

# Bounce Forward Healthy Minds Media Navigator Student Handbook

Name:

Teacher:





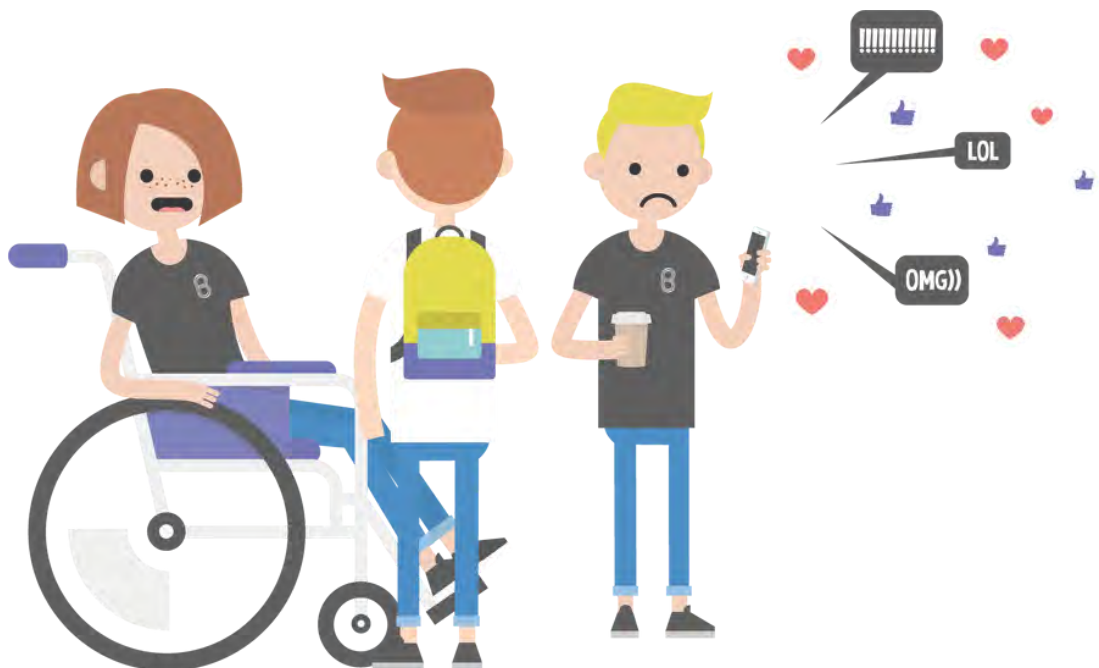
# Lesson 1

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## Introduction to media literacy and social media

### Learning outcomes

- Define media literacy.
- Explain media literacy concepts.
- Identify text and subtext in media examples.
- Recognise the characteristics of social media versus traditional media.



# Lesson 1 notes page

# Media navigator lesson 1

## Media bingo

This person can read music	This person prefers to facetime rather than send a message	This person has family members or friends who do not know how to use email	This person can speak more than one language	This person knows the lyrics of a song taught by his/her grandparents
This person can easily go without any screen time for a whole day	This person can name 3 stereotypes about young people	This person knows how to create and upload content to the Internet	This person knows how to edit video	This person can explain what a social influencer is
This person enjoys listening to podcasts	This person has a social media name different from the name they use in school	<b>FREE SPACE</b>	This person has their own computer	This person plays a musical instrument
This person reads books outside of school	This person has written a blog	This person has watched YouTube today or yesterday	This person uses a mobile phone as the main way to access the Internet	This person can remember his/her first phone number
This person is interested in the news and catches up on it everyday	This person loves reality TV	This person uses an app his/her parents are not aware of	This person can name a story they read from childhood	This person plays video games everyday

# Media navigator lesson 1

## Home activity

Select a TV or magazine media example. Answer the questions below. Name of media example you deconstructed:

Who is the target audience in this media example? (Be specific.)	What is the text (see, hear) in this media example?	What are the untold stories (what information is left out of the message)?

