

Lesson Plan 2



Year Group	3rd Year
Suggested Time	60 minutes
Theme	The Online World

Learning Outcomes

FUSE specific Learning Outcomes	<p>Students have been born in the era of social media. From a very early age, their lives, communication and social relations have revolved around social media platforms. While the advantages of social media outweigh the disadvantages, proper education about both is needed to mitigate risk and promote online safety (National Online Safety Council, 2021). This lesson invites students to think about what privacy means to them and the concept of privacy online/ on social media. Students should be aware about the concept of the algorithm, how it works and how their activity online can influence what they are seeing on their social media feeds. This lesson aims to explore how media can perpetuate bullying situations and emphasises the importance of positive representation in shaping societal perceptions and individual self-esteem.</p> <p>Students should be enabled to:</p> <ul style="list-style-type: none">• Recognise and discuss the advantages and disadvantages of social media• Develop an understanding of how the algorithm works• Reflect on and discuss how media plays a role in online bullying behaviour situations• List ways in which they can maintain some privacy online• Understand the concept of privacy (online) and explain why it is important
SPHE Curriculum Learning Outcomes	<p>In terms of the skills developed throughout the lessons, students will learn to:</p> <ul style="list-style-type: none">1.6 Discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments2.7 Assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise2.8 Discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person4.7 Explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report

Methodology

The lesson will be delivered through a collaborative learning approach and promotion of a positive climate in the classroom. Teachers are invited to contribute to the activity while taking a student-led approach that relies on activities, visual resources, and group discussion.

The methodologies covered include: Supportive learning climate; Integration of different approaches (pair discussions; classroom discussions; problem-solving); Encouraging participation; Promotion of cooperative learning; Reflection time; Generalisation of content.

Introduction

- The teacher welcomes students to the lesson.
- The teacher reminds students of the ground rules for participating in the lessons. These can be shared by the teacher or co-constructed with the students (e.g., everyone is included; students will take turns; students raise their hand if they want to participate in the discussion; students are mindful and respectful of other people's opinion; students follow teacher's directions).
- The teacher reminds students of the rationale for the lesson.
- The teacher shares the learning outcomes with the students.
- The teacher shares the powerpoint slides on screen.

Important Note: The teacher is encouraged to adopt a sensitive approach when carrying out these activities and to ensure that students are comfortable.

Activity Sheet 1 : Advantages and Disadvantages of Social Media

Instructions for Teachers

- The teacher explains to the students that they will be discussing the advantages and disadvantages of social media. The students should work in pairs for this activity.
- The teacher assigns each pair one of the following social media apps: » Snapchat » Instagram » TikTok » WhatsApp/Group chat » YouTube.
- The teacher provides the students with the **Activity Sheet 1**.
- Students should list the advantages and disadvantages of their allocated app.
- After completing the activity, a discussion about the advantages and disadvantages of social media in the classroom should follow.
- The teacher should explain that social media use has both advantages and disadvantages.

Resources

Resources: (The Unit of Learning contains other online resources you may find helpful).

- Powerpoint Presentation
- Activity Sheets

Advantages (the students may have already come up with some of these)

- Communicate and stay up to date with family and friends around the world
- Find new friends and communities; network with other people who share similar interests or ambitions
- Join or promote worthwhile causes; raise awareness on important issues. » Seek or offer emotional support during tough times
- Find vital social connections, for example, if you live in a remote area, or have limited independence, social anxiety, or are part of a marginalised group
- Find an outlet for your creativity and self expression
- Discover (with care) sources of valuable information and learning

Disadvantages

- Social media may promote negative experiences such as: » Inadequacy about your life or appearance and/or Fear of Missing Out (FOMO) » Isolation » Depression » Anxiety.
- People may use their phone to disconnect from real life connections and from talking to others.
- People can get into the habit of 'scrolling' on your phone all day rather than doing other tasks.
- Social media can spread false information.
- Other people may have access to private information about you.

Privacy

- Following on from the last point about private information, the teacher should ask the students about their understanding of the word **privacy** in an online/social media context.
- Simply stated, privacy refers to how we choose to handle information about ourselves. This information can include parts of our identities, activities, preferences, routines and other aspects of our lives. It is important that we become aware of our own understanding of privacy.
- The teacher should remind students that it is very easy for people to find out private information about you online and that you should always be mindful about sharing personal details like your location, school etc. Being a good digital citizen involves being aware of privacy settings and being careful about what private information you share online.
- The students will watch a video (1 min) based on accepting a friend's request.

