



Adult Educator Session Plan

Safe Use of Social Media

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Safe Use of Social Media

Introduction

Over the last few years the use of social media by children has greatly increased. Whilst social media plays a very important role in many areas of children and young people's lives such as enabling them to stay in touch with friends and family, supporting their learning and helping them to discover the world outside their immediate communities, it can also present challenges and dangers for some. Many parents do not feel they are adequately informed to be able to address issues such as cyberbullying, limiting screen time, privacy settings, or more generally how to ensure their children's safety online. This unit aims to address some of these areas and to direct parents and carers to useful sources of further support.

Key Messages

- social media is an important aspect of many families' daily lives and can be educational, fun and an effective way of staying in touch
- adults and children need to be aware of the dangers presented by social media and how to avoid them
- children need to be supported to develop the skills necessary to reflect critically on on-line 'information'

Warm-up Activity

| Activity | Quiz |
|----------------|--|
| Suggested time | 10 Minutes |
| Materials | Attachments Quiz A1. And Answers A1.b |
| Instructions | 1. Participants can tackle the quiz in pairs or on their own as they prefer. |

Activity 1: Identifying Pros and Cons of Social Media Use

| Activity | Identifying Pros and Cons of Social Media Use |
|----------------|--|
| Suggested time | 30 Minutes |
| Materials | Task sheet pros of social media A2.a Task sheet negatives of social media A2.b |
| Instructions | 1. participants to work in small groups and jot down their ideas on the task sheets of what is positive and what is negative about children and social media |

| | |
|--|---|
| | <p>2. take feedback from each group ensuring the following are covered:</p> <p>Positives: plays an important role in maintaining and building family relationships; an outlet for creativity; platforms for keeping in touch with friends; opens up the wider world to them; can access many forms of support e.g. for mental health problems; can meet other people like them; helps them to acquire knowledge; helps them to understand different views; children need ICT skills for their future careers; for children who find it difficult to access the wider world, social media provides them with opportunities to connect with others; it can provide children with different ways of campaigning for social good; it can help children to build up a digital profile showcasing their achievements which will help them to access education and work; it can help develop team-building skills; it is a good source of fun and entertainment</p> <p>Negatives: it can make children vulnerable to cyberbullying; it can be linked to recruitment to gangs; it can lead children to inadvertently access inappropriate materials; possible link to mental illness; ‘addiction’ – child constantly checking Apps; it can lead to a reduction in ‘real’ time interaction with others; it can lead to a reduction in time spent on physical activity; it can lead to social isolation; it can affect sleep; it can lead to fear of missing out (FOMO); it can lead to negative self-image as users compare themselves to others; it can lead to young people believing false information;</p> <p>3. Draw the discussion together by emphasizing that the internet and social media are essential for young people’s futures and that, with the right support and guidance from family and educationalists, it can be a very useful tool.</p> <p>4. Take any questions or comments</p> |
|--|---|

Activity 2: Taking Action

| Activity | Taking Action |
|-----------------------|---|
| Suggested time | 30 Minutes |
| Materials | <ul style="list-style-type: none"> • Wifi access • large sheets of paper • flipchart pens • blutack • taking action scenarios A3.a |

| | |
|---------------------|--|
| Instructions | <ol style="list-style-type: none"> 1. Participants work in small groups or pairs. Each small group must have access to the internet. Each group is given a card on which is a scenario. Research issue on the card and decide what they would need to do to address it. 2. Each group read out their scenario and present how they would address the issue on it. Other participants to add their suggestions. 3. Draw the discussion together by summarizing the most important point from each scenario. 4. Take any questions or comments |
|---------------------|--|

Activity 3: Spotting Fake News

| Activity | Spotting Fake News |
|-----------------------|--|
| Suggested time | 20 Minutes |
| Materials | <ul style="list-style-type: none"> • fake news story A4.a • fake news story the facts A4.b • Talking to young people about fake news A4.c |
| Instructions | <ol style="list-style-type: none"> 1. Hand out copies of the fake news story and ask all participants to read it. 2. Brain storm their reaction to it. 3. What would they do to check whether the story is true or not? Make sure that the answers cover the following: where does the story come from? Who is the author? Is it an established and trusted source such as WHO or a trusted news source such as BBC? How does it make you feel? Fake news tries to manipulate your feelings so that you read the story. If it is shocking it might be fake, check before sharing it; check any pictures by doing a reverse image search; what is the URL? Look at the address bar at the top. Trusted URLs generally end in .com, .co.uk, .net, .gov, .org, .mil, or .edu. If it does not end in one of these it could be fake. Remember that even if it comes from a friend or celebrity it does not mean it is true. 4. Hand out the sheet Talking to young people about fake news 5. If there is time you could watch the video found here https://www.bbc.co.uk/bitesize/articles/zmvdd6f 6. Take any questions and comments |

