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## Unit Two: Social Media & Cyberbullying

### Lesson Plan

#### Objectives:

- 🕒 Gain knowledge about social media and its effect on wellbeing,
- 🕒 Develop knowledge and skills how to take care of security on social media.
- 🕒 Develop critical thinking on social media.
- 🕒 Focus on meaningful activity online.
- 🕒 Balance different areas of life like studies, hobbies, time with friends, family.
- 🕒 Strengthen social skills like communication, team work.
- 🕒 Learn how to respond to cyberbullying.

**Learning outcomes:** Based on this lesson the participants will be able to:

#### Knowledge:

- 🕒 Describe social media's effect on wellbeing.
- 🕒 Recognize challenges on social media and formulate solutions how to cope with them.
- 🕒 Identify and explain what is cyberbullying; analyze and recognize different methods of cyberbullying.
- 🕒 Describe how to take care of your security on social media

#### Skills:

- 🕒 Recognize and assess habits of using social media,
- 🕒 Recognize challenges on social media and formulate solutions how to cope with them.
- 🕒 Tell and formulate how to respond to different methods of cyberbullying; analyze and apply knowledge how to take care security on social media.

#### Attitudes:

- 🕒 Support meaningful and balanced use of social media.
- 🕒 Support healthy habits of using social media.
- 🕒 Demonstrate critical thinking on social media.
- 🕒 Support taking care security on social media.

#### Target group

Secondary School Teachers  
School students 13+

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Activity Title & number	Short description of activity	Resources needed	Time 4hs in total
<p><b>1. Social Media – Pros &amp; Cons</b></p>	<p>Instruction</p> <p>You can begin a discussion with questions:</p> <ul style="list-style-type: none"> <li>● What is social media?</li> <li>● What channels of social media do you use and how often? Which social networking sites you belong to?</li> <li>● What are your opinions about these social networking sites? Would you like to join or not?</li> </ul> <p>*See definitions and references at Support materials.</p> <p>Collect a list of these networks, channels of social media on the board.</p> <p>Divide students into pairs, and give them a few minutes to brainstorm the pros and cons of using social media &amp; belonging to social networking site. Encourage responses and write them on the board. Below are some suggestions:</p> <p>Pros:</p> <ul style="list-style-type: none"> <li>● keep in touch with friends and family</li> <li>● meet new people</li> <li>● find information about news, events, groups, activities;</li> <li>● share web links, photos and videos</li> <li>● re-establish contact with people from your past (e.g., primary school)</li> <li>● contact people with similar interests</li> <li>● practice English or another language,</li> <li>● belong to groups where you can find support, etc.</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>● contacts may not really be friends</li> <li>● people post too often</li> <li>● people post photos/videos of you without permission</li> <li>● people post information about you which is not appropriate</li> <li>● misunderstandings can happen easily</li> <li>● possibility of cyberbullying</li> <li>● lack of privacy and potential for advertisers to use your information</li> </ul>	<p>2.1 Worksheet (*see Workbook)</p> <p>'Global social media research summary 2019' <a href="https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/">https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/</a></p> <p>1</p>	<p>20'</p>



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	<ul style="list-style-type: none"> <li>• spam and viruses</li> <li>• too much time on social media, addiction,</li> <li>• Social comparisons leads to depression, low self-esteem, etc.</li> </ul> <p>You can give a 2.1. Worksheet ‘My activity on Social Media’ for individual activity (*check Workbook). You can use it as a resource for activity in class. Also, it can be a homework between sessions.</p>	2.1 Worksheet (*see Workbook)	
<p><b>2. Self-assessment – A Pie of My Day</b></p>	<p>A pie of my day (24 hours). <i>Write how much time do you spend on each activity</i>, for instance:</p> <ul style="list-style-type: none"> <li>• Sleeping – 8 hours</li> <li>• Eating – 2 hours</li> <li>• School– 6 hours</li> <li>• Pastime activities – 1 hours</li> <li>• Communication with people – 2 hours</li> <li>• Homework – 1 hour</li> <li>• Taking care of your hygiene – 1 hour</li> <li>• Games online – 1 hours</li> <li>• Chatting online – 2 hours</li> </ul>	<p>Statistics:</p> <p>According to the survey, internet users are now spending an average of 2 hours and 22 minutes per day on social networking and messaging platforms; young people (aged from 16 to 24 years old) even more – they are now spending an average of 3 hours and 1 minutes per day.</p> <p><a href="https://www.digitalinformationworld.com/2019/01/how-much-time-do-people-spend-social-media-infographic.html">:https://www.digitalinformationworld.com/2019/01/how-much-time-do-people-spend-social-media-infographic.html</a>; <a href="https://techjury.net/blog/time-spent-on-social-media/">https://techjury.net/blog/time-spent-on-social-media/</a></p> <p>As of 2018, the average daily social media usage of internet users worldwide amounted to 136 minutes per day” <a href="https://www.statista.com/statistics/433871/daily-social-media-usage-worldwide/">https://www.statista.com/statistics/433871/daily-social-media-usage-worldwide/</a></p>	15’