Think before you accept | UNICEF

Key Questions:

- **Why is it important to keep your privacy online? (To prevent personal information being circulated online)**
- **Have you ever felt that someone knew too much about you based on what they saw online?**
- **What are some good tips to follow when accepting someone online?**
- **Why do you think people may add someone as a friend that they don't know?**
- **Think about what information someone could tell about you from looking at your online social media account(s), do you think a stranger should know that much about you?**

Following on from this, students are asked to come up with ways in which they can protect their privacy online. Some suggestions may include:

- Most social networks are set to public by default, therefore adjust your privacy settings to make your profile private
- Remember people can see your profile, what you say and to whom
- Only follow and accept requests from people you know
- Even if your profile is private, your post and comments could be public - Double check!
- Delete or deactivate old social media accounts you no longer use
- Before you share, tweet or post, think: Do I want everyone to see this?
- If a photo is not of you, do I have permission to post it?
- Don't post your location or address online
- Be selective with who you add or allow to follow you
- Only follow and accept people you know and trust
- Set strong passwords and don't release them
- Remember that not everyone online is who they say they are
- Keep your apps up to date, and be aware of the security and privacy changes that occur as a result of an update

Activity Sheet 2: Algorithms

Instructions for Teachers

- The teacher should remind students that while we can do as much as possible to try and keep our information private and safe online, we should be aware that social media companies can track our online habits, location, likes and dislikes and then influence the content that we interact with.
- The teacher presents students with a video (3 mins) about algorithms and echo chambers. The teacher will then distribute **Activity Sheet 2**, which contains questions based on the video.
- The teacher plays the video and can pause at various moments to answer the questions on the Activity Sheet or alternatively, play the video through and answer the questions at the end.
- After this has been completed, the teacher and students can go through each answer and discuss it as a class.
- The students are given the opportunity to ask any questions they may have in relation to the issues discussed in the lesson
- The teacher may wish to point out that although TikTok is not included in this video, they also use algorithms to engage users and to determine the content that users see.

Key Questions:

- Have you ever received advertisements on your phone after using a search engine or having a conversation with someone?
- Can you think of any examples of when this happened?
- Are echo chambers a bad thing? Why/why not?
- Can you think of any examples of how companies have stereotyped you using your data?

The teacher then presents the slide entitled “**DCU Algorithm Study**” and discusses this with the class. It is important that the teacher explains this data in a way that is clear for student’s to understand.

- The teacher asks students “**Why do you believe positive representation of individuals/groups is important in the media**”?
- The teacher should also remind the class of the findings from the DCU Algorithm Study and that not everything we read/hear or see online is true, accurate or something that should be believed - what students see online should not be brought into the school environment.
- Positive representation can shift public opinion for the better and create a greater understanding and appreciation between cultures and communities - which is something we want to promote day to day in our school communities.
- The media has a role to play in ensuring on-screen representation of people from varied races and ethnicities to support people to grow up embracing themselves and others for who they are.

Lesson Closure

- In conclusion, the teacher asks students to reflect on the topics discussed.
- The teacher reminds the students of today’s key learnings.
- The teacher then asks the class to “**List/write down the three most important things you learnt during today’s lesson**” or focuses on a specific question from the learning outcomes.

Assessment

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> • Teachers share the Learning Outcomes with students at the beginning of each lesson. • Reflective Questions are posed by teachers in order to frame students’ prior learning and setting new learning goals. • Learning Checkpoints will be placed throughout the lessons by using self-reflective questions, class discussion and the FUSE Activity Sheets, to monitor student learning and provide ongoing feedback. • Teacher Feedback aimed to support students’ learning and to address misinterpretation will be provided continuously. • Peer and Self-Assessment will encourage students to self-reflect on their own learning, and will also offer the space to connect the contents learnt to their life experiences. 	<ul style="list-style-type: none"> • At the end of each lesson students are asked to write down three important things they learnt in the lesson. Teachers can use this as an opportunity to assess students’ learning. As an alternative, teachers may wish to ask students to answer a specific question based on the learning outcomes for each lesson.