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relationships, sexual health and parenthood

Title: **Social Media: Me online / How we use social media (V3)**

Level: Third
Code: 3.9.1

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a 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 am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 3-46c I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a 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	• 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. • Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. • Demonstrates the skills needed to challenge stereotypical images in the media, including social media, for example, confidence, judgement.

Learning intentions

- Young people talk about their online activity.
- Young people consider how popular culture and media impacts on them.
- Young people identify sources of information and support.

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.
- I have strategies to deal with situations that cause me concern.
- I can identify people or places to go to when I have questions or a worry.

Resources to support this activity

- PowerPoint slides
- Props for each area of activity

In terms of the discussion in this activity 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. *Check the beginning of the activity description as young people are asked to do a pre-session task.*

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Activity

Before the session: In the days or week before facilitating this session let young people know they will be talking about social media. Ask them to think about/identify a person who is online and doing something good as a result – a vlogger, campaigner, personality. They will be asked to tell others about this person and their activity on line.

1. **Me online.** Start with an introduction that we all use the internet differently. Some of us will have phones or tablets or game online, some not. Whatever access we have, whatever we use, today young people will be thinking about their online lives, and it's likely that even with limited access now, this will probably increase for everybody as they get older.
   Ask the young people to (relatively quickly) sketch out 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 (prop 1) or have young people create their own (to ensure it's current). The questions are (on slide): *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?*
   Have a conversation about similarities and differences, with prompt questions such as: 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?

2. **Young people online** (Use prop 2) 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 share the second page **Top Ten Tasks for Teen Tablet Users** (also prop 2). Does this reflect the behaviour of this group?
   Use the prompt questions (on slide) 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*?

3. **Social media – good or bad?** 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. Print off and read through together the article (prop 3): *Excessive social media use harms children's mental health.* Discuss opinions in the class/group. Prompt questions could include: why do you think being online would impact on a young person's emotional and social development? There appears to be a gender difference, girls spend more time on social media, seem to be affected more – why so?

   Remind the young people that they had been asked to think about identifying a young person/young adult who they know online who they feel does good. Ask who would like to share and describe the person and their online activities. Accept contributions, they might range from the beauty blogger who promotes self-confidence to an environmentalist to a rap artist that challenges racism. Acknowledge any difference in views young people might have about whether the examples are 'good' in terms of message/influence or not.

If no-one has prepared anything give the young people some time on their phones/tablets to do so. OR use the two pre-prepared examples (prop 4 and on the slide) about online activism by Hannah Alper and Joshua Williams.

4. To end pose the main questions again and ask young people to work in small groups, which must take a stance: **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
- Most popular social media sites UK 2019 https://social-media.co.uk/list-popular-social-networking-websites

Connecting with home
The text below could be used to communicate with home about this group of learning activities:

At school we are discussing being online and social media. Our learning will explore how we behave online and the sharing of sexual images between people, sometimes called sexting. Here are some great information sites for parents/carers:
- http://www.childnet.com/parents-and-carers
- https://www.thinkuknow.co.uk/parents/
- http://www.childnet.com/blog/online-etiquette-or-netiquette-the-dos-and-donts-of-online-communication-

We are also watching this short film: Trouser boy: https://vimeo.com/231619730

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