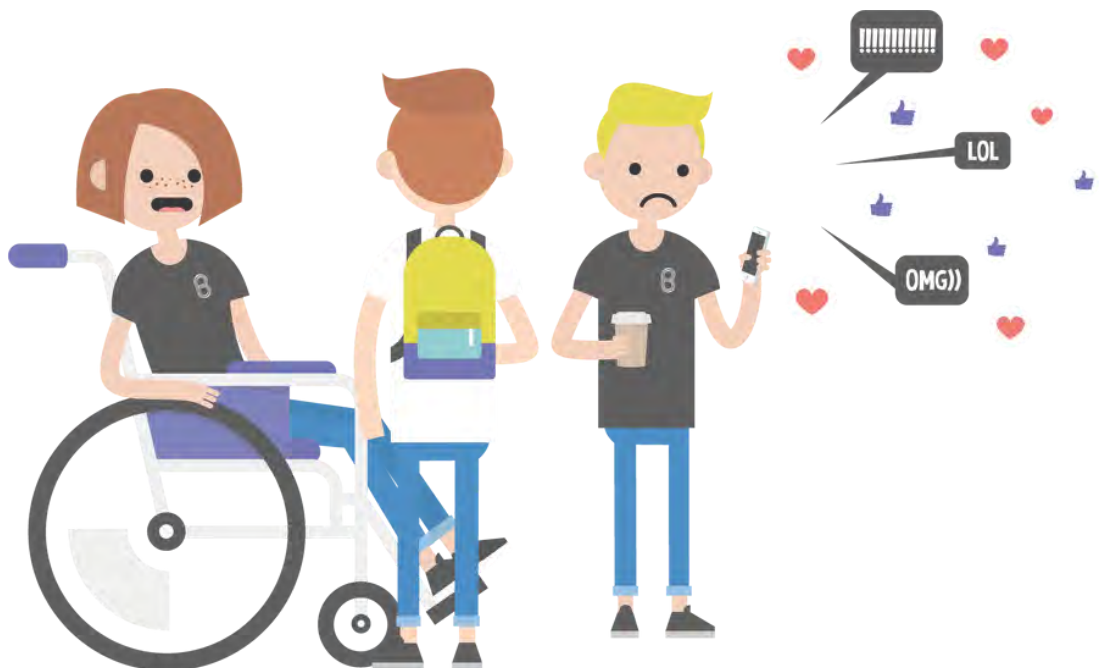
# Lesson 2

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## Fantasy and reality

### Learning outcomes

- Define and recognise some characteristics of reality television.
- Identify the difference between reality and fantasy in various types of media.
- See the untold stories when watching reality television.
- Define and understand what it means to set a boundary in relation to on-line..



# Lesson 2 notes page



# Media navigator lesson 2

## Home activity

Select a media example. This could be any type of advertisement (from TV, App, radio, magazine, or billboard) or a television show. Answer the questions below.

Name of media example you deconstructed:

<b>What elements of reality were in this media example? What is true in what you saw? (This could be the price of an item or an expert on a television show who spoke facts that can be proven.)</b>	<b>What elements of fantasy were in this media exampl</b>	<b>Did you look up any information to find out what was true? If so, what did you find?</b>

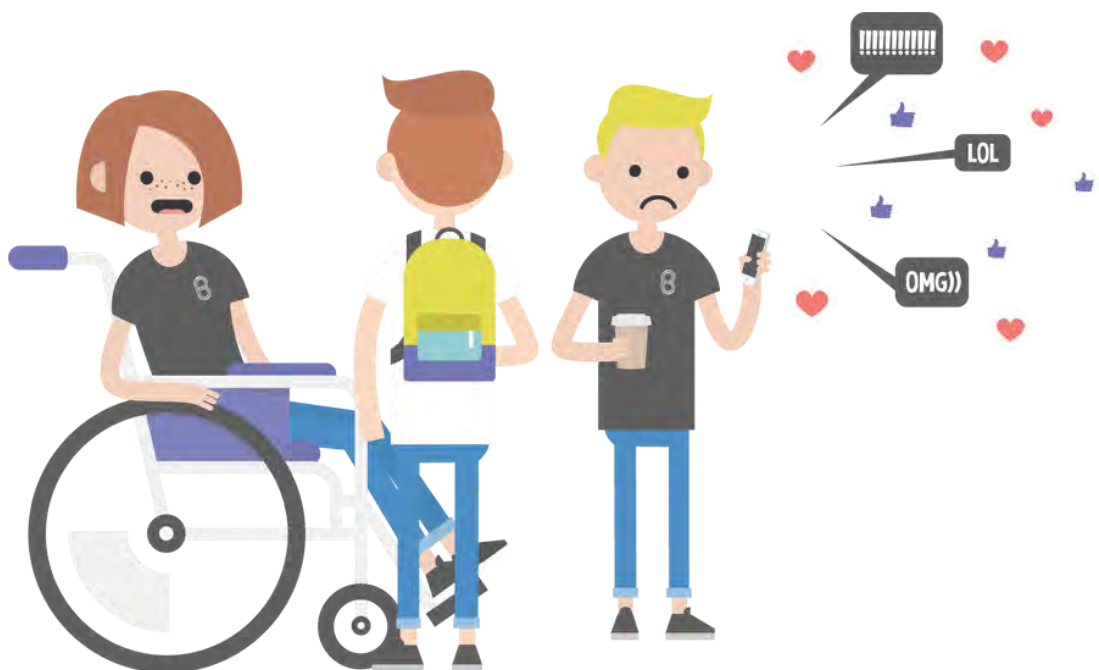
# Lesson 3

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## Advantages & disadvantages of social media & setting boundaries

### Learning outcomes

- Identify the advantages and disadvantages of social media.
- Share experiences and stories of boundary setting or boundary crossing online.
- Understand the impact of social media activity on future goals and aspirations.



