A SIMPLE GUIDE TO DIGITAL & SOCIAL MEDIA

Several small steps for you, a giant leap for your project
PREFACE

This work has been made possible by the Tudor Trust. They are wonderful funders. They listen to your ideas, engage in dialogue with you and then set you free to do your work. They require only essential reporting and are primarily interested in bringing about change to make the world a better place. Their grants officer, Laura Bowman, has been incredibly generous and helpful to us. They have done everything they can to support us in our work. Thank you Tudor Trust!

The team that has worked on this project at Allsorts is made up of myself, Mel Berry, Administrative and Communications Manager and Sam Thomas, LGBT Youth Engagement Worker. We would like to thank Lucas Abedecain, LGBT Youth Co-President (young person); Stephen Murtagh, LGBT Youth Co-President (young person) and Ryan Gingell, Trans Youth Engagement Worker, for the pieces that they wrote and their expertise and enthusiasm for all things digital. We also thank Olu Jenzen and Irmi Karl from the University of Brighton for participating in the project and all our CVS colleagues who have contributed their thoughts, especially Adam Muirhead, who allowed us to use his own research work in this paper, and Melanie Carroll from BHCC who checked over the e-policy.

We would like to thank all those practitioners who have given us permission to use them as case studies and all authors who have given us permission to quote from their work.

We are not experts. But who is? Digital and social media makes fools and professors of us all, that is part of the beauty of it. But sometimes I feel like the English adult astonished that at only five years old, a French child speaks such perfectly fluent French. The younger you are - the chances are - the more fluent you will be in the languages of digital and social media.

The people who worked on this project are all under-30 except one, myself. They have been in their element. I have been outside my comfort zone. In other words, exactly the relationship you would hope to find between young people and workers and the Director in any work undertaken by a youth organisation.

We hope this resource will be useful to you.

Jess Wood MBE
Project Director

BACKGROUND

In 2011, the Tudor Trust funded Allsorts Youth Project to create an LGBT Youth Engagement Worker post. The remit included using digital and social media as the main method of engaging LGBT young people and campaigning to raise awareness around the issues they face. In 2012, the Tudor Trust invited Allsorts to reflect on this work and share our learning.

We designed a project that would explain why and how a small charity like Allsorts uses digital and social media. We also wanted to provide a basic easy-to-use guide for other small charities so they themselves could develop their own use of these media. To do this safely, every project also needs an e-policy, so we have written a template for people to tailor to their circumstances.

We invited the University of Brighton to be involved and bring their academic expertise to the project. Led by Dr Olu Jenzen and Irmi Karl, they are working on situating our social media engagement in relation to existing research on online provision of care and mental health support, social media popular culture and activism. They are particularly interested in the challenges and possibilities of social media to help generate and support outreach work with young LGBT people with the aim to engage with hard to reach youth. This involves critically evaluating the idea of young people as ‘digital natives’, that is to say, the generation of young people who have only known a world where the use of digital and social media is part of their daily lives. Their research paper will report in 2015.

WE HAVE PRODUCED A RESOURCE WHICH IS BROKEN DOWN INTO THREE PARTS:

- PRACTITIONER RESEARCH PAPER [Jess Wood]
- TOOLKIT (INCLUDING PRIVACY SETTINGS) [Mel Berry and Sam Thomas]
- E-POLICY [Jess Wood and Mel Berry]

Although we are a youth project, we have designed each of the documents so that they are relevant to any project that works with service-users of any age.

Recent research has indicated that the fastest growth of new digital and social media users are among the over-50 [http://www.bbc.co.uk/news/technology-13925893 June 2011 - access date: 28.6.13]. So when you were born is no longer the barrier to use that it once was. We are also currently hearing from some young people that do not or no longer use digital and social media [AYP Young People consultation June 2013]. So age may be after all, irrelevant.
INTRODUCTION

Scope
This paper is the result of practitioner research. It is written by a practitioner for use by other practitioners. It is not an original contribution to research nor designed to be academically rigorous.

As the Director of Allsorts Youth Project, I have hands-on experience of managing the use of digital and social media in the environment of a small local charity with limited resources. Our charity delivers front-line services in a small city and, while face-to-face contact with children and young people is the focus of our work, we have increasingly found that our use of social media, even in front-line delivery, has expanded. For example, phone and e-mail has been superseded by Facebook as our on-line method of communicating with young people, including one-to-one support.

This paper describes what digital and social media is in order to understand why it is useful for small charities. In Chapter One, I will present a brief overview of some of the issues practitioners face in their use of digital and social media using two excellent papers: A. Muirhead’s Using Facebook to Connect with Young People – a Youth Workforce Perspective (2012) and the University of Warwick’s Young People and Mental Health: The Role of Information and Communication Technology (2010).

In Chapters Two to Four, case studies will illustrate how charities use the basic media (or platforms, as they are called). I hope these examples will inspire fellow-practitioners who work with all service-users, not just youth, to get going and, if already on their way, invent new methods of using digital and social media tools to improve and broaden their methods of supporting their service-users.

Basic information - what are the platforms
For the purposes of this paper, I shall focus on the use of Websites, Facebook, Twitter, YouTube and Tumblr by organisations like Allsorts Youth Project.

Although everyone seems to be using these platforms, how much thought do we give about what they really are?

Many of the tools available to help users of these platforms already assume that we know what they are and what they can do. Put another way: if we really understand what these platforms are, we are in a better position to know how to use them.

So, what are they?

Websites: books in the cosmic library
The worldwide web (www.) is like the largest library in the universe. Indeed a cosmic library. A website is like an electronic, cyber book in that library. As this library and the books in it, do not have a physical location or spatial limit, it can endlessly expand and be can accessed from any point on the globe and any time of day or night across time-zones.

The name of the ‘book’ is its website address. So the name of the electronic/cyber book about Allsorts is ‘www.allsortsyouth.org.uk’. Charities need to inform their service-users, colleagues, their supporters and the public about what they do and why they do it. They need to keep that information up-to-date.

Websites are excellent tools or platforms for displaying such information. They are also used for accessing information about the work of other charities. For research and development of services, information about funding, up-to-date knowledge of a field and a multitude of other uses, websites are global cyber or virtual libraries of information.

You can type into a ‘search engine’ (for example, Google’s) anything you like and someone, somewhere will provide information about it. Indeed, the brand name ‘Google’ has become a verb ‘ to google’: to access information on the internet via a search engine. You do not even need to know a web address (www. . . ) to be taken to the relevant website through the use of a key word in a search engine.

This information explosion has opened up access to knowledge which has in turn, liberated, universalised and revolutionised the exchange of information. It has created a web of connections so that people across the world can communicate effortlessly, cheaply and freely. This has had huge political consequences for the capacity of mass organisation, instant communication and freedom of information. Some countries exert state control, restriction and censorship of all media including digital and social media to try to prevent their opponents organising through these media.

In terms of their charitable uses, information about a charity is no longer limited to a locally available leaflet or notice board. It can be placed (posted) on website pages (pages because websites are like on-line books – with page after page of information), up-dated, expanded, and revised with minimal cost.

Websites (Twitter and Facebook are websites with web addresses which begin www. . . ) enable all of us to communicate with each other easily and instantaneously. It is all about reach and outreach and if there is one thing most charities seek to do it is: reach out to its users, its followers, its friends and its donors.

While most websites are passive information-stores, many have pages that are interactive - in other words, the reader can add their own information to them on on-line forums, live chat, blogs and discussion-boards or just the comment sections of a page.
Facebook: worldwide room of notice-boards
Facebook is an online meeting space which enables social networking (hence it is called a SNS – a social networking site). It is like a giant room with hundreds of notice boards on the walls, where we can meet and chat and network. We can leave bulletins on the notice boards updating people on our lives, work or campaigns; advertise events and extend the reach of our friendships and contacts.

This room and these notice boards allow people to network both privately and professionally. There are different ways of using Facebook depending whether you are a personal, individual user or an organisation. Individuals use it as an on-line interactive social network - a way of communicating with friends and family or community like the Speaker function on a telephone - one voice that everyone can hear. Everyone switches on their Speaker function so that everyone can hear everyone else.

Organisations use it like a set of interactive notice-boards. I pin up my notice on my notice board. You pin up my notice on your notice board. If you allow your notice board to be open to the public then everyone will be able to pin up their notice on your notice board. It is like a notice board where we can work together, communicate with each other and share our information. Everyone switches on their Speaker function so that everyone can hear everyone else.

These notice-boards are called pages and profiles and work like newsfeeds on the TV News, except this is your own personal news. You have it within your control to determine who can read your news (i.e. access these pages and profiles). You can make someone your Friend or you can allow their Friends also to access your information or you can open your notice up to the general public. It is up to you to decide how public you want your information to be, how wide its spread.

As these notice-boards are interactive, another organisation or individual who reads your notice, can not only re-distribute it and pass it on, they can also Comment on it thus adding to it. They can also Like your notice-board, and become a Fan, in other words, subscribe to your notice board. Like any subscriber, they will thenceforth receive all your messages. You can do the same with them.

As information about the charity is posted, so instantaneously it flows on through a myriad of Facebook pages and reaches all kinds of people in all kinds of places.

Imagine: the notice board in your office is suddenly on TV. The reach of Facebook gives you unlimited and sometimes unforeseen connections.

Twitter: worldwide micro-memos
A Twitter user sends messages to a group (users who have decided to follow you – your Followers) and receives messages from other Twitter users (users you have decided to Follow). Twitter users Tweet a micro message of no more than 140 characters, to generate intrigue, interest and above all, interaction. Like Facebook, its reach is infinite.

A Tweet can be Re-tweeted or passed on as it is or Mentioned in another user’s new Tweet. A Tweet goes viral and trends when a lot of activity around it is generated. One small Tweet might suddenly be seen by hundreds and thousands of Twitter users through these two mechanisms of re-circulation.

By using the hashtag function # (see Chapter 2), you can also access or re-direct users to Twitter discussions on issues or subjects. For example, I may Tweet about a campaign about LGBT young people and human rights. When I use the phrase: human rights, I will put a hashtag in front of it - #human rights. If the user clicks on this hash tagged phrase, they will be re-directed to Tweets on this subject. So Twitter enables not only inter-personal monologue, dialogue and multilogue but also inter-issue monologue, dialogue and multilogue.

YouTube: worldwide mini-movie making
With minimal equipment, users can create a digital video or small film which can be distributed across digital and social media platforms. Like all forms of digital and social media, it enables users to share and spread their films across the globe instantaneously.

SMART phones have movie-making capacity. As SMART phones become more affordable and widely available, more and more people can not only star in and make their own mini-movies but distribute them for no cost to a worldwide audience.

Tumblr: we are all writers
Do you want to be a writer? Share your thoughts on anything and everything with the rest of the world, or at least your world?

Tumblr continues the democratisation of art. It is a blogging and social networking platform. You can create your own blog (a contraction of the words web log, a small piece of writing like an extract from a diary or a log-book) and choose to follow others bloggers who maybe have the same interests as you. You can upload videos, pictures, links and write posts. It is generally a liberal and open minded space and a great way of connecting with anything that may interest you. Our worker Ryan Gingell says: “It can also act as a safe space and place to express and explore yourself; and this was its main purpose for me.”
CHAPTER ONE

Using digital and social media: why not?

In 2012, local youth worker, Adam Muirhead wrote a very helpful paper for his degree entitled Using Facebook to Connect with Young People - a Youth Workforce perspective [Unpublished. Using Facebook to Connect with Young People – A Youth Workforce Perspective. University of Brighton. Available online: http://issuu.com/youthworkable/docs/enquiry_adam_muirhead_4.5.12 Access date: 2.7.13].

In his paper, Muirhead presents an overview about how and why youth workers use Facebook in their work. His findings are useful for any practitioners working with service-users whatever their age because they illustrate the uses of social media, the fears practitioners have about these uses and how projects can address those fears.

For youth workers, it is clear that they need to be where young people are: if they are on the street, then we must be on the street (detached youth work), if they come to our clubs and groups, then we must staff these venues (the traditional locus of youth work). Therefore, if they are communicating, interacting and inhabiting social networks and indeed, spending a lot of their time on these networks, surely we must have a presence on these networks too? For the most part, youth workers agree. Muirhead found ‘a large appreciation for the benefits of Facebook use amongst youth professionals’ (p5).

Risk

However, Muirhead also found ‘a great deal of anxiety for many practitioners in the lack of clarity surrounding policy to do with Facebook’s use in the workplace’ (p5). Boundary issues also inhibit use. He says:

By far the most prevalent issue for youth workers with the professional use of Facebook is the safeguarding risks that are perceived to exist, with 65.7% citing it as a negative aspect. In additional comment, survey respondents added on this subject that “the risk that staff may know too much about what is going on in a young person’s life” is a factor, another mentioned the significance of “crossing of professional boundaries, potentially” (p38).

He also found that lack of policy guidelines relating to safeguarding were a factor:

.. . the most prevalent answers to factors stopping workers using FB are the ‘lack of policy/written guidance’ closely followed by the ‘lack of confidence in safeguarding’ (p40)

However, Muirhead found that recent research suggests that the safeguarding risks have been overstated (p14). These risks can be addressed by the provision of robust e-policies and vigilant awareness of the potential for adult infiltration and peer bullying on these sites.

Indeed, many activities based in youth clubs or adventure centres or street/public space entail risk. Our job as youth workers should not be to limit young people’s experience but to support them to on their adventurous exploration of the world by providing them with guidance about self-protection strategies and the information to allow them to make informed decisions about what they can and cannot do safely. Why should, social media be a different or more dangerous arena than any other and why should the guiding principles of youth work change in this domain?

Constraints

In an article in the Guardian in 2012, Zoe Amar presented the following data:

In a consultation of 334 charity professionals:

- 69% said they were digitally engaged but felt they could do more
- 56% said they needed more training
- 50% said they lacked the time


Lack of training

Many practitioners say they just do not have enough knowledge to use these media:

I think a really simple etiquette guide to twitter would be useful and would have really helped me . . .

I think people really don’t see what benefits come from networking via twitter and I am sure there is much more I could learn about using it better for [my project]. I had an objective which was to be able to send a direct and public message to decision makers should I need to . . . and I can do that but I suspect I could do much more if I thought about it harder or someone wrote me a handy guide!!

I am sure a free twitter for CVS training would be well attended if a link up could be made?

[Respondent J]

Twitter - I think some training or just informal introduction to somebody who uses it to support their activities.

[Respondent D]
Time/resource

The largest single issue practitioners had with using the media was the prospect that it was going to be very time-consuming:

I am anxious . . . about . . . [my Project’s no show on the Faceache [sic!] and twitt [sic!] front... [I have been encouraged to get moving] by our younger clients. I need to be convinced why I should take time out to learn how to do these scary tasks when I am really rather busy doing the day job.

[Respondent C]

There is a lot more we could do at [my project] with social media, the main things holding us back are making the decision to take time away from something else to do it and basic equipment logistics. We have only just for example invested in a blackberry so we can BBM young people on top of standard work mobiles and texts. To really get the [my project] account going would mean putting someone on it as a job so for the meantime we make do on my account . . .

[Respondent J]

Many small/medium charities may be fortunate enough to have the sort of relatively high-level IT expertise required in short term supplies, probably through volunteers, but virtually none that I’ve encountered ever have the funding required to employ and therefore ensure that consistency over the longer term.

