Title: Social Media: Fake news/Fake people

Level: THIRD/FOURTH

Links to Curriculum for Excellence

Experiences and Outcomes	Benchmarks
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. HWB 4-46b 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. HWB 4-49b	• Evaluates how the media, including social media and pornography impact on physical and mental health. • Demonstrates an understanding of support available and current legislation related to a range of types of abuse, for example, female genital mutilation, domestic abuse, grooming, child sexual exploitation.

Learning Intentions
- Young people see the internet as a positive place that is fun and helps them learn.
- Young people reflect on their online behaviours.
- Young people develop a critical perspective on information they access online.
- Young people identify potential or actual abusive behaviour in online environments.
- Young people learn help-seeking behaviours.

Success Criteria
- I can discuss my online life.
- I understand that my online presence requires me to have strategies for safe use.
- I recognise the presence of 'fake news' online.
- I understand the importance of fact checking source material.
- I know that people can present themselves as friends yet become a threat to my safety and wellbeing.
- I can identify sources of support.

Resources to support this activity.
- PowerPoint slides
- How to spot misinformation/Full Fact Toolkit https://fullfact.org/toolkit/
- *Say No!* (Duration 10 minutes 39 seconds) from PDST Technology in Education on Vimeo at https://vimeo.com/251474753
- *Building confidence after online bullying* https://youtu.be/9HocoOVVUDY (2 minutes 52)

NOTE: This activity would benefit from young people doing some advance thinking/consideration when they are online. See the activity description. In 'additional material' we also point to resources by the CEOP Education team that young people might benefit from in terms of Live Streaming.

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.

www.rshp.scot
admin@rshp.scot
Supported by a partnership of NHS Boards, Local Authorities, Education Scotland, Scottish Government and Third Sector agencies.

Activity

Before the session: In the days or week before facilitating this session let young people know they will be talking about social media – in particular what can be fake. Ask them to be aware in the next few days to identify content they think might be fake – a story or something people are sharing that they think/suspect/know is fake. They will be asked to tell others about this when you meet up.

1. **Introduce the session** as being about young people's online lives – about how they navigate safely around the internet and use it for fun, connecting with other people and finding out stuff. All with a *focus on what's fake – either information* or *people*.

2. **Talking points**. Use the next set of slides, one at a time, to have some discussion and debate. Before each statement a question is posed. Each response/statement comes from various pieces of research or articles written about young people and being online. What do the young people think? How do the statements apply to them? The final question asks: Are you happy with the amount of time you spend online?

   Talking points
   - It is reported that teenagers spend more than 30 hours a week online.
   - Over a third of UK 15-year-olds can be classed as 'extreme internet users' (6+ hours of use a day) much higher than other European countries.
   - 40% of adults check their phone within 5 minutes of waking up.
   - Social media can provide many benefits to young people but along with that comes added pressure to live in the public eye, seeking reassurance through likes and shares, and exposure to content which could be harmful or upsetting. *Are you happy with the amount of time you spend online?*

3. **Fake News.** Introduce the idea that one of the biggest demands on us all now as major users of the internet is to be aware of what's real and what's fake. Young people had been asked to think about this beforehand – if they have, then ask them for their examples, if they haven't, they could spend a few minutes on their phones/tablets finding content they think is likely to be fake. Share the slide, with some discussion regarding each statement.

   From their research the UK Safer Internet Centre reports:
   - Almost half of young people (48%) say they are seeing misleading content every day.
   - Almost half (43%) of young people have noticed their friends sharing fake news online.
   - That misinformation often leaves young people "feeling annoyed, upset, angry, attacked or scared".
     Safer Internet Day: Research reveals the challenges of fake news - BBC Newsround

4. Ask the young people – *how do you know if something is fake? How can you check?* After some feedback share/scroll through the 10 points presented here: **How to spot misinformation**/Full Fact Toolkit https://fullfact.org/toolkit/ identifying if the young people would use these ideas.

