

CONSCIOUS YOUTH BEHAVIOURS.  
IN EMERGING REALITIES

Non-formal education practices:

# Banning

R2 CYBER TOOLKIT



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#12	Silenced Online: The Ripple Effects of Social Media Bans
Threat(s)	Banning
	The concept of "youth cyber-threat banning" refers to the implementation of measures aimed at preventing and mitigating the risks associated with cyberbullying and other online threats to young individuals. While the term itself does not have a universally accepted definition, it broadly encompasses efforts to safeguard youth from cyberbullying, cyber harassment, and other forms of digital aggression by restricting or banning harmful online behaviours and content. These measures can include legal actions, educational programs, technological solutions, and community awareness initiatives designed to protect young internet users from potential harm.
Typology	Role-playing scenarios
Duration	90 minutes
Modality	In-presence [classroom setting]
Aim	This practice aims to educate students about the reasons behind being banned from social media platforms. It focuses on highlighting the potential personal and professional consequences of such bans, equipping learners with skills and knowledge to develop strategies for responsible and ethical social media usage.
Learning Objectives	<p>Identify the common behaviours and content that can lead to bans on platforms like TikTok, Snapchat, YouTube, and Instagram.</p> <p>Understand the personal and professional impacts of being banned from these platforms.</p> <p>Learn and apply best practices for responsible social media use to avoid bans.</p>
Trainee profile	Participants aged 15-18 years, with basic digital navigation skills. No specific prerequisites, but curiosity about digital media and online interactions is beneficial.
n° participants	20-30
Materials	<p>Projector for presentation.</p> <p>Slideshow presentation on the reasons for bans and their consequences.</p> <p>Cards presenting the main community guidelines and terms of service for TikTok, Snapchat, YouTube, and Instagram. [See Annex. Guidelines]</p> <p>Role-playing scenarios depicting various banning situations. [See Annex. Role-playing scenarios]</p> <p>Role-playing cards depicting various banning situations. [See Annex. Role-playing cards]</p> <p>Whiteboard and markers.</p>
Preparation	Arrange multimedia equipment (e.g., projector, computer).

	<p>Research the specific community guidelines and terms of service for TikTok, Snapchat, YouTube, and Instagram.</p> <p>Prepare cards presenting the main community guidelines and terms of service for TikTok, Snapchat, YouTube, and Instagram.</p> <p>Prepare role-playing cards with scenarios where users might get banned.</p> <p>Create a presentation outlining the reasons for bans and their consequences.</p> <p>Arrange seats in small groups to facilitate the preparation of role-playings and discussions.</p>
<b>Implementation</b>	<p>1. Introduction (10 minutes): introduce the topic by discussing the popularity of social media platforms among students; explain the concept of being banned from a platform and why it is important to understand the implications.</p> <p>2. Presentation about the reasons for bans (15 minutes): present the main reasons users get banned from TikTok, Snapchat, YouTube, and Instagram (e.g., violating community guidelines, posting harmful content); highlight real-life examples of individuals who have been banned and the consequences they faced.</p> <p>3. Role-Playing Activity (30 minutes): divide students into small groups; distribute role-playing cards with scenarios involving behaviours that could lead to being banned (e.g., cyberbullying, posting inappropriate content, spreading misinformation); ask each group to act out their scenario and then discuss how they could have handled the situation differently to avoid a ban.</p> <p>4. Class Discussion (20 minutes): reconvene the class and have each group share their scenario and the alternative actions they discussed; facilitate a discussion on the personal, academic, and professional impacts of being banned from social media; encourage students to reflect on their own social media behaviour and think about any changes they might need to make.</p> <p>5. Developing Best Practices (15 minutes): present best practices for responsible social media use, such as understanding and following community guidelines, thinking before posting, and respecting others' privacy. Encourage students to create their own list of personal guidelines for social media use.</p>
<b>Tips and hints</b>	<p>Use engaging and relatable scenarios to keep students interested.</p> <p>Encourage students to share their own experiences (anonymously if preferred) to make the discussion more relevant.</p> <p>Reinforce the importance of digital citizenship and ethical online behaviour throughout the lesson.</p> <p>Adapt the content to be age-appropriate, considering the maturity level of the students.</p>
<b>Safety measures</b>	<p>Foster a supportive and non-judgmental environment to ensure students feel comfortable discussing their experiences and opinions. This could include monitoring</p>

