SOCIAL MEDIA CHEAT SHEET

Contact the Social Media Team:
caessm@uga.edu
(706) 542-2956

http://www.caes.uga.edu/unit/octs/resources/social-media/
Setting Up a Social Media Account

1. **Create a strategy**
   1.1. What is your goal?

1.2. Who is your audience?

1.3. Where is your audience?

1.4. Who will update? How often?

1.5. What will be your message?

2. **Check to see what accounts already exist**
   2.1. Do a search to see if other accounts related to your county exist.
      2.1.1. If an account already exists, try contacting the administrator.
          o They may be willing to make you an admin.
          o They may be willing to delete it.
          o You may hit a dead end.
            □ Designate your account as “official.”
            □ Post a link to your new account on the old one to redirect followers.
      2.1.2. If a similar account already exists for your county, consider modifying it to represent the whole office.
      2.1.3. Contact the Social Media Team for help.

3. **Determine what account(s) you will use**
   3.1. Facebook
      3.1.1. If you will be posting information relating to minors...
          □ Use a *closed group* with at least two admins.
      3.1.2. If you will be posting information for a small, public audience...
          □ Use an *open group or page* with at least two admins.
            o What’s the difference: [www.facebook.com/help/155275634539412/](http://www.facebook.com/help/155275634539412/)
      3.1.3. If you will be posting information for the general public...
          □ Use a *page* with at least two admins.
      3.1.4. If you will be posting about a one time event...
          □ Use an *event page* created through your group or page.
      3.1.5. DO NOT use a *personal profile* account to represent your organization, club or unit. This violates Facebook’s policies.
3.2. Twitter:
   3.2.1. If you will be posting information relating to minors...
      ☐ Use protected tweets.
   3.2.2. If you will be posting information for the general public...
      ☐ Use public tweets.
         o What’s the difference: http://support.twitter.com/articles/14016-about-public-and-protected-tweets

3.3. Other:
   3.3.1. If you will be writing long, educational/informational articles...
      ☐ Use an official Extension blog (contact Emily Pitts – epitts@uga.edu).
   3.3.2. If you need to upload videos...
      ☐ Use YouTube (contact Sandy MacKay – stp@uga.edu).
      ☐ Use Facebook or Twitter.
   3.3.3. If you need to upload photos...
      ☐ Use Facebook or Twitter.
      ☐ Use a photo-sharing site you are comfortable with (doesn’t matter).
         o Photos of minors?
            ☐ Use a protected album/account.
   3.3.4. Don’t use without permission: Myspace, Tumblr, Google+, Pinterest, Instagram

4. Designate administrators of your account(s)
   4.1. The main contact should meet these requirements:
      ☐ Job responsibilities include communication.
      ☐ Understands your goals, message and strategy.
      ☐ Has time to update and monitor account(s).
      ☐ Has the knowledge and authority to represent your organization.
      ☐ Has reasonably good grammar and writing skills.
      ☐ Has read and is familiar with the CAES and UGA policies.
      ☐ Will be able to attend trainings.
      ☐ Is familiar with the social media account type.
      ☐ Is familiar with the audience.

5. Contact the CAES Social Media Team – CAESSM@UGA.EDU, 706-542-8981
   5.1. Before creating:
      o To give us a heads up.
      o If you have questions.
   5.2. After creating:
      o To let us know the URL address.
         – Promote/connect.
         – Add to directory.
      o To let us know who the admin is.
      o If you are using the wrong account type.
5.3. Facebook:
  5.3.1. Setting up admins:
      o Add admins to group: www.facebook.com/help/148640791872225/
      o Add admin to page: www.facebook.com/help/323502271070625/
  5.3.1.1. Open and closed groups:
    □ Admin 1 (main contact):
    □ Admin 2:
    □ Additional Admins:

  5.3.1.2. Pages:
    □ Admin Role - Manager 1 (main contact):
    □ Admin Role - Manager 2:
    □ Admin Role - Creators or Moderators (for volunteers):

