make a real difference, just by being a good ally online.



SCENARIO:

ONE

In small groups,
take a look at this
Facebook comment:



Jon Johnson
That's sooooo gay.

Like Reply 1 d

How could you be an Upstander*?

**someone who stands up when
they see something that doesn't
look right*

Would you:

- a) Reply: "you're horrible!"
- b) Reply: "Don't say that, it's really hurtful to use "gay" as an insult."
- c) Private message them with an article which explains why using "gay" as an insult is wrong and ask them to remove the comment.
- d) Tag your friends to join in calling this person homophobic and a bully.

Questions to pose to the groups:

- Which option do you think is best?
- Is there more than one right answer here?
- Are there other ways to handle it that you can think of that we haven't included?

Now have a think:

Imagine if the person who commented this was your best friend.
Has your answer changed? Why?

**It isn't easy
to know
how to handle
online hate!**

Options A and D are to be avoided because they could lead to a heated argument and make the situation worse. Option B signals to LGBTQ+ people who might come across it that they have an ally in you! This could work well. Option C is also a good one to go for if the person is on your friends list. Don't private message a stranger, of course! But if you know them, talking to them privately might make them more open towards learning, giving them space to see why their behaviour was unacceptable and remove their comment.

SCENARIO:

TWO

Now have a look at this thread on Twitter and think: **how would you be an Upstander here?** Discuss this scenario with your peers in small groups.



As you can see, person B is very distressed. It might be tricky or even distressing for you to try to stand up to this commenter directly. They seem to be looking for an argument! Here, it's better to focus on the person experiencing bullying behaviour and offer them support. **A small word of kindness can go a long way**, so reach out to the person experiencing bullying behaviour to ask 'are you ok?' You can also encourage them to report the post to twitter.

All social media platforms have a **Block** or **Mute** function so that you don't have to see their posts anymore.

As for the person displaying bullying behaviour? **Report** them. Their tweets are attacking someone for a protected characteristic – in other words, their gender identity, which is protected under the law. **This means you can report their tweets for hate speech.**

Once you've reported their behaviour and offered support to the person experiencing bullying behaviour, step away from social media for as long as you need and reach out for support if you would like to discuss how the situation has made you feel.

SCENARIO:

THREE

We recommend working as an Anti-Bullying Ambassador team to create your own third scenario! This could be based on a bullying behaviour issue you have seen recently or that you feel needs discussion with your peers. If you're struggling for ideas, reach out to your teachers who can add in their ideas too!

ENGAGE IN CULTURAL CONVERSATIONS ONLINE

LEARNING OUTCOMES:

- Young people will understand how online campaigns can influence the offline world
- Young people will explore how they can meaningfully engage with online campaigns

Bonus activity outcome: Young people will create an exciting online anti-bullying campaign to celebrate their work online

Firstly, ask your peers what they know about George Floyd. Give them a few minutes to discuss in pairs and then use the below script to explain what happened and how social media was used to campaign to change:

When George Floyd was murdered by a US police officer in June 2020, Instagram and Twitter were flooded with discussion, infographics and campaign resources. Many Black Lives Matter activists called on everyone to use their social media to amplify the protests globally.

That same month, the British television show *This Morning* aired a minute's silence for Floyd and others murdered at the hands of racist police brutality, with the message "Black Lives Matter" on screen.

In both the US and the UK, online conversations raised awareness enough to impact real life. Statues commemorating racist figures were torn down. Policy changes were made. Floyd's killer, Derek Chauvin, was charged with murder.

So, Summer 2020 shows us that when we collectively discuss big topics online, the "traditional" media (newspapers, television) and offline world of politics see real change. But it can be tricky to know how best to join in. So we're going to brainstorm some ideas on how to engage in information online.

Examples of social media's impact on real life:

Taking the **#BLM (Black Lives Matter)** movement online has led to people to be held accountable for their actions, justice for some and more conversation and actions across the world towards becoming anti-racist.

