



Session 4 “Social media – opportunity and risks” (90 MIN)

1. INTRODUCTION (10 MIN)

Introduction/Motivation: Opinion on Social media vs. traditional media

Activity	<ul style="list-style-type: none"> Opinion on traditional and social media 	10 ”
Objective	<ul style="list-style-type: none"> Students differentiate between traditional media and social media (evolution of media, advantages and disadvantages of traditional media and social media) 	
Steps	<ul style="list-style-type: none"> 1” Divide students into two groups, traditional media and social media, and place cards with the words “traditional media” and “social media” on opposite walls and let students stand in their group, explain the task 9” Read 4 statements about social media vs. traditional media. Let the students decide based on their opinions and move to the respective part of the classroom. Ask them for their reasons and discuss <ul style="list-style-type: none"> Which one is the better watchdog for policy makers? Which one is easier to control (contents)? Which one is more trustworthy? Which one includes more diverse voices and opinions? 	
Material	<ul style="list-style-type: none"> Sticky tape, sign “traditional media”, sign “social media” 	
Notes		



2. BODY PART (60 MIN)

Trainee Centered: Group discussions Impact of social media

Activity	<ul style="list-style-type: none"> • Group discussion 	30 ”
Objective	<ul style="list-style-type: none"> • Students discuss the pros and cons of social media 	
Steps	<ul style="list-style-type: none"> • 15” Divide the students into two equal groups. Have one group discuss the positive impacts of social media (opportunities) and the other group the negative impacts (risks). The groups themselves may want to divide again into two groups to (1) focus on the impact on individuals and (2) impact on society. The results should be visualized by keywords (with #hashtags) written down on cards (e.g., green card for positive, red card for negative) • 10” Let each group pin their cards on the prepared flipcharts and shortly explain the keywords • 5” Give feedback and add important aspects, if necessary 	
Material	<ul style="list-style-type: none"> • Flipchart “Positive impact of social media – opportunities” (mark space for “impact on individuals” and “impact on society”) • Flipchart “Negative impact of social media – risks” (mark space for “Impact on individuals” and “Impact on society”) • Cards, markers, sticky tape, pros & cons signs 	
Notes		



MEDIA AND INFORMATION LITERACY

Create: Active media work with presentation and feedback **Group-video** citing opportunities-and risks and showing them as keywords with hashtags.

Activity	<ul style="list-style-type: none"> Active media Work: Group-video (one take) 	45 ”
Objective	<ul style="list-style-type: none"> Students are sensitized to the effects of social media (on the individual and society) and aim to use social media responsibly 	
Steps	<ul style="list-style-type: none"> 10” Explain to your students what media product you will produce together. Resort the cards in the order, in which they should appear in the video. For instance, start with a basic opportunity and contrast this with a corresponding risk. Then move on to the next pair of opportunities and risks. Write little numbers on the cards (1,2,3...). The number of cards that you use in the video should be equal to the number of students. You may have to leave out or add some aspects 2” Let each student choose a card indicating the aspect they want to present. The student with the first card should also give a short introduction at the beginning of the video while the last person should come up with a final statement for the audience, such as: <i>“So use the opportunities – but be aware of the risks! Use social media responsibly!”</i> 8” Have the students line up in the order of their cards and set up the video camera or smartphone in front of a nice simple 	



MEDIA AND INFORMATION LITERACY

	<p>background. Ask the students to step into the frame one after another and present their point. Ask them to look directly into the camera, speak clearly and hold up their card as they make their contribution. Adjust the smartphone so that it is always at eye-level with the student speaking. Practice this before shooting the video</p> <ul style="list-style-type: none"> • 10" Shoot the video in one take. Guide the students silently to step into the frame and step out after they have given their statement. Check the video. Upload the video to the Facebook-group
Material	<ul style="list-style-type: none"> • Smartphone, microphone (if available)
Notes	

3. CONCLUSION (20 MIN)

Network discussion:

Activity	<ul style="list-style-type: none"> • Wrap up the session 	5"
Objective	<ul style="list-style-type: none"> • Students aim to use social media responsibly 	
Content	<ul style="list-style-type: none"> • 5" Summarize the session. Quitting social media is not really an option for any of us. So, we must be careful – social media always involve opportunities and risks. Conclude that we all need to use social media responsibly. We need to be fair and respectful and put an end to hate speech, bullying and spreading lies and 	



MEDIA AND INFORMATION LITERACY

	rumors. Social media is made up of millions of individual users and their joint actions determine whether things go well or not
Material	
Notes	

ASSESSMENT

- Attendance
- Participation in group work and discussion
- Result of group work and active media work (understanding)