5.4. Twitter, YouTube, other:
  5.4.1. Knows account passwords
      □ Person 1 (main contact):
      □ Person 2:
      □ Additional managers:

6. Create account(s)
  6.1. Facebook (you will need to use your personal profile account to create the following):
    6.1.1. Group creation - www.facebook.com/about/groups/
      □ Create Group = “Outside [UGA].”
      □ Group Name = Include county and state name if applicable.
      □ Members = Add the co-admin.
      □ Privacy =
        o “Open” – for small, public audience.
        o “Closed” – for minors/4-H.
        o Do not use “Secret.”
    6.1.2. Group settings:
      □ Membership approval:
        □ Select “Any member can add members, but an admin must approve them” for minors/4-H.
      □ Group Address = Keep it short.
      □ Description = Include “UGA Extension” or “UGA College of Agricultural and Environmental Sciences” as well as county website url.
      □ Create a Page = “Company, Organization of Institution.”
      □ Choose a Category = “Education.”
      □ Company Name = Include county and state name.
Profile Picture = Extension logo, etc.
  - Size: at least 180x180 pixels.
  - About:
    - Description = Include “UGA Extension” or “UGA College of Agricultural and Environmental Sciences” as well as admin name and contact info.
    - Website = County page url.
    - Real organization, school or government? = Select “yes.”
    - The authorized and official representation of this organization, school or government on Facebook? = Select “yes.”

6.1.5. Edit Page> Update Info> Basic Information:
  - Username = Keep it short.
  - Address = Input office address.
  - Email = Input office email.
  - Short description = Include “UGA Extension” or “UGA College of Agricultural and Environmental Sciences.”
    - 155 characters max.
  - Phone = Input office phone number.

6.1.6. Edit Page> Manage Permissions
  - Tagging Ability = Make sure it’s unchecked.
  - Posting Ability = Best to uncheck “Everyone can add photos and videos.”

6.1.7. Cover photo:
  - Use a unique image that represents your office/unit/program.
  - Size: at least 851 pixels wide and 315 pixels tall.
  - Must not be false, misleading, or infringe on intellectual property.


6.2. Twitter:
  - Sign up for Twitter account - http://twitter.com/signup
    - Username = Try to use county and state name. (I.E. UGA_JacksonCo.)
      - Shorter is better.

6.2.2. Get started:
  - Follow related accounts.
  - Skip “search contacts.”
  - Upload image = logo, etc.
  - Bio = Include “UGA Extension,” county, admin name and contact info.
    - Help: http://support.twitter.com/articles/215585-twitter-101-how-should-i-get-started-using-twitter

6.2.3. Settings:
  - Protect tweets for minors/4-H
    - http://support.twitter.com/articles/20169886-how-to-protect-and-unprotect-your-tweets
6.3. Blogs:
- Contact OCTS – Emily Pitts; epitts@uga.edu.

6.4. YouTube:
- Contact OCTS – Sandy MacKay; stp@uga.edu.
  - Should not be your personal account.
- Include: Contact info, county/state, Extension branding.
- Videos must be captioned.

6.4.1. Help:
  - [http://support.google.com/youtube/bin/answer.py?hl=en&answer=1144083](http://support.google.com/youtube/bin/answer.py?hl=en&answer=1144083)
  - [www.youtube.com/t/about_getting_started](http://www.youtube.com/t/about_getting_started)

7. Manage account(s)

7.1. Content

7.1.1. Tips:
  - Create a plan/calender of what you will post and when.
  - Use a free tool like Hootsuite or Tweetdeck to manage accounts (especially if you have more than one) and schedule posts.
  - Cross pollinate content (i.E. share link to you blog post on your Twitter; Link to your YouTube video on your Facebook).
  - Ask your audience or check analytics for content ideas.
  - Try to encourage interaction. Posts that ask questions work best.

