#iwill

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East Sussex
Community Voice

Wellbeing Workshop

The role of social media in changing young lives and shaping young brains

East Sussex
Community Voice
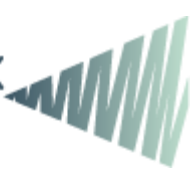
Using this workshop resource:

Teachers should...

- **Allocate a PSHE (personal, social, health and economic) session or tutor time segment,** where there is a large-enough amount of time to allow for in-depth discussions, and **to give students enough time to open-up about their experiences**
- **Allow students to have a leading role in the discussion,** as experts by experience on how young people use social media – the students should be 'teaching' their teachers at different parts of the workshop
- **Document responses from students to inform Internal conversations** that the school has about social media and wellbeing, such as **training & CPD**
- **Let students choose where they sit**, so they can decide to be with friends and people they feel comfortable discussing difficult topics with
- **Provide support contacts in case students are distressed** by any topics of conversation, or need further support and guidance

Students should be encouraged to:

Use this time to respectfully question and challenge school perceptions and policy around mobile phone usage and bullying, using personal experiences where comfortable (though this is not vital nor mandatory).

Be respectful and challenge any school issues in an appropriate and mature way.

Students should overall take the lead during the workshop and feel empowered to speak up.

If student leaders are facilitating this session, they should read through this resource prior so that they have a good understanding of the contents!

Task 1: Participation Statement

To ensure that everyone feels comfortable and knows the ground rules, someone (student or staff) should read out a quick participation statement.

There's a draft of one below:

We all have a responsibility to equality of participation which means making sure no one is discriminated against on the grounds of their protected characteristics.

We will also ensure the work that takes place during this session remains confidential between this group, and the only time we would break this is if a member of this group discloses something that raises a safeguarding issue of risk or danger to you or those around you.

We would ask that you as a group member keep the content of these meetings confidential, so members feel they can openly share their experiences in a safe environment. Respect each other's opinions, even if we don't agree with them. If you don't understand a task or a term, please ask, and try to encourage everyone's voices to be heard, so that we can all have a safe, successful, and enjoyable session!
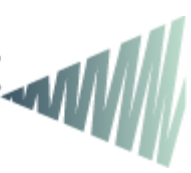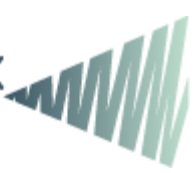
Task 2: How are we feeling?

As an icebreaker, everyone should be given five minutes by themselves to draw or write down anything about how they're feeling at the start of the session.

