

# TASK 4.2 – TRAINING ON MULTI- PLATFORM NEWSROOM MANAGING

The logo for GEAR (Gender Equality and Access to Resources) is displayed in a white, scalloped-edged circle. The word "GEAR" is written in a bold, black, sans-serif font. A horizontal bar is positioned across the middle of the letters "E" and "A", with a red segment on the left and a blue segment on the right.

**GEAR**

\* \* \*  
**TRAINING SESSION FOR  
TRAINERS**

**MODULE I**

***TOOLS FOR ACTIVATING AN INCLUSIVE  
AND GENDER-EQUALITY ORIENTED  
MULTIMEDIA EDITORIAL TEAM***



Co-funded by  
the European Union

A project  
designed by:



Center for Sustainable  
Communities Development



International  
Comité

# INTRODUCTION



## ORGANIZATION



Online training session for trainers  
(4 x 2 hours)



Course to Roma target groups  
(16 hours -> M6-M13)



## COURSE TOPICS FOR YOUNG PEOPLE

1. Principles of social communication
2. Tools of web communication (web radio, social media, blogs) and main characteristics
3. Evaluation of contents and the control of the sources of information
4. The start and the planning of the activity of a press editor
5. Working in a group in a social editorial staff

# TRAINING SESSIONS FOR TRAINERS



Tools for activating an inclusive and gender-equality oriented multimedia editorial team



Tools and techniques for using social channels:  
Meta (Facebook + Instagram) + TikTok



How to fuel a digital platform:  
functional content models for digital publication



Web radio management and publishing models

# THIS TRAINING MODULE OBJECTIVES



- 1. Offering materials and tools to encourage the more open and inclusive participation of boys and girls** to the editorial staff (gender equality oriented) capable of running social pages and a web radio.
- 2. Providing training modules to promote teamwork:** Organizing team-building activities and collaborations on specific projects can help newsroom members get to know their colleagues better and build stronger bonds.
- 3. Raising awareness on gender equality issues** among young project participants.

# INDEX OF CONTENTS



Encouraging girls' and boys' participation in multimedia editorial activities

1. Marketing to Teens: Gender Roles in Advertising
2. Gender Stereotypes and Body Image
3. Promoting Ethical Behavior Online
4. There's no excuse to forward a sext
5. Body Positive Ads

# GUIDELINES FOR ENCOURAGING GIRLS' AND BOYS' PARTICIPATION IN MULTIMEDIA EDITORIAL ACTIVITIES



1. Offering targeted training on the project topics.
2. Giving trainers the opportunity:
  - to experiment with **inclusive group management**;
  - to promote **equal participation between boys and girls**.

# GUIDELINES FOR ENCOURAGING GIRLS' AND BOYS' PARTICIPATION IN MULTIMEDIA EDITORIAL ACTIVITIES



- **Encouraging everyone's participation in the newsroom is essential** to creating an inclusive and stimulating environment.
- **Suggestions** you can use to encourage broad and egalitarian participation
- **5 training modules**

# SOME TIPS FOR ENCOURAGING GIRLS' AND BOYS' PARTICIPATION IN MULTIMEDIA EDITORIAL ACTIVITIES



- Create a welcoming environment
- Promote active listening
- Address girls' concerns
- Incentivize the contribution of ideas
- Use brainstorming
- Divide tasks equally





# SOME TIPS FOR ENCOURAGING GIRLS' AND BOYS' PARTICIPATION IN MULTIMEDIA EDITORIAL ACTIVITIES



- Provide leadership opportunities for all
- Ensure female representation
- Encourage girls to be leader
- Promote open communication
- Provide constructive feedback
- Foster diversity and skills/abilities



# MARKETING TO TEENS: GENDER ROLES IN ADVERTISING



In this learning module students explore gender roles in advertising by **taking an ad campaign they have seen**, which is specifically directed to one gender, and redesigning the campaign to target the opposite gender.

## Learning Outcome

Students will demonstrate:

- an awareness of gender stereotypes that are used by advertisers to sell products
- an understanding that advertisements are designed to deliver very specific messages to consumers

# MARKETING TO TEENS: GENDER ROLES IN ADVERTISING (BASIC)



## Questions to ask:

- What are some common gender stereotypes associated with guys and girls?
- Do students believe these gender stereotypes to be accurate?
- Where do they think these stereotypes come from?