# Lesson 3 notes page

# Media navigator lesson 3

## Social media scenarios

Discuss and arrange the scenarios in order from positive to negative going from left to right.

You may not all agree, but you need to come to a consensus and arrange all the scenarios as a group.

- Posts that he/she is going to a party. Includes exactly when and where it is happening.
- Posts a funny picture of his/her cat.
- Posts that he/she is angry with a friend because of a message the friend sent online, and screen shots the friend's comment for all to see.
- Posts negative opinions that he/she wouldn't say to anyone face to face.
- Posts a positive quote or message for the day.
- Sends a flirty video that is only sent to the intended recipient.
- Plays an online game with a stranger and chats with them during the game about school life.
- Posts a recent family picture from a sibling's birthday party.
- Posts a joke about a teacher for his/her friends to see.
- Spends more time with friends on-line than face to face.
- Argues with someone on-line about comments they do not agree on.
- Posts a flirty selfie (picture of a person by that person).

# Media navigator lesson 3

## Home activity

In what ways can activity on social media affect goals and aspirations for the future. Think about as people they get older/go for interviews for new jobs/future relationships?

Include anything 'rules' or guidelines you are going to set for yourself.

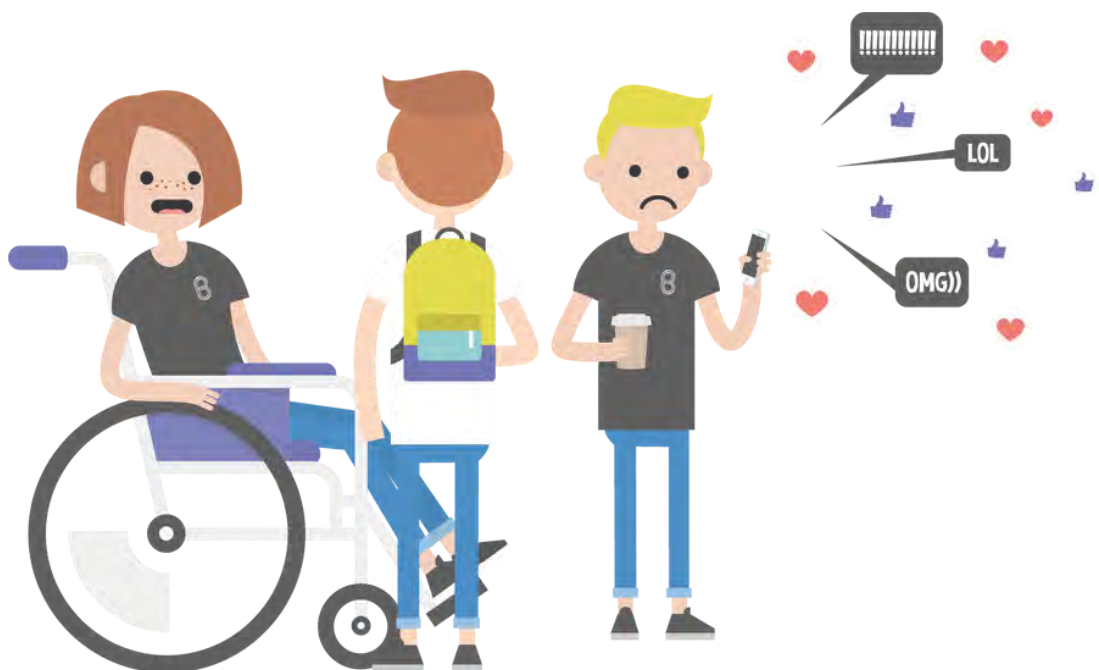
# Lesson 4

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## Benefits of social media

### Learning outcomes

- Explore the positives of using social media and how it impacts how we receive, alter, and share information.
- Create personal guidelines for using social media in a positive way.
- Discuss how media can be used to build community, find support, and decrease isolation in their lives.