[Respondent T]

Not enough time . . . Struggling to deal with existing volume of electronic media traffic (i.e. Web, emails, texts, & Facebook) without adding more (i.e. Twitter).

[Respondent D]

. . . What is holding us back is as ever - TIME - lack thereof. I am sure if we had a bit more we could use social media a bit more effectively but there is an issue regarding lack of communications expertise in general in the organisation. I think it is a bit of a luxury in a lot of CVS - this impacts on all communications . . . including the new types.

[Respondent JA]

Consent

Many practitioners worry about not having sufficient guidance about using the media safely:

We are not sure about the ethics of running . . . a FB group [for young people] - do we need the consent of parents . . . Are there 'accepted' consent forms for participation in social media?

[Respondent Y]

These issues and questions mean that practitioners can be put off digital and social media before they have had a chance to explore the scale and scope of what it can do for their work.

Is it worth the time and effort?

Do the benefits of digital and social media outweigh the risks, time and effort? Muirhead quotes leading researcher in the field, T. Davies who in his 2009 paper, Social Media and Youth Participation in Local Democracy, lists some of the important ways in which digital and social media can resource youth work:

1. You can offer young people a way of connecting with your organisation (profiles, groups and pages) and then keep young people up to date with information and news about opportunities to get involved
2. You can provide space for young people to comment on your updates and on the services you provide
3. You can host in-depth discussions on important issues in Facebook groups and on discussion pages
4. You can use the in-built features or add-on applications to manage collaboration and conversation between groups of young people from across a wide geographical area


Muirhead found that 85% of youth professionals agreed that ‘Improved communication with Young People’ is a main benefit for using Facebook in their work’ (p33).

Furthermore: 73% and 72% respectively were ‘Improved organisation of youth groups’ and ‘Improved levels of young people’s participation’. This tallied well with the survey question relating to the perceived best functions of the site which found that ‘Facebook Events’ and ‘Facebook Groups’ were favoured by youth workers . . . This suggests that Facebook has an important role to play in the organisation and participation of young people, both of which can normally be time consuming pursuits. (p34)

One participant in a focus group summed it up:
It’s just an easy way of hitting a target audience in one massive swoop. (p35)

Beyond the basics

Several recent publications tell us that charities are using digital and social media in basic ways or for the obvious benefits: e-newsletters, on-line information and advice; promotion and fundraising; engagement with supporters; etc.

One of the aims of this paper, the toolkit and the template e-policy is to inspire practitioners to look beyond these basic uses and ask themselves: is there a digital platform or function we could use in our own creative way to meet the needs of our individual and unique service-users?
In 2010 we participated in research in the use of digital and social media in delivering mental health services undertaken by the University of Warwick, funded by Comic Relief. At the time, although we were confident in our basic use of the most significant digital and social media, we knew that we had a long way to go before we could say we were maximising its potential. We knew that digital and social media had a unique role to play in bringing services to hard-to-reach LGBT young people many of whom perhaps lived too far away to access our service but had no service available nearer them or were too afraid to come to an LGBT youth group - too daunted by the prospect of identifying and being identified as LGBT.

The publication that resulted from the 2010 research, Young People and Mental Health: The Role of Information and Communication Technology (2010), summarises the potential of digital and social media to:

- Engage young people through media which are familiar to them
- Support digital public services
- Facilitate greater involvement of informed service-users resources and interactions
- Reduce reliance of ‘real world’ resources and interactions

They ask a fundamental question: What are the potential ways of more effectively investing in the use of [digital and social media] to inform and support young people with mental health issues? They respond with:

- Wide availability and accessibility of mobile phone and text message based services
- Reaching some hard-to-reach users who engage via their mobile phones (p2)
- Facilitating peer-to-peer communication
- Empowerment and support from social media

They found that of the thirty-six projects surveyed, digital and social media were seen as tools complementing face-to-face services and engagement, not replacing it. They also conclude that it must be remembered that technology provides the platform - the means - but not the end nor the content of the intervention it can facilitate. It is up to us, the users of this technology to employ the tools in ways that best suit our service-users.

In this chapter, taking ourselves as the case study, we outline our use of digital and social media.

Allsorts Youth Project is a small charity based in Brighton and Hove. We have two full-time and seven part-time members of staff who provide a variety of support services to about ninety LGBT young people at any one time.

In each of the sections that follow, young people and workers describe how and why they use the various platforms.

How Allsorts uses the basic platforms

Our website is the hub of our social and digital media, providing support, information and advice to those who visit our site. A good website is one which reflects the ethos of your charity or business, grabs peoples attention and draws you into its world - that is what Allsorts website aims to do as much as possible. Imagine you can select just a few words or images in order to highlight what you do and how you do it: what do you choose to say? How do you want to be seen?
Interestingly, young people say of the website that it is a first port of call. They ‘used for initial information and haven’t used it since’ ‘It was good for initial reference about what Allsorts offers in terms of services…’ ‘…I use the website and Facebook to look at photos, events and just to generally find out what is going on’ [Allsorts Focus Groups, 16 young people, July 2013].

We have found that for daily communication with our service-users, Facebook is the most useful method.

As we will see later when we look at examples of good websites, connecting with service-users is not the only reason to have an updated website:

a website communicates with all the stakeholders of Allsorts - trustees, volunteers, parents, supporters, funders, the media and the general public.

The young people said they use Facebook regularly and always in the evenings, having it ‘always being open even when studying’. They use it to ‘to find out what is going on and events’ and ‘for the satellite groups including YPV, Male Matters, Transformers etc’. They like the fact that events go straight to their phones and that they get a reminder of an event happening 30 minutes before…’

They also mentioned how important it was that they are not ‘outed’ on social media and sometimes struggled to understand how to manage the Privacy Settings which ensure this.

One young person said he thought the most important use of Facebook for young people was that it is:

‘…the main way young people connect with each other between the drop-in. Many new people experience their first drop-in but friends are made not just in the moment but when accepting friend requests on Facebook the day after…’

In a way, Allsorts physically facilitates getting to know LGBT young people in the city/Sussex (during the drop-in) which then transfers to on-line, where friendships develop more.

Many groups have the found the same as us: the peer-to-peer contact outside service delivery is one of the greatest benefits of Facebook.

Twitter

Twitter is a social networking platform key to spreading the word about Allsorts and LGBTU young people. It a simple and effective tool for us to be able to link up with the wider community using short, snappy information with the addition of adding links and pictures. It is a space primarily where people nationally and international can connect with Allsorts and the work we do, as well as allowing young people to be connected with us in an online space.

More on # Hashtags

We use Twitter very differently to Facebook. With a simple interface and simple connections, you only have to Follow people or let people Follow you. With this, small organisations can share updates about their projects with ease and speed. With the lack of complicated privacy settings, Twitter can be used to great effect to engage a generic audience or a very specific audience using hashtags in messages.

Hashtags work like subject lines which group conversations around any word(s). For example at our LGBT Children, Young People and Families Day we used the hashtag #CYFP13, so that everyone at the event could see a collected group of tweets all about one subject: our event. That is a very specific example, a generic example could be using #lgbt or #lgbtyouth on the end of a tweet. In this case, people reading on that subject might read your tweet. The number of people in the world reading #lgbt on Twitter as you can imagine is quite large! Twitter is brilliant for having very small conversations grouped around a hashtag, but also joining in bigger conversations and increasing the reach of your messaging.

Campaigns

For campaigns, Twitter provides easy access to a very large audience through the use of generic hashtags (and the ability to use any hashtag means you can easily join in with larger campaigns by bigger organisations).

By being able to attach pictures to our tweets or taking them ourselves, we can expand our message to people. Messages are shared by ‘retweeting’ - forwarding the message on to everyone that person is followed by. This means that campaigns can quickly multiply their reach and hashtags can be used to track stats and capture the effectiveness of our work.

The downside of its size and ease is that Twitter can seem overwhelmingly huge. With a large amount of followers (1,740) and following (1,190), it would be impossible for us to read every tweet by those we follow.

We find the best use of Twitter is to write tweets that have content which is sometimes generic and sometimes specific. Generic updates show our project has vibrancy and is keeping interested people updated. Specific updates can be more targeted. Sending messages to similar projects by typing in their Username, can start and maintain valuable conversations.

Twitter is a tool that is great for first-time social media users because of its simplicity in both execution and settings.

Tweets - 140 character limit

With the 140 character limit, tweets (micro messages) on Twitter focuses on the written word which provides a very familiar medium for most users even if they are not technology fans. This limit also encourages the user to be concise and think about their messages before sending it. A concise word limit helps us create a streamlined view of our project, summarising our work and current projects in quick, sharp updates to the world. This, combined with a thought-through social media policy about what messages are appropriate and can be sent via social media, means that Twitter is a tool that is unlikely to create a crisis or media storm for us.
We use Twitter to connect to a general audience about what the project is doing, rather than informing our service-users of vital information. As all tweets are public, it gives our organisation a billboard to advertise, connect and show off our current work. The ease of being able to find other users and send them messages steps over the jargon associated with Facebook.

To sum up: with a concise e-policy for conduct on social media, Twitter can be an extremely efficient way to start relationships and conversations with people and projects. With a simple Following or Follower method, Twitter is a snowball rolling down a hill, with more followers easily developed. The point is usually reached where our Twitter can reach a ‘critical mass’ and a large amount of followers will keep growing themselves.

Digital and social media as the perfect platforms for young voices/service-users: a young person’s view

One of our youth volunteers reflects on their own use of social media as well as its functions within an organisation like Allsorts:

For a long time, charities and third sector organisations have recognised that service-users are experts in their own experiences. This typically was those who had experienced specific barriers or difficulties e.g. mental health. Now, and increasingly, projects are recognising that service-users (especially young people) are displaying expertise in other incredibly useful areas, namely digital and social media (henceforth D&SM).

Since joining Allsorts through volunteering, I had at the start typically used D&SM as any service-user, to access information/details about various goings on involved in volunteering. The Peer Educators, for example, are a group of trained young people who assist in delivering LGBT awareness workshops in local settings. Facebook by this point was already the main method of communication, and to organise this group from a distance, an invisible invite-only group was created on Facebook so staff could advertise for Peer Educators for upcoming workshops. Alerts notify both young people and staff so conversations could take place to find available young people to assist with workshops. Our campaigns action group for young people called Young People’s Voice (YPV) operates its own similar group with similar function.

Since November 2012, I was now not just a service user but also an annual elected young person with a platform to voice ideas for changes at the project (Co-President). These ideas drew heavily upon my own increased use of D&SM in a personal capacity.

Using Twitter

One of the first ideas I set about trying out was our use of Twitter. Through the reputation of the project in general and some already good use by the staff, our profile had gained enough followers to keep growing naturally without heavy investment of time. After discussion with staff about appropriate use and access, in my role as Co-President, I was granted access to our Twitter profile.

From then, I have Twitter logged in on both of my smart devices (my iPhone and iPad). Immediately a barrier was overcome that many projects can face: our workers do not have smartphones in a work or personal capacity. For many projects this isn’t a thought that crosses their mind, but to a young person/service user, tweeting off my phone is completely natural as I have a personal profile. Now as a service-user attending any of the Allsorts services e.g. drop-in, Male Matters (monthly men’s group), I could tweet directly pictures, comments, or updates about what was happening. Many projects struggle with social media because it’s hard to get every constant update to the one person who has access to their social media. In this case, whilst it might be seen as a risk to give more people access to social media, controlled use and a clear e-policy meant that front-line updates can reach social media easier. This means not having to worry about causing a media crisis through an offensive/inappropriate tweet.
Twitter can be a fast-paced medium (especially when you have over 1,500 followers!). A young person with a smartphone who gets instant updates if someone tweets us is able to respond and keep a generally watchful eye on what’s going on. This overcomes the problem that project’s identity, that they don’t have enough paid hours to dedicate a worker or more to social media. The easiest rule for involving service-users (or anybody) involved Twitter is to be polite. Your followers can be anyone, and you can’t know everybody personally, but being polite and not giving offence is a sure-fire way to using Twitter responsibly.

Using Facebook

Facebook is the other big social media channel that we use at Allsorts. For the start of an annual event we put on in February 2013 (LGBT Children, Young People & Families Day), service-users were heavily involved in the Facebook lead-up to the day. Our young volunteers from YPV created a Facebook fan-page specifically for the event, and kept the page regularly updated with various content. The page itself was still controlled by a staff admin profile. A specific page, two young people from the group (the Co-Presidents) had access enough to the page to post and schedule posts to go out on the page. This is invaluable as scheduling posts means that uploading content could be done at our convenience and not have to stay on Facebook all day. Again with smart phones, keeping watch over the page and responding timely to any comments by other people enabled us to keep a watchful eye on the page without overloading our time. The YPV group ran a countdown campaign to the day online, with Facebook & Twitter being our main mediums; the content was designed by the group, and then scheduled over a ten day countdown to go out on all social media channels.

As the fan-page was event specific and overseen by our Youth Engagement Worker, as service-users, we were allowed appropriate access to maintain a powerful social media presence without presenting a huge risk. Now moving into the second year of this annual event, our YPV team with the Youth Engagement Worker can review their content on the page and plan how to improve for next year. The actual profiles on Facebook (Allsorts Staff & Allsorts Youth Engagement) are rightly restricted just to workers as these are used for private communication and 1-2-1 support. Involving service-users in D&SM can be a great leap forward, but access should always be appropriate. This has also been a learning curve at Allsorts, involving service-users in D&SM means having clear reasoning for certain access and certain non-access.

As a young person growing up with Facebook, its privacy settings is something that everyone has to gripe with if they use it personally or professionally. As a Co-President, I could offer my knowledge of Facebook’s privacy settings to help the Staff team adjust their use of Facebook. Taking the example of the Peer Educator groups, the usefulness of being notified of every post has now been suggested by service-users to be trialled with a generic group for all our drop-in users to ensure they see important updates on Facebook. Not just privacy settings, but ways of working with Facebook shared with the team made producing quality content easier. Facebook has specific sizes of photos which display better than others, with this knowledge we made sure that any campaigns designed to go online where you can use appropriate sizing for a nicer display. It may seem insignificant, but to get people to click on your content, it needs to be easily digestible and readable.

Using Storify

Storify is a social media tool which enables you to take updates from other networks like Facebook/Twitter/YouTube and arrange them as a chronological story which you can annotate. Essentially it makes a permanent story, with the content being updates, pictures etc. For any campaign or event (e.g. LGBT Children, Young People and Families Day), our social media was designed to spread a specific message. The ability to capture and streamline this for later viewing was key to preserving our impact and efforts. If you want to use social media for a specific goal it is usually tied to some form of funding. Storify doesn’t just make a permanent story of your content, it makes a story to show other people what your organisation has done, and more importantly funders.

A simple hyperlink like below can save a lot of time explaining how you used social media in a report. Being able to annotate it means you can tell the story you want, but more importantly it preserves your efforts online. Storify isn’t a tool to get more followers or update your service-users. It’s a tool to make a story, with around almost a year’s planning and 6 months social media build up to our event, a story to capture this effort was incredibly useful. As our young volunteers lead the social media output for the day, so too they assembled the Storify of the day. Taking existing online content to turn into a story is a relatively safe social media tool to involve service-users with if you are dipping your toes into the pool.
Using Photoshop

Part of this learning process for me, was not only helping the staff use social media effectively, but also learning new skills off other young people. The other Co-President has expertise that leans far more into the digital side of D&SM such as website design, technical problems and Photoshop. When creating content for online many projects either use a graphic designer or what they know, which invariably means Microsoft paint/word/publisher. As we now have high-definition screens and phones, the quality of online content is increasingly important.