## Activity:



# MARKETING TO TEENS: GENDER ROLES IN ADVERTISING (ADVANCED)



## Activity:

- Divide the class into groups of 4 or 5. (Each group will have a large piece of paper and some markers.)
- Explain that each group is to think of a product that is advertised specifically to either guys or girls.
- Ask students to design an ad that would appeal to the opposite gender.

## Discussion:

- How is marketing to guys different to marketing to girls?
- Does gender-based marketing reinforce stereotypes?
- What types of ads appeal to both sexes?

# GENDER STEREOTYPES AND BODY IMAGE



In this learning module, students are made aware of:

- the **dangers of gender stereotyping**
- the **social media's role** in perpetuating gender stereotypes.

## Learning Outcome

Students will demonstrate:

- an understanding of the potentially damaging effects of living up to stereotypes
- an understanding of the media's role in perpetuating these stereotypes
- an understanding that "going along with the crowd" can involve sacrificing one's own principles

# GENDER STEREOTYPES AND BODY IMAGE



## Activity:



## Discussion:

- What does it mean to act like a man?
- What words or expectations come to mind? (e.g., men don't cry, men are tough, men are strong)

Draw a box around the entire list.

# GENDER STEREOTYPES AND BODY IMAGE



## Activity:



## Discussion:

- What does it mean to be ladylike?
- What words or expectations do you think of? (e.g., girls are polite, girls are neat, girls are passive)

Draw a box around the entire list.

# GENDER STEREOTYPES AND BODY IMAGE



## Activity:



## Discussion:

- Where do we learn these gender roles?
  - What people teach us these stereotypes? People in entertainment? Sports? Social Media ?
- Where do women learn these messages?
  - What people other than moms influence our learning of gender roles?
  - Where else in society do we find these messages?

Write responses down the left side.



# GENDER STEREOTYPES AND BODY IMAGE



## Activity:



## Discussion:

- What names or put-downs are directed at boys when they don't fit the box?•
- What names are women called if they step out of the stereotype box?

Write the names along the bottom of the appropriate box.

- How do these labels and names reinforce the stereotype box?
- How does it feel when we are called these names?
- What do you think the person who is using these put-downs is feeling?

# GENDER STEREOTYPES AND BODY IMAGE

## Further discussion spaces

- What are some situations where you may be pressured to "Act Like A Man" or "Be a Lady?"
- How might these stereotypes lead to violence?
- Have you ever experienced a situation where you were expected to act a certain way because you were a girl or a boy, even though it may not have been the way you felt like acting?



# GENDER STEREOTYPES AND BODY IMAGE

## *GUIDED ONLINE BROWSING*

GEAR

Show photos of "fashionably" thin women and then ask students:

- How does this person live up to the "ideal" standards found in the stereotype box from last class?
- How is she successful at being a woman according to these norms?
- What is the connection between ads like this and eating disorders?
- Do you think women would want to be thin if they were not bombarded with thin images of women, like this, in the media?
- How do these standards for body image differ from standards for different cultural groups (Note: In some cultures, heavy body weight is considered to be a sign of healthiness!)



# GENDER STEREOTYPES AND BODY IMAGE

## *GUIDED ONLINE BROWSING*

GEAR

**Show photos of men from ads and then ask students:**

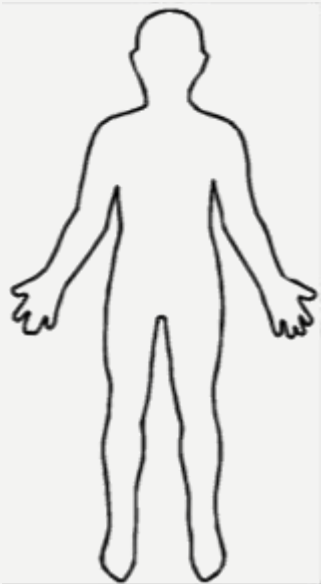
- How does this person live up to the "ideal" standards found in the stereotype box from last class?
- What messages are being given to men through these images?
- How are they different from the messages that we get from the images of women that we have seen?
- Do you think that men are also pressured to look a certain way?



