



# Social media

Pupils explore the meaning of wellbeing and social media and evaluate how social media could impact on a young person's wellbeing. They will reflect on actions they can take to look after their wellbeing through a healthy balance of online and offline activity.



## Recommended age group: 10–11 (Year 6)\*

### Learning outcomes

#### Pupils can:

- state what wellbeing and social media mean
- describe actions a person can take to look after their wellbeing with a balance of online and offline activities
- evaluate the positives and negatives of social media.

### Preparation

#### Before delivering the lesson:

- watch the films on slides 6 and 9 of the PowerPoint presentation
- read through the Every Mind Matters classroom tips included in the download pack.

### Learning objective

We are exploring what wellbeing and social media mean and thinking about actions young people can take to look after their wellbeing both online and offline, including social media.

### Resources

- PowerPoint presentation
- Blank A4 paper and pens

### Time

- 60 minutes approximately

### Key vocabulary

- Social media, online, offline, wellbeing, individual, community, limits, restrictions, actions, messaging, positive, negative

### \*Please note:

This lesson is not suitable for pupils younger than Year 6. It is also important to note that legally, nearly all forms of social media require users to be at least 13 years of age.



## Lesson stimulus (3-4 mins)

Use slide 2 to prompt pupils to draw three things that a pupil of their age might enjoy doing – that could help them relax, feel happy and safe. Set a time limit of two minutes, before asking them to swap with their partner. Can their partner guess what each drawing represents?

## Baseline assessment



### How do you feel? (3-4 mins)

Show pupils the statements A-C and ask them to rate their confidence in each using a scale from 0-10 (0 = not confident, 10 = extremely confident).

There are lots of ways you might do this activity. Pupils could respond to the statements individually by writing their three numbers down on paper, or verbally by discussing their feelings in pairs/groups. Alternatively, you could ask pupils to reflect silently, before holding up the relevant number of fingers in response to each statement.

How confident are you in:

- A) stating what wellbeing and social media mean?
- B) describing actions a person can take to look after their wellbeing with a balance of online and offline activities?
- C) evaluating the positives and negatives of social media?

## Core activity 1



### A. What is Wellbeing? (5 mins)

Show pupils slide 4 which features a definition of wellbeing with some key words replaced by images. What words could the images represent?

Use pupils' answers to draw out a class definition of wellbeing before clicking to reveal the definition of wellbeing given below.

*Wellbeing: When someone is safe, happy, can face challenges, builds strong relationships and contributes to their community. A person's wellbeing can change at any time.*

Source: Adapted from the Foresight Mental Capital and Wellbeing Project (2008).

Final Project Report. The Government Office for Science. London.

Explain that wellbeing isn't 'fixed'. Everyone can have positive and negative wellbeing at different times in their lives, a person's wellbeing can change at any time – from month to month or year to year. It can sometimes be hard to tell just from the outside (e.g. someone could be smiling lots but still feeling down). It's also not realistic to always be happy – we all have experiences that make us worried, sad or angry from time to time and those feelings can be a healthy reaction to difficult times.



## B. Understanding social media (10 mins)

Show pupils slide 5 which features a definition of social media with some key words replaced by images. What words could the images represent?

Use pupils' answers to draw out a class definition of social media before clicking to reveal the definition of social media given below.

*Social Media: Technology that allows us to communicate and share ideas with others e.g. messaging, gaming, websites, videos and pictures*

Source: Adapted from the Cambridge English Dictionary

Ask pupils if they can think of any examples of social media.

### Social media and wellbeing

Explain to pupils that social media could make a person feel safe, content and happy or it could have the opposite effect, making a person feel sad, worried or even isolated.

Tell pupils you are going to play them a video which

shows them some of the positives and negatives of social media and the impact social media could have on a person's wellbeing. Play pupils the first part of the video on slide 6.

In small groups, ask pupils to work together to list some positive and negative impacts that social media could have on a person's wellbeing, using slide 7 as a prompt. Pupils could recall ideas shared in the video and add their own.

Have pupils record their list, or record the ideas on flipchart paper or a whiteboard so they can be referred to in Core activity 2.

### Further challenge

Can pupils list an equal number of positives and negatives? This will require them to think of additional ideas beyond those listed in the video.