Activity 4: Enjoying The Internet Together

| Activity Enjoying The Internet Together | |
|---|--|
| Suggested time | 30 Minutes |
| Materials | <ul style="list-style-type: none"> • Access to internet • Large sheet of paper • Flipchart pens |
| Instructions | <ol style="list-style-type: none"> 1. In small groups, participants (i) talk about how they use the internet with their children e.g. to look up information if they ask them a question they don't know the answer to, such as why is the sky blue? (ii) make a group list of games, sites etc they do or could explore with their children. 2. Each group shares one or two of their ideas with the whole group. |

Intergenerational Activity: Show me around

| Activity Show me around | |
|---------------------------------------|---|
| Suggested time | 10 Minutes |
| Materials | |
| Instructions | <ol style="list-style-type: none"> 1. Ask your child/ren to show you a game or site they enjoy. Spend at least ten minutes discovering the site and asking questions. Do not criticise, just enjoy spending time together! |

Reflections and Conclusion

| Activity Reflections and Conclusion | |
|---|---|
| Suggested time | 10 Minutes |
| Materials | <ul style="list-style-type: none"> • Health@Home Parent Manual |
| Instructions | <ol style="list-style-type: none"> 1. Ask each learner to identify one thing they have learnt during this session. Can they identify one action point/thing they will take away/do in terms of social media use in their family. Ask them to begin filling in the sections in the parent manual. |

Additional Resources

For information on social media, young people and mental health:

- <https://www.bbc.co.uk/bitesize/articles/zb6hxyc>

For information on encryption:

- https://www.internetsociety.org/encryption/what-is-encryption/?gclid=Cj0KCQjw0rr4BRCtARIsAB0_48Mlc474qSpLZLH97UY74KDit6UTKmX8Z9rXpRpVntLv6hMr8uhokp8aAgZqEALw_wcB

Information including videos on online safety for younger children:

- <https://www.childnet.com/resources/smartie-the-penguin>

For pros and cons of several social media platforms

- <https://www.barnardos.org.uk/sites/default/files/uploads/social%20media%20cheat%20sheet.pdf>

Dealing with cyberbullying

- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
- <http://www.safetynetkids.org.uk/personal-safety/top-10-tips-if-you-are-being-bullied-online/>

Online gaming and staying safe

- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/>

Online game to help teenagers spot fake news

- <https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096>

Video for parents on how to help children spot fake news

- <https://www.bbc.co.uk/bitesize/articles/zmvdd6f>

Attachments

- A1.a Quiz
- A1.b Quiz answers
- A2.a Task sheet pros of social media
- A2.b Task sheet negatives of social media
- A3.a Taking action scenarios
- A4.a Fake news story
- A4.b Fake news story – The facts
- A4.c Talking to young people about fake news

Quiz A1.a

Test your knowledge – social media quiz

1. Can you identify the logos below?



2. What age do you have to be to access:

- TikTok?
- Facebook?
- Snapchat?
- Pinterest?







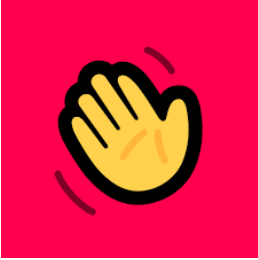


3. What does 'griefing' or trolling mean?

4. What are Robux and V-Bucks?

Quiz Answers A1.b

Test your knowledge – social media quiz

1. Can you identify the logos below?

| | | |
|---|--|---|
|  <p>WhatsApp</p> |  <p>TikTok</p> | <p>Facebook</p>  |
|  <p>Instagram</p> |  <p>Twitter</p> |  <p>Snapchat</p> |
|  <p>Houseparty</p> | <p>Pinterest</p>  |  <p>LinkedIn</p> |