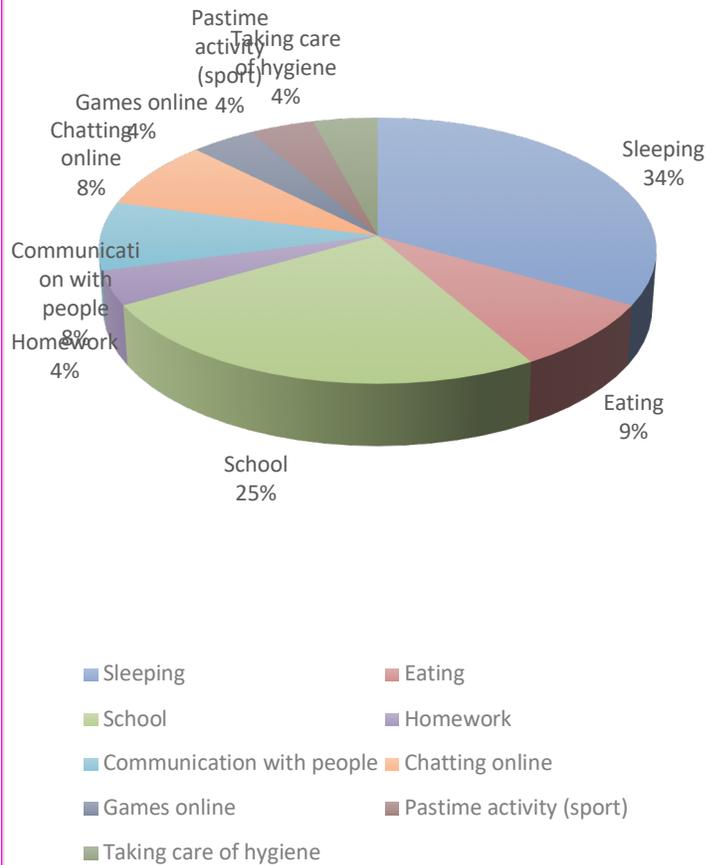


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### 24 hours



How Much Time You  
Should Spend On Social  
Media Per Day:

[https://www.huffpost.com/entry/how-much-time-on-social-media\\_n\\_5be9c148e4b0783e0a1a8281?gucounter=1&gucereferer=aHR0cHM6Ly93d3cuZ29vZ2xlMnVbS8&gucereferer\\_sig=AQAAAAL5TbvY1CgxpSnj7v2yfnJ9rkwx3fakCWfrVNxkgYLKSGBzVdy21GAI9zAVWhFTCIDSMx3mZ5FSfEMNKfyma-3nskCfz8Zj\\_8RruluFhKQvGoBNicPP022VRzaSbTL9Yo3OIHEYxHM3QYWDPTe-Dpzzv68b2Bsluo3TyZtxHQu](https://www.huffpost.com/entry/how-much-time-on-social-media_n_5be9c148e4b0783e0a1a8281?gucounter=1&gucereferer=aHR0cHM6Ly93d3cuZ29vZ2xlMnVbS8&gucereferer_sig=AQAAAAL5TbvY1CgxpSnj7v2yfnJ9rkwx3fakCWfrVNxkgYLKSGBzVdy21GAI9zAVWhFTCIDSMx3mZ5FSfEMNKfyma-3nskCfz8Zj_8RruluFhKQvGoBNicPP022VRzaSbTL9Yo3OIHEYxHM3QYWDPTe-Dpzzv68b2Bsluo3TyZtxHQu)

2.2 Worksheet  
(\*see Workbook)

Encourage responses, collect responses about spending time on social media, write on the board, then shortly summarise, compare with statistics, conclude and advice about recommendations.