5. **Online grooming**. Shift the focus along these lines: While news can be fake – so can people, and they can try to trick young people into things. The young people will likely have heard the term online grooming. Watch the film: ***Say No!*** (duration 10 minutes 39) https://vimeo.com/251474753 (NOTE: As this is an Irish film reference is made to the Garda, the Irish Police. In discussion make sure young people know to whom they can make reports).

rshp
Relationships, sexual health
and parenthood education
TASC
www.rshp.scot
admin@rshp.scot
Supported by a partnership of NHS Boards, Local Authorities, Education Scotland, Scottish Government and Third Sector agencies.

6. After some discussion share the slide, to check and ensure understanding.

   Online grooming
   Grooming is when someone builds an online relationship with a young person and tricks them into doing something sexual. This could be sexual conversations online or by text, sending naked images or videos, doing something sexual live on webcam or meeting up in person. If you send someone sexual photos or videos of yourself, you lose control over what happens to them. If this happens it's never too late to put a stop to it. Speak to an adult you trust. Or contact ChildLine's confidential help service.

   (NOTE: There is content to support learning about grooming in other activities at this Level. If you want to do mor eon this topic look at the topic of Abuse and Relationships Third + Fourth Level - RSHP)

7. **Being confident.** While the title of this short film refers to online bullying it is more generally about coping with and dealing with any negative online experience. Watch the film and emphasise the point about talking to someone you trust. Film: *Building confidence after online bullying* https://youtu.be/9HocoOVVUDY (2 minutes 52)

8. **Me online: Things I wish I had known…. My best advice to me now…** Share the slide and ask young people to work with a partner, with feedback to enable discussion.

   Me online: Things I wish I had known…. My best advice to me now…
   Work with a partner and think of 5 things you wish you had known about being online when you were younger. Then 5 bits of advice you would give yourself now about living the best online life.

9. Finally, 2 important slides and pieces of information.
   Firstly, share the slide about Report/Remove. This is a reporting tool and young people can use to report and remove images. **Report Remove | Childline** Read the slide and click through to the link to show the page.
   Secondly, direct young people to these pages if they want more information and advice: **https://www.childnet.com/young-people/secondary** and emphasise that ChildLine provides services for young people their age, contact details on the slide.

Extend your class learning on live streaming with #LiveSkills resources from CEOP Education team.
#LiveSkills is a package of resources focusing on live streaming, one of the most popular online activities for young people. It explores the features of live streaming, and the specific risks young people can face. It includes:

- A live streaming case study for young people aged 13+ looking at an example of online sexual abuse of a young person via live streaming.
- Article for young people aged 11-18 focusing on identifying and responding safely to pressure online.
- A 30-minute presentation for parents/carers explaining live streaming, the risks for young people and tips to support their child to stay safe. This can also be adapted to deliver to professionals.

You will also find comprehensive guidance on delivering each session and factsheets for professionals and parents and carers. https://www.thinkuknow.co.uk/professionals/resources/live-streaming/

rshp
Relationships, sexual health and parenthood education

TASC

www.rshp.scot
admin@rshp.scot

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

The UK Safer Internet Centre provides information and support to help educators and parents/carers to support young people to develop critical thinking online, available here Misinformation - UK Safer Internet Centre

Connecting with home
The following could be the basis of a short email/message home to parents/carers about this learning activity:

At school we are talking and learning about being online. We will be spending time looking at things that are fake – either fake news or when people might be fake and lie or put pressure on young people to do things. The intention is to help our young people become confident users of the internet and be safe and happy when they do so. We recognise that young people are increasingly independent online, but as parents and carers we would support you in your efforts to stay engaged with your child's online activity – they still need you for guidance and support and need to know you will be there for them if things go wrong.

Childnet International offers information for parents and carers to keep their child safe online
https://www.childnet.com/parents-and-carers

You can direct your child to these helpful pages if they are looking for support and information about anything to do with being online: https://www.childnet.com/young-people/secondary

The UK Safer Internet Centre provides information and support to help educators and parents/carers to support young people to develop critical thinking online, available here Misinformation - UK Safer Internet Centre

Finally, if you are worried that an image your child has shared of themselves may now be available online then you can get help to check and remove it if necessary. The tool is provided by ChildLine and NSPCC:
Report Remove - a tool for young people | NSPCC

Practitioner Notes

rshp TASC
www.rshp.scot   Supported by a partnership of NHS Boards, Local Authorities,
admin@rshp.scot   Education Scotland, Scottish Government and Third Sector agencies.