Photoshop is professional software used to edit photos/graphics and if skilled enough, it can do pretty much anything. Having no experience of using it, I relied heavily to begin with on the other co-President to create content. Gradually over the year I have been learning with him how to use the software, although I can’t profess to being experienced, I’m now certainly a very capable beginner.

Using Digital Media - Websites

Almost any project now will have and have to maintain an up-to-date website. Websites can be the one area where nobody fears to tread as complicated work involved in building a website is usually left to an external company. Updating the website has been the most recent ‘project’ by the co-Presidents, having identified improvements to make the site more accessible and simplified. The content on our website is largely advice to support LGBT young people. Like I said at the start, service-users are experts in their own experiences, and to update support advice for LGBT young people, they are primed to write in that empathic and empowering way that only peers can.

Writing content for websites is something that can easily be done off-line and reviewed by staff. Having service-users write content involves them meaningfully in how your project represents itself on its website. At Allsorts, this is largely being done by the Co-Presidents who are two service-users, but could easily become a drop-in or group activity at other projects, or establishing a steering group of service-users.

A young person’s digital and social media journey: a staff member’s view

When I first started using online forums and social media I was fairly young, around 13-14. I wasn’t really sure what I was looking for but I knew that I didn’t really fit in with the forums that I was visiting. A lot of the sexuality forums were incredibly sexualised and I didn’t want that, I was just looking for people similar to me to talk to. I don’t even think I necessarily wanted to talk about my gender as such, but just find someone who felt a little bit like me. I needed a sense of security I suppose.

After fitting on and off of different social networking sites, MySpace being my favourite at the time, I found that I was unable to find any kind of support for how I was feeling. Many of the gender identity spaces seemed to be targeted to an older age group where I was very much an odd one out, or if it was a general LGBT space, no one talked about gender. If they did then it was very stereotypical ideas being portrayed.

When I was 19 I really found my feet with how I was feeling about my gender and felt that I really needed some kind of online support where I could be fairly anonymous if I chose to be. I literally spent hours upon hours trawling sites to find some kind of space where I could explore my gender identity. Most of them were useless. Either run by some kind of medical service where it was only factual, or chat rooms where people were just hunting for ‘some kind of fun’.

I finally came across one particular website. It was fairly hard to navigate through but it had the basics of what I needed. It was the first site I came across specifically targeting young people and being run by young people. I was able to find a specific trans* forum and here is where I managed to actually speak to people like me and find myself. I managed to gain a wealth of knowledge and support. The site could be political from time to time which I avoided the majority of the time, but as a whole I managed to get answers to my questions. It also gave me an opportunity to meet other trans* people of a similar age to me, which was really important.

I was able to set up a blog to have a little rant about things if I needed to but also ask questions and get advice about other things too. The group also ran a meet in London once a month and this helped to meet trans* people face to face. This was a big deal as seeing trans* people living a ‘normal’ life and being happy was really important to me.

I used this website on and off for about a year until I felt I did not need it and more (and partly the website was failing apart). My replacement site for this was Tumblr where I have created my own blog that I can use to talk about trans* issues that are affecting me or others. It is a very open space that can reach thousands upon thousands of people depending on the tag search. It’s a way for me to be in touch with the national and international trans* community as and when I would like to, but can equally retreat from it and find different areas of interest if I feel the need. Tumblr has a huge amount of trans* people visiting the site so there are so many types of profile I can visit being run in a personal way, or by groups or simply a few trans* people setting up an info page.

For example I helped to run the UKFTM (UK Female to Male) Info page on Tumblr for some time. Daily we would get questions about transitioning both anonymously and openly for people who so desperately needed to find help and information because, really, it is just not out there in the ‘real world’. Trans* info is so hard to come by that isn’t littered with mistakes, misuse of terminology or medical jargon. Tumblr is a space where you can seek information as well as a product. An incredibly useful and fascinating digital space!
Having this online experience made me realise how important it is to have a space to talk to people without having to do it face to face. It made me feel less alone. It was also a safety net. I am not sure what I would of done had I not had a social online space to explore myself and my identity.

Having this experience showed me how important online social media spaces are. It spurred me on to create a trans* men in the UK space on Facebook in the form of a secret group which means people cannot search the group or see the group unless they are added by a member. I have found the privacy of the group to be so important when you are a trans* person because some people live their lives as stealth but still want a space for support, are coming to terms with things and haven't told anyone yet or just generally want a sense of privacy from cisgendered (non-trans*) people.

The Facebook group is moderated by 3 trans* men who are all at different stages in their transition (myself included). We don’t have a massive amount of input on the page but are there for support/advice/to help with disputes if needed, but generally the sense of community is amazing and the members tend to support each other without any input. The group has been set up with guidelines put in place to support the members and clarify what is and is not appropriate, especially as we have a huge range of ages. We use the group to upload relevant documents and information that could be applicable to the members and encourage the members to do the same if they have any information they would like to share that would be useful. Originally we used the Facebook chat option for the group but found it was too complicated and that it was difficult for people to follow so we eradicated that option and now people tend to post as and when they like, where members can respond. It is also a good way to store knowledge as all posts stay in the group so it can be scrolled through any time by members looking for FAQs. The topics are incredibly broad, ranging from social transition, medical transition, ‘coming out’, using toilets, school/college/uni issues, getting counselling/mental health support, sexual health issues and a whole array of other things.

This is what I feel spaces could and should be like. I have seen this space grow for nearly two years now, and with 490 members it is still growing. It has helped me no-end to have an online outlet and to find people to bond with in a social networking sense. There is a strong sense of community in many online spaces and that is what I like to create. A space where support and advice can be given, where people can make friends and meet new people, you will not be judged for who you are and the problems you may or may not have. Just a general safe online space with a sense of unity and community.

Not only was I able to learn and shift as a person through my links with digital and social media, but I was also able to access many trans* people who I could involve in research for a recent funding bid for Allsorts Trans Youth Project. The data I was able to collect from such a large sample of people has been invaluable and digital and social media was able to pave the way for this. If it wasn’t for the trans* male Facebook group I would not have been able to conduct research and I would have found it harder to collect data.

Conclusion

We hope you can see from this chapter how one small charity - its staff and service-users - has wrestled with digital and social media. It has been a journey. We did not get there all at once and we are not there yet. Indeed, there is no destination - just ongoing engagement that is at once fun and a creative outlet and also immensely useful.

CHAPTER THREE: All you need to know

Gendered Intelligence; GIRES; LGBT Youth Scotland; PACE; and MGEDT

In this chapter, we describe five outstanding and inspiring websites. We have chosen them because they illustrate different ways in which a website can be used to be key on-line spaces for identity or issue-based communities.

Gendered Intelligence
http://genderedintelligence.co.uk/

We chose this website because in itself and without doing anything more than being itself, it is changing the way we see the world. As soon as the Home Page appears on our screen, we get it: here we are - fun, young, warm, open, funky, and offering you intelligence about yourself, wherever you are on the gender spectrum. As an accessible site for young trans* people, it engages, empowers and reflects back to the visitor highly positive messaging about an often stigmatised set of identities and issues.

A website can characterise a vision of the world which is new, refreshing and above all creative. So if your project or service-users are members of an identity or issue-based community, you can think of your website as not only presenting information about yourselves or the issues but as embodying your cause. You can challenge the stereotypes of who you are or what you are about, thereby de-stigmatising or ‘normalising’ your identities or universalising your issues.

To sum up: there is a spiritual potential in the design of the website that can transcend the sum of its complex parts and have an impact equal to that of the content.

So the message we take from GI is: be the change you want to see. Use creative service-user input to embody in the images and styles you adopt what you stand for and who you are!

This is like brand development in the commercial world. We want our projects, identities and communities to be recognisable to everyone, trusted and seen to be good. How we present the image of who we are, as every advertiser knows, is as important as who we really are and who we say we are. The difference is perhaps that we are always the real thing, whereas commercial advertising may or may not be.
Apart from this, the site is a great example of how to make a clear and easy-to-use website. The tool bars top and bottom of the page and the simple use of repeated graphics, make navigation a pleasure!

GIRES
http://www.gires.org.uk/

The Gender Identity Research and Education Society (GIRES) address similar gender issues to Gendered Intelligence.

On the Home Page, it says:
"We encourage you to use the material in this site to inform and educate others."

And this is what GIRES has done. Whether educating the casual visitor, government ministers shaping policy, or senior health professionals, this website is the place to go for definitive research and information for ‘trans people, their families and professionals who care for them’. Like a textbook or primary source in a library, it is a key resource that everyone uses and refers to. Its founders/authors are key players in the development in the UK and internationally of policy and care pathways for trans* people.

In other words, it is a Must-Visit site for anyone working in this field. Yet it manages to double-up as a user-friendly site for trans* and gender questioning people too. It spans across the gender variant intelligence to date.

Whether this is the whole function of your website or only a part of it, if you are identity or issues based, your website can provide anything from basic to highly sophisticated resources for other to use. It is a bit like bread, butter and jam and cream.

LGBT Youth Scotland
https://www.lgbtyouth.org.uk/

LGBT Youth Scotland is well-resourced site. Its main funders are the Scottish Government, the Big Lottery and the European Commission. A large staff team connects LGBT youth across the whole of Scotland - young people who live in as diverse environments as the Isles, the Borders, major urban and industrial centres and the rural Highlands.

We chose this site because it reaching out to a wide variety of potential audiences: young people; professionals working with young people; parents and carers and supporters including potential adult volunteers.

The content is equally diverse. There are pages and tools for young people but also for potential trustees, commissioners, funders and anyone interested in the governance of the work as well as its operational delivery. They include their mission statement, their strategic outcomes and a link to their annual reports. The sense is: this website tells us everything about the organisation. It is a one-stop-shop which provides a lot of information but it does so in a clear and visually interesting way.

What we can learn from them is that one website can reach all the stakeholders of your organisation. Each section can cater for each constituency. This means a variety of voices and content can been included without jeopardising accessibility or usefulness for the principal target audience: the service-user.

Like LGBT Youth Scotland, PACE (Health and Well-Being for LGBT Communities) is a well-resourced, multi-functional site.

For those of us who have limited resources, we can view a website like this and get ideas about which one or two parts of the site we could imitate.

We particularly liked the focus in this site on providing resources there and then for service-users visiting the site.

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The Home Page shows us the wide range of content on the site:

- Basic information about PACE including clearly displayed contact details
- Links to a range of support services:
  - LGBT Counselling
  - LGBT Youth Advocacy
  - LGBT Fact Sheets
  - Mental health Advocacy
  - Professional training
  - Groups for men
  - LGBT youth
- Interactive service–user/community involvement via the site:
  - Messages boards
    ('Have your say, get support and hear the community')
  - Group chat
    ('Join our group chat service for support and help')
  - 1-2-1 Chat
    ('1-2-1 chat service for support and help in confidence')
- Fundraising options:
  - Donate through Just Giving
  - Or text
- Live message board for Twitter users
- Visual link for youth group
- Newsletter sign up details
- PACE on Facebook visual link
- A Wellbeing instant assessment tool
  ('How are you feeling today')
- Latest news:
  - Leading LGBT Mental Health Charity seeks new Chair
  - Launch of National Survey
  - 50th anniversary of Friend or Foe workshops for men

All of this information is compressed on to a Home Page. The charity has conveyed to their service-users (and others) not only a huge amount of useful information but also provided a variety of opportunities to engage there and then. The service user doesn’t have to wait to be part of PACE, nor so they have to wait to experience a mental health intervention. They can communicate with others instantly if they choose but they can also belong in another way that doesn’t force them to interact with others - something which they may not be ready to do. Having available self-help tools on a website like the ‘How are you feeling today’ tool, with one click on a visual, they can begin to explore their mental health for themselves and connect and belong without having to engage.

Great websites like PACE can teach small projects like Allsorts different ways to enable service-users to participate and how, when we speak of accessibility and inclusivity, we need to be imaginative about how we use of digital and social media tools.

Men Get Eating Disorders Too (MGEDT) was set up by one young man in 2009. No matter how small your project is, it cannot be smaller than one person, even if that one person had a very big vision! In this site, we can see what one determined person can achieve.

Having suffered bulimia throughout his teenage and early adult years, Sam knew firsthand how difficult it can be to get help being a man with an eating disorder. Reflecting on these experiences, he wondered if there was much out there for men that provided them with essential information so that male sufferers can recognise their symptoms. Through Google searches he found nothing for men - indeed, the main websites seemed geared to young women in particular and he did not find they addressed his needs as a young man. This made him feel there was a gap in provision.

In response to this, Sam decided to set up the website, the first website dedicated to supporting and representing the needs of men on the worldwide web. ITV Fixers offered him support with developing, launching and promoting the website. Sam is now an influential voice internationally promoting the inclusion of men both in the research around eating disorders and the provision of treatment and services for men.

Since the website was set up in 2009, it has evolved to become an online platform for men with eating disorders to offer peer-support by telling their stories, writing blogs and participating in the discussion board/live chat sessions.

By sharing their experiences, they help ease the isolation and stigma which men with eating disorders and their friends/partners/carers can often experience. This site provides an online community which in turn helps to promote recovery.
CHAPTER FOUR

Changing your minds: young people and mental health
Innovation Labs; YoungMinds; E-motion Online Counselling Project

These initiatives and small projects illustrate the variety of uses to which digital and social media can be put in terms of supporting young people around their mental health and well-being.

Each one makes a unique contribution and we have chosen them because they inspired us. None of them requires a huge amount of resourcing but each of them uses digital and social media in brilliant ways. We found they made us think in new ways about things we could try.

Some of what you will read about are pure tools. Anyone can use these great tools. No-one ‘owns’ them. They are not imbued with any particular organisations ethos or character. This is something to reflect on when you are designing your own use of digital and social media: to what extent do you want your digital and social media to present YOU as well as function as a tool. Social media, as we have said before, can express your ethos, who you are, your unique and particular way of being you?

We could call this imbuing social media with your social ethos. To take the analogy of tool further: the hammer can be purely functional made of wood and iron and unadorned. Or, you can carve the handle, engrave the iron with decorative designs, drill a hole in the handle, thread colourful beads through it and now you have a hammer, but also a very You hammer. The hammer both drives in nails but also shows who you are in doing so! This connection between identity and tools is an important one because it is difficult to entangle why some uses of digital and social media are successful: is it the great tool, or the great organisation being experienced through the use of the tool?

Here is a brief summary of each project:

Mind’s Eye
Developed by Mindapples and Unboxed Consulting.

Mind’s Eye is an App (App is an abbreviation for application, software which enables the user with one click access a tool) which provides the user with a capacity to record their mood at one moment in time. The user is then able to trace what factors influence how they feel over a period of time and learn more about themselves and what works and does not work for them. The result of this self-reflection will be they have greater understanding and control over their feelings and well-being.

The App is free, easy to use and available on a variety of platforms. The user receives daily prompt to assist them in their self-monitoring.