If students want to hold up their drawing or share with someone nearby, they can, or this can just be a self-reflection task.
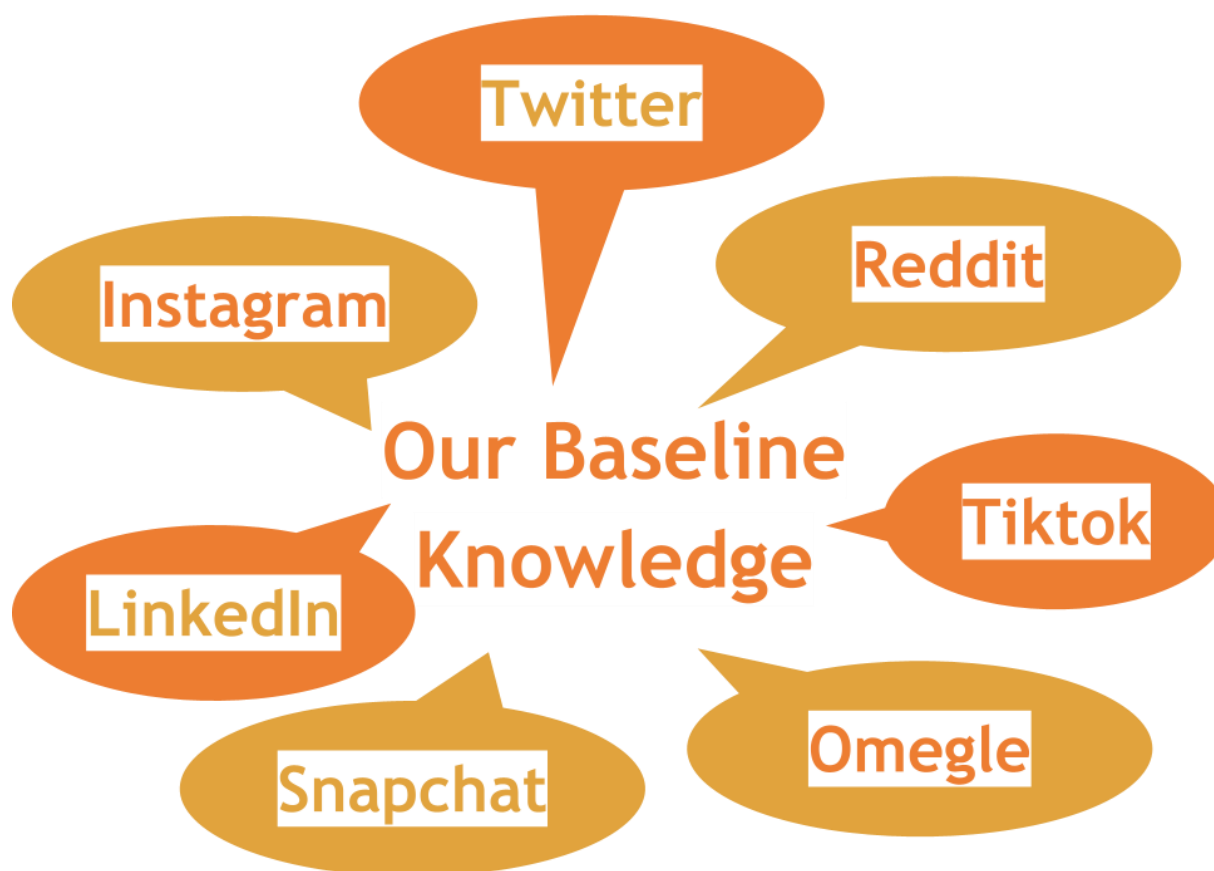
Task 3: Our Baseline Knowledge

The student facilitator(s) will read out the key term, and the teacher(s) will attempt to state what it is.

If the teacher(s) struggle, choose another student in the class and see if they can answer it.

There are some possible answers at the end of this resource if you need a hand.

Twitter

Instagram

Reddit

Our Baseline Knowledge

Tiktok

LinkedIn

Snapchat

Omegle

Task 4: Social Media Processes Quiz

The student facilitator will read out the key term, and the teacher(s) will attempt to state what it is.

If the teacher(s) struggle, choose another student in the class and see if they can answer it.

Doxing?	Revealing private personal information or images about someone without consent, usually through the internet.
OnlyFans?	A content subscription service where creators can earn money from users who subscribe to their content (the *fans*). Content is often sexually explicit.
Trolls?	A person who posts controversial, offensive & aggressive messages either publicly (on public domains, e.g. a Facebook wall or group) or directly to an individual (e.g. private messenger) with the intention of creating an emotional response.
Catfishing?	A deceptive activity where a person creates a fictional persona or fake identity on a social network service, normally to target a specific victim.
Incels?	An abbreviation for 'involuntary celibate' – used as an online subculture for men who blame women and other men for their failure with women romantically (often with connection to far right groups and ideas/ideologies).
Fake News?	Untrue or misleading information or 'news' posted as if it is true, usually to damage the reputation of a person or company or organisation.
Trigger Warnings?	Warnings used as a preface for content on social media that could potentially upset somebody due to their lived (past) experiences *(e.g. a post mentioning sexual assault could be triggering for a survivor of sexual assault who sees that post without warning)*. This is a process that can be beneficial to avoid psychological harm for people.
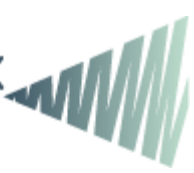
# Task 5: Understanding reasons for Social Media Processes

Possible Explanations

Question for the class and the teachers: Why might someone be a catfish, dox somebody, or spread fake news?

