

# Session plan

## Social media 3A4

|                  |   |
|------------------|---|
| Outcome          | Understand the consequences of posting online and the potential impact to reputation                    |
| Resources        | <ul style="list-style-type: none"> <li>Online experiences sort cards</li> </ul>                         |
| Learning context | Group work  |
| Curriculum areas | PSHE, careers, citizenship  |
| PSHE skills      | Personal wellbeing, Living independently, Health and relationships, Recognising effects of social media |

| Starter  | Time allocated ⌚ |
|--|------------------|
| In groups, students complete the card sort activity to reflect on how online experiences can make us feel about ourselves. Students sort cards under the headings angry, worried, happy, sad or not affected.  | 15 minutes       |
| As a class, discuss if students think people have more positive or negative experiences when they go online.   | 5 minutes        |
| Main lesson  | Time allocated ⌚ |
| In groups, students read the story by BBC Breakfast presenter Louise Minchin, What every parent should know about social media:<br><a href="https://www.bbc.co.uk/news/education-21293438">https://www.bbc.co.uk/news/education-21293438</a><br>Allow time for the groups to read and digest the content.                    | 10 minutes       |
| In groups, students discuss what the people in the article did that risked their personal information staying online forever and how these risks could have been prevented.  | 20 minutes       |
| Ask groups to feed back and come up with a set of key messages.  | 10 minutes       |
| Independent challenge  |                  |
| <ul style="list-style-type: none"> <li>As a group, explore what makes up an online reputation and the potential impact of negative behaviour online. Present your findings as a short film.</li> <li>As a group, design a leaflet for young people aged 14–16 with tips on how to build a good online reputation.</li> </ul> |                  |
| Challenge wrap up  | Time allocated ⌚ |
| Students share their short films or leaflets from the independent challenge with the rest of the class.  | 10 minutes       |
| Students list five ways to build and maintain a positive online reputation and feed back to the class. Use their suggestions to create a class list of the top five tips.  | 10 minutes       |

### 💡 Ideas

Further sources of information:

- <https://www.reputationdefender.com/blog/privacy/consequences-oversharing-social-networks>
- <https://www.puremoderation.com/single-post/The-Dangers-of-Oversharing-on-Social-Media>

# Online experiences sort cards

PSHE Short Course: Module 3 Social media

Challenge: 3A4

|  |   |   |
|--|---|---|
| Receiving positive comments on photos from a friend      | Someone writing a joke under your photo                             | A friend liking a joke you have posted online                             |
| Receiving negative comments about photos you have posted | Seeing someone else being cyberbullied                              | Not being allowed to play a game that your friends play                   |
| Watching a funny video                                   | Posting something different to what you would normally post         | Seeing photos of your friends on a night out that you were not invited to |
| Seeing someone post that they are feeling sad            | Seeing a joke that is about a teacher in school                     | Beating your friend at a game for the first time                          |
| Being blocked by someone                                 | Someone rejecting your friend request                               | Receiving a friend request  |
| Posting a photo and getting no likes                     | Having to leave a group chat to go out for dinner with your parents | Something you have liked being described as boring                        |