2. What age do you have to be to access:

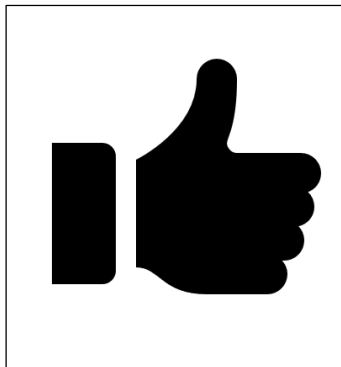
- e. TikTok? Over 16
- f. Facebook? Over 13
- g. Snapchat? Over 13
- h. Pinterest? Over 13

3. Griefing and Trolling is extreme online bullying

4. Robux is an in-game currency for the popular gaming site Roblox. V-Bucks are for the in-game currency for the popular game *Fornite*.

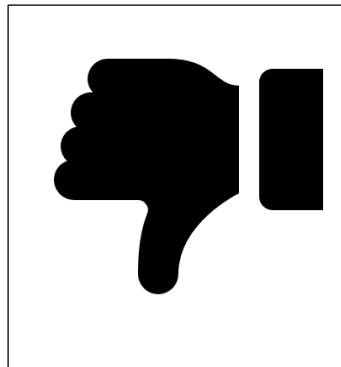
Task sheet pros of social media **A2.a**

Write all the positives you can think of regarding children and young people using social media



Task sheet negatives of social media **A2.b**

Write all the negatives you can think of regarding children and young people using social media



Taking action scenarios **A3.a**

Your nine year old child has access to a tablet s/he has not used before. You need to set parental controls. Prepare a presentation of a maximum of two minutes explaining what parental controls mean and how to set it them. Use diagrams if necessary.

Your daughter has turned 13 and wants to use Facebook. You have heard of privacy settings and their importance. You decide to set these together with your daughter. Prepare a presentation of a maximum of two minutes explain the purpose of privacy settings and how to set them. Use diagrams if necessary.

Your seven-year-old enjoys playing online games such as ROBLOX. Prepare a presentation of a maximum of two minutes explaining what you would need to talk about concerning their safety whilst playing online games.

Your teenage child tells you s/he is worried about a friend who is being bullied online and her/his parents don't know how to help the child. Prepare a presentation of a maximum of 2 minutes on where support for young people who are victims of cyberbullying can be found. Also include what advice you would give the parents so they can support their child.

You have two children aged over sixteen. You have heard that it is important that when they use social media they use sites that use encryption (where this is possible). Prepare a presentation of a maximum of two minutes explaining what encryption is, what kinds of encryption there are and which communication services use them.

Fake news story A4.a

(Beware this is a fake news story)

PCR Test for Covid-19 can damage brain

The diagnostic test required for Covid-19 involves a long swab stick being inserted into the back of the nose. This procedure can break through the blood-brain barrier designed to protect the brain from infection potentially leading to infection of the brain. These tests are extremely dangerous and can spread the virus rather than prevent it. Do not take this test under any circumstances.



Fake news story – the facts A4.b

The Facts

There are many layers separating the back of the nose from the brain. It would require a lot of force for a swab stick to reach the brain. In fact it would require a drill as there is bone in the way. There is no evidence whatsoever to suggest that Covid-19 tests are linked to spreading the virus by breaking the ‘blood-brain’ barrier. For more information see <https://www.bbc.co.uk/news/53443429>

Talking to young people about fake news **A4.c**

How to help young people spot fake news

1. What is the story about? Could it be an advert or even a joke? Can you find this information on other websites? If you can, is the story the same or is it reported differently?
2. How does this story make you feel? Fake news tries to appeal to your emotions so that you read the story. If you have a strong reaction to it be careful. Check the story out before sharing it.
3. Are photos manipulated or photoshopped? Are the photos really photos of something quite different? Find out how to do a reverse image search. It is easy and fun.
4. Who has written this story? At the top of the story you can see the URL. Check the address. Most reliable URLs end in **.com**, **.co.uk**, **.net**, **.gov**, **.org**, **.mil**, or **.edu**. If it does not end in one of these it could be fake. Check it out carefully.
5. Remember that even celebrities and friends can get it wrong and can share fake news.

For more information and a useful video for parents

<https://www.bbc.co.uk/bitesize/articles/zmvdd6f>

