

GRADE 7

My Social Media Life

How does social media affect our relationships?



RELATIONSHIPS & COMMUNICATION

We know the power
of words & actions.

OVERVIEW

For most middle-schoolers, being on social media can mean connecting with friends, sharing pictures, and keeping up to date. But it can also mean big-time distractions, social pressures, and more. Help students navigate the different feelings they may already be experiencing on social media.

Students will be able to:

- Identify the role of social media in students' lives.
- Reflect on the positive and negative effects of using social media on their relationships.
- Recognize "red flag feelings" when using social media, and consider ways to handle them.

Lesson Snapshot

Estimated time: 45 mins.

Warm Up:	Social Media Bonds	5 mins.
Watch and Discuss:	Sharing It All	20 mins.
Analyze:	Noticing Red Flag Feelings	15 mins.
Wrap Up:	Social Media and Me	5 mins.

Key Standards Supported

Common Core ELA

L.7.1, L.7.2, L.7.3, L.7.4, L.7.6, RI.7.1, RI.7.2, RI.7.4, RI.7.10, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.4, SL.7.6, W.7.4, W.7.10

CASEL

1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL

IA.1, IA.2, IB.1, IB.2, IB.3, IC.1, ID.1, ID.2, ID.3, ID.4, IIA.1, IIA.2, IIB.1, IIB.2, IIB.3, IIC.1, IIC.2, IID.1, IID.2, IID.3, IIIA.1, IIIA.2, IIIB.1, IIIB.2, IIIC.1, IIIC.2, IIID.1, IIID.2, IVB.2, IVB.

ISTE

2a, 2b, 2d, 3b

What You'll Need

Spanish-language student and family resources available soon!

- Lesson Slides
- Video: Teen Voices: Friendships and Social Media **Watch**
- Student Handout: Social Media: Good? Bad? Both? **Student Version**
- Student Handout: Noticing Red Flag Feelings **Student Version Teacher Version**
- Lesson Quiz **Editable Google form Answer Key**

Take-home resources

- Family Tips
- Family Activity
- Family Engagement Resources

LESSON PLAN

Key Vocabulary:

oversharing

sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful

red flag feeling

when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious

social media

websites and applications that enable users to create and share content or to participate in social networking

Warm Up: **Social Media Bonds**

5 mins.

1. **Project Slide 4** and ask: *What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar? Hold up five fingers if you think most or everyone, three fingers if you think maybe around half, and zero or one finger if you think very few or none.*

If necessary, clarify that **social media** includes *websites and applications that enable users to create and share content or to participate in social networking.* (**Slide 5**)

Observe responses and tell students your estimate for the room, i.e., *Seems like most people think ... or Seems like about half the class thinks ...*

2. **Explain** that, legally, many social media sites require you to be at least 13 years old to sign up, and some even require you to be 17 or 18. Ask: *How do you think the percentage in this class compares with teens in general? What percentage of teens in the U.S. do you think are on social media?*

Call on students to respond. Project **Slide 6** and point out that 70 percent of teens use social media multiple times per day.

3. **Invite** students to share out other things they notice on the infographic. Ask them whether these results match their own experiences and those of their friends.

Watch and Discuss: **Sharing It All**

20 mins.

1. **Show** the **Teen Voices: Friendships and Social Media** video on **Slide 7**. After watching, have partners discuss the questions. Call on pairs to share out. They should identify some or all of the following responses:

- **Benefits:** *You can connect with friends, share pictures of what you are doing or thinking, share exciting things you're doing, stay up-to-date on the latest happenings.*
- **Problems or drawbacks:** *It's distracting, you feel you have to be on it, there's pressure to be perfect, there's pressure to look like your life is great, it can make you feel sad or even depressed.*

Follow up by asking students whether they themselves have experienced any of those benefits or drawbacks.

2. **Explain** that one negative part of social media, as shared by teens in the video, is the feeling that you have to be on social media all the time. Invite students to share how they feel when they are without their phones or devices for a period of time. Students might mention feeling *anxious, depressed, worried, or fearful they're missing out*.

3. **Say:** Using social media this much can sometimes lead to oversharing, which is sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful. (**Slide 8**). Examples of oversharing include things like:

- sharing thoughts or feelings in the heat of the moment
- sharing things you wouldn't want everyone to see, such as photos from a party, or you acting silly or weird, but then it was shared with a bigger group of people
- sharing every detail of your life like what you ate for breakfast or every thought that comes to mind.

4. **Distribute** the **Social Media: Good? Bad? Both? Student Handout**. (**Slide 9**) Organize the class into six groups. Assign each group one of the statements to discuss whether they agree or disagree. Highlight that people have very different opinions about social media and they do not all need to agree. Call on each group to quickly present their ideas in front of the class. Each group has one minute to share out.

As each group shares, have students take notes on the handout. Ask: *Is there something that you hadn't considered as you listened?* Call on students who would like to complete the sentence "I hadn't considered ..."

Analyze: **Noticing Red Flag Feelings**

15 mins.

1. **Explain** that in the video, students talked about both positive and negative experiences using social media. Some of their negative experiences were caused by feelings of being isolated, anxious, or uncomfortable. Project **Slide 10** and say: *These feelings can be red flags. A red flag feeling is when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious. It is a warning that something might be wrong.*
2. **Project Slide 11** and explain that when you have a red flag feeling, it's important to slow down, pause, and think about the situation using the Feel, Identify, Reflect, and Enact steps. Have students read aloud the questions associated with each step.
3. **Distribute** the **Noticing Red Flag Feelings Student Handout**. Read the directions aloud and explain that you will do the first example together as a class. Call on students to provide responses for each column and model adding them to the handout. After you've completed the first example, allow students time to complete the rest of the handout with a partner. If time is limited, assign only one example to each pair.

Invite pairs to share out answers. Use the **Teacher Version** for support.

Wrap Up: **Social Media and Me**

5 mins.

1. **Project Slide 12** and read aloud the Exit Ticket prompt. On the **Noticing Red Flag Feelings Student Handout**, give students three minutes to write their responses.

Call on students to share out their responses.

2. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.
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