

SOCIAL MEDIA SAFETY

Est.
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Social Media Safety Workshop

Key Question: How can we stay safe on social media?

Key Terms: Social Media, Positives, Negatives, Control, Advice

Skills Utilised:

Independent enquirers
✓

Creative thinkers
✓

Reflective learners
✓

Team workers
✓

Effective participators
✓

Context/Key area of focus: Social media (i.e. Facebook, Instagram, Snapchat, TikTok) are popular platforms, which young people use regularly. On these social media sites, young people can engage in a range of behaviours, leading to both positive and negative outcomes. The aim of this workshop is to explore [1] the positive and negative aspects of social media use; [2] control within social media environment and the different types of behaviours that young people, adults and technology companies could undertake to promote positive social media use; and [3] collate advice based on young people's own lived experience on how to stay safe. The overall aim of the workshop is to work with young people to co-develop a set of guidelines for social media safety that they can implement in their own lives.

Learning outcomes/progress expected:

By the end of the session, students should be able to:

- Identify the positives and negative aspects of social media
- Explain some of the ways that young people, adults and technology companies can help promote safer social media use
- Co-develop social media guidelines for young people

Suggested Lesson Plan:

Start: Introduce the session (slides 1 and 2) and provide an overview of the session [including learning objectives].

ACTIVITY 1 - Introduction to the Positives and Negatives to Social Media [10 mins]:

Using slide 3, introduce Activity 1. This involves students working in groups to brainstorm the positive and negative aspects of the following: [1] things you see on social media (what your friends or celebrities post, [2] things you do on social media (your posts), [3] how you interact with others on social media (liking/commenting on posts, conversations you have publicly or privately), and [4] things you see advertised (cyber scams, or other things that could cost you money). **Group Activity [with group task completion].**

Discussion [10 mins]: Using slides 4-6 and student feedback, discuss the different positives and negatives associated with social media. First, allow students to feedback on the positive aspects

(use slide 4 to help signpost). The key point to emphasise here is that *social media is not inherently a bad thing and can bring many positive experiences*. Next, allow students to feedback on the negatives aspects (use slide 5 to help signpost discussion). Then, using slide 6 as a prompt, discuss aspects of social media use that can be both positive and negative. Examples are included on the slides, but allow students to generate their own. Key message to end on: *So, we need to think of things we can do to protect ourselves, things other people can do, and things SM companies should be doing to protect us*.

ACTIVITY 2 - How can we protect ourselves and others? Using slide 7 (and printed personas and worksheet), introduce students to Activity 2. Distribute personas to groups (give copies of all 4 personas to each group) and ask students to discuss what actions the person described in the persona can do stay safe of social media, what their family/friends can do to protect them, and what social media companies/governments can do to keep them safe. After these discussions, students should complete the worksheet (either individually or as a group) to indicate [1] things they can control to protect themselves on social media, [2] things my friends and family can control, and [3] things social media companies/government policies can control.

Group Activity [with individual or group worksheet completion]

Discussion: Using slide 8 and student feedback, discuss ways that young people can stay safe – focusing on what is in their own control, their friends’ and families’ control, and social media companies’ control. Explore some of the examples on the slides (and student examples), especially for the “things social media companies/government policies can control” as this is something students can struggle with.

Activity 3 - Advice for others: Ask students to think about the negatives of social media, and all the things that they and others can do to control/promote safe social media use (slide 10). Ask students to write down three pieces of advice that they would give to themselves and others in order to stay safe on social media on post it notes. This advice could refer to the image they project on social media, the management of negative interactions, staying safe and general usage. After recording their individual advice, each group should collate the post-its on flip chart paper within their group (This activity could easily be creative activity: i.e. posters to be placed around school; postcards; leaflets etc.). **Individual and Group Activity**

End: Conclude the session and ask students to try and use their own advice to use social media safely (if using the pre-made post-cards / concertina provided by YCC, then distribute these to the school).

Resources:

- Social Media Safety Workshop PowerPoint (suggested script/ key points to address are supplied in notes section of slides)
- Personas (for activity 2 – printed on A4 paper)
- Worksheet (for Activity 2 – printed on A4 paper)
- Coloured pens, markers, post-its large sheets of flip chart paper for Activity 1 and 3
- Advice postcards/concertina for students (supplied by YCC) for students to take away at the end of the session

Teacher notes:

- There may be different social media behaviours that arise among different ages (i.e. year 7 social media behaviour may be different to year 11 social media behaviour), but this session can be delivered to all age groups.

