

BEHIND THE SCREENS: A SOCIAL AND EMOTIONAL LEARNING APPROACH TO
SOCIAL MEDIA

by

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PROJECT DESCRIPTION

Introduction

This capstone project strives to answer the following question: *How can social and emotional learning (SEL) be used as a tool in the classroom to address and combat the toxicity stemming from adolescent social media usage?* This student curriculum is designed for adolescent students to possess an awareness of some of the risk factors associated with social media usage, as well as to share strategies that can be used to help with any social media related conflicts. Since many adolescent students are using social media platforms, it is integral that they are educated about the power social media can hold.

Framework

This project was developed using a social and emotional learning curricular approach. The Digital Life Studies curriculum bridges important life skills such as mindfulness, empathy, and responsibility with appropriate online etiquette. There are a total of eight lessons that center on social media related topics. They are listed as follows: online identity, maintaining balance, cyberbullying, the highlight reel, the fear of missing out (F.O.M.O), the perfect image, digital footprint, and digital dangers. The lessons created follow a common structure. Each begins with a warm-up activity to expose students to the topic. The warm-up activities mainly include a handful of discussion questions that relate to the day's topic. Some lessons have students write down their thoughts in response to an image. Once the topic is introduced, the teacher provides direct instruction to explain information and share facts with the students. The teacher will lead a class activity to reinforce the content being discussed. After, the teacher will release students to participate in a student centered activity which may take the form of a student-led discussion or a project where students have to create or produce an item relating to the topic. The lesson will

conclude with a closure task that will provide the teacher with an opportunity to assess student understanding. The closure tasks require students to reflect on the lesson by responding to a question or prompt. These will be completed using a variety of tools such as FlipGrid, Padlet, and the traditional exit ticket.

Participants and Setting

The lessons at hand were designed to be implemented in a middle-level setting, specifically targeting students in the sixth grade. The middle-level population was chosen intentionally because of their increased vulnerability as they undergo puberty and experience numerous significant developmental changes. Children at this age are beginning to seek out their core identity for the first time. The addition of a smartphone during this period of growth can make development more challenging and complex. This curriculum will be implemented during the students' advisory or homeroom period.

Assessment

To assess student understanding, each lesson will conclude with a reflection where students must respond to a series of questions or prompts that relate to the topic. These responses will be collected by the teacher using a variety of tools such as Flipgrid, Padlet, exit tickets, etc. The teacher can use the responses provided to determine whether students are understanding with the material.

Timeline

This student curriculum is created to be implemented over an eight week period. Because advisory serves a variety of purposes for teachers, the expectation is that the lessons are taught weekly. By continuing to address the risk factors and effects of online use time and time again on a weekly basis, it is the intention that the message of healthy social media habits will resonate

with students sooner rather than later. At the end of the semester in January, teachers will reassess and determine whether there is a need to continue on with social media-specific SEL lessons. There may be some topics that must continue to be addressed more so compared to others.

Summary

This capstone project serves to address the following question: *How can social and emotional learning (SEL) be used as a tool in the classroom to address and combat the toxicity stemming from adolescent social media usage?* The Digital Life Studies capstone project equips students with the tools they need in order to be healthy and mindful social media users. It is critical that adolescent students, the heaviest users of social media and smart devices, possess an awareness of the potential risk factors that coincide with high online activity and develop strategies to navigate these challenges in ways that protect the well-being and mental health of themselves and others.

Digital Life Students Curriculum Guide

Targeted for students in grade 6

[Slides Linked HERE.](#)

<p>Lesson One:</p> <p>Online Identity</p>	<p>Student Objectives:</p> <ol style="list-style-type: none">1. I can identify unique parts of my identity2. I can describe how I want my identity to be reflected online3. I can explain how what I post online can lead others to make judgements and generalizations about me <p>Vocabulary:</p> <p><i>Identity</i></p> <p><i>Assumptions</i></p> <p>Warm Up Discussion Questions:</p> <ol style="list-style-type: none">1. What makes up our identity?2. How does social media capture your identity?3. In what ways do you judge or make assumptions about people based on what you see online? <p>Direct Instruction Topics:</p> <ul style="list-style-type: none">• Identity Web: what makes up identity? <p>Video Clips</p> <ul style="list-style-type: none">• Teen Voices: Who Are You on Social Media? <p>Student Activities:</p> <ul style="list-style-type: none">• Insta Investigation• My Insta Life <p>Lesson Wrap-Up:</p> <ul style="list-style-type: none">• Flipgrid reflection
<p>Lesson Two:</p> <p>Maintaining Balance</p>	<p>Student Objectives:</p> <ol style="list-style-type: none">1. I can explain how screen time can impact my brain and body2. I can describe the benefits of balancing online versus offline time3. I can create a digital schedule that demonstrates a balance between online and

