



## TEACHING RESOURCES

### WORKSHEETS

# SOCIAL MEDIA: TO POST OR NOT TO POST?

## WORKSHEET

### Instructions:

Part I - Discuss with your students ways in which information has been posted on Facebook or Instagram about a devastating event such as a major earthquake, tornado, etc. If they were to hear breaking news about such an event, how would they use social media? Would they encourage discussion on Instagram or their Facebook page? Would they include a link to donate emergency relief? Would they choose to not post anything? Does the location of a catastrophe dictate their action? Does the nationality or religion of the people affected impact their decision to post/not post?

Part II – Closer to home: Ask your students if they ever been shocked or upset by a social media post. How did they handle it? Ask if their parents have **rules** about what they may/may not post on Instagram or Facebook. Divide the students into smaller groups and ask them to discuss the scenarios.

**PART I**

## Breaking “news” headlines

*Japan, 8:01 am:* Devastating earthquake outside Tokyo kills 9000. Death toll rising.

*Tennessee, 3:15 pm:* Church group’s chartered bus careens off mountain during heavy rains. Scores injured.

*Detroit, 1:25 am:* Local mosque burns to ground. Arson, hate crime suspected.

*Sderot (Israel), 2:23 am:* Hamas continues heavy barrage of rockets from nearby Gaza. Children’s summer camps and social activities canceled for 45<sup>th</sup> day in a row.

## PART II

Jon sees a Facebook post that includes an offensive photo of a girl in his class. He likes the girl and feels terrible that the photo is on Facebook. What, if anything, should he do?

Mara's teacher made a mistake in calculating her final grade and awarded her an "A-" rather than the "B-" she actually deserved. Mara tells her friend, Ariel, who then posts it on Instagram with the hashtag "maracheatsbigtime." You see the post. What, if anything, should you do?

Noah's friend, Dan, created a fake Facebook profile using the name of one his teachers. For the next two weeks Dan posts mean statements about other teachers and students in school. When the teacher finds out about it he asks who was responsible for the phony profile. Noah is the only one who knows that Dan did it. What, if anything, should Noah do?

Sophie and her best friend, Izzy, get into a huge fight and stop speaking to each other. Izzy uses Twitter and Instagram to encourage the rest of the class to stop being friends with Sophie. When she sees the posts Sophie is angry and hurt. What can she do?