7.1.2. Facebook group – like being friends without actually being friends.
- Posts: **Less than 100 words.**
  - Event planning.
  - FYIs.
  - Pictures (multiple at a time).
  - Brags.
  - Event info.
  - Questions.
- Comments/likes.
- Files (sign-up lists, handouts, documents).

7.1.3. Facebook page – anything the public would be interested in.
- Posts: **Less than 65 words.**
  - Links (related sites, articles, videos).
  - Pictures/videos (albums).
  - Brags.
  - Event info.
  - Questions.
  - Shared posts.
- Comments/likes.
7.1.4. **Twitter** – think in headlines and link to something longer.
- Posts: **Less than 140 characters** (including hashtags, links, handles).
  - Pictures/videos (one at a time).
  - Event info/news/brags.
  - Links (related sites, articles, videos).
  - Ask questions.
  - “Live tweet” events.
- Relevant Retweets.
- Replies to other tweets.

7.1.5. **Blogs** – longer and more informative.
- Posts: **No less than 250 words, but no more than 1000 words.**
  - News type articles/columns.
  - Promote events.
  - Share ideas or tips.
  - Info on current issues.
  - Infographics.
- Each post should have pictures or some sort of visual graphic.
- Comments.

7.1.6. **YouTube** – communicating through video.
- Videos: **Ideal length is 3 minutes.** The shorter the better.
  - Informational.
  - Interviews.
  - How to.
  - Recorded event/speaker.
- Captioned.
- Descriptive text.
- Comments.

7.2. **Posting frequency (what you should aim for):**
- Tip: It may take trial and error to find a good balance between over posting and a dead page. Even if not posting daily, should try to check daily for comments.
  REMEMBER: Posts should be meaningful.

7.2.1. **Facebook group:**
- As needed (when you have new info to share or need to reply to a post).

7.2.2. **Facebook page:**
- One new post a day, up to four times a week.
- Reply to comments and messages daily.
7.2.3. **Twitter:**
- Three original tweets a day.
- Two retweets a day.
- Answer replies and messages daily.

7.2.4. **Blogs:**
- Depends on how much content you have.
  - At least twice a month up to twice a week.
  - Create a schedule and always post new content on the same days.

7.2.5. **YouTube:**
- As you have new content.
  - Should be at least once a month if you have your own channel.

7.3. **Features to use**

7.3.1. **Facebook group:**
- Events – invite group to event created through group. Members can too.
- Files – upload presentations, schedules, excel sheets, pdfs; create group docs that people can collaborate on. Members can too.
- Messaging – small groups let you send a message to all members.
- Notifications – members will be notified of new posts. See who’s seen posts.
- Questions – create poll posts to get input. Members can too.
- Photos – upload photos; create albums. Members can too.
- Pinned post – display an important post at top of page so it doesn’t get lost.

7.3.2. **Facebook page:**
- Apps – 3rd party add-ons. What you would use to create a contest.
- Events – create event pages through page to show connection.
- Hashtags – turn topics and phrases in your post into clickable links.
  - [www.facebook.com/help/587836257914341](http://www.facebook.com/help/587836257914341)
- Insights – view analytics; see who and when your page is getting viewed and what people like most.
7.3.3. Twitter:
- Analytics – See which tweets perform well and audience demographics.
  - www.analytics.twitter.com
- Direct Message – message users privately; usually replying, not initiating.
  - http://support.twitter.com/articles/14606-what-is-a-direct-message-dm
- Hashtags – create searchable keywords related to your tweet.
  - http://support.twitter.com/articles/49309-what-are-hashtags-symbols
- Mentions/Replies – see who’s talking about you; tag users in your posts; Answer tweets that mention you by “replying.”
  - http://support.twitter.com/articles/20169871-how-to-post-replies-and-mentions
- Retweeting – repost what someone else has tweeted on your account.
  - http://support.twitter.com/articles/77606-what-is-retweet-rt
- Search – search Tweets to find a person or what people are tweeting about.
- Trends – get your account noticed by using a topic or keyword that’s trending (if relevant) in your post.
  - http://support.twitter.com/articles/101125-about-trending-topics

