Title: Social Media
Part 2: Netiquette

Level: THIRD/FOURTH

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.

The learning intentions and success criteria are met with delivery of all parts of this topic.

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
- Paper/pens
- Internet Manners infographic printed for sharing
- *Trouser Boy* (duration 2 minutes 9 seconds): https://vimeo.com/231619730
- *Promise* (duration 2 minutes 36) from PDST Technology in Education on Vimeo at https://vimeo.com/58617678

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Supported by a partnership of NHS Boards, Local Authorities, Education Scotland, Scottish Government and Third Sector agencies.

Whenever you use content on a platform like YouTube/Vimeo please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

Activity

1. Start with some reflection on the previous session/activities. Continue with an explanation, in this session you will be thinking about how we behave online. The word people use is *netiquette*, this is short for internet etiquette, and is the set of rules that determines how to properly communicate and behave online. On the slide:

    Netiquette, the set of rules about how we behave online.

2. **Please don't….** Working in small groups, ask the young people to have a conversation and note down things about how people behave or what they do online that they would rather they didn't do. Emphasise that it is important here to talk in general terms and not to mention other people by name or feel there is a need to share anything that is upsetting for an individual. Then, report back and discuss – identify common themes from the responses.

3. Ask the group: Do you know who invented the internet and when? Use the slide:

    Who invented the internet?
    Lots of people had ideas that came together, but….
    Vincent Cerf and Robert Kahn were writing about the idea in 1973.
    The www that we know now was introduced in 1991 by Tim Berners-Lee.
    The first website was created in 1991.

    Explain that when these people invented the internet, they couldn't imagine how we would use it today. So, they didn't invent any rules about it. They just wanted it to be free and open to everyone, meaning that we must work out ways of being/behaving online for ourselves.

4. **Behaviour and manners matter**. **What's normally expected?** Share the slide, suggest that before the group begins to think about how we behave online the task is to take a few minutes to identify some important and generally accepted dos and don'ts about how we behave in social situations. Have some small group discussion and then feedback/discussion. This may be an opportunity to explore cultural differences, differences in young people's own values and behaviours within what might be 'norms', or how the importance of context can apply to our social behaviours.

    If your learners would benefit from some examples, you could use these:
    - You are on a busy bus. There are no seats left and an older person carrying shopping gets on. What do you do?
    - The final whistle blows. Your team loses in the final (of the sport you play). What do you do?
    - You are in the cinema. Your phone is in your pocket, and it buzzes/vibrates. What do you do?
    - You are in a busy shop, you bump into someone by accident. What do you do?
    - You are leaving the school/shop and walk through the door, as you do you notice there is someone coming a wee bit behind you. What do you do?
    - You have an appointment at the doctor/dentist, and you are running late. What do you do?

5. **Netiquette: How should you behave online?** Pose the question, explain the challenge is to work together to write rules for people when they are using the internet and social media – netiquette. Start young people in pairs, then move to a 4 and edit and re-draft so they identify no more than 10 rules. Then, have each group share their rules. Discuss: Would anyone like to ask another group to explain something more? Are there common or shared ideas?

6. **Print/share the Internet Manners infographic**. Ask young people to take a look alongside their ideas. Is there anything (or new) missing compared to the group's own ideas? In drawing conversations to a close emphasise it's up to us all to be the best person we can be online, just like in all aspects of life.

7. For the final part of the activity **2 films**.
   o The first is a film made by young people, about how people might behave and the consequences of not following some rules about how we behave online. *Trouser Boy* https://vimeo.com/231619730 Have some discussion, reactions to the film.
   o To end, the second is a film made in Ireland, it celebrates the internet as a place full of possibility, but a place that can be where people experience bullying, it asks every young person to be the best they can be online. *Promise* from PDST Technology in Education on Vimeo at https://vimeo.com/58617678
   o End with the information about ChildLine to ensure young people know where they can get advice or support – and remind them you are also available to them.

Additional ideas
- Young people could work with across Departments within school/college to create their own social media material/film about their positive view of being online.
- **Respect me** https://respectme.org.uk/ is Scotland's national anti-bullying service with information and support for schools, community organisations, young people, and parents/carers.

The film *Promise,* and films used in the next activity, are created as part of Webwise, the Irish Internet Safety Awareness Centre which is co-funded by the Department of Education and Skills and is co-financed by the European Union's Connecting Europe Facility. E: internetsafety@pdst.ie There are resources available online to support any extension of learning in this area: https://www.webwise.ie/lockers/

Connecting with home
Suggested text is provided with activity 3.9.1

Further learning activities are available that connect to this RSHP curriculum content.
- Me online
- Sending and sharing images

Practitioner Notes