# PROMOTING ETHICAL BEHAVIOUR ONLINE



## My Virtual Life



Students learn about ways to manage their privacy and reputation online by exploring their digital presence and to make good choices about sharing other people's content online

## Learning Outcome

Students will demonstrate:

- an understanding of how their online activities reflect on them
- an understanding of the importance of ethical behaviour and reputation management in various online environments
- an understanding of the importance of managing one's privacy online
- consideration of ethical issues when sharing others' online content

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### **What's Your Opinion?**

Begin by distributing the What's Your Opinion? handout. Have students take a few minutes to read through the statements and decide whether they agree or disagree. Then go through the statements with the class and have them share their opinions and the reasoning behind them. Make sure that each position gets heard in the discussion, but don't try to find a "right" or consensus answer for each question.

One thread in the quotes that is likely to emerge in the discussion is that students are concerned with how people see them online. Point out to students that when we're online, how we "look" to others is based on things we post and share - and things that are posted and shared about us - and that we may "look" different to different people based on how they interact with us online.

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## MY VIRTUAL LIFE



What's Your Opinion? *	Do you agree?
When I choose a picture, I want to make sure I look good in it.	Y/N
If one of my friends looks super good in a picture and I think I look mediocre then it's not the end of the world if I have one less than perfect picture of myself on Facebook.	Y/N
Some people don't ask before posting or tagging photos, but usually they're good about doing that because they don't want to embarrass their friends	Y/N
I don't really get embarrassed by putting, like, pictures of me making a funny face or something but I would never put that as my profile picture?	Y/N
You look at a picture and you're like "Why won't people like this?" and then you look at it and you think "Yeah, my hair doesn't look that good," or "My clothes don't look that good," or "Wow, that outfit actually wasn't that nice." You start to look at everything and then you make yourself feel more negative about it.	Y/N
Sometimes it's really embarrassing, if you're making, like, the stupidest face in a picture and your friend posts it on Facebook, that's going to start some drama if they won't take it down or people have already seen it.	Y/N

\* Read through these quotes and circle Y if you agree and N if you don't. Be ready to explain your opinion

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### My Online Portrait, Part One

**My Online Portrait**

---

WHERE I POST AND SHARE...	WHERE THINGS ARE POSTED AND SHARED ABOUT ME
PHOTOS:	PHOTOS:
VIDEOS:	VIDEOS:
LIKES, VOTES, SHARES, ETC.:	LIKES, VOTES, SHARES, ETC.:
COMMENTS AND MESSAGES:	COMMENTS AND MESSAGES:
OTHER CONTENT:	OTHER CONTENT:

A simple line drawing of a human silhouette, facing forward, with arms slightly out to the sides. It is centered between the two columns of the form.



# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### Who Sees What?

1. Have students create a tally of the platforms where they post and share the most content.
2. Then have each student give their top three and do a tally for the whole class.
3. Determine the top five or six platforms for the whole class.
4. Divide the class into the same number of **groups**, assigning one of the top platforms to each group.

Distribute the **Who Sees What?** handout and have each group research the privacy tools and settings for their platform.

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### Who Sees What? Assignment for each group

As a group, research what kinds of **privacy tools and settings** your platform has that allow you to decide who sees what material you post. Make sure to include at least 3 different tools or settings.



- **Explain** how to use the tools you've researched in the form of a tip sheet, a poster, or another format approved by me.
- **Present** your product to the rest of the class and be prepared to answer any questions they may have.
- **Revise** your product based on the questions and feedback you received during your presentation. I will make copies of your final product to share with the whole class.

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### **My Online Portrait, Part two**

When students have completed and shared their Who Sees What? projects, point out that all of these privacy tools and settings have one limitation: they only control what you share and who you share it with.

The people you choose to share it with can then do whatever they want with it and people can also post content about you or with you in it.

Now have students fill in the right side of the My Online Portrait handout: where other people post and share content about them, including photos or videos of them, “likes” and “shares” of their content, comments on their content, etc.