	group activities to ensure respectful and constructive dialogue. Be prepared to provide additional support to students who may be affected by the discussion, particularly if they have experienced bans or online harassment.
<b>Added value</b>	Participants will gain knowledge and skills to use social media responsibly and ethically in order to reduce the risk of students experiencing the negative consequences of being banned from social media. Learners will also enhance their critical thinking and decision-making abilities. The practice fosters informed digital citizenship and promotes a positive and respectful online community.
<b>Feedback and Evaluation</b>	<p>Conduct a brief survey or ask for verbal feedback to assess students' understanding of the lesson.</p> <p>Use a quick quiz to evaluate students' knowledge of the reasons for social media bans and best practices for avoiding them.</p> <p>Reflect on the effectiveness of the role-playing activity and make adjustments for future lessons based on student feedback.</p>
<b>Conclusion</b>	<p>Summarise the key points discussed during the lesson, emphasising the importance of responsible social media use and reinforcing the consequences of being banned and the best practices for avoiding such outcomes. Encourage students to share what they have learned with peers and to continue practicing ethical behaviour online.</p> <p>By following this lesson plan, educators can effectively teach students about the importance of responsible social media usage and the consequences of violating platform guidelines, fostering a safer and more respectful online environment.</p>
<b>External reference and Resources</b>	N/A
<b>Partner/ Author</b>	Casa do Professor, Portugal

## Annex. Guidelines

### Printout Online Social Media Platforms Community Guidelines and Terms of Service for "Silenced Online: The Ripple Effects of Social Media Bans"

#### Card 1: What are TikTok's community guidelines?

Sharing content that threatens public safety or sexually explicit content; posting content that promotes illegal activities or depicts or glorifies self-harm; sharing violent or graphic content; creating or using multiple accounts to evade a ban.

#### Card 2: What are Snapchat's community guidelines?

Never intimidate or threaten to harm a person, a group of people, or someone's property. Snaps of gratuitous or graphic violence, including animal abuse, are not allowed as well as the glorification of self-harm, including the promotion of self-injury, suicide, or eating disorders.

**Card 3: What are YouTube’s community guidelines?**

Hate speech, predatory behaviour, graphic violence, malicious attacks, and content that promotes harmful or dangerous behaviour isn't allowed on YouTube. Harmful or dangerous content policies, violent or graphic content policies or violent criminal organisations policy are also forbidden.

**Card 4: What violates Instagram’s community guidelines?**

Instagram is not a place to support or praise terrorism, organized crime, or hate groups. Offering sexual services, buying or selling firearms, alcohol, and tobacco products between private individuals, and buying or selling non-medical or pharmaceutical drugs are also not allowed.

**Annex. Scenarios**

**Printout Scenarios for "Silenced Online: The Ripple Effects of Social Media Bans"**

**Scenario Card 1: TikTok Banning**

Scenario:

Alex, a popular TikTok content creator, has just received a notification that their account has been banned for violating TikTok's community guidelines. The ban includes losing access to all posted videos, followers, and the ability to create new content. The exercise will explore the impact of this ban on Alex's life, including personal, social, and academic aspects.

Roles:

1. TikTok User (Alex): A content creator who has been banned.
2. TikTok Moderator (Taylor): A representative from TikTok explaining the ban.
3. Friends (Jordan and Casey): Friends of Alex who react to the news.
4. School Counsellor (Pat): Provides guidance and support to Alex.

Role-Playing Session:

Alex receives the ban notification: Alex receives an e-mail notifying them that their TikTok account has been banned. Alex is confused and upset.

Alex contacts TikTok Support (Taylor): Alex reaches out to Taylor, the TikTok Moderator, to understand why the ban was imposed and to see if it can be lifted.

Conversation with Friends (Jordan and Casey): Alex discusses the ban with Jordan and Casey, expressing their feelings and concerns about losing their videos and followers.

Meeting with the School Counsellor (Pat): Alex visits Pat, the school counsellor, to seek advice on how to cope with the situation and what steps to take next.

**Scenario Card 2: Snapchat Banning**

Scenario:

Alex, a regular Snapchat user, has just received a notification that their account has been banned for violating Snapchat's community guidelines. The ban includes losing access to all saved snaps, streaks, friends, and the ability to create new content.

Roles:

1. Snapchat User (Alex): A regular user who has been banned.
2. Snapchat Moderator (Taylor): A representative from Snapchat explaining the ban.
3. Friends (Jordan and Casey): Friends of Alex who react to the news.
4. School Counsellor (Pat): Provides guidance and support to Alex.

