



FAKE NEWS

YEAR 8

LESSON ONE: SOCIAL MEDIA

Aim: Students will consider and practise 'weighing up' information (particularly images or videos online) to see whether it's real. They will think critically about the impact of social media, and both its positive and negative influence

Introduction

What is fake news? Not everything we see online is real or helpful. 3 critical thinking questions:

why?

what else?

what next?

Impacts and Responses to Social Media

Discussion:

Is social media a good or a bad thing? Thinking about the impact of social media.

Reflection:

WHY DO PEOPLE TRY AND MAKE THEIR LIVES LOOK GREAT ON SOCIAL MEDIA?

WHAT IMPACT COULD IT HAVE ON THEM OR THE PEOPLE AROUND THEM?

Strategies for Healthy Use of Social Media

Who will I follow or be friends with?

How do I want my comments or messages to make people feel?

How much time do I want to spend on technology?

How will I make sure my security settings are safe?

MY SOCIAL MEDIA ACTION PLAN

Aim: Students will consider what body image is, and how it might be affected by the world around us. They will weigh up social and cultural 'ideals' on beauty and attractiveness

LESSON TWO: BODY IMAGE

What Is Body Image?

BODY IMAGE: HOW WE THINK AND FEEL ABOUT OURSELVES PHYSICALLY, AND/OR HOW WE BELIEVE OTHERS SEE US.

This can include our own assumptions about ourselves and what people have said about us.

Using Critical Skills

BBC video: 'What if you criticised a stranger as you criticised yourself?'

Impact of Social Media

HOW MIGHT BODY IMAGE LINK TO SOCIAL MEDIA?

Discussion

WHAT APPEARANCE 'IDEALS' OR STANDARDS EXIST TODAY?

Beauty is diverse and appearance ideals vary in different cultures and throughout history. How can we encourage and celebrate 'diversity' - the fact that everybody looks different?

Building Self-Esteem

'JUST BE YOURSELF'

To want to be yourself you have to know how great you are!

Challenge: write down 5 things about yourself that you like. It could be something about the way you look, your personality or things you are good at.

PORNOGRAPHY

Aim: for students to understand what internet pornography is, that it does not show what a normal healthy sexual relationship looks like and how to respond to viewing it. We address pornography in an age appropriate way in Year 8 because research shows that 51% 11-13 year olds have viewed pornography (often unintentionally), and we feel that it's important for young people to know how to respond appropriately to it (see think/turn/talk below)

What Is Pornography

Printed or visual material (images or text) intended to stimulate sexual excitement. It can contain sexual organs or sexual activity.

Possible Impacts

Pornography can affect both the body and the brain. When people watch pornography regularly, it can become a habit that is hard to stop or control.

Pornography: Doesn't Reflect Reality

PORNOGRAPHY = FAKE NEWS?

Pornography is not an accurate reflection of real, normal or healthy relationships or sex.

How To Respond

TOOLS THINK / TURN / TALK

Pause and think: What is this? Is it helpful? Maybe say out loud: 'I think this might be pornography.'

Turn: Turn it off and turn away. Pornography can make us feel weird or uncomfortable. It's good to turn it off, and focus on something else.

Talk: speak to a trusted adult about it. Even though talking might seem embarrassing or scary, you haven't done anything wrong, and a trusted adult can help.

Aim: Students will learn how to spot the difference between healthy and unhealthy behaviours in relationships

LESSON THREE: HEALTHY RELATIONSHIPS

Introduction

Relationships can be a really good thing, but no relationship is perfect, and not all relationships are good or healthy.

Healthy Relationships Based on Healthy Friendships

"RESEARCH SHOWS THAT LONG LASTING RELATIONSHIPS ARE BUILT ON GOOD FRIENDSHIPS."

WHAT DO YOU LOOK FOR IN A FRIENDSHIP? RELATIONSHIP?

Spotting The Warning Signs

Students watch a series of short video clips and discuss the difference between healthy and unhealthy behaviours in relationships, for example:

PUT DOWNS WHY CAN THEY BE SO HARMFUL?

ANGER HOW CAN PEOPLE HANDLE THEIR ANGER? FRUSTRATION IN A HEALTHY WAY?

POSSESSIVENESS / CONTROL WHAT DOES 'POSSESSIVE' MEAN?

Getting Help Early

Warning signs become more harmful over time.

WHERE TO GET HELP:

101 999 **childline** 0800 1111

ONLINE, ON THE PHONE, ANYTIME

Conclusion

"WHILE EVERYONE DOES UNHEALTHY THINGS SOMETIMES, IT'S IMPORTANT TO UNDERSTAND THAT IT CAN BE HARMFUL WHEN THESE SIGNS CARRY ON AND DON'T STOP."

FRIENDSHIPS AND RELATIONSHIPS SHOULD MAKE US FEEL BETTER, NOT WORSE

TOOLS At the end of each lesson students are encouraged to talk to school pastoral care lead/parent/carer or another trusted adult about these issues and directed to further "Tools" for further help /support.

Call: 101 999