Possible Prompts:

- *Money*
- *Sexual gratification*
- *Relationships*
- *Seeking one's personal data/leaks*
- *Social Isolation, victim of bullying themselves – seeking alternative respect and identity from engaging in these processes*
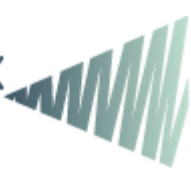
Responses to social media dangers

Question for the class and the teachers: How would you respond to these social media processes?

Encourage answers which involve:

- Telling a trusted adult
- Making school or college aware
- Keeping screenshots as evidence
- Ensuring you use strong passwords
- Using social media and the internet safely, being aware of your digital footprint

Task 6: Thinking about our own social media use

In small groups, students should discuss why they use social media, if they do.

Use the prompts on the right to guide and scaffold your conversation.

What do you get out of social media? Does it have a social value to you? (e.g likes, friends)

Do you often make new friends/connections on social media? How do you judge if they are safe?

How much time do you spend on your phone? What apps do you use the most?

If you don't use social media, do you think this has helped your wellbeing? How do you avoid Fear of missing out (FOMO)?
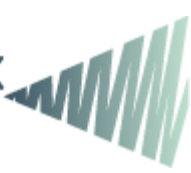
Task 7: Mental Health Crutch?

Our young people at East Sussex Community Voice suggested that social media can act as a key supporter of your mental health.

Think about the following aspects of social media – do you (staff and students!) believe that these would be beneficial to your mental health, or damage it?

1. Recovery accounts
2. Mental Health apps (e.g Pacifica, CalmHalm)
3. Online mindfulness (e.g guided videos)
4. People opening up about their mental health online (influencers)
5. Spreading awareness about mental health (e.g via Instagram stories and posts)
6. NHS and Mental Health charities posting
7. Bullying and peer-pressures
8. Online models and beauty specialists
9. Being able to use your phone in situations that may be difficult for you (for social anxiety)

Work through each aspect one at a time, and carefully consider how this could be beneficial or damaging to young people's wellbeing. *Remember, some people in the room may interact with some of these aspects or find social media supportive/damaging, so be respectful!*

Task 8: Economic Functions?

Short Class discussion:

Does anyone buy from online adverts?

Has anyone found any small businesses that they like through social media? *Potentially through Tiktok or Instagram?*

Online garage sale apps are becoming more popular. Does anyone use Vinted or Depop? Do these work for you? Share your thoughts!

Task 9: Positives and Negatives

Consolidating the learning from today; Bringing together everything we've spoken about, fill in this table.

On the whiteboard, draw the below table:

Benefits of social media use	Issues with social media use
e.g finding out about small online businesses that you can support; getting to speak to friends and family. 1. 2. 3.	*e.g Catfishing, scams, unsafe behaviours.* 1. 2. 3.

Teachers: Try to fill it in, using what you already know and what we've discussed today

Students: Fill in the gaps – what did the teacher miss? Did they add in anything you didn't think of?

There's an example in the table to help you start!

Task 10: Let's Vote!
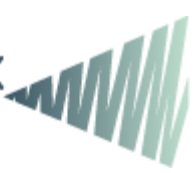
Heads down, lets vote!

Is social media *all bad*, or can it have some benefits too?

To Conclude:

After going through this activity pack, we are sure that you probably came to the same conclusion that we did throughout our project; **social media is complicated.**

There are risks and dangers associated with using social media, but also benefits, both for your wellbeing, your social life, and the economy.

Our advice, as a group of young people with lots of experience of mental health and wellbeing: social media isn't all bad, but please be safe! And if you're ever in doubt at all, please speak to someone you trust.