7.3.4. Blogs:
- www.caes.uga.edu/unit/octs/resources/blog/intro-wordpress.html
- www.caes.uga.edu/unit/octs/resources/blog/images.html

7.3.5. YouTube:
- www.youtube.com/t/about_essentials
7.4. Getting followers

7.4.1. Facebook group:
- Invite Facebook friends (rare in most cases).
- Request to join.
  - Creating a “Group Address” will give you a vanity url that you can share with others, so they can easily get to the group (faster than search).
  - Give instructions. (I.E. “Go to our group and click ‘request to join’ on the right under the picture.”)
  - If members don’t/can’t have an account, suggest using a parent’s.

7.4.2. Facebook page:
- Find and “Like” other pages (related industry companies, affiliates, influencers, thought leaders, industry experts, associations, organizations) – They will probably “Like” you back. Leave a comment; they might share!
- Share a link on everything (email signature, newsletters, brochures, fliers, signs, website, other accounts).
  - Creating a “Username” will give you a vanity URL that you can easily share with others and will be easy to remember).
  - Contact Ruth Jarret (Contribute guru) about getting buttons and feeds added on to your county site.
  - Ask users to tell others about your page or share your posts.

7.4.3. Twitter:
- Follow other related accounts. They will probably follow you back.
- Mention related accounts in your post. (Hopefully will retweet you.)
- Use hashtags to make it easier for people to find you through a keyword.
- Share your handle/username on everything (email signature, newsletters, brochures, fliers, signs, website, other accounts).

7.4.4. Blog:
- Link to other blogs.
  - They will probably link back to you or you can say, “Hey, I linked to you, can you link to me?”
- Set up RSS and tell readers to subscribe.
- Share the link to your blog on everything (email signature, newsletters, brochures, fliers, signs, website, other accounts).
- Link to blog posts on other social media accounts.

7.5. Promotions/contests (not recommended):
- Facebook instructions: www.facebook.com/help/411018158926396/
- Twitter instructions: http://support.twitter.com/groups/31-twitter-basics/topics/114-guidelines-best-practices/articles/68877-guidelines-for-contests-on-twitter
7.6. Closing accounts:
   - Facebook group: www.facebook.com/help/174988392554409/
   - Facebook page: www.facebook.com/help/223786757631885/
   - Twitter account: http://support.twitter.com/articles/15358-how-to-deactivate-your-account

8. Resources:
   8.1. Policies
   8.2. Training
      8.2.1. www.caes.uga.edu/unit/octs/resources/trainings/archives.html#socialmedia
   8.3. Facebook
      8.3.1. www.facebook.com/facebooktips
      8.3.3. www.facebook.com/business/overview
   8.4. Twitter:
      8.4.1. http://support.twitter.com/groups/50-welcome-to-twitter/topics/203-faqs/articles/13920-new-user-faqs
   8.5. Blogs:
      8.5.1. http://www.caes.uga.edu/unit/octs/resources/blog/
   8.6. YouTube:
When will you....?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Update your status: post an interesting link, photo, info, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment on other pages’ posts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to comments/messages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Search for new pages to follow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Post original tweets: tweet a link, photo, shout out, event info, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retweet applicable and interesting tweets from others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to @replies and direct messages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to other accounts’ tweets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow back those who have followed you that you deem fit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Search for new accounts to follow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Post original content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to comments on your posts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research topics for future posts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof drafts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
Bullying and Harassment

Teachers may find themselves in a tough position when incidents between students that happen online affect school life online, and it can be challenging to identify where the boundaries of responsibility lie.

A few areas to consider when determining how to intervene:

- **How does my school recommend I handle incidents?** A consistent social media policy is important. Experts recommend that school staff members be trained on the correct processes for identifying and reporting online problems. See these school policy guidelines developed by Edutopia for examples on how your school can create a social media policy.

