

Teacher Resource

Instagram Likes

Focus Questions

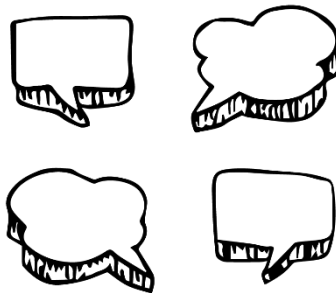
1. Discuss the BTN *Instagram Likes* story in pairs. What points were raised in the discussion?
2. There has been a lot of research lately on the impact social media sites are having on young people's _____ health.
3. What criticism have social media companies received?
4. What is an 'influencer'?
5. What changes did TicTok make recently after it was fined?
6. What is Instagram trialling in Canada?
7. Why are some people against the idea?
8. Do you think the Instagram trial should be introduced in Australia? Give reasons for your answer.
9. What other changes could be made to make social media a more positive experience for young people?
10. What do you understand more clearly since watching the *Instagram Likes* story?

Activity

Class Discussion

After watching the BTN *Instagram Likes* story, hold a class discussion about the information raised in story then ask students to respond to the following questions:

- Make a list of the emotions you feel before, during and after checking the likes/streaks on your social media posts.
- Do you think it's a good idea to hide the number of 'likes' on Instagram posts? Why or why not?
- How do you think other people will feel about this announcement?
- Why do you think Instagram is doing this?



Further discussion:

- What are some of the things on social media that can have a negative impact on your emotions?
- How can you tell if social media is having a negative affect on your mental health? What can you do about it?
- How can we maintain good mental health while using social media?

Key Learning

Students will explore the positive and negative impact that social media has on their mental health. Students will explore their identity through discussion, writing and art.

Curriculum

Health and PE – Years 5 & 6
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours.

Examine how identities are influenced by people and places.

Examine the influence of emotional responses on behaviour and relationships.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

Health and PE – Years 7 & 8
Investigate the impact of transition and change on identities.

Activity

Pros and cons of social media

In small groups students will brainstorm the pros and cons of using social media. Students will organise the information into two columns and then share their thoughts with the rest of the class. Below are some examples:

What are the benefits of social media?

- Improves communication skills.
- Helps you get in touch with friends, classmates and people with similar interests.
- Improves your technical skills.

What are the risks of social media?

- You may feel like you are missing out on things.
- It can make you feel bad about yourself.
- Cyber bullying.
- Using social media before bedtime can affect your sleep.
- There is no body language or tone of voice to help understand what someone is saying.



Activity

Compare and contrast

Students will research a range of different social media websites or apps, learn what they are used for and explore the pros and cons of these sites. Refer to this [quick guide](#) to popular social media sites and apps.

Social media	How old do you have to be to have an account?	What is it used for?	Pros	Cons
Facebook Messenger				
Snapchat				
TikTok				
Instagram				
WhatsApp				
Twitter				
YouTube				
Other...				

Activity

Self-esteem helpline – class discussion

Students will imagine they are volunteering at their school's self-esteem helpline. Students will give advice and helpful tips on how to improve their self-esteem. These are fictional scenarios, and the issues discussed in this activity may be difficult for some students, and teachers should attempt to anticipate and be ready to respond to a range of student reactions.

- Before starting this activity brainstorm, as a class, a list of tips for coping with the social and emotional pressures of social media. Make a list of good choices that you make when using social media.

Helpline scenarios

Students will read the scenarios below and respond by giving practical, positive advice and tips. Alternatively, students can write their own scenarios.



"I always 'like' my friends' posts, but when I post or share something I hardly ever get any 'likes'. Sometimes I wait for hours to get just one 'like'. It's hard not to compare the number of likes I get to the number of likes my friends get. I feel anxious a lot of the time. What can I do to stop feeling this way?"



"I know that I spend a lot of time on social media sites, and sometimes this can have a bad affect. Like I don't get to sleep until really late and then I'm tired at school the next day. But I just can't help checking my notifications and looking at what's been recently posted by my friends. I know I need to reduce the amount of time I spend using social media, but I don't want to miss out on anything! Can you give me any tips on what I should do?"



"I'm always posting and sharing things on social media, like pics of me playing sport, going to parties with my friends and photos of my new dog. I get heaps of likes all the time. The more likes I get the happier I feel. But why do I still feel lonely?"



"I follow quite a few people that have become famous on social media. I'm always looking at what they're doing from the clothes they wear to the food they eat. I feel there is a lot of pressure to be beautiful, and do exciting things all the time. It makes me feel inadequate a lot of the time."

Reflection

Students will respond to the following reflective questions after completing the above activity:

- What was hard or easy about this activity? Explain.
- Helping other people can help boost your own self esteem. Why do you think this happens?
- Think of a time when you have felt sad or anxious when using social media. Think of your own positive self-talk that could have helped you feel good about yourself at the time. Check out this website for [ways to improve your self-talk](#).

Activity

Who are you?

Students will reflect positively on this question and explore their own identity through discussion, writing and art. Students will brainstorm and record how they see themselves, responding to the following questions. Students will then take the information they have learnt about themselves and create a self-portrait.

- Who are you? (How do you see yourself?)
- What words best describe you?
- What are some objects, events, people or occasions that are important to you?
- What are you really passionate about?
- What are your most important values?
- What do you think is unique and special about you?
- What are your strengths?
- What are your challenges?
- How are you similar/different to other people? How do you feel about your differences?
- When do you feel most like yourself?
- How do you want people to see you?
- Why is it so important to be yourself?

Create a self-portrait

Students will create a self-portrait which represents how they see themselves on the inside. Looking at a mirror, students will experiment with poses, costumes and props and produce a self-portrait. Initially students can do some quick, detailed sketches of different features and then use these sketches to help create a final self-portrait. Students will write an artist's statement to go with it. Curate a class exhibition of your students' self-portraits and choose a title for the exhibition.

Below are some guidelines for students as they create their own self-portrait:

- Use colours that you feel reflect your mood or feelings.
- What style will you use to create your self-portrait? How will it help portray your identity?
- Where are you going to sit? Think about the background of your self-portrait. Is it real or imaginary?

Useful Websites

ABC News – Instagram will trial making the number of likes on post invisible – here's why
<https://www.abc.net.au/news/2019-05-01/instagram-trial-to-change-visibility-of-likes-on-posts/11061562?pfmredir=sm>

CBBC Newsround – Facebook, Instagram and Snapchat could be saying goodbye to likes and streaks
<https://www.bbc.co.uk/newsround/47932671>

BTN – Social Media Anxiety
<http://www.abc.net.au/btn/classroom/social-media-anxiety/>

BTN – Screen Addiction
<http://www.abc.net.au/btn/classroom/screen-addiction/10528738>

BTN – Mental Health Special
<http://www.abc.net.au/btn/campaigns/mental-health/>

Reachout – 3 ways to talk yourself up
<https://au.reachout.com/articles/3-ways-to-talk-yourself-up#better>