Doc Ready
Developed by Enabled By Design, Neontribe, Futuregov and Social Spider.

Doc Ready is an App available on the web, tablets and phones which will help young people prepare for an appointment with their GP. It provides mechanisms for planning what they are going to say through: a collage function where they can use poetry, prose, song to express what is happening to them; an agenda-builder, so they can describe step by step what they want to discuss with the doctor; information about their rights when they see a GP; a mood-tracker (similar to Mind’s Eye’s app) where they can rate how they are on a scale of 1-10; and a TAG Cloud (visual representation for text data) which will enable young people for whom English is not their first language to use images rather than words to express themselves.

Innovation Labs
http://www.innovationlabs.org.uk/the-lab-funders/

The Innovation Labs Grants Programme is an example of highly imaginative funding for creative projects which are seeking to make apps and websites to help young people improve their mental health and well-being.

Much of the work is in development but a visit to the Innovation Labs website reveals how diverse and imaginative organisations are being in their use of digital media. Each project has written a detailed specification of their project explaining why they thought it was important to develop it (also see website) and what its uses could be.

Some of the organisations developing these ideas are web designers or large charities employing professional support, but some are also small charities with little expert help or expertise. The Programme is funded by: Paul Hamlyn Foundation; Comic Relief; Nominet Trust; Mental Health Foundation; Right Here.
Keep the Trust
*Developed by sixteen25 and Cernis.*
Please see Innovation Labs website.

Medfacts
*Developed by YoungMinds and Tictoc.*
Medfacts is a digital tool which provides youth-friendly information about mental health medications. It may be developed as a website or an app, or both. It will provide online information and advice on how prescribed drugs may influence mental and physical health, with simple explanations of how the medications work.

As a result of using Medfacts young people will make more informed choices about their medication, increase their participation in decisions about their treatment and take increased responsibility for their care.

Where to Go For
(formerly My Places)
*Developed by Sussex Central YMCA, Vivid Brighton, Right Here Brighton and Hove and Mind Brighton and Hove.*
My Places is an online map which provides listings of local mental health services for young people. Services can promote themselves to 16-25 year olds and use the resource to gather feedback from users. Young people can locate mental health services in their local area, assess their suitability and comment on their experience.

YoungMinds
*http://www.youngminds.org.uk/*
YoungMinds is a good example of a simple yet effective, well-thought through information website.

YoungMinds website, like LGBT Youth Scotland, provides the visitor with an instant overview of how a website can be used as a multi-functional tool reaching out to differentiated target audiences. The website is basically an information provider. In easy-to-access drop-down boxes a child, young person, parent/carer or professional can access instantly clear, detailed and pre-prioritised information about mental health and well-being.

They provide a help-line for parents and publications for practitioners. Young people share their stories both to help other young people but also to help parents/carers and professional to gain a better understanding of how young people experience their mental health and well-being.

The website both promotes what Young Minds stand for and do but also highlights the issues young people face. They run campaigns and keep abreast of the latest news with regard to young people and their mental health.

E-motion Online Counselling Project
*http://ypc.ebabel.org.uk*
E-motion Online Counselling Project is a partnership between Sussex Central YMCA Youth Advice Centre and Impact-Initiatives Young People’s Centre It will offer 13-25 year olds in Brighton and Hove the opportunity to experience counselling by email to complement their existing face-to-face counselling services.

Ginny Roads, the Coordinator of the YPC Youth Counselling Service, said as counsellors for young people, they wanted to be where the young people are and also get left behind as the site of youth work services shifts ever more in to the digital arena.

The service is open to all, but targets young people who, for whatever reason, do not chose to or cannot access face-to-face counselling in particular young people who have difficulties attending the centres due to location, illness, responsibilities as carers, disability, rural isolation, mental health conditions or other personal circumstances. She also thinks that young men do not readily access ‘talking’ services. She notices that young men’s preferred method of contacting the service is by the internet and
not the phone and she feels they are more likely to self-refer in to digitally counselling. Counselling - needing to have it - can be experienced as shameful. It is difficult to ‘meet the eyes’ of another when in distress.

There are many other reasons why young people want the option of having digitally provided services in addition to face-to-face:

- **Counselling is scary**
- I didn’t have to get a lift to the appointment, I could email when I wanted . . .
- I felt I had more control over things . . .
- I found it helped reading back the replies . . .
- I didn’t have to explain where I was going . . .
- I didn’t want anyone to know I was getting counselling . . .
- I could think more about how I would reply . . .
- I’m not sure if I would’ve opened up so much if I was sitting with someone there . . .

This is a simple idea but one with great potential. It shows firstly, how an excellent service face-to-face service can be expanded and made more accessible by offering it on-line. But it also shows that by being delivered through a different medium, the nature of the service changes. These young people are being offered a different additional service, not just an extension of the old one.

The counselling experience itself changes by becoming digital. As the young people say, they get the opportunity to extend the ‘contact’ with their counsellor. They can read what the counsellor has said over and over again. They can re-read what they themselves have said. They have not only expressed themselves, but made a record for themselves of what they have said. This presents them with a unique opportunity to self-reflect, and do so over time to chart the changes that are happening for them. It is easier for both counsellor and young person to trace or highlight key recurring themes.

In this service, the young person can email any day or at any time but the counsellor only replies once a week on a set day. This way young people have 24/7 access to one part of counselling/self-expression and weekly responses from their counsellor.

The counsellors’ way of doing things also has to change - no more silent affirmation through body language and nods. The counsellor ‘voice’ must be articulated in the written word. It is more directive, and more like coaching. There are more questions asked and tasks agreed.

The therapeutic process - always complex and profound - is more transparent and easy to identify in terms of projection (making assumptions about the person you are speaking with based on pre-dispositions) and transference (the transfer of a relationship or behaviour that belongs to a childhood pattern). You have no idea who you are speaking with (their age, appearance, mannerism, style), so you can create the counsellor into any image you want or need to.

Rob Smith from Central Sussex YMCA, YPC’s partner in this work, comments on online counselling:

> When pondering online counselling, I initially had to overcome a few waves of cynicism, conceiving the roles of face-to-face communication and non-verbals to be vital in gaining trusted advice. Succeeding these waves came a calm realisation: how appropriate it is to have an online counselling service where there is often online bullying and other virtual areas that could specifically use online guidance. Plus it’s all rather convenient.

> With regards to people who aren’t using social media and are therefore unlikely to use a social media based online counselling service: I think there’s too much emphasis put on how inclusive or exclusive a service appears to be; everybody wants to be equal yet at the point of identifying as anything further than human we realise our individuality. Perhaps there might be an over-evaluation on accessibility too, seeing as the service will be available through a popular medium people are already using. If someone felt strongly about abstaining from Facebook (for instance), they might also be inclined to use a face-to-face counselling service?
CONCLUSION

By reflecting on the precise needs of service-users, these practitioners have shaped how they use digital and social media. As we said before, there will nearly always be a digital tool waiting to be picked up by us.

Indeed, is it perhaps better to approach digital and social media this way around:

- What do we need to do?
- Which is the best digital tool to meet that need?

Rather than:

- Help? Gulp? How do I use all these scary various tools?
- Should we be using Facebook, Twitter, etc?
- What for?

We can see by reviewing these amazing services, that it is possible even for the smallest charity to use some these methods and tools to improve their services. Digital and social media offer so many different mechanisms for service invention, and intervention, it is hard to know where to begin or when to stop!

But, as in most areas of youth or community work, the most fruitful place to begin is usually with the service-users: what do they need now? The answers to that question can usually be explored and expressed in some form of digital application.

We hope that our tool-kit and E-policy will help you explore all of this fruitfully.

USEFUL FURTHER RESOURCES

The following have been recommended by CVS colleagues:

http://www.urbanforum.org.uk/comment-%26-analysis/guidelines-to-social-media-2013
Brilliant set of references for all digital and social media tools including setting up websites to help set up community websites and blogs.

http://www.sounddelivery.org.uk/
Training organisation. Their blurb:
We work with a diverse range of organisations, with most coming from the not-for-profit, social enterprise, museum and heritage sectors. We give people the knowhow, confidence and skills they need to navigate the world of social media.

http://www.scip.org.uk/news/what_do_you_do_if_you_dont_get_twitter_0
Mark Walker’s Get to Grips with Twitter

http://www.growyourcharityonline.com/
Useful tools. Their blurb:
As a charity, you know better than anyone how tough it is doing incredible things on a shoestring budget. But did you know you could drum up even more volunteers and donations through social media, video and other online tools? To tell you more, Google has teamed up with Media Trust and Charity Technology Trust to launch Grow Your Charity Online. There are stacks of free tools to try, and you could even get extra support from Google Grants. Better still, you don’t need to be a computer whiz to start seeing results.

http://www.unity.co.uk/upload/pdf/About%20that%20First%20Tweet%20-%20%20practical%20guide%20to%20socialmedia.pdf
Twitter guide. Their blurb:
. . . we created this guide, “About that First Tweet,” to help . . . organisations take the next step - or in some cases, the first step - on their social media journey. In the next pages, you’ll find interviews with social media experts giving their top tips on how to best engage with the platforms they provide; real-life examples from large and small organisations on how they used social media to achieve an offline goal; a checklist of reminders; and a list of resources for further reading.

Recommended e-book for parents and educators. Their blurb:
The world has changed since the days before cell phones and computers, and along with it so has parenting. Our newest eBook will help you navigate digital parenting and raise connected kids who are both safe and trustworthy online and on their mobile phones.
PREFACE

Several small steps for you, one giant leap for your project

There are many guides available on the internet for beginners. When we tried to use some of these, we found them already too difficult. We present here a really simple step-by-step toolkit so that you know how, why and what to use social media for and how to go about setting yourself up.

We will assume you know how to use the internet on a basic level. We will also assume you have an email account, for example, Yahoo, Gmail or Hotmail. If you do not and would like to set up a Gmail account, use this link: [https://accounts.google.com/SignUp](https://accounts.google.com/SignUp)

Social media sites are changing frequently and without warning. New developments appear overnight. Please bear this in mind when using this toolkit. It is a rough guide, and aims to simplify and explain, as well as educate. For the latest information on using each platform please navigate to the help section of the platform itself at the current time.

SOCIAL MEDIA CHECKLIST

As you embark on your exciting social media journey, there are a few things we think you will need to consider:

- **Identify your goal** - ensure you know what it is and that you can see whether you are reaching it or not.

- **Know your audience** - figure out who you need to help you to achieve your goal. Do you need a stronger relationship with your existing users, or do you want to expand your networks? Or both? Do you want to target young people or older professionals? This will influence the tone of what you post and when you post it.

- **Select your platforms** - based on the points above, figure out what platform(s) are best suited to achieve your goal. Have a quick flick through the toolkit below to get an idea of which social networking sites are used and for what purpose. Also think about how much time you have to spend on social media and be realistic about this.

- **Think about content** - what you want to say and how you want to say it and who is going to say it. Ensure it is relevant, appropriate and engaging.

Please use this page to note down your plan for the Social Media Checklist:

<table>
<thead>
<tr>
<th>Identify your goal</th>
<th>Know your audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i.e. I would like to promote our free food project)</td>
<td>(i.e. my audience is young people and my tone therefore will be upbeat and friendly)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select your platforms</th>
<th>Think about content</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i.e. Facebook, Twitter, YouTube as I want to engage young people and make &amp; share videos)</td>
<td>(i.e. ‘Check out this amazing video highlighting the work we have done on our free food project already! Our next event will be a mini-food festival in two weeks time’)</td>
</tr>
</tbody>
</table>
SOCIAL MEDIA STATISTICS

Macro-use: why using social media is important . . .

Facebook is still growing: 1.15 billion users, 50% of these users login every day, average person spends 55 minutes per day on Facebook.

Twitter is also still growing: 500 million users and counting.

YouTube is on the up: More than 1 billion unique users visit YouTube each month, over 6 billion hours of video are watched each month on YouTube - that’s almost an hour for every person on Earth, and 50% more than last year.

Micro-use: why social media is important to Allsorts . . .

Recently we created a campaign to raise awareness about homo/bi/transphobic bullying. On Facebook, its Viral Reach was 7,768. Viral Reach is the number of unique people who saw something we posted regarding the campaign. Likewise, for Twitter, the work on this campaign reached 2,693 people. We would never have reached anywhere as near as many people without these amazing platforms.

When using the toolkit we recommend that for each chapter you bring up online the relevant platform (Facebook, Twitter, YouTube, Tumblr, Flickr) as you work through each step.

Let’s get started!

Facebook is an online social networking service, which was founded in 2004 by Mark Zuckerberg a university student, as a way for American university students to help get to know each other. It quickly expanded and is now used all over the world.

There are three main ways (and many smaller ones) through which you can communicate on Facebook:

- Profiles for individuals
- Pages for organization/business/public figures
- Groups for small group communication

We will now explain each of these in detail.

How to set up your personal work account (profile)

In order to create an organisational Facebook account, known as a Page, firstly you will need to set up a personal work account, known as a Profile. You will use this personal work Profile to administer the organisational Page.

Remember this account will not be a private personal account; it will still be a work account, just like your personal work email account (for example: mel@allsortsyouth.org.uk)

After you complete the sign up form, Facebook will send an email to the address you provided. To complete the sign up process, just click the link.

Once you have registered, Facebook will then give you three optional steps:

1. Are your Friends (work people you would like to connect with, not your mates!) already on Facebook?

This step provides you with an option to find existing contacts through yahoo, hotmail or another email service. Alternatively you can click ‘skip this step.’

2. You can fill in your Profile info (remembering professional boundaries): Secondary School, College/University, Employer, Current City, and Home Town.

For all of this data you can amend the privacy setting using the icons on the right hand side of each field. The symbols shown in the drop-down box on the right highlight the privacy settings associated with each detail you enter.

It takes on average 20 minutes to set up a Facebook account. To sign up for a new account, enter your name, birthday, gender, and email address into the form on www.facebook.com. Then pick a password (make it obscure and tricky so that no one else could guess what it is - a mix of upper-case/lowercase and number is ideal).

Let’s get started!
3. Profile Picture
This gives you an option to upload a photo from your computer or take a photo using your webcam. This picture is your main picture. You will also have the option of inserting a cover photo too, which is a background photo. Many charities use their logo as their profile picture and a slogan/photo as their cover photo.

A Status Update is anything important to you at a particular moment in time that you deem shareable with Facebook Friends. Through a Status Update, you can communicate your present activity or whereabouts, post a link to an interesting article or site, share photos and videos, and even create a poll.

Before you post your first Status Update, we would recommend you check out what kind of messages others post. There is such thing as Facebook ‘etiquette’ meaning people tend to conform to a certain way of posting in order to keep Friends. Users do not like other users who post uninteresting details: ‘I ate cornflakes for breakfast’ and also do not like those who post every few minutes or long, waffly posts.

Keep Status updates punchy and interesting and update your Status a 2-3 times a day.

You can create a Status Update either from the News Feed (their posts) or from the top of your Timeline (a chronological listing of all your posts).

One of the most recent changes Facebook made to its News Feed is the order in which updates, which are new messages, appear. Facebook activity, as well as your own, determines what “news” is most important, and therefore where it is put in your News Feed. Therefore, you will not necessarily see updates in the order they are posted, but in order of importance.