- **What types of challenges can teachers face?** Problems with bullying, reputation, and privacy settings can exist. Other issues such as fake timelines (formerly profiles), impersonality, sexual misconduct, threats against teachers, evidence of self-harm, evidence of harm against others, or evidence of crime may possibly occur.

- **What constitutes a violation of Facebook’s policy?** Our Statement of Rights and Responsibilities (SSR) strictly prohibits harassment or bullying. It is also against our policies to use a fake name or operate under a false identity, which young people may use as a way to harass or intimidate others.

- **What should I do if the incident isn’t in direct violation of my school’s or Facebook’s policy?** Facebook’s community is diverse, and it is possible that something could be disagreeable or disturbing to a student without meeting the criteria to be removed or blocked. If necessary, students can be advised to unfriend the offender or block the person from contacting them.

Facebook can help, and it is important for you to know how to report incidents to us so we can take our own remedial steps. Our professional investigators work around the clock to review urgent reports and escalate them to law enforcement as needed.

How to Report an Incident on Facebook:

- If you see something on Facebook that you believe violates our policies, you can report it at www.facebook.com/report.

- Facebook also offers social reporting, a system that allows you and your students to address both the online and offline impacts of bullying. Social reporting is a way for people to quickly and easily ask for help from someone they trust. Safety and child psychology experts tell us that online issues are frequently a reflection of what is happening offline. By encouraging people to seek help from friends, we hope that many of these situations can be resolved face to face.

- We also offer specific tools to help combat fake timelines and impersonation, including Impostor Account Information Requests where you can submit a request to find out more information about the timeline. You can also learn more about fake timelines in the Help Center.
Facebook can be a valuable tool for teachers to connect with the social, “always on” learning styles of today’s students. However, that means learning the appropriate (and being aware of the inappropriate) methods of communication with students.

As a first step, experts suggest educators evaluate key aspects of their Facebook usage:

- **Privacy settings.** People can control who sees content on their timeline by adjusting privacy permissions in the Privacy Settings tab, located in a drop down menu in the top right corner of any profile. It is also possible to customize who sees each post (e.g. a status update or a photo) by adjusting privacy settings located at the bottom right corner of the “update your status” bar. To double-check the accuracy of your privacy settings, use the View As feature to view your profile as it looks both to the public and to any Facebook friend.

- **School-friendly content.** While privacy controls can restrict who sees posted content, they do not guarantee that any information will remain private. Any post can be copied and reposted, and teachers should always be conscious of what they post and who could potentially see it.

- **Facebook friending students.** For classroom use, friending students is not the best method of communication because a Facebook profile contains personal information by nature. Many tools are described below that can help preserve the privacy and level of respect unique to the teacher-student relationship.

Pages, Groups and Subscribe enable teachers to interact with a specified set of other Facebook members—such as students—without needing to be Facebook friends.

**Pages**

- A Facebook Page is public: anyone can “like” the Page and get updates in his or her News Feed when someone posts something new on the Page.
- Pages allow both teachers and students to share relevant links, like news stories or RSS feeds from your class blog, extending teaching beyond the classroom.
- Keep in mind that any posts or comments by students will also be public as well.

**Groups**

- Facebook Groups let teachers and students work on collaborative projects. In an educational setting, experts suggest teachers create Groups that are “closed” or “secret,” not “open.”
- In a closed Group, the list of members is public but the content of the Group is private, available only to members of the Group. A “secret” Group is completely hidden except to those who are in it or who have the specific URL.
- Groups allow teachers to moderate discussions, post extra content like photos or links, and interact with students without having to be their friend.
Subscribe

- Subscribe allows people to see any post published publicly even if you are not friends. Set posts to public by adjusting your privacy settings in the “update your status” bar.
- Students or parents who have subscribed will see your public posts in their News Feeds.
Facebook for School Counselors
Online Incidents that Impact Schools

School counselors can also become involved in incidents that happen online when they impact school life offline. Schools can struggle to identify where the boundaries of their responsibility lie. Essentially, if any activity online causes a change to even one student’s safety or ability to focus, it becomes a school issue.

