# Social Media Me- Resilience and Digital Citizenship

**ABC ME screening details: Thursday** 4 June, 2020 at 2:10pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/social-media-me) after the scheduled screening time.

**Key learning areas:** PDHPE

**Level:** secondary

**About: As Jules' social media world spirals downwards, her friend Aaron prepares to enter an online hate exchange.**

## Before the episode

The eSafety Commission defines resilience as

“being resilient and responding with strength and maturity when risks are encountered online”.

**Feelings journal**

Draw a table with the following column headings:

* What was happening?
* What was I feeling?
* Was it negative or positive?
* How did I react?
* Was there a physical reaction?
* What will I do next time?

For each row, identify a time you were online – for example ‘Yesterday after school’ or ‘Saturday morning’ – and reflect on how you were feeling at that time.

## During the episode

1. Select Jules or Aaron and reflect on their experience in the episode? Complete the following table for the character’s situation.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Describe the situation | What was happening? | What were they feeling? | Was it negative or positive? | How did they react? | Was there a physical reaction? | What could they do next time? |
|  |  |  |  |  |  |  |

1. How could the character you selected have demonstrated greater resilience?
2. Explain how being connected to others and having a support network could have empowered your character to respond differently in their situation?

## After the episode

Being connected to others is important for wellbeing and can enhance our ability to cope with challenges. Happiness, security, support and a sense of purpose often come from maintaining close contact with family, friends and the community.

1. Think of a place where you feel connected.
2. What are the benefits of being connected to friends? Family? Your community?

**Follow-up activity:** Students draw a circle and write ‘**me**’ in the middle. Then write, inside a bigger concentric circle, the names of the people who they feel most connected with. Next to each person’s name, they write where the person fits into their connections – are they from school? a community group? family? friends? online friends? Work outwards, filling in your other connections. For the connections you have listed as being closest to you, then describe how those people make you (or could make you) feel connected.

## NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* Identifying positive action to take when faced with a challenging situation.
* Recognise the benefits of accessing support networks to overcome challenges.

## NSW PDHPE K-10 Syllabus outcomes

* Examine and demonstrate the role help seeking strategies and behaviours play in supporting themselves and others (**PD4-2**)
  + Recognise potentially unsafe environments and describe strategies to promote their own and others’ health, safety and wellbeing in a variety of real life situations
  + Recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others.

[NSW PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2018.