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How to ‘post’ and ‘share’ content on your Timeline
Sharing content means seeing something else someone has posted and reposting (posting it yourself) for others to see.

Sharing with a broad audience
Use the Share Menu that is located at the top of your homepage and Timeline to let others know what is on your mind. You can update your Status and share photos, videos, links etc. Things you share will appear as posts on your Timeline, and will appear in your News Feed. To control whether or not specific people have the option to view your stories, you can change the privacy settings for each piece of content you post. More on Privacy Settings later.

Sharing with a small group of Friends
Use the Groups feature (see below) to share content with a select group of people, like family members, your soccer team or your book club.

Sharing with an individual
You can use the Share Menu at the top of a Friend’s Timeline to write or share something on his or her Timeline. Friends of your Friend will also be able to view your post.

If you would like to share something privately, you can always send someone a Private Message (see below) and attach files or share links if needed.

How to get Recommendations
Recommendations are a great way for people viewing your Page to see others opinions on your work. These are like recommendations in real life; messages people have written recommending a service or person.

The Recommendations Box is at the top right of your Page under ‘Maps’, ‘Likes’ and ‘Events’. We would advise asking a few of your service-users every few weeks to write a Recommendation about what they like about your service.

How to Like and Comment
If you see a Page that interests you, whether be it from your News Feed, an Advert or on another person’s Profile - you can click Like that story or advert to Like the Page or click on the link to that particular Page to learn more. Once on the Page, you may click the Like button that appears next to the Page name.

You can also search for Pages by visiting Recommended Pages or browse to see your Pages, your Friends Pages, or view all Pages.
on the site. Furthermore, when you search for a term or name on Facebook, you can filter the results to show Pages by clicking the Pages link in the left column. Each Page search result will show a Like link to its right.

To comment on something:
1. Click the Comment link under the post or in the white box that says: Write a comment...
2. Type your comment
3. Press enter or return to publish it

To delete a comment:
1. Hover over the comment and click>Delete...
2. Click Delete...
3. Click Confirm

To edit a comment:
1. Hover over the comment and click>Edit...
2. Click Edit...
3. Edit your comment
4. Press enter or return to post your updated comment, or the esc to cancel

When you edit a comment, you will see a note under your comment showing the time it was edited. Anyone who can see your comment can see this and click on the edited link to see what was changed.

How to create an Event
A Facebook event is a calendar-based resource which can be used to notify users of upcoming occasions.
1. Click events on left hand side of News Feed.
2. +’create event’ at the top.
3. You then enter: Name, Details, Where, When and Privacy. You can change these later, it is just to set up the basics of the event. Click ‘OK’.
4. This will then set up the event and give you the template in which you can input more details such as ‘place’ an ‘event photo’ and a wall where you can provide more details, add a photo or a video or set up a poll.
5. From the Settings cog you can also create repeat events, send guests a message, edit the hosts or cancel the event. Moreover, you can also ‘export’ the event which allows you to save it to your Facebook Calendar or send a link to an email address of your choice.

Helpful Hint:
It is always advisable to have a fun, vibrant picture as your event photo, which depicts as closely as possible what the event will be.

How to send a Message/Chat
The difference between a message and a chat is that messages are communication between yourself and someone else at any point in time whereas chat is when someone is online at a specific time and the conversation is in real time.

You can move between messaging and chatting or check on Facebook Messages. If the person you messaged has turned Chat on, your Message will appear in their Message inbox and they will receive a notification (little red ‘1’ as seen here).

When someone sees your most recent message, it will be marked as Seen. That way, you always know who got the message, and who didn’t. Messages are marked as Seen if the person is actively chatting or checking their Messages. This feature is part of every message you send, whether it is from your phone or via the web.

You can message up to 250 people or email addresses at once. If you would like to distribute a message to a specific group that you are a part of, you can post in the group. All members of the group will be able to see your post, and those members who have allowed group notifications, will also receive an email notification about your post, which is marked as a red ‘1’ on the world icon.

Likewise if you have a Friend Request (some asking to be your Friend) or Like (depending if you have a Page or profile) or a private message, they will also be marked in red.
How to set up a Page

Like a Friend’s Profile, Facebook Pages enable charities, public figures, businesses, and others to create a public presence on Facebook. Unlike your Profile, Facebook Pages are visible to everyone on the internet by default. You, and every person on Facebook, can connect with these Pages by becoming a Fan (someone who is interested in a Page and would like to continue to see their updates) and then receive their updates in your News Feed and interact with them.

To set this up, navigate to the bottom of your Profile Page and click the link ‘Create Page.’ This brings you to a Page with many options. Click the option which is most appropriate for you.

Helpful Hints:
- Tell your story in your own unique voice
- Share rich content including photos, videos and links
- Create a dialogue through posts and tools that allow people to share and engage with your message
- Measure and optimise using Facebook Insights to see what your audience is interested in

Develop a Posting Plan:
- Be conversational, personal and authentic
- Speak in first person, asking someone who works for the charity’s front-line team to post will be most engaging
- Be candid, personal and honest. Posts from Pages are competing with those of people’s Friends who also appear in their feed. Make them relatable to, to create interest.

Helpful Hints:
- If people comment on your post, ‘Like’ their comment or comment back to build a rapport with them
- If someone posts something on your Page you think others would like to see, thank them and repost/share it
- Post photos, people respond well to visual items
- Ask questions or do a survey, this will provoke discussions and ultimately awareness of your Page
- Post items that people can’t find anywhere else

How to interact with Pages

To find a Page, pop the name (or as close as you can to the name) into the search bar at the top of your Page. This will give you a list of possible Pages for your search in a drop-down. Click the one you would like and it will take you into that Page. You can then Like the Page, Comment, Like other comments and see posts. The person who set up that Page controls the rights to it, and can control if others can post on their Page.

Measure Refine by using Facebook Insights

Facebook offers you tools to analyse what is happening on your Page, insights about your Page visitors and key metrics.

To use this tool, go to facebook.com/insights or go to ‘See All’ in the Insights section when you are viewing your Page. You can see who has Liked your Page, where they are from, and feedback (Like, Reach and people talking about you) on an individual post to better understand what content your community finds appealing. Download the Facebook insights guide for more info: (https://www.facebook.com/help/www/336893449723054?rdrhc)

There is also a basic insights summary at the top right of your Page, so you can keep an eye of how you’re doing in general.
How to set up a Group

Facebook Groups are the place for small group communication and for people to share their common interests and express their opinions.

Groups allow people to come together around a common cause, issue or activity to organise, express objectives, discuss issues, post photos and share related content.

Groups are great if you want to discuss something private within a specific group of people as groups can be closed and only accessed by those who have been chosen by the creator. They are also really handy as everyone in the group will be notified when something is posted within the group, whereas when you post something as a Status, people are not notified directly, they may just see it in their newsfeed or if they navigate to your Page.

Basic Privacy Settings & Tools

When you share Status Updates, photos and links, there will be an audience selector tool below, just click on the tool and it gives you a list: Public, Friends (+), Only Me or Custom.

Public means anyone on Facebook can see your Status Updates whether you are Friends with them or not, i.e. they can navigate to your profile and your Status updates will be there.

Friends means you share the Status Updates only with people who you have chosen to be Friends with.

Only me means only you can see it (unless you tag someone else in it, in which case they can).

Custom is a great feature which allows you to choose from your Friends who you would like to share the Status Update with. There are two lists ‘Share this with’ and ‘don’t share this with.’ Users tend to select Friends in the ‘share this with’ list, and then choose specific people who they would rather not share it with.

Sharing something with a Group which I am a member of

The groups you are a member of, will be listed down the right hand-side of your Profile. When someone has posted on it, a little red ‘1’ will appear on the world at the top of your Profile. In addition, there will also be a blue number next to the group name. Just click into the group and you can comment, post and share as you would anywhere else. Bear in mind whether the group is private or not before posting. If it is private, only those in the group will see it; if it is not private, anyone can see it. You can see whether the group is private or not by clicking into it and clicking the ‘About’ tab. It will then say the type of group it is.

Helpful Hint:
Facebook never reveals when you choose not to share a post with somebody.

A handy thing about the tool is that it remembers who you shared the Status with last time and unless you changed it, it uses the same audience you shared with before.

So, for example if you choose ‘custom’ and choose to share your Status with all Friends but Bob, it will automatically share the next Status with all Friends but Bob too. Unless you change it of course!

In terms of past posts, the Appropriate Audience Selector icon also appears alongside Status Updates you have already shared. So, if you want to look back and check who has seen what, you can do so. In addition, you can also change the audience retrospectively.

Remember, when you post to another person’s Timeline, that person controls what audience can view the post. Moreover, anyone who gets tagged in a post may see it, as well as their Friends.

How to manage your privacy settings

To view and adjust your privacy settings:
1. Click at the top right of any Facebook Page and select Account Settings.
2. From the left column, click Timeline and Tagging.
3. Find the setting ‘Who can post on your Timeline?’ and click Edit to the far right.
4. Select Enabled from the dropdown menu.

When Tag Review is on, you will get a notification when you have a post to review. You can Approve or Report/Ignore the Tag request by going to the content.

Control what is posted on your Timeline

Often charities like to have only their own posts on their Timeline, as it means they can control what people can see on their Page.
1. Click in the upper-right corner of any Page and select Account Settings.
2. From the left column, click Timeline and Tagging.
3. Find the setting ‘Who can post on your Timeline?’ and click Edit to the far right.
4. Select ‘Only Me’ from the dropdown menu.

For more details and updates regarding privacy see their policy: https://www.facebook.com/note.php?note_id=%20322194465

As part of your Activity Log you can also use Timeline Review, which lets you choose whether these posts also appear on your Timeline.

This process uses a Tag Review, a tool which lets you Approve or Report/Ignore Tags that people add to your posts.

When people are not Friends with, Tag you in a post, they automatically go to Timeline Review. If you would also like to review Tags by Friends, you can turn on Timeline Review:
1. Click at the top right of any Facebook Page and select Account Settings.
2. In the left column, click Timeline and Tagging.
3. Look for the setting “Review posts Friends Tag you in before they appear on your Timeline?” and click Edit to the far right.
4. Select Enabled from the dropdown menu.

When Tag Review is on, you will get a notification when you have a post to review. You can Approve or Report/Ignore the Tag request by going to the content.
INSPIRING PRACTICE

DogsTrust have an interactive website, Facebook Page and Twitter Profile. They have 533,000 Facebook Likes and 92,000 followers on Twitter.

Founded in 1891, Dogs Trust is the largest dog welfare charity in the UK. They help give happy homes to stray and abandoned dogs.

They use social media as a way of relating to their audience and reaching new donors through Facebook, Twitter and their websites: http://www.dogstrust.org.uk/ and http://www.letswithpets.org.uk/

Their Facebook Page has their logo, strap-line, mission statement, links, Fans and donate button.

They post updates on average 2-3 times a day, mainly online posters with strap lines and quirky updates, asking if anyone would like to re-home a particular dog. Dogs Trust have said social networks such as Facebook are handy because the ‘ask’ is indirect - this means the question is out there but no one feels pressured to respond.

Moreover they post information about open days and other services they provide. Their updates are upbeat, humorous and ask rhetorical questions - getting the user engaged initially and keeping them interested. They have a sense of brand warmth - reaching out to new followers and keeping existing ones involved.

DogsTrust also use Flickr and YouTube. They say these platforms are useful because . . .
- They are particularly helpful for re-homing appeals and educational videos
- They are engaging, particularly for younger supporters
- You can do keyword searches
- You can easily be embedded on other sites for quick updates

Likewise, their Twitter Page is equally as fun-packed and full of energy, posting similar content to that of Facebook.

DogsTrust Tips
- Do not ask directly for money!
- Do not just post: respond and interact
- You are the face of your organisation
- Have fun and experiment - if it does not work try something new

WHY IT IS EFFECTIVE:
- Their Facebook and Twitter pages mirror website content
- Bright pages, clearly shows brand
- Regular level of posing, 3 or 4 a day
- Uses humour to draw users in
- Lots of images to draw users in
- You can do keyword searches
- ‘Donate now’ button
- Makes use of online posters
- Chatty tone in posts, asks questions to engage
How to set up a work account

It takes 10 minutes to set up a Twitter account. To sign up for a new account, enter your full name, email address and password into the form on www.Twitter.com. Then complete the next three optional steps:

1. After you complete the sign up form, Twitter will ask you to choose a username. This is a unique identifier for you on Twitter. The one you want may not be available, so you might have to think of a few possibilities.
2. Double check your name, email address, password, and username.
3. Click ‘create my account’.

Once you have registered, Twitter will ask you to complete your profile:

1. Add a photo by uploading a photo that represents you on Twitter whether it be you as an individual worker or your organisation’s logo. The picture that you use gives everyone reading your Tweets a super quick way to recognise you.
2. Write a short description about yourself whether it in relation to your job role, organisation’s work or services you offer. It might be an idea to add your organisations website here.

Helpful Hint:
Profile pictures and cover photos are visible to all, whereas you can control privacy settings to approve followers

You now have a Profile. Twitter profiles are all the same whether you are using it as an individual or for your organisation. Whereas Facebook has multiple ways of using it, Twitter is much simpler.

What is a Tweet?
A Tweet is a message that you are openly posting to the Twitter community. You have 140 characters, including spaces, to put down your thoughts. Type your message in the ‘Compose Tweet’ text box on your homepage, and click the ‘Tweet’ button to send a Tweet. To make reference to a link (e.g. blog or video) you can copy and paste the website address into your Tweet (for example for Allsorts it would be: http://www.allsortsyouth.org.uk/)

What is a re-Tweet?
A re-Tweet is a Tweet forwarded on or ‘re-sent’ to your followers, but originally written and sent by someone else.

This is principally the same as Sharing on Facebook. Any re-Tweets you make will appear on your profile with the original Tweeter’s username and photo.

Repliyng to a Tweet
@replies: A reply is a response in the form of a post to another user, usually to answer a question or in reaction to an idea that has been posted. To reply, type in the ‘@’ sign followed by the username, i.e. @username and then follow with your message.

@mention: A mention is not necessarily a direct response to another user and is mostly applied as an FYI (For Your Information). It is placed anywhere in the body of the Tweet, not at the beginning, i.e. if we wanted to send a message to local charity MindOut about their event photos, we would say: ‘Great photos from last night’s event! @mindout.’

Any Tweet that contains your username, whether it is a @reply or a @mention, will appear in your Mentions Tab. If you mention more than one username in your Tweet, these people will all see the Tweet in their own Mentions tabs.

Helpful Hint:
if you have 140 characters, you don’t want to use 50 of them by including a long web address. You need to shorten the web address so that you can save yourself some characters. Most web address shorteners shrink the links to anywhere from 16 to 20 characters.

For example: www.allsortsyouth.org.uk/news would become http://bit.ly/U3pqw5. Our recommended URL shortner is Bitly:
Favouriting a Tweet
A recent phenomenon and growing trend among Twitter users is to ‘favourite a Tweet’. This is principally the same as ‘liking’ a Status on Facebook. Any Tweets you favourite will notify the profile user. It also makes it easier for you to easily see any Tweets you have favoured later.

Using Hashtags
You can use hashtags to create groupings and help generate popularity around a particular keyword or topic. A hashtag groups Tweets together on a particular subject.