Role-Playing Session:

Alex receives the ban notification: Alex receives an e-mail notifying them that their Snapchat account has been banned. Alex is confused and upset.

Alex contacts Snapchat Support (Taylor): Alex reaches out to Taylor, the Snapchat Moderator, to understand why the ban was imposed and to see if it can be lifted.

Conversation with Friends (Jordan and Casey): Alex discusses the ban with Jordan and Casey, expressing their feelings and concerns about losing their snaps, streaks, and friends.

Meeting with the School Counsellor (Pat): Alex visits Pat, the school counsellor, to seek advice on how to cope with the situation and what steps to take next.

### **Scenario Card 3: Youtube Banning**

Scenario:

Alex, a popular YouTube content creator, has just received a notification that their account has been banned for violating YouTube's community guidelines. The ban includes losing access to all uploaded videos, subscribers, and the ability to create new content.

Roles:

1. YouTube User (Alex): A content creator who has been banned.
2. YouTube Moderator (Taylor): A representative from YouTube explaining the ban.
3. Friends (Jordan and Casey): Friends of Alex who react to the news.
4. School Counsellor (Pat): Provides guidance and support to Alex.

Role-Playing Session:

Alex receives the ban notification: Alex receives an e-mail notifying them that their YouTube account has been banned. Alex is confused and upset.

Alex contacts YouTube Support (Taylor): Alex reaches out to Taylor, the YouTube Moderator, to understand why the ban was imposed and to see if it can be lifted.

Conversation with Friends (Jordan and Casey): Alex discusses the ban with Jordan and Casey, expressing their feelings and concerns about losing their content and subscribers.

Meeting with the School Counsellor (Pat): Alex visits Pat, the school counsellor, to seek advice on how to cope with the situation and what steps to take next.

### **Scenario Card 4: Instagram Banning**

Scenario:

Alex, a popular Instagram influencer, has just received a notification that their account has been banned for violating Instagram's community guidelines. The ban includes losing access to all posts, followers, and the ability to create new content.

Roles:

1. Instagram User (Alex): A content creator who has been banned.
2. Instagram Moderator (Taylor): A representative from Instagram explaining the ban.
3. Friends (Jordan and Casey): Friends of Alex who react to the news.
4. School Counsellor (Pat): Provides guidance and support to Alex.

**Role-Playing Session:**

Alex receives the ban notification: Alex receives an e-mail notifying them that their Instagram account has been banned. Alex is confused and upset.

Alex contacts Instagram Support (Taylor): Alex reaches out to Taylor, the Instagram Moderator, to understand why the ban was imposed and to see if it can be lifted.

Conversation with Friends (Jordan and Casey): Alex discusses the ban with Jordan and Casey, expressing their feelings and concerns about losing their posts and followers.

Meeting with the School Counsellor (Pat): Alex visits Pat, the school counsellor, to seek advice on how to cope with the situation and what steps to take next.

## Annex. Role-playing cards

### Printout Role-playing Cards for "Silenced Online: The Ripple Effects of Social Media Bans"

#### Set of Role-playing Cards 1: TikTok Banning

**TikTok User (Alex):**

- Expresses shock and confusion upon receiving the ban notification.
- Feels concerned about losing all videos, followers, and connections with fans.
- Reaches out to TikTok support for clarification and potential resolution.
- Seeks comfort and advice from friends and the school counsellor.

**TikTok Moderator (Taylor):**

- Explains the specific reasons for the ban (e.g., violation of community guidelines, inappropriate content, spamming, etc.).
- Provides details on whether the ban can be appealed or if it's permanent.
- Offers advice on how to avoid such bans in the future.
- Remains firm but empathetic in the communication with Alex.

**Friends (Jordan and Casey):**

- Jordan might react with sympathy, offering emotional support and practical advice.
- Casey might offer different perspectives, possibly questioning the fairness of the ban or suggesting ways to move forward.
- Both friends engage in a discussion about the impact of social media bans and how they would handle similar situations.

**School Counsellor (Pat):**

- Provides emotional support and reassures Alex that their feelings are valid.
- Offers practical steps Alex can take to cope with the ban, such as focusing on other social media platforms, appealing the decision, or using the experience as a learning opportunity.
- Discusses the importance of online behaviour and adherence to community guidelines.

