Title: **Social Media: Me online / How we use social media (V2)**

Level: Third
Code: 3.9.1

Links to Curriculum for Excellence

Experiences/Outcomes

- I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB3-46b
- I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB3-49b

Benchmarks

- Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making.
- Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police.

Learning intentions

- Young people talk about their online activity.
- Young people consider how popular culture and media impacts on them.

Success criteria

- I can describe what I do online.
- I reflect on my own behaviour and actions when I am online.
- I can reflect on the benefits and risks involved in being online.

Resources to support this activity

- Prop with heading ME ONLINE
- Poster/graphic from https://www.internetmatters.org/
- Articles on social media influence on mental health and examples of young people as positive activists online.

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Activity
There are 3 activities described here, depending on the time with the class/group you might consider using all of them in a longer session, or split over 2 sessions. Of course, there may be young people in the class who do not have a phone, tablet or access to the internet. Rules at home will be different. Be aware of whatever emerges here so that a child who has different access or rules is not criticised or shamed.

Part 1 Me online
1. Start with an introduction that we all use the internet differently. Some of us will have phones or tablets or game online, some of us will not. Whatever access we have, whatever we use, today we will be thinking about young people's online lives, and it's likely that even with limited access now, this will probably increase for everybody as they get older.
2. Ask the young people to create a small poster that maps their online/social media activity day-to-day, at school, at home. Use the images of icons and the questions provided. The questions are: *What are the main sites or apps or games that I use day to day? How much time in a day do I spend on each?*
3. Have a conversation about similarities and differences. Explore whether the young people are using their phones or tablets or PC? How happy are the young people with their online activities? Do they feel they spend enough or too little time online? What would they miss if they could not have the access they have?

Part 2 Young people online
1. Share the **Internet Matters** poster, it describes some key facts about young people's use of social media. Talk through the main findings – any surprises for the class/group? Then use these prompt questions for discussion either as a whole class/group or in smaller groups, with reporting back.
   o Do your parents/carers know much about what you do online?
   o If someone said something unkind about you on social media, would you block them?
   o Would you consider any followers you have on any site as *friends*?
2. Share the poster **Top Ten Tasks for Teen Tablet Users**. Does this reflect the behaviour of this group?

Part 3 Social media – good or bad?
1. Introduce the idea that some people feel that social media, and young people spending time online is overall a bad thing. But others argue that the internet and global access to information and people means that young people can get active and have a great influence. There are 2 pieces of evidence here, one arguing that there are things we should worry about when it comes to young people's health, and the other is examples of young people getting active for good online.
2. Share with the class and give them time to read, individually or in pairs.
3. Ask for opinions on and discuss Article 1: *Excessive social media use harms children's mental health*
4. Ask for opinions on and discuss the second piece, with stories about online activism by Hannah Alper and Joshua Williams.
5. Discuss: Do the young people know of other examples of using social media for good? Whether they do or not, can they think of any ways they or their peers could use social media for good?
6. Either:
   Ask round the room – overall is social media a good thing or a bad thing? Of course, this is a rather simplistic/binary question but encourage discussion. *Or:*

Identify groups who must take a stance on the question: Social media – good or bad? They must identify 5 key points they want to make, appoint a spokesperson and present.

Additional ideas

- Research: Learners could explore this site and report on most useful aspects for young people: http://www.childnet.com/young-people/secondary
- This article explores *Is social media bad for your health?* https://www.theweek.co.uk/checked-out/90557/is-social-media-bad-for-your-mental-health

Connecting with home

If it is possible to connect with a text message or short email to parents/carers the following short message could go home:

At school we are discussing being online and social media. Here are some great information sites for parents/carers: http://www.childnet.com/parents-and-carers https://www.thinkuknow.co.uk/parents/

This guide is for parents/carers who want to think about their child's screen-time: https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch_screen_time_parent_fact_sheet_-_final.pdf

Further learning activities are available that connect to this RSHP curriculum content

- 3.9.2 Netiquette
- 3.9.3 Sending and sharing images

Practitioner Notes

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