(Remind students to think about more than just their friends – their parents, their schools and even the sites and apps they use may share content about them)

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### Think Before You Share

- Point out that since there are no tools for controlling what other people do with our content, we have to rely on other people to do the right thing.
- Explain that we rely on people's ethics and values to do the right thing.

### Discussion:

If someone shares something with you with somebody else in it, ask yourself:

- Did the person who sent this to me mean for it to be shared?
- Did they have permission from the person who's in it?
- How would I feel if somebody shared something like this with me in it?

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### **Fixing things if they go wrong (1/3):**

Everyone makes bad choices sometimes. That doesn't mean that you shouldn't do everything you can to fix things:

- If you shared something you shouldn't have, the first step is to ask the people you sent it to not to pass it on.
- If someone else posted something you sent them, start by asking them to take it down. This is actually pretty effective most of the time.

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### **Fixing things if they go wrong (2/3):**

- Remember not to do anything while you're mad: give yourself time to cool down and, if you can, talk to the person offline.
- If they refuse to take it down, don't try to get back at them by sharing private things they sent you, harassing them or getting your friends to gang up on them. For one thing, this almost always makes things worse. For another, the more you get back at them, the more it might look like it's just as much your fault as theirs.
- If you're tagged in a photo that you don't like, remember that a lot of photo-sharing and social networking sites may let you take your name off any pictures you've been tagged in.

# PROMOTING ETHICAL BEHAVIOUR ONLINE

## *MY VIRTUAL LIFE*



### **Fixing things if they go wrong (3/3):**

- For more serious things, for instance if it's a partly or fully nude picture or video, if it's defamatory (it's not true and hurts your reputation) or if it's being used to harass or bully you, you can ask the site or service that was used to share it to take it down. In those cases you can report it to the police too.
- If you are in a situation where a person is threatening to share a nude photo of you unless you provide more nude photos – involve a trusted adult and contact police.

# THERE'S NO EXCUSE TO FORWARD A SEXT\*

## *OVERVIEW*



- In this lesson, students learn about the “**sneaky excuses**” that can convince us to do things that we know are wrong.
- After learning about the different types of these excuses, students watch and discuss a series of videos in which the excuses are used to justify forwarding sexts without the original sender’s consent

\*sending sexual text messages



# THERE'S NO EXCUSE TO FORWARD A SEXT

## *THE 4 COMMON EXCUSES*



### **1. Justifying the action: "You Should Be Thanking Me"**

One common excuse we use to justify our actions is to say that our behaviour is okay because it was for a good reason. Sometimes this may be the case, but two wrongs don't make a right!

# THERE'S NO EXCUSE TO FORWARD A SEXT

## *THE 4 COMMON EXCUSES*



## **2. Denying the harm: "Everybody Does It"**

Sometimes we deny that our actions caused any harm at all, or we minimize how much harm was done. We often do this by comparing our actions to something that's "worse" so that what we did looks better by comparison.

# THERE'S NO EXCUSE TO FORWARD A SEXT

## *THE 4 COMMON EXCUSES*



### **3. Shifting responsibility: "I'm Just the Messenger"**

Sometimes when we've done something that we know is wrong, we look for excuses to say that it's actually someone else's fault and not our own.

# THERE'S NO EXCUSE TO FORWARD A SEXT

## *THE 4 COMMON EXCUSES*



### **4. Blaming the victim: "It's Your Fault for Sending It in the First Place"**

Another common excuse that we use to justify bad behavior is to avoid taking responsibility for our actions, and instead, we blame the person who was hurt by what we did.

# BODY POSITIVE ADS



- This lesson helps students understand the relationship between body image and marketing by exploring Aerie and Dove's body positive advertising campaigns.

## **Learning Outcome**

Students will demonstrate:

- awareness of the media's role in promoting unattainable standards of attractiveness
- awareness of the effect body positive campaigns have on companies and consumers

# BODY POSITIVE ADS



Show students the pictures contained in "Traditional Ads -Men and Women" or find other examples on yourselves.

## **Discussion:**

- These ads look a lot different from the ones Aerie or Dove publishes for women, which ads are a more accurate representation of the female body?
- What messages do these ads convey about men and women? Are they positive or negative? Why do you think so?
- If you don't look like the people in these ads, would you want to buy from their brand? Why or why not?