#### Set of Role-playing Cards 2: Snapchat Banning

**Snapchat User (Alex):**

- Expresses shock and confusion upon receiving the ban notification.
- Feels concerned about losing all saved snaps, streaks, and connections with friends.
- Reaches out to Snapchat support for clarification and potential resolution.

<p>Seeks comfort and advice from friends and the school counsellor.</p>
<p><b>Snapchat Moderator (Taylor):</b>          Explains the specific reasons for the ban (e.g., violation of community guidelines, inappropriate content, spamming, etc.).          Provides details on whether the ban can be appealed or if it's permanent.          Offers advice on how to avoid such bans in the future.          Remains firm but empathetic in the communication with Alex.</p>
<p><b>Friends (Jordan and Casey):</b>          Jordan might react with sympathy, offering emotional support and practical advice.          Casey might offer different perspectives, possibly questioning the fairness of the ban or suggesting ways to move forward.          Both friends engage in a discussion about the impact of social media bans and how they would handle similar situations.</p>
<p><b>School Counsellor (Pat):</b>          Provides emotional support and reassures Alex that their feelings are valid.          Offers practical steps Alex can take to cope with the ban, such as focusing on other social media platforms, appealing the decision, or using the experience as a learning opportunity.          Discusses the importance of online behaviour and adherence to community guidelines.</p>

**Set of Role-playing Cards 3: Youtube Banning**

<p><b>YouTube User (Alex):</b></p> <ul style="list-style-type: none"> <li>- Expresses shock and confusion upon receiving the ban notification.</li> <li>- Feels concerned about the loss of their content and subscribers.</li> <li>- Reaches out to YouTube support for clarification and potential resolution.</li> <li>- Seeks comfort and advice from friends and the school counsellor.</li> </ul>
<p><b>YouTube Moderator (Taylor):</b></p> <ul style="list-style-type: none"> <li>- Explains the specific reasons for the ban (e.g., violation of community guidelines, inappropriate content, spamming, etc.).</li> <li>- Provides details on whether the ban can be appealed or if it's permanent.</li> <li>- Offers advice on how to avoid such bans in the future.</li> <li>- Remains firm but empathetic in the communication with Alex.</li> </ul>
<p><b>Friends (Jordan and Casey):</b></p> <ul style="list-style-type: none"> <li>- Jordan might react with sympathy, offering emotional support and practical advice.</li> <li>- Casey might offer different perspectives, possibly questioning the fairness of the ban or suggesting ways to move forward.</li> <li>- Both friends engage in a discussion about the impact of social media bans and how they would handle similar situations.</li> </ul>
<p><b>School Counsellor (Pat):</b></p> <ul style="list-style-type: none"> <li>- Provides emotional support and reassures Alex that their feelings are valid.</li> <li>- Offers practical steps Alex can take to cope with the ban, such as focusing on other social media platforms, appealing the decision, or using the experience as a learning opportunity.</li> <li>- Discusses the importance of online behaviour and adherence to community guidelines.</li> </ul>





## Set of Role-playing Cards 4: Instagram Banning

Instagram User (Alex):

- Expresses shock and confusion upon receiving the ban notification.
- Feels concerned about the loss of followers, content, and potential income.
- Reaches out to Instagram support for clarification and potential resolution.
- Seeks comfort and advice from friends and the school counsellor.

Instagram Moderator (Taylor):

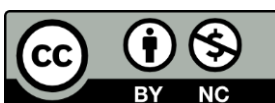
- Explains the specific reasons for the ban (e.g., violation of community guidelines, inappropriate content, spamming, etc.).
- Provides details on whether the ban can be appealed or if it's permanent.
- Offers advice on how to avoid such bans in the future.
- Remains firm but empathetic in the communication with Alex.

Friends (Jordan and Casey):

- Jordan might react with sympathy, offering emotional support and practical advice.
- Casey might offer different perspectives, possibly questioning the fairness of the ban or suggesting ways to move forward.
- Both friends engage in a discussion about the impact of social media bans and how they would handle similar situations.

School Counsellor (Pat):

- Provides emotional support and reassures Alex that their feelings are valid.
- Offers practical steps Alex can take to cope with the ban, such as focusing on other social media platforms, appealing the decision, or using the experience as a learning opportunity.
- Discusses the importance of online behaviour and adherence to community guidelines.



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# Conscious Youth Behaviours in Emerging Realities

Erasmus+ KA2 Cooperation Partnerships in School Education

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