After self-assessment ask students to think and share answers:

*How much do you spend on social media?.*

Recommendations

According to researchers, *when college students cut down their social media use to 30 minutes per day total, they experienced a significant improvement in well-being, reduced loneliness and depression.*

You can give a 2.2. Worksheet 'Activities that Make me Happier' for individual activity (\*check Workbook). You can use it as a resource for activity in class. Also, it can be a homework between sessions.



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<p><b>3. Social Media VS. Reality</b></p>	<p>Watching a video and reflection about social media and its effect on wellbeing. Interactive activity could be organized by watching video and reflecting on it:</p> <ul style="list-style-type: none"><li>• <i>What did you know about positive and negative social media's effect on young people's wellbeing?</i></li><li>• <i>How could you realize positive effect?</i></li><li>• <i>How could you cope with negative its effect?</i></li></ul> <p>For example, social media promotes distortions of reality, as a result distorted information have an effect on perception. For instance, people post about positive experiences, good looking photos in order to make a good impression.</p> <p>Extension of activity (optional)</p> <p>Ask students if they have ever experienced, or know about, uncomfortable situations that can arise on social media.</p> <p>Interactive discussion and brainstorming based on mind mapping technique could be organized:</p> <ul style="list-style-type: none"><li>• <i>What are challenges on social media?</i></li><li>• <i>How could you cope with it?</i></li></ul> <p>You can use a mind mapping or/and world café techniques.</p> <p>Tips how to use a mind mapping technique:</p> <ul style="list-style-type: none"><li>• Start in the center of blank paper (landscape)</li><li>• Quickly sketch an image of your focus in the center</li><li>• Use at least 3 colors for emphasis, structure, texture, creativity</li><li>• Draw curved lines radiating from center, connecting main branches to central image at each level</li><li>• Use 1 key word or image per line for more power and flexibility in thinking</li></ul> <p>A World Café is a structured conversational process for knowledge sharing in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a "table host". Using this methodology you can chare different challenges related to social media on different tables (using flipchart paper on each table) and encourage students to share their ideas how they can cope with that.</p>	<p>Video projector Laptop/Smart phone Internet connection Flipchar paper Pens, markers</p> <p>Video:</p> <p><a href="https://www.facebook.com/watch/?v=893904447446594">https://www.facebook.com/watch/?v=893904447446594</a></p> <p><a href="https://www.facebook.com/avoltebuonaavoltestronza/videos/2086249358292901/UzpfSTUwNDk3MTA5NjI3MDYzNDoxNTAzNDQyMjI2NDIzNTEy/">https://www.facebook.com/avoltebuonaavoltestronza/videos/2086249358292901/UzpfSTUwNDk3MTA5NjI3MDYzNDoxNTAzNDQyMjI2NDIzNTEy/</a></p> <p><i>According to social media expert Bailey Parnell, our growing and unchecked obsession with social media has unintended long term consequences on our mental health.</i></p> <p><a href="https://www.youtube.com/watch?v=Czg_9C7gw0o&amp;fbclid=IwAR2ozi74zmyYulc1-Lxw1Ap3isXk3FWKYdmqVLPwtCMk88b7Lo3yos-HtYE">https://www.youtube.com/watch?v=Czg_9C7gw0o&amp;fbclid=IwAR2ozi74zmyYulc1-Lxw1Ap3isXk3FWKYdmqVLPwtCMk88b7Lo3yos-HtYE</a></p> <p><i>How social media makes us unsocial</i></p> <p><a href="https://www.youtube.com/watch?v=d5GecYiy9-Q">https://www.youtube.com/watch?v=d5GecYiy9-Q</a></p>	<p>45'</p>
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<p><b>4. About cyberbullying</b></p>	<p>Before a class activity we recommend to give students a task for homework - 2.3 Worksheet ‘Forms of Cyberbullying’): <i>You task is to match title, definition and examples (*check Workbook)</i></p> <p>You can begin a discussion in class. Ask students if they have ever experienced, or know about, uncomfortable situations that can arise on social media. Also, you can check what did they learn from activity individually.</p> <p>And after completing activity (2.2 Worksheet) individually we recommend to discuss it:</p> <ul style="list-style-type: none"> <li>• <i>What methods of cyberbullying have ever experienced or your peers experiences?</i></li> <li>• <i>How did you or your peers respond?</i></li> <li>• <i>What are best solutions in these situations?</i></li> </ul> <p>Then you can shortly summarize what is the cyberbullying and what forms and methods of cyberbullying exist. Tell students they will discuss a number of examples related to this during next activities.</p>	<p>2.3 Worksheet (*see Workbook)</p>	<p>10’</p>
<p><b>5. Security on social media</b></p>	<p>Social media platforms have become an integral part of online lives. Social networks are a great way to stay connected with others, but you should be wary about how much personal information you post.</p> <p>Now you will present an activity for students what should you do to protect yourself, and how do you deal with a difficult situation once it has happened.</p> <p>Divide students into pairs or small groups, and present them cards of Real Case Scenarios (*see Support Materials) – one pack of Real Case Scenarios per pair/group. Students then take the first card, discuss it, and note down the card number and a possible way to deal with the situation. You might can start by discussing one card together with the whole class as an example, and put guidelines, tips on the board if needed. Give students around 15 minutes to discuss all the cards in their pairs or groups.</p> <p>After this activity we recommend to conduct a feedback with the whole class. Briefly look again at each scenario and discuss the possible solutions that students came up with. Check the ‘Tips and recommendations how to respond’.</p> <p>You can see the example below. Please find all ‘Real case</p>	<p>*See ‘Real case scenarios’ at Support Materials</p> <p>What can you do if you are facing with bullying electronic in space and feel hurt (Lithuanian):</p> <p><a href="https://www.vaikulinija.lt/media/filer_public/28/44/2844476d-70b5-445d-b6c9-ce9e1d614bb8/elektronines_patycios_tu_gali_jas_sustabdyti.pdf">https://www.vaikulinija.lt/media/filer_public/28/44/2844476d-70b5-445d-b6c9-ce9e1d614bb8/elektronines_patycios_tu_gali_jas_sustabdyti.pdf</a></p> <p>Other examples of Scenarios: <a href="https://cyberbullying.org/cyberbullying-scenarios-2014.pdf">https://cyberbullying.org/cyberbullying-scenarios-2014.pdf</a></p> <p><a href="https://sites.google.com/a/cypanthers.org/cease-cyber-bullying/real-life-examples-of-cyber-bullying">https://sites.google.com/a/cypanthers.org/cease-cyber-bullying/real-life-examples-of-cyber-bullying</a></p>	<p>45’</p>