	<p>offline activities</p> <p>Vocabulary: <i>Offline vs. Online</i> <i>Addictive</i> <i>Screen Addiction</i> <i>Dopamine</i></p> <p>Warm Up Discussion Questions:</p> <ol style="list-style-type: none"> 1. Are screens addictive? Why or why not? 2. Think of an average day in your life. What are some activities you do on a daily basis? 3. What are some of your favorite activities that involve a screen? 4. What are some of your favorite activities that do NOT involve a screen? <p>Direct Instruction Topics:</p> <ul style="list-style-type: none"> ● Screen Time Addiction <ul style="list-style-type: none"> ○ Dopamine, "reward" ○ 10 signs of screen addiction ● Tips for living a more balanced lifestyle <p>Student Activities:</p> <ul style="list-style-type: none"> ● Screen Habits Quiz ● Magic Medicine (Ad/Commercial) ● Daily Planner (use canva.com to create) <ul style="list-style-type: none"> ○ Template ● Supplemental Activity: Media Management (https://www.counselorkeri.com/2019/04/25/social-media-lesson/) <p>Lesson Wrap-Up:</p> <ul style="list-style-type: none"> ● Parking Lot Exit Ticket
<p>Lesson Three: Cyberbullying</p>	<p>Student Objectives:</p> <ol style="list-style-type: none"> 1. I can define the act of cyberbullying 2. I can consider the perspectives of those involved in a cyberbullying incident 3. I can demonstrate the negative effects that cyberbullying can have and I can identify strategies that can help <p>Vocabulary: <i>Cyberbullying</i> <i>Bystander</i> <i>Upstander</i></p>

	<p>Warm Up Discussion Questions:</p> <ol style="list-style-type: none"> 1. Why do people bully? 2. What makes cyberbullying easier to participate in compared to other kinds of bullying? <p>Direct Instruction Topics:</p> <ul style="list-style-type: none"> • Cyberbullying definition • Cyberbullying statistics • Cyberbullying motivation • Roles of those involved in a cyberbullying incident: bully, bullied, upstander, bystander <p>Video Clips</p> <ul style="list-style-type: none"> • How Does Cyberbullying Affect Students? <p>Student Activities:</p> <ul style="list-style-type: none"> • Cyberbullying Role Play • I am Poem <p>Lesson Wrap-Up:</p> <ul style="list-style-type: none"> • Exit Ticket
<p>Lesson Four: The Highlight Reel</p>	<p>Student Objectives:</p> <ol style="list-style-type: none"> 1. I can describe how social media can impact my mental health in ways that are both positive and negative 2. I can explain how social media profiles can be deceiving of one's reality <p>Vocabulary: <i>Mental Health</i> <i>Highlight Reel</i> <i>Compare & Despair</i></p> <p>Warm Up Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are some positive effects of social media? What about negative effects? 2. How can social media impact your mental health? <p>Direct Instruction Topics:</p> <ul style="list-style-type: none"> • Highlight Reel • Teacher-Led Activity: Behind Their Eyes • Compare & Despair