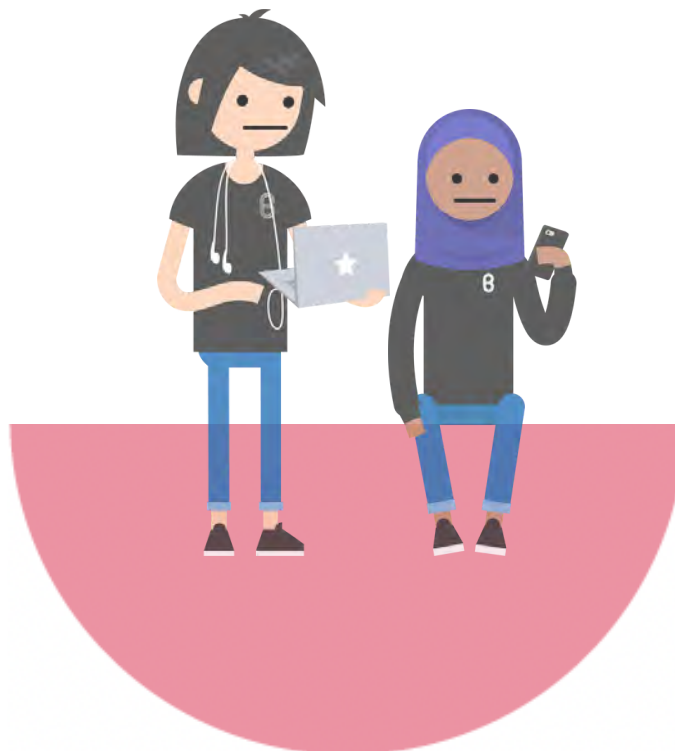
# Lesson 4 notes page

# Social media guideline

## Rules

Each group must come up with at least ten guidelines. The guidelines should consider things like:

- online kindness and fun
- used as a 'tool' not demanding ALL our attention
- personal privacy and the privacy of others
- preventing cyber-bullying
- avoiding trolls
- being genuine online and true to who you are
- care about what is important personally
- care about things that matter to human beings, the environment, the wider community





# Media navigator lesson 4

## Home activity

Interview a family member or friend, someone that uses social media. Let them know their responses (but not their name) will be shared with your class.

What social media platforms do you use?

What do you think others would say about you solely based on what you share online? What would they say about the kind of person you are and what your interests are?

Is there anything you would want to change about your online identity? Anything you want to share more or less online? If so, why?

# Lesson 5

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## Creating identity maps

### Learning outcomes

- Describe my online identity and how I want to be thought of by others online.
- Create a map connecting my current identity to future goals.
- Describe my map to other people.

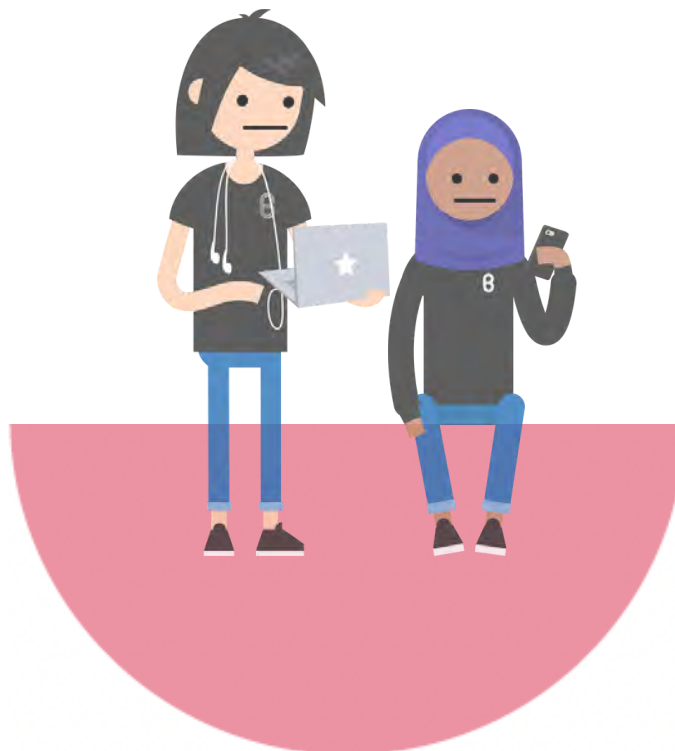


# Lesson 5 notes page

# Social media identity maps

## Be sure to include

- Where you live now and any places you have lived in the past
- Your family/carers
- Your hobbies and interests
- The things you care about, that are important to you
- Your future goals regarding education, lifestyle and career
- The ways you communicate on-line now
- The types of media you will use in the future to help meet your goals in life.
- The way you would like others to see you on-line



# Lesson 6

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## Presenting social media identity maps

### Learning outcomes

- Communicate how social media forms part of my identity now and in the future.
- Identify that other students have different ideas and identities and use social media in different ways.
- Explain how my online identity may influence my future.



# Lesson 6 notes page