# BODY POSITIVE ADS



Show students the pictures contained in "Women's Body Positivity: Aerie" and "Women's Body Positivity: Dove"

## **Discussion:**

- Are they effective as ads? As body positivity messages? Why or why not?
- What is the message? Is it clear?
- Who is this campaign targeted to? (Discuss how the "audience" for a marketing campaign influences content.)
- How much do viewers' values and knowledge influence the interpretation of these ads?
- How would a campaign like this affect the company either positively or negatively? Explain your reasoning.

# BODY POSITIVE ADS



Show students the pictures contined in "Men's Body Positivity: Dressmanns, Fenty by Rihanna, Surge Underwear, Levi's"

## **Discussion:**

- Do you think that body image is an important issue for men?
- When men worry about their bodies, what are they most likely to worry about?
- It's no secret that advertisers promote standards of attractiveness and thinness that are almost impossible for the average woman to attain. Would you say that this is true for men as well?
- Where is pressure for men to look a certain way most likely to come from?
- Do you feel you see more campaigns promoting women's body positivity compared to men's? If so, does this surprise you? Why or why not? If not, what are some other examples of men's body positivity ads?
- Do you think these ads would have the same positive effect on men as body positivity ads aimed at women?
- Do you think it is as lucrative for companies to promote men's body positivity over women's? Why or why not?



# BODY POSITIVE ADS

## *TALKING BACK (1/5)*



- If you like or don't like the way people are portrayed in an ad, don't just tell your friends.
- Tell the people who have the power to do something about it: other consumers, producers, networks, social media, companies that make the ads, or companies that make the product being advertised.

You can:

- Disagree with a writer or an advertising message point of view
- Compliment a writer or advertiser
- Inform a company you won't be buying their product
- Spread the word about an ad campaign with positive messages
- Tell an advertiser you don't like seeing their ads next to certain kinds of content
- Suggest solutions, such as ways in which an ad could be improved to reduce stereotyping

# BODY POSITIVE ADS

## *TALKING BACK (2/5)*



- If the company or product has a Facebook page or a Twitter, Instagram or other social network account, post your complaint (in a less formal form than a letter, but still professional, articulate and polite) there and tell your friends to do the same.
- If a link to or embedded video of the ad is on their FB or a photo of it is on Instagram, comment on it directly.

# BODY POSITIVE ADS

## *TALKING BACK (3/5)*



### **A Few Hints for Comments on Corporate Social Media Accounts:**

- Keep it brief and to the point
- Don't go on the attack: instead, write as if you are just trying to bring an issue to their attention
- Don't use slang or profanity
- If a company addresses the issue or already presents fair portrayals of different groups, acknowledge it
- Remember, you are talking to the company and everyone else who visits the site. It's a specific rebuttal and a public appeal.
- You can also start your own movement on social media! make a Facebook page, start a Twitter hashtag make an Instagram post tagging the company or post a video that gets your message across.

# BODY POSITIVE ADS

## TALKING BACK (4/5)



### Talking Back Assignment

- Find an ad or ad campaign (either in magazines or on social media) that you think promotes either positive or negative body image messages.
- Identify whom you should talk back to about it: the advertiser? The company that makes the product or service? The place where the ad(s) appeared? Other consumers?
- Create at least three social media posts either criticizing or praising the campaign. Make sure to identify specifically why you are praising or criticizing and what action you want taken.

# BODY POSITIVE ADS

## TALKING BACK (5/5)



### Assessment Task

- Distribute the How and When to Talk Back handout to students and read through it together.
- Have students find (online) either an ad or advertising campaign that they think promotes positive or negative body image messages.
- Using the Talk Back handout as reference, have students create social media posts either criticizing or praising the campaign.