	<p>Video Clips</p> <ul style="list-style-type: none"> • Are You Living an Insta Lie? Social Media vs. Reality • Is Social Media Hurting Your Mental Health? <p>Student Activities:</p> <ul style="list-style-type: none"> • Behind Your Eyes • Highlight Reel Fishbowl (see slide for questions and directions) <p>Lesson Wrap-Up: Picture Response</p>
<p>Lesson Five:</p> <p>Fear of Missing Out (F.O.M.O)</p>	<p>Student Objectives:</p> <ol style="list-style-type: none"> 1. I can describe how the constant sharing of pictures and videos online can impact others 2. I can describe how F.O.M.O can impact people in a negative way 3. I can explain different ways to overcome F.O.M.O <p>Vocabulary: F.O.M.O</p> <p>Warm Up Discussion Questions:</p> <ol style="list-style-type: none"> 1. Research shows that teens with heavy social media use have lower life satisfaction. Why might that be? 2. Share a time when you felt like you were missing out on something. What feelings did you have? 3. In what ways do people experience F.O.M.O when they go on social media? <p>Direct Instruction Topics:</p> <ul style="list-style-type: none"> • F.O.M.O • Tips for Overcoming F.O.M.O • Think Before You Post <p>Student Activities:</p> <ul style="list-style-type: none"> • Reading: They Left Me Out & I Saw it All • F.O.M.O PSA <p>Lesson Wrap-Up: Aha Moment Exit Ticket</p>
<p>Lesson Six:</p> <p>The Perfect Image</p>	<p>Student Objectives:</p> <ol style="list-style-type: none"> 1. I can define self-esteem & body image 2. I can describe how photos are posted online are often manipulated and filtered to create the perfect image 3. I can analyze pictures that have been manipulated

	<p>Vocabulary: <i>Self-Esteem (Healthy vs. Low)</i> <i>Body Image (Positive vs. Negative)</i> <i>Manipulate</i></p> <p>Warm Up Discussion Questions: Warm Up Carousel</p> <ol style="list-style-type: none"> 1. What makes a photo worthy of posting online? What makes a photo “bad?” 2. In what ways does our society communicate what being beautiful or attractive should look like? 3. How are beauty standards different for boys versus girls? 4. Do you feel better or worse about yourself when you see other people’s photos? Why or why not? <p>Direct Instruction Topics:</p> <ul style="list-style-type: none"> • Self-Esteem • Body Image • Facts about low self-esteem • How does social media impact body image? • Photo manipulation • Tips for Maintaining Positive Body Image <p>Video Clips</p> <ul style="list-style-type: none"> • Dove Real Beauty Sketches <p>Student Activities:</p> <ul style="list-style-type: none"> • Philosophical Chairs (see slides for directions & discussion questions) • Instagram vs. Reality <p>Lesson Wrap-Up:</p> <ul style="list-style-type: none"> • Padlet Response
<p>Lesson Seven: Digital Footprint</p>	<p>Student Objectives:</p> <ol style="list-style-type: none"> 1. I can define the term digital footprint 2. I can name the different ways to protect my personal information online <p>Vocabulary: <i>Digital footprint</i></p> <p>Warm Up Discussion Questions:</p> <ol style="list-style-type: none"> 1. Have you ever been surprised that some apps/websites know things about you? 2. Are the ads that appear on your apps/websites the same as your friends and

	<p>family members? What might that mean?</p> <p>3. Have you ever noticed that some websites and apps know your location and whereabouts without you even telling them?</p> <p>Direct Instruction Topics:</p> <ul style="list-style-type: none"> • Digital footprint definition • Risks of digital footprint <p>Video Clips</p> <ul style="list-style-type: none"> • How I Lost my D1 Scholarship • Teen Voices: Oversharing and Your Digital Footprint • Social Media's Do's & Don'ts! <p>Student Activities:</p> <ul style="list-style-type: none"> • Application Committee <p>Lesson Wrap-Up:</p>
<p>Lesson Eight: Digital Dangers</p>	<p>Student Objectives:</p> <p>1. I can describe the ways in which social media can be unsafe and risky</p> <p>Vocabulary: <i>Private Information</i> <i>Online Predators</i> <i>Red Flags</i></p> <p>Warm Up Discussion Questions:</p> <ol style="list-style-type: none"> 1. In what ways can social media be unsafe? 2. What are some of the pros and cons of messaging with people online that you do not know? <p>Direct Instruction Topics:</p> <ul style="list-style-type: none"> • Private Information Sharing • Sharing Facts • Online Predators • Red Flags • Problem-Solving w/ Online Predators <p>Video Clips</p> <ul style="list-style-type: none"> • Teen Voices: Who You're Talking to Online • Parents Create Fake Profiles to Catch Their Teenage Daughter • Online Predators Are Reaching Children in Ways You'd Never Expect

	<p>Student Activities:</p> <ul style="list-style-type: none">• Digital Dangers Infographic <p>Lesson Wrap-Up: Pair & Share Discussion Reflection</p>
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Appendix

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