When you add a ‘#’ (i.e. the hashtag sign) directly in front of a word (or acronym) on Twitter - a link is automatically created.

When you click on the link you will see all the latest Tweets containing that hashtag, making them easy to find among the millions of Tweets sent each day. Put simply, hashtags are a handy tool to search Tweets on a topic of interest, reach out to more followers and generate discussion between profiles regarding shared interests.

Hashtags are not an official feature of Twitter. This makes it difficult to find the origin of a hashtag (particularly if it is an unknown acronym) or stop other users adopting a hashtag that is already in use.

Helpful Hint:
To find out if a hashtag already exists, you can use the #Discover tab on Twitter. By searching for a particular hashtag, you can see how many people are using it and where it is trending.

Creating a Hashtag #
First, make it short, memorable and appropriate. No one wants to type a long hashtag or use up valuable space imposed by the 140 character limit in a post.

When you have decided on your chosen hashtag - check it is not already in use. You could have chosen something that will have negative connotations. It is simple to check - just search for the hashtag you have chosen and if it is already taken, find another.

Helpful Hint:
If you ever want to know the meaning of a hashtag or want to check whether a hashtag is already in use, the #Discover tab on Twitter will help: http://www.hashtags.org/

If your hashtag includes more than one word, like ‘World AIDS Day’, remember to close the space between the words like this: #World-dAIDS-Day, otherwise your hashtag could take on another meaning #World AIDS Day. ‘World’ would then become the hashtag.

If your hashtag is for an event, remember to tell people before, during and after the event, and encourage them to use it so your message and buzz spreads virally (fast and all over the place).

Helpful Hint:
If you are going to use hashtags in your Tweets, do not overdo it by putting a # in front of every word. It is not only annoying to read, your message may not make sense!

Sending a direct message
Direct Messages (DMs) let you send private notes to your contacts using Twitter. Just like regular Tweets and @replies, direct messages are limited to 140 characters.

Unlike regular Tweets and @replies, the only person who can see a direct message is the recipient.

You can send a DM only to a Twitter user who is following you (but you do not have to be following that user).

To send a direct message click follow these simple steps:
1. Search and click on the profile to who you would like to send a direct message.
2. Next to following, you will see an options box. Click on this and underneath Tweet to @username is send a direct message.
3. Write your message and send.

Twitter will notify you (usually by email) when you have a reply but it is worth regularly checking your DM inbox regularly. To check for messages, click on the symbol next to the search bar on the main menu. The link to your inbox will appear underneath ‘edit profile’.

Finding Followers
To get people following you, you will need to start following other profiles of interest to you. Use Twitter’s ‘Who to Follow’ directory in the #Discover tab to find and follow people who have common interests and Tweets.

You can also use the ‘Find Followers’ function giving you the option to find existing contacts through Yahoo, Hotmail, Gmail or another email service. Another option is using the profile of someone similar to you to see who is following them and who they follow and Tweet them. For example, Allsorts looked at Stonewall UK’s Twitter account in order to see who they follow and who follows them. We could have then also Tweeted Stonewall asking them to mention us in a Tweet or use us in a #FF (Follow Friday, where users give ‘shout outs’ to other users, a recommendation as such).

Creating Lists
Twitter recently released a function called ‘Lists’ which gives users the ability to organize people they follow in groups or lists.

Lists help when you may not want to follow a user but still want to keep track of their happenings on the site. They can be used as an extremely effective way to organize and build followings around certain subject matters and topics.

The main benefit of using Twitter lists is that you get a very quick snapshot of what Tweeters on that list are Tweeting. For example you could create lists on themed topics (e.g. human rights) including. You do not even need to be following them to add profiles to your lists.

To create and add people to lists:
1. Search for the Profile you want to add to a list. Click on Twitter Handle (A user’s Twitter Handle is the username they have selected and the accompanying URL, like so: http://twitter.com/username) where a dropdown list will appear. A third of the way down from the list will be ‘Add or remove from lists’.
2. Create a list (e.g. human rights). When the list option appears, click the tick box to add the user to the list.
3. You have now added to your list. Repeat this process to build your lists.

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You can add Profiles to more than one list if you prefer. The lists will appear public on your Profile unless you alter this so that you make your lists private which only you can see. To view your lists and edit, go to your Profile. Look for the menu on the top left hand corner. At the bottom of the options is ‘lists’. Twitter also gives you the option to follow the public lists of other Profiles. Any lists you follow can also be accessed here.

**Basic privacy settings and tools**

When you sign up for Twitter, you have the option to keep your Tweets public (the default account setting) or to protect your Tweets. Accounts with protected Tweets require manual approval of each and every person who may view that account’s Tweets.

**To protect your Tweets go:**
1. Click on the cog on the top right hand corner and select settings.
2. Scroll down to Tweet Privacy and tick the box.
3. Scroll to the bottom to Save changes.

When you request to protect your Tweets, other users will request to follow you.

**To approve a follower:**
1. Sign in to your Twitter account.
2. Look for the follower request notification on the left side of your homepage.
3. Click the notification and choose to either approve or deny the follower request.

Please note that accounts with public Tweets will never be asked to approve a user request.

**Helpful Hints:**

- Do not be afraid to jump in. Interact with other profiles by starting conversations using mentions. The more interaction, the increased following you will get.
- If someone starts a conversation with you, get involved!
- Don’t forget to hashtag - this will help you get noticed in the Twitter community.
- Ask people to participate by asking questions, linking to surveys and commenting on stories/blogs.
- Don’t read every Tweet (it’ll be impossible). Instead create lists so you can keep up with profiles of interest to you.

**INSPIRING PRACTICE**

**Diabetes UK**

Diabetes UK has an informative website: http://www.diabetes.org.uk, Facebook Page and Twitter Profile. They have 52,000 Likes on Facebook and 62,000 followers on Twitter.

As the leading national charity, Diabetes UK campaign on behalf of all people affected by and at risk of diabetes, reaching people with diabetes in local communities and nationally.

They are a growing community with more than 300,000 supporters nationwide – including people with diabetes, their friends and families.

We feel they are an example of good practise as they are very interactive; always asking questions and reaching out to their audience.

Their Twitter Page has contact information on their background image as well as a cover image to raise awareness of the key symptoms of diabetes. They Tweet most days, mainly about latest developments in relation to research and links to information and support services. More recently, they have been Tweeting about organised ‘Google hangouts’ for online peer support sessions - they use Twitter effectively as a way of promoting different areas of their service.

**Why IT IS EFFECTIVE:**

- Reflects branding and themes, consistent
- Visual, instantly engaging
- Regular level of posing, 3 or 4 a day
- Makes use of profile photo, banner & background image
- Lots of interaction using mentions & hashtags
- Re-tweeting regularly but not excessively
- Friendly Tweets

For more details and updates regarding privacy see their policy: https://Twitter.com/privacy
YouTube is a video-sharing website, created by three former PayPal employees in February 2005 and owned by Google since late 2006. On YouTube, users can upload, view and share videos.

Online videos are a great way to get your message out there. YouTube is an effective way to do so. It is a great channel for distribution. Users can search through YouTube itself or you can post a YouTube video to Facebook or Twitter.

Online videos are used for all kinds of engagement. They are useful when promotion, campaigns and getting people to participate in discussions or highlighting issues. Videos can often be more hard-hitting then the written word and are thereby invaluable for inspiring people about your cause or work.

**How to set up a YouTube Account**

1. Go to [YouTube.com](http://www.youtube.com) and click the ‘Sign Up’ link.
2. The Sign Up link is at the top-right of the Page. This link takes you to the ‘Create Your YouTube Account’ Page.
3. Enter your e-mail address and a password.
4. Fill in the Re-type Password and Username fields (it is a good idea to jot down your username and password in case you forget it).
5. In the Location drop-down list, select the country where you live and then enter your postal code.
6. Click to select your gender and enter your date of birth.

**Question:**
Why have YouTube asked for your date of birth? Answer: It does not allow anyone under the age of 13 to register an account for safeguarding reasons . . . We get it! But why have they asked you for your gender? Answer: we do not know! What difference does it make if users are male, female, gender variant or trans*.

1. Type the characters (letters and numbers) from the coloured box into the ‘Word Verification’ field.
2. Check or uncheck the next box with the unwieldy name: Let others find my channel on YouTube if they have my email address. This gives you some control over who sees your videos.
3. Check the Terms of Use, Privacy Policy box and click the ‘Create My Account’ button.

If you leave any fields empty or if you choose a username that is taken already, YouTube refreshes the Page with red warning notes identifying the fields that need to be corrected before you can register.

**Watch videos**

1. Search for any video or topic using the search bar.
2. Click ‘Browse’ to explore YouTube.
3. Choose to view results under Videos, Music, Shows, Movies, or Trailers, and filter by your category of interest.
4. Once you are on a Category Page, filter the results further by popularity and date range if you would like to reduce results further.
5. Visit YouTube Charts to see a ranked list of popular videos.

**If you have found a video you like**

1. Click Like and add it to your Favourites so you can easily find it in your account.
2. Share it with your Friends on Twitter, Facebook, or other social networks by clicking.
3. Subscribe to receive automatic updates from the channel.

**Upload a video**

1. Upload a file from your computer using the ‘Upload’ button at the top of YouTube. You can then either drag your video file from your computer into the large box in the centre in the screen, or click into this box and it will take you to your computer files and allow you to select a file.
2. You can also use a webcam to create videos, or create a slideshow using images. You can do this by navigating to the right hand side of the screen using the tools under ‘Create Videos.’
3. Customize your channel’s appearance.

**Helpful Hint:**

- For best results, complete the Settings and Info sections for your video.
- Share your video publicly or use private sharing to control who can watch it.
- Give the video an accurate title and description, use relevant keywords in the Tags section and select the appropriate category - this will help others discover your video.

For extra help using YouTube: [http://www.youtube.com/yt/about/getting-started.html](http://www.youtube.com/yt/about/getting-started.html)
Tumblr is a micro-blogging platform (a platform where people tend to write short entries), and social networking website which allows users to post multimedia and other content to a short-form blog. Users can follow other users’ blogs, as well as make their blogs private. It was founded by Dave Karp in 2007 and is now owned by Yahoo.

A blog is an online diary where an individual or a number of users can share their thoughts and discuss ideas and issues.

How to set up a Tumblr Account

To sign up go to: http://www.tumblr.com/register

1. Enter your email address, password (as with any platform, the more complex the better), and a username. The username should ideally be the name of your charity/project or group.

2. Verify your email address by logging in to your email account and clicking the verification link. You are then redirected back to Tumblr and are given the option to download it onto your smartphone.

Once you have an account, there are a number of following options, depending on what you would like to use it for.

For those who would like to post
You can use the colourful icons at the top to post what you’d like: from text to audio and video and chat.

Helpful Hint:
The purpose of the chat is to copy and repost a chat (e.g. Instant Message, iChat) that you had online.

If you catch the Tumblr bug and start posting a lot on your Page, you might consider spreading out your posts so your followers can get a little time to appreciate all the content you are sharing.

In Tumblr you can put your posts in a queue or set a specific date for them to post.

For those who would like to browse
You can search blogs using the ‘search tags and blogs’ at the top tight of the Dashboard. Use keywords to search, and select those you would like to view. The search searches tags and blogs.

Tags
Like Twitter and Facebook, you can tag your content using a hashtag (#) followed by a keyword, i.e. if I was looking for content about or from our trans youth group, Transformers, I would search #transformers in the Search Bar.

Helpful Hint:
Another way to follow your various interests on Tumblr is to save your search tags. When you search for a topic, you can easily revisit that search by clicking the ‘Track this tag’ button. The tags you track will appear on the right side of your Dashboard.

Sharing/Re-blogging
Like Facebook and Twitter, you can share/re-blog someone else’s content to your own Tumblr page. To do this, use the arrow button. Similarly to ‘Like’ the post, use the Heart Button. These are at the bottom of every post.

This ‘share’ button enables you to share with other social platforms that have linked up to Tumblr e.g. Facebook.

This envelope icon is where your messages from other users are stored. A user will send you a message if you have enabled the “Ask Me Anything” feature on your blog. You can interact with users by either using private messages which will go directly to the blog message box, or you can publicly post your response to a message. This is particularly useful when people ask about the organisation/charity as it reaches a wider audience.

Commenting
Leaving comments on Tumblr is different than on most other blogging sites. Click ‘Account’, and then ‘Preferences’ settings, then ‘Customize your blog’. Next, click on ‘Community’ and then select one or both of the Replies tick boxes.

Your avatar
An avatar is a graphic representation or icon of a user or the user’s alter ego or character - it can be as imaginative as you like!

You can change your ‘avatar’ by clicking ‘pick avatar’ below the image and then ‘change avatar.’

We would recommend using a logo or vibrant image which reflects your ethos/values. You can also amend the theme to reflect your image or brand.

The tabs at the top of the Dashboard allow you to filter between views: either just your posts or those from people you follow.
flickr was created in 2004 by a company called Ludicorp, a company based in the US. Flickr says about itself: “Flickr is the best way to store, sort, search and share your photos online. Flickr helps you organize that huge mass of photos you have and offers a way for you and your friends and family to tell stories about them.”

How to set up a Flickr Account
1. You click ‘sign up for flickr’ at http://www.flickr.com/
2. It then gives you the option to sign in with a Yahoo ID or with Facebook or Google Account.
3. If you have logged in via an existing account you must then confirm your name, username and date of birth. If you need to create a new yahoo account just follow the process.

You now have a Flickr account . . . hooray!

You can use the main toolbar to navigate around the site:
‘You’ shows your recent activity and your Photostream; ‘Contacts’ shows who you interact with; ‘Communities’ shows groups you have or are part of; ‘Explore’ helps you search Flickr and ‘Upload’ does what it says on the tin: allows you to upload photos and videos.

Flickr is a great way to show off what you do! It is similar to Facebook and Twitter in that you will get the most out of it when you post original content which reflects what you do and encourages people to interact with you.

The difference is that Flickr is specifically for images and therefore you need to think more carefully about what pictures you are uploading. In short, it is a great way to showcase your work visually.

For more info about how to use Flickr check out this guide: http://www.flickr.com/get_the_most.gne

FINAL TIPS!

You can never have too much help as you journey in digital and social media! Here are some final tips to end with that will stand you in good stead and make your social media experience that bit easier.

When posting online make an impact! You need to stand out among the crowd. To do this think about the first line of what you are posting. Posts are messages which you can send out for others to read. The most engaging posts ask a question, make a statement or make a plea. For example, The Dogs Trust: ‘Help us give a happy home to thousands of stray and abandoned dogs.”

When posting, use a picture if possible as visuals draw people in. Choose a photo that is appropriate and highlights what your post is about. Use pictures that are clear and striking.

Think about how you say something and to whom. Using the word ‘you’ addresses people directly and makes them feel involved.
In addition, think about your tone - whether you are saying you are thankful for something, are asking for something or would like to challenge people by making a statement.

Have good manners! No-one likes people who are rude or pushy whether it is face-to-face or online. Ensure if someone does something nice for you like sharing your Status, donating to you or offering help, that you remember to thank them for it. Tell them and everyone else how much they have helped you.