# BODY POSITIVE ADS

## TRADITIONAL ADS

GEAR





# BODY POSITIVE ADS

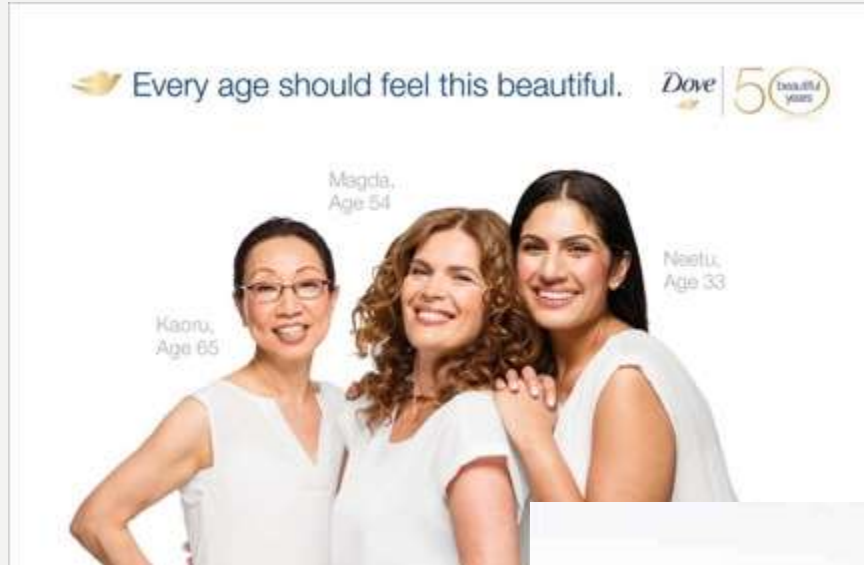
## AERIE POSITIVE ADS



# BODY POSITIVE ADS

## DOVE POSITIVE ADS

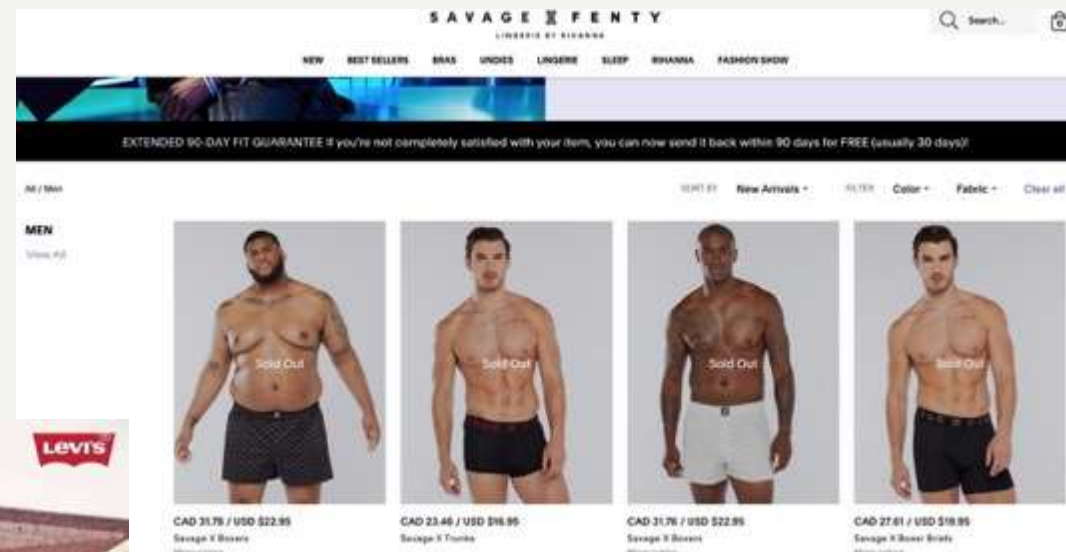
GEAR





# BODY POSITIVE ADS

*DRESSMANNNS, FENTY BY RIHANNA, SURGE UNDERWEAR, LEVI'S*



# ANNEX 1



## MANAGING PRIVACY ON SOCIAL MEDIA PLATFORMS

# INDEX OF TOPICS



- [MANAGING PRIVACY ON SOCIAL MEDIA PLATFORMS](#)
- [FACEBOOK](#)
- [INSTAGRAM](#)
- [TIK TOK](#)

# MANAGING PRIVACY ON SOCIAL MEDIA PLATFORMS

Privacy management on social media platforms is a complex and evolving topic.



Social platforms collect personal data, so **users** play an important role in managing their privacy by reading

and understanding the privacy policies of social platforms and choosing the most appropriate privacy settings.

