

## LEARNING CARD

# Being safe with social media

<b>Description</b>	This activity is intended for upper high school students to create a YouTube video for lower high school students on how to be safe when navigating use of social media, specifically, Facebook, Instagram and Snapchat. While exploring and sharing experience and knowledge in peer groups about the best practice in the use of social media, students also learn about production processes and roles involved in creating audio-visual material, via the YouTube platform, and how to present to a specific audience.
<b>Tag</b>	<ul style="list-style-type: none"><li>• Facebook</li><li>• Instagram</li><li>• Snapchat</li><li>• Social Media</li><li>• Video</li><li>• WhatsApp</li><li>• Youtube</li></ul>
<b>Skills</b>	<p><b>PRODUCTION</b></p> <ul style="list-style-type: none"><li>• Create and modify audio-visual productions</li><li>• Use filming and editing tools</li></ul> <p><b>CONTENT MANAGEMENT</b></p> <ul style="list-style-type: none"><li>• Search, select, and download</li><li>• Manage content archives</li></ul> <p><b>SOCIAL MANAGEMENT</b></p> <ul style="list-style-type: none"><li>• Collaborate</li><li>• Coordinate and lead</li></ul> <p><b>PERFORMANCE</b></p> <ul style="list-style-type: none"><li>• Act</li></ul> <p><b>NARRATIVE AND AESTHETIC</b></p> <ul style="list-style-type: none"><li>• Apply</li></ul> <p><b>RISK PREVENTION</b></p> <ul style="list-style-type: none"><li>• Evaluate and reflect</li><li>• Apply</li></ul>
<b>Learning areas</b>	<ul style="list-style-type: none"><li>• Arts</li><li>• Language</li><li>• Religion and Ethics</li><li>• Social Sciences</li></ul>
<b>Card language</b>	<ul style="list-style-type: none"><li>• Spanish</li><li>• English</li></ul>

## Structure

<b>Sessions</b>	5-6 (Variable)
<b>Duration</b>	40-60'
<b>Number of participants</b>	10-30 participants working in groups of 3-4

Age	<ul style="list-style-type: none"><li>• 14-16</li><li>• 17-18</li></ul>
Materials	<ul style="list-style-type: none"><li>• Phone or video camera</li><li>• Computers with editing software</li><li>• Materials for creating a storyboard</li><li>• Internet</li></ul>

## Process

<b>Key questions</b>	<ul style="list-style-type: none"><li>• What information is relevant to effective and sensible social media use?</li><li>• How can this be communicated effectively?</li><li>• Who is my intended audience?</li><li>• What roles are needed to create video content?</li><li>• What kind of language will I use to explain the content?</li></ul>
<b>Development</b>	<ul style="list-style-type: none"><li>• The teacher explains the nature of the task – delivering useful information to a younger audience on how to use social media effectively and safely – possible title of exercise <b>“What should my younger self know about using social media?”</b></li><li>• Whole class discussion on the value of social media and how to be confident, comfortable and safe while using it.</li><li>• Show examples of YouTube videos where relevant issues are explored to support discussion (Social media use in resources)</li></ul> <p><b>(40-60')</b></p> <p><b>Producing a YouTube video</b></p> <ul style="list-style-type: none"><li>• Whole class discusses the elements necessary for creating a YouTube video (audience, equipment, ideas/content, roles, storyboarding)</li><li>• Show examples of YouTube videos to support discussion (Making YouTube videos in resources)</li></ul> <p>Organize students into groups (3-4), allow them time to begin brainstorming ideas for creating their own videos incorporating elements from the earlier discussion. <b>(40 - 60')</b>. Students continue exploring story ideas and produce a storyboard. <b>(40 - 60')</b>. The students record and edit the video. The teacher provides support throughout the preparation of the video, indicating when the content is not clear or inappropriate for the particular audience and helping them to resolve their doubts <b>(40' - 60')</b>.</p> <p><b>NB:</b> If the students do not have time to finish the videos during class they need to finish them outside of class ready for the next session.</p> <p>Each group presents their video to the rest of class explaining both the structure of the video and production process and any problems they encountered.</p> <p>The teacher and the rest of the students comment on the videos. <b>(40 - 60')</b>,</p>
<b>Evaluation</b>	<p>The teacher should evaluate:</p> <ul style="list-style-type: none"><li>• The ability to understand the development and sequence of the activity;</li><li>• Planning and organization of the work within the team;</li><li>• The ability to transmit specific content to an intended audience;</li><li>• The ability to choose their own methods and didactic approaches to teach others;</li><li>• The wealth of sources used to explain the information;</li><li>• The capacity for synthesis and verbal expression of the final piece.</li></ul> <p>We suggest using a rubric to evaluate the activity.</p>
<b>References for professors</b>	<ul style="list-style-type: none"><li>• Social media use: <a href="https://www.youtube.com/watch?v=1FFI6S3ka_A&amp;t=5s">https://www.youtube.com/watch?v=1FFI6S3ka_A&amp;t=5s</a> <a href="https://www.youtube.com/watch?v=GXdVPLj_plk">https://www.youtube.com/watch?v=GXdVPLj_plk</a> <a href="https://www.youtube.com/watch?v=hqezbib5qpQ">https://www.youtube.com/watch?v=hqezbib5qpQ</a></li><li>Making YouTube videos: <a href="https://www.youtube.com/watch?v=Jb6YbvuhUgQ">https://www.youtube.com/watch?v=Jb6YbvuhUgQ</a> <a href="https://www.youtube.com/watch?v=xKFL7OZvKFs">https://www.youtube.com/watch?v=xKFL7OZvKFs</a></li><li>List of equipment: <a href="https://www.youtube.com/watch?v=ISywwam2W30">https://www.youtube.com/watch?v=ISywwam2W30</a></li><li>Storyboarding: <a href="https://www.youtube.com/watch?v=wwE5qufcDNY">https://www.youtube.com/watch?v=wwE5qufcDNY</a> <a href="https://www.youtube.com/watch?v=NcCAzs2kCFw">https://www.youtube.com/watch?v=NcCAzs2kCFw</a></li></ul>
<b>Author</b>	luke gaspard. RMIT University (Australia), <a href="mailto:luke.gaspard@rmit.edu.au">luke.gaspard@rmit.edu.au</a>