

# ReelLife – Answers and suggested activities

## Target audience

Learners who are thinking about or currently using social media.

Social media apps such as Snapchat, TikTok and Instagram are incredibly popular with children and young people. They allow people to be creative online, keep in touch with their friends, share photos and videos, and much more.

Recognising the positives of social media and valuing young people's opinions can show that you are interested in their online world, and want to support them with their experiences.

However, social media is not without its risks and children and young people need to be taught how to recognise and manage the risk factors that they may encounter.

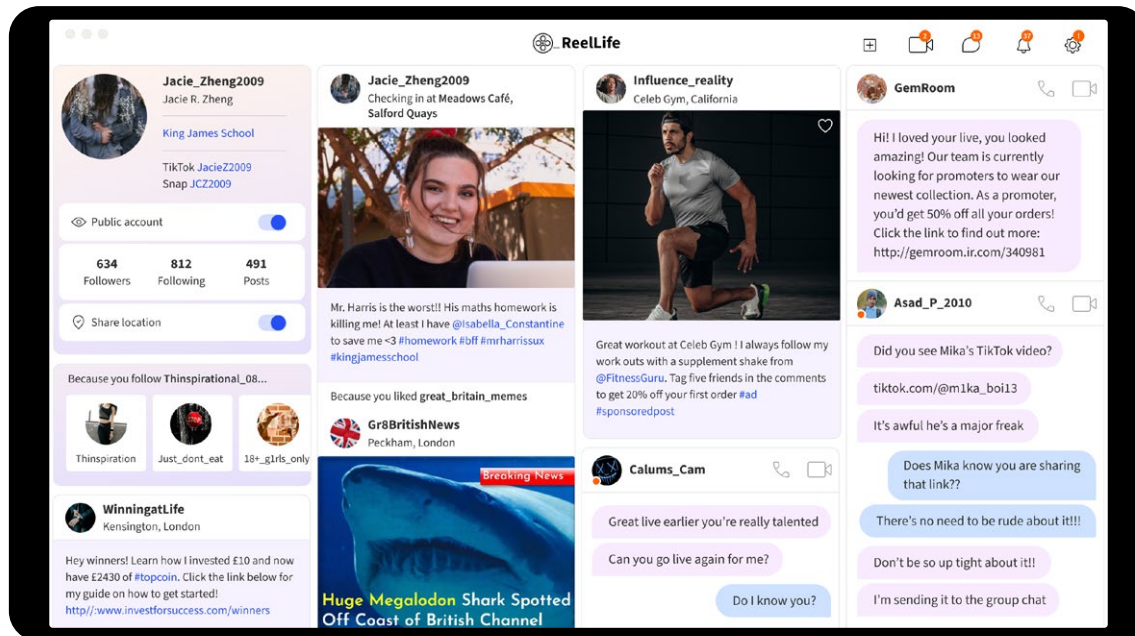
## Social media and under 13s

This resource has been created for young people aged 9–14 if and when they start to use social media. This is a time when many young people will receive their first phone and start to use apps, including social media, to keep in touch with old friends and make new ones, even when they do not meet the age requirements.

Most social media and messaging apps have a minimum user age of 13 and we recommend to parents, carers and young people that they wait until they reach this age. Whilst we do encourage young people to wait, we are aware that there will be learners who are already active on these platforms, and this is why they are explored in this resource.

For those learners who are not using social media yet, the activities will be helpful if they choose to do so later. If you believe that some of your learners are using social media before they are 13, you should follow the procedures of your school/setting in this situation.

# The resource



Through the ReelLife page, we have explored three main categories of risk when using social media: sharing of personal information, contact from others, and posts and stories. We also highlight four other risks that your learners may spot. You will find the [answer pages](#) and [suggested activities](#) below.

As well as this printable version of this resource, we have an interactive 'gamified' version that you can use with your learners or could set as a review activity. You can find it here: [reellife.childnet.com](http://reellife.childnet.com)

You can find all the resources we have created here: [childnet.com/reellife](http://childnet.com/reellife)

ReelLife



**Jacie\_Zheng2009**  
Jacie R. Zheng  
King James School

TikTok JacieZ2009  
Snap JCZ2009

Public account

<b>634</b> Followers	<b>812</b> Following	<b>491</b> Posts
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Share location

**Jacie\_Zheng2009**  
Checking in at Meadows Café,  
Salford Quays

Mr. Harris is the worst!! His maths homework is killing me! At least I have @Isabella\_Constantine to save me <3 #homework #bff #mrharrissux #kingjameschool

Because you liked great\_britain\_memes

**Gr8BritishNews**  
Peckham, London

**Breaking News**

**Huge Megalodon Shark Spotted Off Coast of British Channel**

Because you follow Thinspirational\_08...