# FACEBOOK



- **Who Can See Your Posts:** While on a personal profile you have the option to share with "friends," "friends of friends," or the "public," pages are usually public by default. However, you can set audience restrictions for page publications in the privacy settings.

## How to clean up your profile


There are times when you may want to manage what others can see about you, like if you're looking for a new job. We're here to help.

### Facebook

#### Limit past posts

Use this tool to change who can see your past posts.  >

#### Review past activity

Review and manage what you've shared in your activity log.  >

# FACEBOOK



- **Content Management:** Pages offers more advanced options for content management. You can schedule publications, promote specific posts, respond to comments like the page, and monitor page statistics.
- **Community Tools:** Pages offer specific tools for community management, such as the ability to hide inappropriate comments or block annoying users.
- **Administrators and Roles:** Pages allow you to assign roles to team members, such as administrators, editors, moderators, and others. This allows you to control who can do what on the page.
- **Promotional Resources:** Pages allow you to create advertisements and promote the page to reach a wider audience.

# INSTAGRAM



- Managing privacy on Instagram is critical to protecting your personal information and deciding who can see your content.
- Let's examine a list of the main privacy settings on Instagram, emphasizing the differences between a personal and a business profile



# INSTAGRAM



- **Profile settings**

Private (personal) account: By enabling this option, only people who follow your account can see your posts. Follow requests must be accepted by you.

Public (corporate) account: With a corporate account, it is usually advisable to keep it public to increase your company's visibility. You can still manage the privacy settings of individual posts.

- **Follower approval**

Private (personal) account: You can approve or reject follow requests. This gives you complete control over your follower list.

Public (corporate) account: Corporate accounts do not offer the option to approve followers. Anyone can follow the account.



# INSTAGRAM



- **Hide stories and posts from specific users**

Both accounts: You can hide your stories or posts from specific users without having to block or remove them from your follower list. This option is useful if you want to limit the visibility of certain content.

- **Block users**

Both accounts: You can block unwanted users so that they cannot see your content or interact with you.

- **Comment settings**

Both accounts: You can filter comments by keywords or limit who can comment on your posts.

# INSTAGRAM

- **Activity settings**

Both accounts: You can hide your recent activity, such as likes and comments, from other users.

- **Geotagging**

Both accounts: You can decide if you want to geotagged your photos to share your location with followers. This option is available for both personal and business accounts.



# INSTAGRAM



- **Posting personal information**

Both accounts: Avoid sharing personal information such as phone number or address in your descriptions or stories, especially if you have a business account.

- **Analytics** (*corporate account only*)

Corporate account: With a corporate account, you can access detailed statistics and analytics about your performance. This information can be useful for improving your presence on Instagram, but you must be careful not to unintentionally share sensitive data.



# TIK TOK



- **Profile Settings**

Personal Profile: You can set your profile as "Public" (visible to everyone), "Friends" (visible only to friends) or "Private" (requires approval to be followed).

Business Profile: Privacy options are similar to those of a personal profile but may vary depending on the specific settings of the business profile.

- **Control of followers**

Personal profile: You can control who can follow you and who can send you direct messages via personal profile settings.

Company profile: Followers control options may vary depending on company settings. Companies can set restrictions on followers or who can interact with the profile.