Measure your progress - keep an eye on what gets a lot of responses and what does not.
You can use online tools to do this. For statistics, you can use ‘Tweetreach’ for Twitter and ‘Facebook Insights’ for Facebook, as well as ‘Klout’ which measures both and ‘Google Analytics’ which measures data in relation to your websites.

If what you are doing is not working, then do not be scared to change how you do things - see the process as an experiment. As long as you aren’t breaking confidentiality and considering others you cannot really go wrong.

Update your followers/fans
Keep users updated with what you are currently doing and how their support is helping you. If you run a campaign let people know when it is finished and feedback how it went as well as thanking your supporters.

Use your mobile / tablet to download free apps for the platforms you use.
So you (and others) can post things on the go.
SOCIAL MEDIA MANAGEMENT TOOLS

So now you are up to speed with the basics of the main Social Media Platforms - what's the next step? Managing these platforms of course . . .

Here is a list and a rundown of what tools we think you will find handy and for which platforms:

**Bitly**
Tool to shorten URL’s from 16-20 characters: [https://bitly.com/](https://bitly.com/)

**Facebook app/Facebook Pages manager**
Facebook app which enables you manage Facebook Profiles and Pages: [https://en-gb.facebook.com/mobile/](https://en-gb.facebook.com/mobile/)
Good for mobile.

**Formspring**
An interest-based social Q&A website allowing users to relate their ideas and opinions on any topic: [http://www.formspring.me/](http://www.formspring.me/)

**Foursquare**
A location-based social networking website for mobile devices, such as smartphones. Users 'check in' at venues using a mobile website, text messaging or a device-specific application by selecting from a list of venues the application locates nearby. Location is based on GPS hardware in the mobile device or network location provided by the application. Each check-in awards the user points and sometimes badges: [https://foursquare.com/](https://foursquare.com/)

**Google +**
A social networking site: [https://plus.google.com/](https://plus.google.com/)

**Google Alerts**
You can set up an automatic alert for any search term imaginable. Handy for checking if you are in the press and would like to share the details: [http://www.google.co.uk/alerts](http://www.google.co.uk/alerts)

**Hootsuite**
A social media management system. The system’s user interface takes the form of a dashboard, and supports social network integrations for Twitter, Facebook, LinkedIn, Google +, Foursquare, MySpace, WordPress and Mixi. Additional integrations are available via HootSuite’s App Directory, including Instagram, MailChimp, Reddit, Storify, Tumblr, Vimeo and YouTube. In short, it means you only need to post content in one place, and it will share it to multiple networks: [https://hootsuite.com/](https://hootsuite.com/)

**Instagram**
Online photo-sharing, video-sharing and social networking service that enables its users to take pictures and videos, apply digital filters to them, and share them on a variety of social networking services, such as Facebook, Twitter, Tumblr and Flickr. A distinctive feature is that it confines photos to a square shape, similar to Polaroid images: [http://instagram.com/](http://instagram.com/)

**Klout**
Website and mobile app that uses social media analytics to rank its users according to online social influence via the "Klout Score", which is a numerical value between 1 and 100. In determining the user score, Klout measures the size of a user’s social media network and correlates the content created to measure how other users interact with that content: [http://klout.com/](http://klout.com/)

**MailChimp**
Used to design and send email marketing campaigns: [http://mailchimp.com/](http://mailchimp.com/)

**Pinterest**
A pinboard-style photo-sharing website that allows users to create and manage theme-based image collections such as events, interests, and hobbies. Users can browse other pinboards for images, ‘re-pin’ images to their own pin boards, or ‘like’ photos: [https://pinterest.com](https://pinterest.com)

**Storify**
This tool enables you to take updates from other networks like Facebook/Twitter/YouTube and arrange them as a chronological story which you can annotate. Essentially, it makes a permanent story, with the content being updates, pictures etc: [https://storify.com/](https://storify.com/)

**Soundcloud**
Online audio distribution platform that enables its users to upload, record, promote and share their originally-created sounds: [https://soundcloud.com/](https://soundcloud.com/)

**Stumbleupon**
A discovery engine (a form of web search engine) that finds and recommends web content to its users. Its features allow users to discover and rate Web Pages, photos, and videos that are personalized to their tastes and interests using peer-sourcing and social-networking principles: [http://www.stumbleupon.com/](http://www.stumbleupon.com/)

**Tweetdeck**
A social media dashboard application for management of Twitter accounts: [http://Tweetdeck.com/](http://Tweetdeck.com/)
Good for mobile.

**Twubs**
A tool which ‘registers’ hashtags and thereby automatically saves content that mentions your hashtag on Twitter: [http://twubs.com](http://twubs.com)
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avatar</td>
<td>The graphical representation or icon of the user or the user’s alter ego or character - can be as imaginative as you like!</td>
</tr>
<tr>
<td>Blog</td>
<td>An online diary where an individual or a number of users can share their thoughts and discuss ideas and issues.</td>
</tr>
<tr>
<td>Channel</td>
<td>The home page for each YouTube account's own video collection.</td>
</tr>
<tr>
<td>Comment</td>
<td>A Facebook tool to post a comment on a Status or other item, including links, photos and videos.</td>
</tr>
<tr>
<td>Cyber</td>
<td>A term to describe the culture of computers, information technology, and the digital age.</td>
</tr>
<tr>
<td>Discussion boards (or online forums)</td>
<td>A community that interacts by messaging on 'boards' usually with a common interest.</td>
</tr>
<tr>
<td>Direct message (DM)</td>
<td>Facebook - A direct message is a private message to either a Friend or a Page. Twitter - A direct message is a private message sent on Twitter to or from another Profile.</td>
</tr>
<tr>
<td>Engaged / engaging</td>
<td>People who interact with a charity or organization or an individual (on social networks, in email, etc.) by posting comments and sharing content are said to be engaged.</td>
</tr>
<tr>
<td>Fan</td>
<td>Someone who has 'Liked' a Facebook Page.</td>
</tr>
<tr>
<td>Favourite</td>
<td>A feature on Twitter that allows you to mark a Tweet as a favourite to easily see it later.</td>
</tr>
<tr>
<td>#FF</td>
<td>Stands for “follow friday” and is used on Twitter by users who are recommending to their followers (the people that follow them) who they should follow.</td>
</tr>
<tr>
<td>Flaming</td>
<td>Someone writing something online to provoke a negative reaction from others.</td>
</tr>
<tr>
<td>Follow / Follower</td>
<td>Following someone on Twitter means subscribing to their Tweets or messages. A follower is someone who follows or subscribes to another person’s Tweets.</td>
</tr>
<tr>
<td>Friend</td>
<td>A Friend is someone who are connected with on Facebook by linking Profiles. You are subscribed to their posts and can communicate with one another.</td>
</tr>
<tr>
<td>Handle (Username)</td>
<td>A Twitter Handle is a username selected by anyone using Twitter and must contain fewer than 15 characters. Each Twitter Handle has a unique URL, with the Handle added after Twitter.com/. . . For example: <a href="http://Twitter.com/username">http://Twitter.com/username</a></td>
</tr>
<tr>
<td>Hangout</td>
<td>Spending time in a specific online platform with specific people. Typically associated with Google.</td>
</tr>
<tr>
<td>Hashtag #</td>
<td>A Twitter hashtag refers to a topic, keyword or phrase preceded by the # symbol. An example is #HumanRights. Hashtags are used to categorise messages on Twitter.</td>
</tr>
<tr>
<td>Lists</td>
<td>Twitter lists are collections of Twitter accounts or usernames which anyone can create. People can follow a Twitter list with one click and see a stream of all the Tweets sent by everyone in that list.</td>
</tr>
<tr>
<td>Like</td>
<td>A Facebook Like button is a small icon that people can click to show other Facebook users their appreciation for particular items, such as news articles, Status updates and comments made by other users.</td>
</tr>
<tr>
<td>Live-Tweeting</td>
<td>The practice of documenting an event through Tweets that are posted while an event is in progress.</td>
</tr>
<tr>
<td>Mention</td>
<td>A Mention refers to a Tweet that include a reference to any Twitter user by placing the @ symbol in front of their handle or username. (For example: @allsortsyouth). Twitter tracks mentions of users when the @symbol is included in the message.</td>
</tr>
<tr>
<td>News Feed</td>
<td>News that you want to receive or have subscribed to.</td>
</tr>
<tr>
<td>Online Forum (or discussion board)</td>
<td>A community that interacts by messaging on 'boards' usually with a common interest.</td>
</tr>
<tr>
<td>Page / Pages</td>
<td>A Page is usually a generic term for any profiles on Facebook or Twitter.</td>
</tr>
<tr>
<td>Post</td>
<td>A generic term for an original message on a Facebook or Twitter.</td>
</tr>
<tr>
<td>Platforms</td>
<td>Websites in which users can interact (e.g. Facebook and Twitter).</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Profile</td>
<td>Twitter - A Profile is the Page that displays information about a particular user and their Tweets. Facebook - A Profile is the Page that displays information about a particular user and their updates.</td>
</tr>
<tr>
<td>Reply</td>
<td>A Reply on Twitter is a direct Tweet sent by clicking on the ‘reply’ button that appears on another Tweet, thus linking the two Tweets. ‘Reply Tweets’ always start with “@username”</td>
</tr>
<tr>
<td>Re-Tweet</td>
<td>A reTweet means a Tweet that had been forwarded or ‘re-sent’ on Twitter by someone, but was originally written and sent by someone else.</td>
</tr>
<tr>
<td>RT</td>
<td>RT is an abbreviation for reTweet and is used as a code and inserted into a message being re-sent to tell others that it is a reTweet.</td>
</tr>
<tr>
<td>Search Bar</td>
<td>A space at the top of a social networking site where you can type key words in and it’ll bring up results relating to these key words.</td>
</tr>
<tr>
<td>SNS</td>
<td>Social Networking Site like Facebook, Twitter, YouTube etc.</td>
</tr>
<tr>
<td>Status Update</td>
<td>Anything important to you at a particular moment in time that you deem shareable with Facebook Friends.</td>
</tr>
<tr>
<td>Tag</td>
<td>A special kind of link. When you tag someone, you create a link to their Timeline. You can tag Friends in pictures, places, videos, and in text. This places a link from the item to their Profile.</td>
</tr>
<tr>
<td>Theme</td>
<td>How to customise the display e.g. background image</td>
</tr>
<tr>
<td>Timeline</td>
<td>Twitter - A Timeline is a list of Tweets that is dynamically updated, with the most recent appearing at the top. Each user has a Timeline of Tweets from the people they follow, which appears on their Twitter home Page. The Tweet list appearing there is called a home Timeline. Facebook - A Timeline (or profile) is a collection of the photos, stories, and experiences that tell the person’s story.</td>
</tr>
<tr>
<td>Tweet</td>
<td>Tweet is a message posted on Twitter with 140 or fewer characters, also called a post or an update.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>URL</td>
<td>A uniform resource locator also known as a URL or a web address, is a specific character string that constitutes a reference to a resource. In most web browsers, the URL of a web Page is displayed on top inside an address bar.</td>
</tr>
<tr>
<td>Username</td>
<td>A display name used to identify between users.</td>
</tr>
<tr>
<td>Viral Reach</td>
<td>Viral Reach is the number of unique people who saw something we posted regarding the campaign.</td>
</tr>
<tr>
<td>Virtual</td>
<td>A term used to describe computers, information technology, and the virtual age.</td>
</tr>
<tr>
<td>Vlog</td>
<td>This is a blog which contains video entries rather than text entries.</td>
</tr>
<tr>
<td>Wall</td>
<td>This is your own profile Page and the updates it contains.</td>
</tr>
</tbody>
</table>
PART THREE
E-SAFETY POLICY
PREFACE

We have explored why use digital and social media in our research paper, and how to use the basic platforms in our toolkit, now we turn to using these tools safely.

In what follows, we present a basic template for an e-policy. We hope that the reader will find it a useful guide when developing an e-policy suited to their specific work and unique environment. This template is available as a Word document. Please download from: www.allsortsyouth.org.uk/resources

Please insert appropriate information when instructed. In addition, please delete/amend/add to parts of this e-policy as appropriate to your organisation. Also please omit this preface!

{Insert organisation’s logo here}

{INSERT ORGANISATION NAME} E-Policy

[Italiced words are defined in the glossary at the end of this document]

Purpose

We need to ensure that {INSERT ORGANISATION NAME} is using digital and social media in safe, appropriate, inclusive and creative ways.

Scope

Service-users, trustees, paid staff and volunteers, technical advisors and digital visitors - all who are using digital and social media at or via {INSERT ORGANISATION NAME} are subject to the guidance provided in this policy.

Authority

This document has been adopted by the {INSERT ORGANISATION NAME} Board of Trustees / Management Committee.

What digital and social media do {INSERT ORGANISATION NAME} use?

Facebook
- Profile page called {INSERT FACEBOOK PROFILE PAGE NAME}
- Like page called {INSERT LIKE PAGE NAME}
- Group(s) on Facebook, called {INSERT GROUP NAME}

Twitter
Our username (profile page) is @{INSERT TWITTER USERNAME}

YouTube
Our profile page is called {INSERT YOUTUBE NAME}

Tumblr
Our blog name is {INSERT TUMBLR BLOG NAME}

Website
{INSERT WEBSITE URL}

Digital and social media use for trustees, paid staff & volunteers

1.1. Basic Principles

Trustees, paid staff and volunteers must keep a professional distance online, just as they would in the offline world. Compared with a conversation in the offline real world, technology increases the potential for messages to be taken out of context, misinterpreted or forwarded to others.

Trustees, paid staff and volunteers must bear in mind that once they place something in the public domain, it is there permanently for people to access, change and share it with others.

The key principles in digital and social media use are the same as in any professional interaction:
- Trustees, paid staff and volunteers working with service-users should reflect the positive messages they give service-users through their public behaviour.
- Trustees, paid staff and volunteers must be clear about where the boundaries are in the support they offer to service-users, and must avoid setting up false expectations.
- Trustees, paid staff and volunteers must ensure they are not put in the position of having to deal with information or situations that they are not confident or comfortable to deal with.


1.2. General policies and procedures

● Service-users who become trustees, paid staff or volunteers: 

{INSERT ORGANISATION NAME}, as a peer led organisation, recognises that some trustees, paid staff and volunteers are now or have been service-users in the past or, as young people, fall within the age range of service-users. It is unreasonable to expect them to cut their personal social networks with their friends who may still be service-users. However, this creates potential risk.

If trustees, paid staff and volunteers have their own personal SNS profile, they must ensure that service-users cannot access any content, media or information from that profile page that relates to {INSERT ORGANISATION NAME} or which would undermine their position as a professional, trusted and responsible adult working or volunteering with service-users at {INSERT ORGANISATION NAME} either as trustees, paid staff and volunteers.

Trustees, paid staff and volunteers who are currently or who have been service-users must moderate their use of SNS to reflect their status at {INSERT ORGANISATION NAME} accordingly just as they would moderate their behaviour in the offline world to reflect their responsible, role modelling status.

● Other trustees, paid staff and volunteers:

All other trustees, paid staff and volunteers who use their own personal SNS must ensure that service-users from {INSERT ORGANISATION NAME} cannot access any content, media or information from their personal profile page. Trustees, paid staff and volunteers must check their privacy settings regularly to ensure this.

