Global Issues: *Social Media*

Lesson 3
Social Media – Good or Bad?

CCEA
Rewarding Learning

PLANNING	
Subjects	English Personal Development IT
Learning Outcomes	Pupils will be able to: • discuss the positive and negative aspects of social media; • explore the possible effects of social media on body image; and • understand how to protect themselves online.
Thinking Skills and Personal Capabilities Focus	Pupils will have opportunities to develop skills in: • listening actively and sharing ideas and opinions **(Working with Others)**; and • making links between cause and effect **(Thinking, Problem Solving and Decision Making)**.
Attitudes and Dispositions	Pupils will develop: • self-reflection; and • concern for others.

SUGGESTED TEACHING AND LEARNING STRATEGIES

LAUNCH

Read this statement out to the class:

Forty percent of the world's population use online social media, spending an average of two hours every day sharing, liking, tweeting and updating on these platforms.

That breaks down to around half a million tweets and Snapchat photos shared every minute.

(Source BBC Future)

Lead a class discussion, using prompt questions and effective questioning techniques:
• What types of social media do you use?
• How often do you use it?
• What for?
• Are you surprised at this statement?

Possible answers and discussion points:
Preferred platforms and the amount of time spent on social media sharing, linking, liking or following.

Use links to support the discussion.

Supporting Learning

DEVELOPMENT

ACTIVITY 1

Ask your pupils to think about the social media that they use and reflect on how important it is in their lives. Share these links with class:

Social Media Statistics in the UK

Social Media Usage UK

Ask your pupils to rate the following statements on a scale of 1 to 10 (10 = very true):

- Social media is important to me.
- All my friends are active on social media.
- All my family use social media.
- I use social media every day.
- I use social media as soon as I wake up.
- I think my life would be better without social media.

Encourage feedback from the class. Collate feedback from the class by recording the scores for each statement from the rating exercise.

Allow time for discussion about why some statements received very high ratings.

Look at scores for the last statement and how they compare with other ratings.

Take time to draw conclusions about the statement.

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ACTIVITY 2

Consequence Wheel

Ask your pupils to think of a possible negative issue of a particular social media platform. Draw a circle and write the issue in the centre. Then, ask your class to think of as many direct consequences as possible. Encourage them to sort the consequences into short term or long term, colour coding them as positive or negative.

Issues could include:
– anxiety
– depression
– loneliness
– overspending
– addiction
– bullying

Encourage feedback from the class. Discuss common trends. Enter ideas on to each Consequence Wheel. Display the completed wheels in the classroom for future reference or discussion.

ACTIVITY 3

Think, Pair, Share

Ask your pupils to respond to this statement:
Positive body image is important regardless of gender.

Do you agree with the statement? Why?

Does social media affect our self-esteem?

Focus on body image

87% of women and 65% men compare their bodies to images they have seen on social media or traditional media. 50% women and 37% men feel inadequate when comparing their bodies to those they see on social media.

Body image is an issue for males. Ask your pupils to read this article Body Image a Problem for Boys

As a class, watch this six-minute video The Effects of Social Media on Body Image in Young Women

Ask your pupils to form pairs to compare ideas and agree on answers to the questions asked in the video that they can share with the class. Compare each group's responses.

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ACTIVITY 4

Ask your pupils to read this article Newsround article [Retouching photos, is it right or wrong?](#)

Ask your pupils how they feel about social media photos being retouched.

Positive: It can help a person look even better and can be creative and fun.

Negative: The images are fake and set unrealistic standards.

Undecided:

Ask your pupils to vote positive, negative or undecided.

Ask the class to vote on whether images should be retouched.

ACTIVITY 5

Ask pupils to work in pairs.

Focus on bullying. What is cyberbullying? Is it more dangerous than bullying?

What measures could be put in place to help stop it?

Encourage your pupils to read these articles:
[What to do if you're being bullied on a social network](#)

[Top 10 ways to stop cyberbullying](#)

[Cyberbullying: How to keep safe online and deal with it](#)

Collate feedback from the class, focusing on the main messages common to all articles.

DEBRIEF

Ask your pupils to list three positive and three negative aspects of social media.

Possible answers:
- It allows you to connect with people anywhere in the world, share information easily, buy online and use services.
- It can be used for cyberbullying, disconnecting from friends and family, foster unrealistic expectations or spread disinformation.