## Questions for discussion:

### All

- **Why is it important to balance online and offline activities?** Pupils will have different ideas. You may want to explain that lots of the things that make us feel good and support our wellbeing are more easily achieved offline. For example, getting active, spending time outdoors, getting good quality sleep and connecting with family and friends. It's important to make sure online activities don't take the place of offline activities like these.
- **What advice might be given to a person who is upset about something they have experienced online?** Explain that they could talk to someone they trust, perhaps a family member or an adult at school. They could also speak to Childline (see slide 14 for details).
- **Why do you think there are age restrictions for social media?** Explain that most social media accounts have an age limit. To open a Snapchat, Instagram, Facebook, Skype or Pinterest account for example a person needs to be 13 years old and to open a WhatsApp account, a person needs to be 16. These age limits help young people to stay safe online.



## Core activity 2



### Take Action! (15 mins)

1. Show pupils the second part of the video on slide 9.
2. Explain that pupils are going to be creating an action plan for a Year 6 pupil to promote positive wellbeing. Before they make their action plan, they will need to decide on a name and character for their Year 6 pupil. They might want to think about their likes, dislikes, daily routine and how to maintain a healthy, balanced lifestyle.  
  
**The plan should:**
  - include at least two actions per day
  - include a balance of healthy online and offline actions
  - take into account the pupil's likes, dislikes and daily routine
3. Once pupils have finished their action plans, ask them to share what they have done with the person next to them. Can they add a different action to their friend's plan? How might this action improve their friend's character's wellbeing?

## Plenary



### Ask a friend? (3-4 mins)

Show pupils this scenario and ask them to think about their top tip for the pupil, given all they have thought about in the lesson.

*A Year 7 pupil has been given a mobile phone for their birthday – what advice would you give them to maintain their wellbeing?*

In their responses, encourage pupils to think about the pros and cons of using social media and why achieving a healthy balance between time spent on and offline is important for their wellbeing.

Note, if time allows you may wish to discuss a further scenario with pupils, for example a Year 7 pupil who is worried about impressing people on social media.

### For support:

Share the ideas banks on slide 11 with pupils, or print this slide so pupils can have the ideas banks in front of them. Before doing this, be sure to remind pupils of the age restrictions on using social media accounts. For most social media accounts, the user needs to be at least 13 years old. These age limits help the user stay safe online.

### Discussion question:

- **What could be some risks of a Year 6 using websites or social media?** Although the online world has lots of opportunities, it also has risks. For example, not knowing the identity of others online, sharing private information, and seeing online content that is upsetting.

### Further challenge

Ask pupils to annotate each suggestion with an explanation of how the action might improve their Year 6 character's wellbeing.





## Assessment for learning



### How do you feel? (3-4 mins)

Show pupils the statements A-C and ask them to rate their confidence in each once more using a scale from 0-10.

There are lots of ways you might do this activity. Pupils could respond to the statements individually by writing their three numbers down on paper, or verbally by discussing their feelings in pairs/groups. Alternatively, you could ask pupils to reflect silently, before holding up the relevant number of fingers in response to each statement.

**How confident are you in:**

- A)** stating what wellbeing and social media mean?
- B)** describing actions a person can take to look after their wellbeing with a balance of online and offline activities?
- C)** evaluating the positives and negatives of social media?

## Extended learning projects

- 1.** Use the ideas from the lesson to create an individual action plan that could be used over a week. Pupils can write a diary entry after every action to record how it made them feel. As this is a personal reflection activity, pupils' ideas should not be shared publicly with the class.
- 2.** Come up with a guide to using social media positively for someone when they turn 13. This should include tips for using social media to promote wellbeing, including ideas on how to limit time spent on social media.
- 3.** Create a class wellbeing tree. On each leaf, a different action to improve wellbeing can be written or drawn.
- 4.** A term of wellbeing class project. As a class, at the beginning of a new term come up with a list of actions that could promote positive wellbeing. At the beginning of each week, choose one of the actions as a class to focus on trying out that week. At the end of the week, have a period of class feedback to discuss challenges and benefits – this could be written or done verbally or used to create a class display.

Let pupils know that lots of people can struggle with wellbeing at certain times in their life, but if they are worried about it or if a lack of positive wellbeing is making things difficult, they can speak to a trusted adult or ask their trusted adult to make an appointment with a GP.

Finally, let pupils know that people can struggle with wellbeing at certain times in their life. If pupils are worried about it, or if a lack of positive wellbeing is making things difficult, they can use the different actions they have learned in the lesson or they can speak to an adult they trust – like a family member at home or a teacher. Pupils can also ask a trusted adult to make them an appointment with a GP or they can contact Childline on 0800 1111 or visit [www.childline.org.uk](http://www.childline.org.uk) for free 24/7 advice.

Childnet and Thinkuknow have useful advice for children on this topic. Teachers and families can visit NSPCC and Net Aware.