# TIK TOK



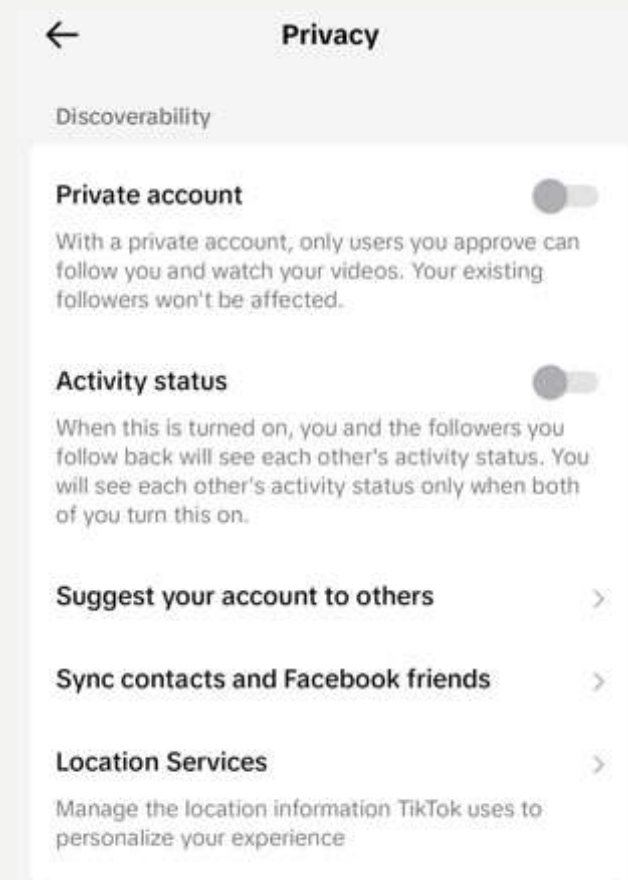
- **User Blocking**

Personal and Business Profile: You can block unwanted users to prevent interaction with your content or profile.

- **Video privacy settings**

Personal profile: You can set the privacy of each video when it is published, choosing whether to make it public, visible only to friends, or private.

Company profile: Video privacy options may vary, but usually companies publish public videos to reach a wider audience.



# TIK TOK



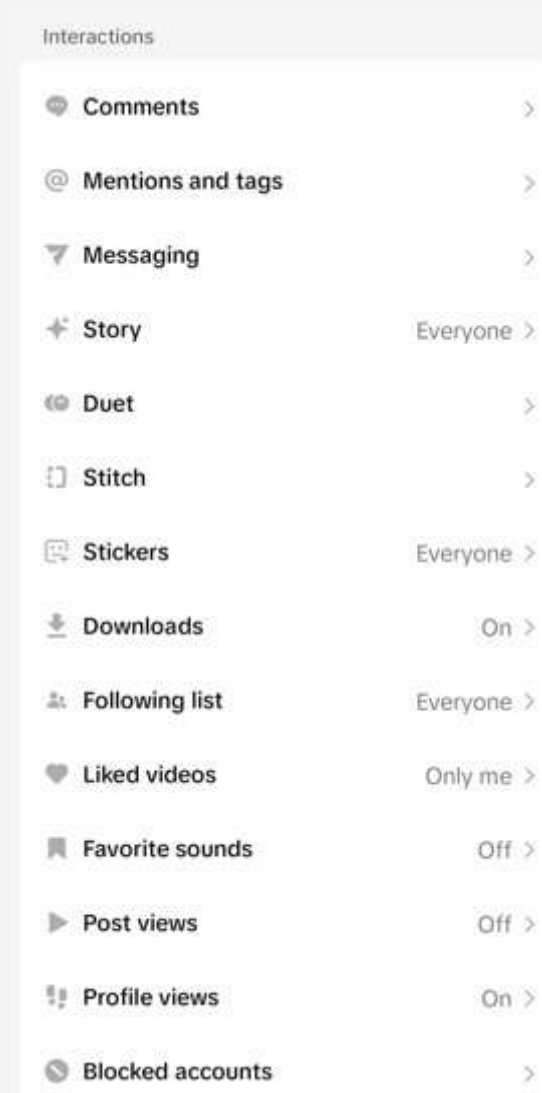
- **Video Sharing**

Personal profile: You can choose to enable or disable sharing of your videos outside of TikTok, such as on other social platforms or websites.

Business profile: Businesses can choose to share their videos on other platforms for promotional purposes.

- **Comment management**

Personal and business profile: You can moderate comments on your videos, hiding offensive or unwanted ones.



# TIK TOK



- **Personal Data Protection:**

Personal profile: TikTok collects personal data, but you can restrict the sharing of certain information through privacy settings.

Corporate profile: Companies must follow data privacy regulations and can collect data from their followers but must obtain consent or comply with privacy laws.

- **Sensitive content**

Personal and business profile: TikTok has rules about posting sensitive or inappropriate content. Following them is critical to avoid problems with your profile.

- **Account Security Settings**

Personal and business profile: We recommend enabling two-factor authentication (2FA) to protect your account from unauthorized access.