- Thinspiration
- Just\_dont\_eat
- 18+\_girls\_only

**WinningatLife**  
Kensington, London

Hey winners! Learn how I invested £10 and now have £2430 of #topcoin. Click the link below for my guide on how to get started!  
<http://www.investforsuccess.com/winners>

**Influence\_reality**  
Celeb Gym, California

Great workout at Celeb Gym ! I always follow my work outs with a supplement shake from @FitnessGuru. Tag five friends in the comments to get 20% off your first order #ad #sponsoredpost

**Calums\_Cam**

Great live earlier you're really talented

Can you go live again for me?

Do I know you?

**GemRoom**

Hi! I loved your live, you looked amazing! Our team is currently looking for promoters to wear our newest collection. As a promoter, you'd get 50% off all your orders! Click the link to find out more:  
<http://gemroom.ir.com/340981>

**Asad\_P\_2010**

Did you see Mika's TikTok video?  
[tiktok.com/@m1ka\\_boi13](https://tiktok.com/@m1ka_boi13)

It's awful he's a major freak

Does Mika know you are sharing that link??

There's no need to be rude about it!!

Don't be so up tight about it!!

I'm sending it to the group chat

# Answers

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## Personal Information

- 1 **Asad's profile picture.** Jacie has chosen a good profile picture, but Asad has not. Choose profile pictures that don't show exactly what you or anyone else looks like.
- 2 **Username and account name.** Jacie and Asad have used their names and birthdays in their usernames. Create usernames that do not give away your personal information.
- 3 **School name.** Jacie has shared her school's name on her profile. Keep your location private, and avoid sharing your school's name, even in pictures of you in your uniform.
- 4 **Location.** Jacie has her location ON and has checked in at Meadows Café in Salford Quays. It is best to turn location services off on social media apps. If you can't turn them off, keep them as general as possible.
- 5 **Photos.** Jacie is sharing a photo of herself on a public account. It can be nice to share photos but photos of what you look like should be kept private.
- 6 **Followers and posts.** Jacie is sharing her posts and comments with 634 followers. It is best to only accept followers that you know, to avoid accidentally sharing your personal information with strangers.
- 7 **Sharing social handles.** Jacie has shared links to her TikTok and Snapchat accounts. Sharing handles for other social media gives people access to more of your content and information.
- 8 **Public account.** Jacie's account is public so anyone can follow her, and see the things shared here. We recommend setting accounts to private, so you have control over who can view your content.

Answers continued

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## Contact with others

- 1 Callum's Cam.** Jacie has been sent a message about her livestream by someone they do not know. Being contacted by people we do not know online can present risks. We cannot assume that they are who they say they are, even if we have been communicating with them for a long time. Think about whether what they are asking us to do or say could put us at more risk.
- 2 The Gem Room.** The message from The Gem Room is offering discounts if Jacie becomes a promoter. This could be a scam or could involve them asking for personal information, asking for investment, or asking Jacie to do things online which they would not normally do or do not feel comfortable doing.
- 3 Online Bullying.** Asad is sending hurtful messages about someone, and pressuring Jacie to join in. Online bullying is just as serious as face –to face bullying. It could be someone sending unkind messages, taking and sharing pictures, or excluding an individual from groups and activities.
- 4 Private messages.** Jacie has lots of notifications for private messages. Any contact which is sent privately can be a risk. This is less risky if we know and trust the person we are receiving the messages from, but we must think carefully before opening private messages from people we do not know. They may include upsetting or worrying content, or may ask us to do something we're not comfortable with.