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	<p>scenarios' at Support Materials.</p> <p><i>REAL CASE SCENARIO NO. 1</i> 16 years old girl, whose name is Anna, is communicating with her new friend David online. They got in touch online. First of all, David invited Anna to become a 'friend' on Facebook, soon they got to know each other little by little, they were chatting every day, after few weeks they friendship turned into romantic relationship. One day, David explains that a problem has arisen, parents are living hard, he lacks money even for food. He asked Anna to barrow some money. Anna said that she is studying at school, she is not working yet, so she has no money, she is dependent on finances she got from parents. David asks if she has her father's electronic banking data and tries to convince her that her father would not notice 50 euro.</p> <p><i>Please think about it and discuss, write down your possible solutions, suggestions:</i></p> <ul style="list-style-type: none"> <li>• <i>What would you do?</i></li> <li>• <i>What would you recommend to peers who would experience this situation?</i></li> </ul> <p>You can also propose how could you react in this situations. You can finalize a lesson with some advice and tips how to take care of your security on social media.</p>	<p><a href="https://www.onlinemswprograms.com/resources/social-issues/cyberbullying/">https://www.onlinemswprograms.com/resources/social-issues/cyberbullying/</a></p>	
<p><b>6. Creating a Safety on Social Media Poster</b></p>	<p>Working in new pairs or groups, students can create a Safety on social media poster with Ten Top Tips for using social media channels based on the discussion and feedback based on previous activities. Online posters can be shared via the school website, project platform and paper posters can be put up around the classroom or school.</p>	<p>Flipchart paper for poster Markers, pencils</p>	<p>45'</p>
<p><b>7. Use social media for a purpose</b></p>	<p>Despite negative social media effects, social media can be used meaningfully. Encourage students to use social media for a purpose. Instruction:</p> <ul style="list-style-type: none"> <li>• Ask students to write on sticky notes what topics they are interested in. Give each of them, for example, 5 sticky notes. Put them on board or flip-chart paper.</li> <li>• Review similarities, cluster notes based on similar topics and highlight the most common topics.</li> <li>• Encourage them to choose one of highlighted topics in order to create their own Facebook page or group, profile</li> </ul>	<p>Sticky notes Pens</p>	<p>45'</p>



