



# Social Media & Me

## Lesson Flow

<p><b>Do Now</b></p>	<p>Students answer the following prompts based on prior knowledge/experience:</p>  <ol style="list-style-type: none"> <li>1. What is the <b>function</b> of this tool?</li> <li>2. In what ways can this tool be <b>useful</b>?</li> <li>3. In what ways could this tool be <b>dangerous/harmful</b>?</li> </ol> <p><b>Alternative:</b> (Students have already learned the word “misuse” from previous lessons about substance abuse). Students will complete a questionnaire to reflect on their use of social media.</p>	<p><b>Notes:</b></p> <p>The purpose of this task is to make connections between tools, function, and risks by using an example that they are familiar with.</p> <p>The goal is to establish the idea that a tool can be useful, but can also be dangerous/harmful if used improperly.</p>
<p><b>Mini Lesson:</b> <b>What is Social Media?</b></p>	<p>Introduce the idea that we will be evaluating a tool that many young people are familiar with: <b>Social Media</b></p> <ol style="list-style-type: none"> <li>1. <b>Define Social Media:</b> <ol style="list-style-type: none"> <li>a. Social media is an internet-based form of communication. Social media platforms allow users to have conversations, share information, and create web content.</li> </ol> </li> <li>2. <b>Examples of social media:</b> Ask students to share any Social Media platforms they know of.</li> <li>3. <b>Who uses social media:</b> Ask students to raise their hand if:             <ol style="list-style-type: none"> <li>a. They use social media</li> <li>b. They have family members who use social media.</li> </ol> </li> <li>4. <b>What do we use social media for?</b> Solicit students’ ideas and record them somewhere visible. (<b>Optional:</b> Which of these uses are beneficial? Have students vote using thumbs up/down/sideways.)</li> </ol>	

<p><b>Activity: Level of Risk</b></p>	<p>Working in groups, students will evaluate a list of social media uses to assess their risk levels (low, medium, high).</p> <p style="text-align: center;"><b>Risk Levels:</b></p> <div style="text-align: center;">  </div> <p>Use examples: Making new friends, posting photos, commenting on a YouTube video.</p> <p><b>Alternative Options:</b> Students generate ideas on post-its and sort the Post-its out into 3 categories: Low, Medium, and High Risks.</p>	<p><b>Notes:</b> As students assign the level of risk to each activity, they should be ready to justify their choice.</p> <p><b>Ideas for sharing out:</b> Each group can be given 3 Risk Cards to display their rating for each social media use.</p>
<p><b>Reflection &amp; Closing</b></p>	<p>Students will answer the following prompt to reflect on their learning:</p> <ol style="list-style-type: none"> <li>Using the risk level scale from before, how would you rate your social media use? What makes you say that?</li> </ol>	
<p><b>Follow-up activities</b></p>	<ul style="list-style-type: none"> <li>Create a survey</li> <li>PSA Activity: Create a PSA in the format/medium of your choice to promote safe and responsible use of this social media.</li> </ul>	