



Health & Wellbeing



THEME: Social Well Being – young people and the internet

The prevalence of online engagement has created a situation where young people are now immersed in user interactive platforms. These platforms have user interactive software built into their systems that allow young people to interact with others and build relationships with strangers. This can be extremely dangerous at a young age and can negatively impact the holistic development of a young person's physical, social, and emotional health.

LEARNING OBJECTIVES

1. To understand the difference between social media and real-life relationships
2. To understand the positive and negative impacts of social media on relationships
3. To gain an understanding into how the media influences our relationships
4. To identify and understand what controls are available and what can be used to safeguard yourself.

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CONTENT	METHODS/ RESOURCES	APPROX. TIME
Introduction	<p>Icebreaker: Ask one participant to write three statements about themselves: 2 true and 1 false. Ask the other participants to vote on which statements are true and which is false. After the first person has shared their statement and the group has decided which statement is false, the first person will reveal which statements were true and which one was false. Move on until each person in the group has shared their statements. The person who manages to correctly guess the most lies wins. Alternatively, you can play this game in a non-competitive way just for participants to get to know each other. This is intended as a fun icebreaker and can be adopted to fit the specific theme of the session. For example, two truths about their internet usage and one lie.</p> <p>Evaluate group knowledge by asking what their current knowledge is around the different sites that they interact with people online.</p> <p>Go through the most prevalent sites used and asked if they are active on these?</p> <p>Debrief: this will establish context and baseline information.</p>	45 minutes



	<p>In pairs, discuss whether you have a different relationship with people on digital platforms in comparison to real life?</p> <p>Each group to nominate one individual to feed back their answers.</p> <p>In the same pairs, how much time do we spend on these platforms?</p>	
Group activity (flip chart paper required)	<p>Split the group in two, one side are tasked with discussing how involvement on these platforms can be negative and the other states how it can be positive.</p> <p>Reinforcement task, discuss the positive and negative factors that social media will have on their relationships.</p> <p>Case study: someone follows you on social media, likes your activity and communicates via that platform frequently, does that translate into real life? I.e., do you consider this person a friend? Tailor this to whichever platform the group have identified as most prevalent. If so, is this positive or negative?</p>	45 minutes
Dangers of Online Engagement	<p>Discuss some of the dangers listed above and provide examples. Real world examples of Marcus Rashford and Ian Wright are provided.</p>	30 minutes
Group Activity	<p>How to safeguard yourself online.</p> <p>Split the group into smaller groups, each group to come up with as many controls as possible and then present these to the collective group and compare them to the ones listed in the slide.</p> <p>Each group to present their findings to the others and answer group questions.</p>	60 minutes