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	<p>of instagram, Youtube channel or other tool of social media based on their interests, where they could find various ways how to express their interests through social media like sharing interesting links, photos or videos, writing a blog or expressing their opinion on that topic. They can work either individually, either in group. It is recommended to do in small group in order to develop team work, communication skills.</p> <ul style="list-style-type: none"> <li>• Also, you can ask them “What are needs of the society, their peers, which topics would be interesting and useful for others?”. It can be make-up design, cars, innovations of technologies, animals, news about mobiles phones, stories addressing relevant social issues, etc.</li> </ul> <p>Suggestion. You can use as a method teaching material related to school subjects like history, biology, languages, geography.</p>		
<p><b>8. Bibliography</b></p>	<ul style="list-style-type: none"> <li>• Cyberbullying. A conversation guide for parents and kids.</li> <li>• Parent Guide to Cyberbullying and Cyberthreats: <a href="https://digitalbell-bucket.s3.amazonaws.com/EF442C37-5056-907D-8DED-2F111AC590EC.pdf">https://digitalbell-bucket.s3.amazonaws.com/EF442C37-5056-907D-8DED-2F111AC590EC.pdf</a></li> <li>• Cyberbullying: <a href="https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/smcyberbullying.pdf">https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/smcyberbullying.pdf</a></li> <li>• Prevent Understand, and Respond Cyberbullying: Guidance for Schools. <a href="https://www.childnet.com/ufiles/Cyberbullying-guidance2.pdf">https://www.childnet.com/ufiles/Cyberbullying-guidance2.pdf</a></li> <li>• Cyberbullying: Safe to learn</li> <li>• <a href="http://www.josiefraser.com/wp-content/uploads/2014/07/Cyberbullying-Safe-to-Learn-2007.pdf">http://www.josiefraser.com/wp-content/uploads/2014/07/Cyberbullying-Safe-to-Learn-2007.pdf</a></li> <li>• Cyberbullying: Learn About the Facts, Signs, and How to Start a Conversation With Your Child: <a href="https://us.norton.com/guide/kids-internet-safety-tips">https://us.norton.com/guide/kids-internet-safety-tips</a></li> <li>• Stopbullying. <a href="https://www.stopbullying.gov/what-you-can-do/teens/index.html">https://www.stopbullying.gov/what-you-can-do/teens/index.html</a></li> <li>• Taking Stock of Cyberbullying: A Scan of the PEI Context: <a href="http://www.gov.pe.ca/photos/original/ELJ_CyberBully.pdf">http://www.gov.pe.ca/photos/original/ELJ_CyberBully.pdf</a></li> <li>• Bullying factsheet: <a href="https://www.vu.edu.au/sites/default/files/bullying-factsheet.pdf">https://www.vu.edu.au/sites/default/files/bullying-factsheet.pdf</a></li> <li>• <a href="https://worksheetplace.com/mf_pdf/Social-Media-">https://worksheetplace.com/mf_pdf/Social-Media-</a></li> </ul>		



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	Friends.pdf		
	<ul style="list-style-type: none"><li>Lesson plans: <a href="https://www.childnet.com/ufiles/Lesson-Plans.pdf">https://www.childnet.com/ufiles/Lesson-Plans.pdf</a></li></ul>		

**See Workbook for worksheets:**

Worksheet 2.1	My Activity on Social Media
Worksheet 2.2	Activities that Make Me Happier
Worksheet 2.3	Forms of Cyberbullying