As with any situation on the Internet, conflicts can arise that impact the learning and safety of both students and staff members. Incidents may include problems with bullying, reputation or privacy settings. Other issues may also occur, for example, fake timelines (profiles) where someone impersonates someone else, sexual misconduct, threats against teachers, evidence of self-harm, evidence of crimes or evidence of harm against others.

These issues can be amplified as other students post photos or add comments about the incident. This puts an added burden on students, as school can feel less safe after public disclosure of the incident.

Reporting Abuse

As the school counselor, it is important that you know not only how to deal with online and offline issues in personal meetings, but you need to know how to report incidents to Facebook so the service can take its own remedial steps. If you see something on Facebook that you believe violates the SRR, you can report it easily using this link: www.facebook.com/report. Facebook has also introduced social reporting, a reporting system that gives people more options to resolve disputes. See below for more information on this new reporting tool.

Facebook’s community is diverse, and it is possible that something could be disagreeable or disturbing to a student without meeting the criteria to be removed or blocked. For this reason, Facebook also offers features to give users more control over what they see and to involve a member of their own community. In the most extreme cases, there are other tools for addressing abuse. Students can unfriend the person to remove him or her from their friends’ list or block the person from contacting them.

Fake Timelines (Profiles)

Facebook is based on a real name culture so that you are accountable for your actions. The SRR requires that a person use his or her real name and identity. However, young people can use impersonation and fake timelines (profiles) as a way to harass or intimidate others. Recently, Facebook streamlined the process for reporting these fake timelines (profiles). You can learn how to deal with fake timelines (profiles) in the Help Center. You can also submit a request to find out more information about the timelines (profiles) through Imposter Account Information Requests.

Bullying

Another issue that school counselors should be prepared to handle is bullying. Counselors can teach students how to identify bullying and how to report it, and provide a clear outline of steps that will be taken after a report is made. This transparency is critical as students and their parents are far less likely to report incidents if they aren’t confident that reporting will help the situation rather than make it worse.

The next step is to guarantee consistency. This means working with every teacher and staff member to confirm that they know exactly what to do when an incident occurs, and that they will address all conflicts. All school staff members need to know when an incident can be addressed by the teacher or staff member who received the report, when it should be escalated within the school or district, when parents should be notified, and when the website and law enforcement should be brought in to investigate. Harassment or bullying is prohibited on Facebook and we encourage everyone to report inappropriate content using the report links available throughout the site.
Educate Yourself

One of the best ways to teach and guide your students about technology is to educate yourself. To help you get started on Facebook, go to www.FacebookForEducators.org, a site that provides quick-start tips and step-by-step instructions for getting the most educational benefit from Facebook’s tools. There are also several tutorials you can find online using the search term “how to use Facebook.”

In addition, Facebook offers a variety of resources school counselors can use, like the Facebook in Education and Facebook Safety pages as a place to learn about and share best practices, counselor strategies and tips on how to use Facebook or other social technologies in the classroom. These pages have become a professional development hub, where thousands of educators share ideas, inspiration and solutions. Facebook’s Family Safety Center offers information, tools and tips for parents, teens and educators and provides answers to hundreds of frequently asked questions.

You can also help educate the parents of your students. If you suspect issues like depression, violence, bullying or others, and working with the student isn’t productive, you may want to encourage the parents to join Facebook and help them learn how to “friend” their teens.

Another way to learn about Facebook is to ‘like’ the pages that relate to school counseling and online safety resources so you can save time by having their updates and stories surface directly into your Facebook News Feed.

You can also create a group on Facebook for the staff in your school, district or subject matter association. This provides an easy mechanism for professional development, knowledge exchange and the sharing of content or files with others in the group. Learn more about groups (www.facebook.com/groups).