Answers continued

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## Posts, stories and other content

- 1 Suggested content.** Algorithms on social media suggest content and accounts linked to what we have previously watched or interacted with. Sometimes this is helpful but it can also show harmful content or extreme views. Jacie is being suggested accounts that may promote unhealthy behaviour or show adult content.
- 2 Offers and promotions.** An account Jacie follows is offering a discounted gym membership. Discount codes and personalised offers can convince us to spend money which we would not have spent otherwise, or we may buy items quickly and without thinking.
- 3 Cryptocurrency.** Someone Jacie follows is sharing a post about crypto-currency. This is a high-risk activity and many sites require users to be over 18 years old. Users and accounts promoting crypto on social media will often be sponsored to do so or may be part of a scam.
- 4 Fake news.** Megalodons were prehistoric mega sharks. Look out for content that seems surprising or doesn't match what we already know. Look at where online content comes from, and what motive might lie behind it.

Answers continued

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## Other possible risks

- 1 Live streaming.** There are clues that Jacie has gone live recently. Live streams can present risks for the streamer and the audience. When streaming, you are not in control of things which may go wrong, it can be easier to let information about yourself slip. If you are watching a stream, you may be exposed to things you do not want to see or hear. As you do not know the content of the stream before watching, there is no editing process, so you can never be sure what is going to happen.
- 2 Online reputation.** Jacie and her friend have posted negatively about a teacher at their school. Every post and interaction online can impact someone's view of you. Posting about your teachers, your hobbies, your friends, can let people know a lot of information about you and form an opinion on you. The more followers and posts, the more you are adding to your online reputation.
- 3 Settings updates.** Jacie has a notification to update her settings. Settings can change on a site or platform and affect how your content is used by the site, or who can see the things you post.
- 4 Lots of notifications.** Jacie has lots of notifications on her ReelLife profile. This can be exciting and positive but they can also make us feel overwhelmed. We can also feel like we need to be online a lot and they may distract us from other activities which we enjoy.

# Suggested activities

## Individual

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### Independent task

Learners can highlight the risks they spot, write a brief description of the risk, and peer review using the answer sheet provided. As an extension, learners can also write about how to limit the risk posed.

## Group

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### Carousel task

Moving through four 'stations', learners can focus on finding risks in the following categories: sharing of personal information, posts and stories, contact with others, and other risks. Stick the profile to a sheet of A3 paper, and learners can highlight and annotate the risks spotted. As the activity progresses, they can add to each other's ideas and make suggestions on how to limit the risk posed.

## Individual

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### Spot the Risk Bingo

Learners draw a 3x3 grid and fill the spaces with ideas of posts or content they see as risks on social media before seeing the resource. You can provide prompts using the headings for each risk section to aid them in their ideas. They then try to spot these risks on Jacie's profile. The first to find all their risks wins.



Suggested activities continued

 Individual

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## Redesign

After looking at Jacie's profile, and spotting the risks posed, learners can design a version of it without the risks. They can focus on positive posts, privacy settings, and responsible sharing. As an extension, learners can peer review each other's designs and see if there are still risks present. It may help your learners to make a list of the risks they have spotted on Jacie's profile to act as a checklist for their own redesign.

 Individual

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## Writing task

Learners can write a step-by-step advice page, either to Jacie or to young people in general, as to how to avoid these risks when they are using social media. They can include top tips, and practical steps. This could be used within your setting as part of a student newspaper or display.

 Whole class or groups

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## Risk ranking

Spend time as a class or in groups, identifying the risks posed on Jacie's profile. Learners can write the risks on sticky notes and move them around to rank the risk from 'Most Risk Posed' to 'Least Risk Posed' or 'Most Common' to 'Least Common'. Learners then have a chance to justify their decisions and listen to the views of others. Good way to learn about how your learners see these risks and how often they occur.

For further information and resources to use with your learners, head to: [childnet.com/resources](https://childnet.com/resources)

For help and advice on any concerns which may be raised whilst using this resource, or specific issues raised by your learners, have a look at our Teachers and Professionals Help and Advice pages at: [www.childnet.com/help-and-advice/teachers-and-professionals](https://www.childnet.com/help-and-advice/teachers-and-professionals)

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Childnet's mission is to work in partnership with others around the world to help make the internet a great and safe place for children. We work directly with children and young people from the ages of 3 to 18 on a weekly basis, as well as parents, carers, teachers and professionals, finding out about their real experiences online, and the positive things they are doing as well as sharing safety advice.

**Explore more resources at [childnet.com/resources](https://childnet.com/resources)**

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