Wellbeing Guidance for East Sussex Schools

Resources created by the Youth Inspect & Advise Group, delivered by East Sussex Community Voice

This pack was created by young people from East Sussex Community Voice, with special credit to:

Indya-Jayne (Project Leader)

Elsa (content-writing)

Jonny (content-writing)

Abbie (content-writing)

Menna (content-writing and artwork)

The Youth Inspect & Advise Group – About Us

We are a group of 14 young people from across East Sussex, all aged between 11-18 with lived experience of mental health and emotional wellbeing. We campaign for more awareness of mental health and advise on the development of mental health support in the context of education. We are led by, and run for, young people.

Why did we make this pack?

This resource has been developed by the Youth Inspect & Advise Group, with an aim to provide a guided discussion between students and teachers to improve schools' understanding of how their students use social media, and how social media can have benefits as well as risks to students' mental health.

We aim to encourage student voice, aid teacher's professional development, and ensure that people have a balanced view of social media, where they have all the facts that they need to make informed decisions that keep them safe online.
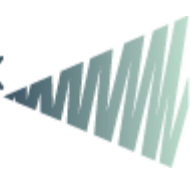
Mental Health Support

If you need support or found something distressing during the session, we encourage young people to:

- Tell a trusted adult, especially a staff member
- Look after themselves using self-care methods
- Seek support from one of the below services:
    - *https://sussexcamhs.nhs.uk/help-support/children-young-people/*
    - *https://e-wellbeing.co.uk/*
    - *https://youngminds.org.uk/find-help/feelings-and-symptoms/*
    - *https://likemind.nhs.uk/resources/resources*
    - *Chathealth.nhs.uk*
    - *https://www.sussexpartnership.nhs.uk/irock* (video chat & messaging for young people)

For emergency support, call Childline on 0800 1111

Appendixes:

Possible answers/suggested content for Task 3, Baseline knowledge and understanding of social media.

|	
Instagram	Photo and video sharing platform where people can share pictures and videos that can be edited with filters & organised via hashtags.
Twitter	Platform where users post & interact with short messages known as 'tweets', which have a limited word count (though they can use images/screenshots/diagrams too).
Snapchat	Instant messaging app where pictures and messages are typically only available for a short time before they *disappear*.
TikTok	A video-sharing platform used to make short videos (cuts across genres like dance, comedy and community education & learning), that can be from 15 secs – 3 mins in length, and are sifted & sorted to the user through a personalised *ForYouPage*.
Omegle	A free online chat website that allows users to speak to strangers online with no need to register – the service randomly pairs users in 1:1 chat sessions where they message/video-call anonymously (can be sorted through themes, e.g putting in your interest and being matched with others).
Reddit	A discussion based social network where people can join chats and groups with specific things to talk about (sub-reddits).
LinkedIn	Business and employment-focussed social network, mainly used for professionals to talk to each other & look for job opportunities (e.g posting CVs and sharing job vacancies).

Support Source: https://www.adobe.com/express/learn/blog/top-social-media-sites
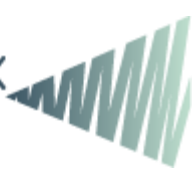
East Sussex Community Voice

East Sussex Community Voice CIC is an independent community interest company that champions the voice of the public. Reg CIC number: 8270069

Our Youth Voice Projects include:

- It Takes a Village to Raise A Child (VRAC)
- The Able Group (2019-2020)
- The Youth Inspect & Advise Group
- Young Healthwatch East Sussex
- And delivering Youth Engagement activities for the Children and Young People's Self-Harm Needs Assessment in East Sussex

We invite you to follow our journey towards championing thriving spaces which encourage young people to develop, learn, share their voices, shape local services, and receive better support for mental health and wellbeing.

Check out our website: https://www.escv.org.uk/

Follow us on social media: Twitter @VRACeastsussex and @HealthwatchES

Sign up to our newsletters via https://healthwatcheastsussex.co.uk/

Have an idea for a project, would like to work with us, join our team of expanding young volunteers, or learn about our youth voice programmes?

Contact our youth voice team below:

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The Youth Inspect & Advise Group

Youth-Led Mental Health investigations and reccomendations for East Sussex schools and colleges

February 2021 - October 2021