Help Students Understand that with Privilege Comes Responsibility

Using any online service isn’t a “right,” it’s a privilege extended to people under very specific conditions laid out by the companies who own and operate these sites. It is important to help your students understand that just because a service is free does not mean the people who use the site are entirely free to do anything they want on it.
Remember to Assess Ignorance vs. Intent

You should start by considering whether a student’s misstep was made because he or she did not fully understand how to appropriately use the tools or if there was a deliberate choice made to ignore the terms and conditions of Facebook, and/or your school’s policies. If the latter is the case, clear and immediate steps need to be taken in accordance with your school’s policies to halt the negative behavior and help the student accept the prescribed consequences of his or her actions.

“As youth become more prolific with technology, it’s critical that we, as educators, adapt and learn about emerging technology so we can empower them to be safe digital citizens.”

Mike Sorenson, Seattle, WA

Understanding Privacy

Timeline (Profile) Privacy

As a school counselor it is key to understand the privacy settings of your timeline (profile) on Facebook. People who use Facebook can control the audience they’re sharing with by selecting from a number of privacy options and permissions each time they post content like a status update or a photo. These controls can restrict who can see posted content, but they do not guarantee that any information you post will remain private. Because, like any content shared online, whether through an email, a text message or online chat, what people post can be easily copied and reposted. You can learn more about Facebook privacy settings at: www.facebook.com/help/privacy.

Groups, Pages and Subscribe

These tools can help you communicate with students and parents using Facebook without creating friend connections. Pages and groups are online spaces where people can interact and share with others. Subscribe is a new feature that allows people to follow your public posts even if you are not friends. If you opt-in and set the post privacy to “public,” students or parents who have subscribed will see your update in their News Feed. You can find more information on these features by searching these terms in the Facebook Help Center.
Building a Reputation

In today’s world, part of students’ reputations are comprised of what they write and do online. For young people, it is sometimes difficult to keep their long-term reputation in mind, especially when they can get caught up in the moment. Unfortunately, trash talking, bullying, boasts of misdeeds, questionable photos, locations and over-exposed timelines (profiles) can become part of a fairly permanent and damaging record.

Children need frequent reminders from parents, teachers and counselors to view their online content through the eyes of future friends, schools and employers. As a school counselor, you are in a unique position to work with students and help them understand the long-term positive or negative impact their online reputations will have. One new feature that can help your students maintain a good online reputation is the activity log. The activity log is a place where you can review your posts and activity, from today back to when you first started using Facebook. Activity log enables you to sort by and review a specific type of content like photos or status updates. Once you have reviewed that content, you can quickly adjust privacy settings to either feature, hide or delete items from your timeline.

It may surprise your students to learn that many companies use social media activity as part of a background check when screening potential employees, and that colleges and employers routinely look at their applicants’ public online activity.

This means students must be stewards of their own online identity and take swift action if untrue or negative information is posted about them online.

However, for all the damage a bad online reputation can do, it is equally true that honest, positive, respectful posts, pictures and participation can also significantly enhance a student’s reputation.

Social Awareness

Service to the greater community and to the world at large is a core principle in education. A 2011 Pew Research Center Report found that people who use Facebook are more trusting than others, have more close relationships, are much more politically engaged and get more social support.

Facebook makes it easier for students to connect with each other around the country and world to share perspectives on current events, customs, and alternative methods of problem solving.

Using the power of digital media and technology, students can study and participate in causes and campaigns or learn about social issues and current events. Social media can raise awareness of opportunities to get involved in volunteering or activism and deepen students’ understanding of the needs and perspectives of those who are less fortunate. This understanding can provide the insight and confidence teens need to engage in society and effectively work toward positive changes.

Students can also use Facebook to help pursue their future education and career interests. It can be a resource to research scholarship and internship opportunities for students looking for ways to afford college or get relevant training in a particular field.

“I had a teacher come to me concerned with information her student was posting on Facebook and how this was going to affect her college applications she had already submitted. I was unsure of how to handle it and who to contact. This guide provides a road map of how I should handle the situation with the student, teacher and parents and who I should contact at Facebook to help resolve issues. Thank you! A much needed resource.”

Kate Louis, San Diego, CA