Only {INSERT ORGANISATION NAME} official pages, profiles, groups and sites can be used to share information relating to {INSERT ORGANISATION NAME}. This boundary must not be confused by the use of personal SNS to convey information about {INSERT ORGANISATION NAME} by any trustees, paid staff and volunteers. For example, do not message service-users from your personal Facebook profile as this will blur boundaries between your professional and personal lives.

Trustees, paid staff and volunteers must review regularly that they have no 'Friend' connections on their personal SNS profile with the service-users they work with. You should not accept 'Friend' requests from service-users you work with to your personal profile page(s). Paid staff and trustees who have been or are currently service-users are exempt from this clause.

● When entering into social media discussions outside work where a trustee, paid staff or volunteer might be seen to be representing {INSERT ORGANISATION NAME} when in fact they are speaking as a private individual, they must make this clear with an explicit statement to this effect.

● Staff may only set up pages for events, activities or groups for which they are responsible and have 'officer' or 'admin' responsibilities for. The staff member with key responsibility in any context must always be the administrator or officer of these spaces.

● If, on behalf of {INSERT ORGANISATION NAME}, you create a group, host discussions or encourage media-sharing, then the Moderation Rules (in Section 6) must be adopted. These provide rules for service-user engagement. You must create a group agreement with these ground rules about the kind of language, discussions and media sharing allowed. Make sure these guidelines are created with service-users in mind and are accessible.

● Even with stringent privacy settings, the nature of social networking sites like Facebook, means it is difficult to avoid seeing content from service-users which a trustee, worker, or volunteer may not wish to see/should not see outside their paid/voluntary role. Trustees, paid staff and volunteers must not post or comment on the status, wall or photos of any service-users.

Trustees, paid staff and volunteers who have been or are currently service-users are exempt from this clause but their comments must nevertheless reflect their responsible and role modelling status at {INSERT ORGANISATION NAME}.

● Trustees, paid staff and volunteers engaged in promotional or campaigning activities for {INSERT ORGANISATION NAME} will be encouraged and offered support to make maximum use of digital and social media as part of their work.

● Trustees, paid staff and volunteers must not bring the organisation into disrepute in their use of digital and social media.

1.3. Specific protective guidelines for trustees, paid staff and volunteers

● You must ensure you have clear understanding on who to contact if you have any concerns about service-users safety online. Use the same chain of authority and advice (e.g. Director and Chair) as used in the generic Safeguarding Policy. If in doubt, go up a management level and consult.

● In all contexts, you must conduct yourself in an appropriate way as you would face to face - be hyper aware of what you say and how you say it.

● Be mindful that even if you delete a comment straight away, someone might have already seen it. SNS sites happen in real time and some service-users are often constantly online and will see things as they happen.

● You must not provide personal details about service-users on the website, SNS or social networking group (this includes full name, email address, etc).
You must ensure that you have permission to use any photos of service-users and only use their first names on any caption. Tagging of service-users in photos/videos will remain the responsibility of the individuals themselves and not trustees, paid staff or volunteers.

Only use appropriate photos, the sort that you would be happy putting on a public notice board - remember that everyone can view them.

If you have one-to-one contact with a service-user using chat/instant messaging and provide e-mentoring, the conversation must be copied into a Word document and printed off. It must be attached and recorded on the {INSERT ORGANISATION NAME} one-to-one monitoring form.

If you would like to use a quote from a service-user which has been said during one-to-one contact, you must ask and permission before you use it and clarify how the young person wants the quote attributed.

If you are concerned about the way a service-user is attempting to contact you, report it immediately to your line-manager.

{insert name of trustee, paid staff member or volunteer responsible for digital and social media} has overall responsibility for monitoring social media interaction on Timelines, discussion boards, blogs, comments on photos/videos, tagging of pictures/videos and 'Group' or 'Fan Pages' and Twitter mentions.

Ensure you do not infringe copyright. If you use photos taken by someone who is not part of {INSERT ORGANISATION NAME}, then ensure you credit the images. The same practice applies for any other content that has not been created originally by {INSERT ORGANISATION NAME}.

{INSERT ORGANISATION NAME}, intellectual property rights and copyright must be asserted when publishing online.

Service-users in leadership roles, especially involving campaigning, need independent access to Twitter and permission to tweet, re-tweet or reply to posts. Service-user leaders’ access will be monitored and reviewed on a regular basis. If it is misused, it will be revoked.

3. Email & SMS (texts)

Emails sent to external organisations should be written carefully in the same way as a letter written on {INSERT ORGANISATION NAME} headed paper.

Emails to a service-user must be printed off and filed with a one-to-one form. This email should then be deleted both in your inbox and the Sent file for data protection.

When sending emails to groups of service-users, staff must use the ‘BCC’ facility to avoid sharing e-mail addresses.

Staff may only use {INSERT ORGANISATION NAME} e-mail accounts to contact service-users.

Staff must not reveal personal details of themselves or others in e-mail and SNS communication, or arrange to meet anyone without specific permission.

If a text is sent to a service-user, it must be sent from an official work mobile.

4. Publishing service-users’ images and creative work

At induction, service-users will be informed that if they would not like to be used in {INSERT ORGANISATION NAME} publicity, that they must make themselves known to staff at the time of photographing/videoing. When images/videos are posted of service-users, no names should be mentioned and no-one should be tagged.

Service-users full names will not be used anywhere on the website or SNS, particularly in association with photographs and videos. Tagging of service-users in photos/videos will remain the responsibility of the individuals themselves.

At induction, service-users will be informed that if they would not like to have their work used in publicity, that they must make it known at the time their work is gathered by an {INSERT ORGANISATION NAME} member of staff.

5. Staff use of the hardware, digital and social media at work

Staff may only use the PCs/laptops for personal use during lunch times or by arrangement.

Staff may not use email or social media for unofficial or inappropriate purposes, including:
- any messages that could constitute bullying, harassment or have any other detrimental impact, as well as Flaming (deliberately provocative communications)
- on-line gambling
- accessing or transmitting pornography
- transmitting copyright information and/or any software available to the user
- posting confidential information about other employees, the company or its customers or suppliers
- contact with extremist groups or political parties

2. Passwords

Staff must keep {INSERT ORGANISATION NAME} account and password details in a safe place. They must be changed every two months in order to make them more secure. They must ensure that the {trustee, paid staff member or volunteer responsible for digital and social media} has overall access to e-mail accounts and networking sites for when they are on leave, absent or no longer working with the project. When staff leave the project, passwords must be changed.
6. Moderation rules

(INsert organisation name), will delete any of the following:
- Violent, obscene, profane, hateful, or racist posts, links or images
- Comments that threaten or defame any person or organisation
- Solicitations, advertisements, or endorsements of any financial, commercial, political party or not-for-profit organisation
- Comments that suggest or encourage illegal activity
- Multiple successive off-topic posts by a single user
- Repetitive posts copied and pasted or duplicated by single or multiple users

7. E-safety complaints procedure

- Complaints of internet misuse will be dealt with by the Director and/or Chair
- Any complaint about staff misuse must be referred to the Director and/or Chair

8. E-Safety for service-users

Many service-users assume they are safe when using the internet because they are in their own home or in another safe place. They will usually assume that the person they are chatting with is who they say they are and have harmless intentions. Most of the time, this is true.

However, service-users accessing social and digital media need information about ways in which they can use these platforms safely, understand the risks in the online environment and protect themselves. This is even more important now that the internet is available on SMART phones.

The following E-Safety briefing provides basic advice to service-users. It must be distributed and explained on a regular basis to service-users attending services provided by (insert organisation name):

Tips to Be Safe Online

- Never give out personal information to online friends. This includes an instant messaging ID, email address, mobile number, school name and any pictures of you, your family and friends.
- If something is published online, anyone can access it, change it or share it with others. Keep social network profiles private.
- Use webcams with caution and only with family and friends who are already known in the real world, as images can be copied, changed and shared.

- Do not post inappropriate images of yourself online.
- Remember that online friends are just that and if they are not known to you in the real world, offline, they may be lying about who they are.
- Never meet up with a person you have met online unless you take a trusted adult with you.
- Think before opening files from people you do not know in the offline real world. They may contain anything from a virus to an inappropriate image or film and should be deleted.
- Learn how to block someone online and report them to the website involved. Report abusive users to the Child Exploitation and Online Protection Centre (CEOP) if you feel uncomfortable or threatened. Save the www.clickceop.net website to your favourites so that you can report any suspicious behaviour straight away.
- Online location tools, such as Facebook Places, should not be used by those who are under-18 or if you are in a location alone.

9. Use of computer room/IT suite at (insert organisation name)

- Service-users must use the PCs and laptops with care and consideration of their value and fragility.
- They must report any faults or viruses immediately.
- They must not use the internet to view or engage in activities that would cause offense and would compromise (insert organisation name) as a safe space e.g. sites that contain violence, sexual or extremist content.
- Service-users must be willing to show the web-page which they are viewing at any time to a member of staff or volunteer. Refusal results in an immediate request to leave the computer room/IT suite.

If you have any questions or comments about this policy, please contact us via our website: (insert website URL)
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin/Officer</td>
<td>This is the individual who has overall responsibility for the group or fan page on Facebook. This is usually the creator of the group/fan page, but individual can also be designated admin/officer status by another member with admin/officer status.</td>
</tr>
<tr>
<td>Blog</td>
<td>Contraction of the term ‘web log’, a blog is a form of online journal with articles posted on particular subjects. <em>WordPress</em> is one of the most popular blog creation websites.</td>
</tr>
<tr>
<td>Discussions</td>
<td>These take place on a Discussion Board and are the same as a Forum. As an Admin/Officer, you can start a new thread which is a question or statement. People are then able to respond to the question or statement.</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>Same as a Forum whereby people exchange opinions and advice or answer questions based on a thread.</td>
</tr>
<tr>
<td>E-mentoring</td>
<td>A means of providing a guided mentoring/support relationship using online tools such as Instant Messaging (IM) or email.</td>
</tr>
<tr>
<td>Facebook</td>
<td>The web’s most popular social network site (SNS) which allows users to present an online ‘profile’, form online groups and media-share.</td>
</tr>
<tr>
<td>Facebook Fan Page</td>
<td>A public profile used by charities, organisations, businesses, celebrities or public figures. It allows you to share information with individuals or other organisations that are supporters of your aims/objectives and have ‘liked’ your page. As well as posting up information into your status, you can ‘share’ information to your supporters from other relevant organisations.</td>
</tr>
<tr>
<td>Facebook Group</td>
<td>You can create a group from your Profile Page. Groups allow individuals who are Facebook members and have a Profile Page to join. Groups can be closed and private where only you as creator can invite people to join, or the group can be open and public, where anyone can join and see the information being shared amongst members. From your group you can use the Facebook email to contact all the people who have joined the group.</td>
</tr>
<tr>
<td>Flaming</td>
<td>Insulting someone to provoke a negative reaction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum</td>
<td>Same as a Discussion Board whereby people exchange opinions and advice or answer questions based on a thread.</td>
</tr>
<tr>
<td>Facebook Places</td>
<td>An on-line tool that tells people your precise location – linked to your Twitter and/or Facebook Timeline/Wall. People often use this to tell followers and friends the venue or event they are at.</td>
</tr>
<tr>
<td>Instant Messaging (IM)</td>
<td>A type of communication where two people communicate privately in real time over the Internet, like a telephone conversation but using text-based, not voice-based communication.</td>
</tr>
<tr>
<td>Media-Sharing</td>
<td>A term used to describe the exchange of photos, videos and links online between individuals and organisations.</td>
</tr>
<tr>
<td>Moderator (at {INSERT ORGANISATION NAME})</td>
<td>This is the individual, in this case the Administrative Manager, who has overarching responsibility for monitoring on-line activity of SNS on behalf of the organisation. This person posts information about (INSERT ORGANISATION NAME) activities or that of other organisations and media, ensures that comments are appropriate and responded to, alerts staff of contact by service-users either through SNS email, instant chat or comments and ensures that the profile page and fan page are up to date.</td>
</tr>
<tr>
<td>Moderation Rules</td>
<td>Guidelines or rules for those you are engaging with in an on-line public space such as a group. This can include the sorts of language, discussions and media sharing allowed. Please see an example of Moderation Rules in Section 6.</td>
</tr>
<tr>
<td>Privacy Settings</td>
<td>These allow you to put restrictions on who can see the information on your SNS Profile Page. It also allows you to restrict how and with whom information about you is shared publicly.</td>
</tr>
<tr>
<td>Profile Page</td>
<td>This is your SNS individual profile and is your launch pad for using other SNS tools on the site. Staff need to create an individual work profile page so they do not have to use their private profile page to communicate with service-users. Your Profile page can be made the ‘officer’ or ‘administrator’ of a fan page or group.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SNS/Social Networking Site(s)</td>
<td>Online tools that allow people and / or organisations to connect together for example Twitter, Facebook, YouTube.</td>
</tr>
<tr>
<td>Social Marketing</td>
<td>Using on-line tools to promote and raise awareness of your company for a specific objective.</td>
</tr>
<tr>
<td>Social Media</td>
<td>An umbrella term for any on-line tool or phone application (app) which allows an individual or organisation to communicate with their service users and supporters. It also allows its users to enter a dialogue with each other. This can be through sharing of images or videos, sending messages to one another or writing articles which other users can alter or post comments on.</td>
</tr>
<tr>
<td>Social Networking</td>
<td>Online tools that allow people and / or organisations to connect together.</td>
</tr>
<tr>
<td>Status Update</td>
<td>450 characters on Facebook and 140 characters on Twitter in length, this is the exchange of comments, information and links from your Profile Page to the wall of those you are linked to as ‘Friends’ or ‘Fans’ or ‘Followers’.</td>
</tr>
<tr>
<td>Tagging</td>
<td>This is when people are identified in media-sharing. Individuals can tag themselves or be tagged by friends and/or the admin/officer of a group/Fan page.</td>
</tr>
<tr>
<td>Thread</td>
<td>A topic of discussion taking place on a Discussion Board or Forum. A thread begins as a question or statement and is continued with an exchange of comments/responses.</td>
</tr>
<tr>
<td>Timeline / Wall</td>
<td>A space provided with your Profile Page or fan/like page to share messages, opinions, and links to those you are connected with as ‘Friends’ or ‘Fans’.</td>
</tr>
<tr>
<td>Twitter</td>
<td>Micro-blogging service which allows users to provide 140-character updates. Users can ‘follow’ each other but unlike other social networks, it is not automatically reciprocal. Twitter allows you to ‘follow’ a great many people / organisations who will be communicating about specific subjects regularly and as such is a good way of getting the latest information specific to your interest.</td>
</tr>
</tbody>
</table>

**Acknowledgments**

{INSERT ORGANISATION NAME} would like to thank ... (please acknowledge Allsorts here)

**Acknowledgments for template**

Allsorts would like to thank Jess Wood, Director, and Mel Berry, our Administrative Manager for updating this policy. We would also like to thank members of the Community & Voluntary Sector Forum (CVSF) Safety Net, B&H city council, and http://network.youthworkonline.org.uk who provided us with examples and information on e-safety and helped us to bring this document to a final draft.

We would like to thank specifically the following individuals: Susan Luxford, who wrote the original document, Adam Muirhead of the Trust for Developing Communities, Duncan Hill at the 15th Brighton Scout Group and Tim Davies of Youth Work Online.