Sharing of recent events in Ukraine has led to better awareness of the hardships Ukrainians are facing having to leave their home because they are unsafe. This has led to people from different parts of the world offering support, resources, and fundraising for those in need

In small groups, ask your peers to write down any ideas they have on how to engage with the online world through campaign work.

If they get stuck, give them a few examples from the list:

- **Always fact check** what people are talking about before sharing. You can use [Snopes](#) to do this, as well as being careful that you're sharing from a source you trust. Make sure you read articles, Tweet threads and infographics in full and do your own research before passing them along.
- **Infographics can be great for collective action** since they're easy to read and quick to share. Especially if they have ideas for immediate actions to take like petitions: share it around!
- **Read from a wide range of sources** before adding to the conversation: make sure you understand a few perspectives on the matter.
- **It's okay not to know enough!** In this case, research, perhaps by turning to trusted sources who know more than you. Don't be afraid in the meantime to say: "I don't know enough about this issue yet but am actively learning more."
- **Sharing** – you can share new or important topics, accounts, reels, or videos with others via your story, messaging, or your feed to raise awareness. Make sure you give warnings before you share if you think the information may be uncomfortable for someone.
- **Discussing** – don't just re-post. Try to have a conversation with others even if it might seem difficult or you are unsure what to say. Why not create a safe, private or closed group chat with friends or loved ones? You can pick a new social issue or topic or video to discuss each week or month such as racism or mental health.
- **Supporting not overtaking** – we don't always know everything or go through the same situation so we shouldn't speak on behalf of others. Instead, you can 'pass the mic' by sharing information from those groups who are directly affected or are actual experts and explaining why you think it is important.
- **REMEMBER the pressure is not all on you!** You don't need millions of Facebook friends or 100k followers to make a difference - it is about each person doing what we can and this all adds up to have a really big impact!

What other ideas can your peers come up with?

We recommend giving your peers 10 minutes to brainstorm in their groups before feeding back to the rest of the group. When each group feeds back, write their ideas on the board so you have one 'super list' of everyone's ideas! You can then type this up and display it around school as your top tips on how to engage in campaigns meaningfully online.

As an additional step if you have time, ask your peers “How can you take these conversations offline?” This can be difficult, but here are some conversation starters that might help!

I think some people feel that...

Did you see this one the news, today? Here’s something I learned about it online...

What do you think we as a school can do to help?

Have you seen this? People are sharing it online. What do you think about it?

BONUS ACTIVITY

Does your school have a dedicated social media page to showcase Anti-Bullying Ambassadors? If not, why not start one! From speaking with schools across the country, we know that this can be a great way to celebrate all the amazing anti-bullying campaigns you run in school! Or you can even speak with your teachers to write some posts for the main school social media pages if you don’t have a dedicated Ambassador page online – check out The Diana Award’s Anti-Bullying socials for some inspiration! @antibullyingpro

Top Tip from The Diana Award’s Comms Team: When starting out, it can help to have a regular day of the week to post anti-bullying campaigns online – for example, every Friday, you could have a ‘Feel Good Friday’ in school and online and post engaging content via your school’s social media pages to tell others about how you’re promoting anti-bullying! Don’t forget to work closely with your school staff member who manages your school’s social media pages.

We hope you found this activity guide useful! Don’t forget to check out our other Digital Wellbeing resources on our Resource Centre at antibullyingpro.com/resources

We're proud to be the only charity set up in memory of Diana, Princess of Wales, and her belief that young people have the power to change the world. It's a big mission but there are two things within it that we focus our charity's efforts on – young people and change.

Throughout all of our programmes and initiatives, 'change' for and by young people is central, including our anti-bullying work which encourages change in attitudes and behaviours.

We hope you found this resource useful and wish you all the best in your anti-bullying journey. If you would like to help us create more resources and train even more Anti-Bullying Ambassadors, you can make a £5 donation by texting CHANGE 5 to 70470 or visit diana-award.org.uk/donate

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