

REAL LIFE TEENS SOCIAL MEDIA ADDICTION

Teacher's Resource Guide Q400DVD

Intended Audience

This program is designed for use with a general high school audience, grades 8-12, home schooler's, teen clubs and social organizations, social service agencies and health departments, hospitals, churches, young offenders facilities and any place where teens, whether normal or troubled can be reached.

Introduction

With the rising phenomenon of social networking websites such as Facebook and Twitter, constant interconnectivity with friends and family is now part of a teens daily life. However as opposed to enriching their lives, is social media just another avenue for teens to become addicted to? One of the biggest problems facing our teens today is the addictive, pervasive effects of social media. It can lead to increased distractibility, anxiety, depression and apathy. Fear of missing out (FOMO) is a very real feeling that's starting to permeate through teens social relationships. Social media like Facebook and Twitter are making this increasingly more difficult for a teen to avoid. Teens can quickly become self-absorbed in a superficial online world. As a direct result, they crave affirmations from their peers in the form of likes, favorites, shares, retweets, reblogs, and revines. They can even start to feel irrelevant without loads of social media attention. Teens who have trouble connecting face to face may depend on the Internet as a place where they feel understood by their peers and use it as a replacement for social interaction. While they might use social networking sites to connect with others, spending too much time on the internet can actually lead to social isolation, symptoms of depression and withdrawal from family and friends.

Learning Objectives

After completing the program students will have a better understanding of the effects of social media addiction. Students will discuss the negative effects of social media and why it can be detrimental to a teen's future.

Discussion Topics/Questions

- How much time do you spend on facebook, instagram, twitter, tumbler, snapchat?
 - Do you feel you spend too much time on social media sites?
- Do you have feelings of missing out if you're not constantly checking or posting on
 - social media sites?
- Do you have feelings of distress or anxiousness when you can't go on FB or instagram?
 - Does it make you feel more distracted, anxious, depressed if you can be online?
- Do you ever feel isolated, depressed or withdrawn from family and friends because of the time you spend online?

- Do you feel irrelevant without social media attention (like receiving likes, share, retweets to a post)?
 - Do you (or any of your friends) have problems with online bullying and gossip on facebook or instagram sites?
 - How do you feel if friends don't "like" your posts?
 - Do you ever feel social media sites make you feel like you're addicted to them?·
- What do you think would be some of the warning signs of being addicted to the internet?

Presenting the Program:

To prepare a lesson plan for each program, please review the suggested outline below.

1) Before Students View the Program:

Assign a brief essay on the student's view of the subject. Have available as many online reference guides and recommended books as possible to help generate class interest and participation. Discuss as a group what each student's advice would be on the subject to other teens. Preview each program and become familiar with the concepts presented. Opinions will vary and no answer should be considered wrong.

2) Students View The Program:

The first class viewing of the program should be uninterrupted.

3) After the First Viewing:

Students should be prompted to discuss the views of the teens featured in the program. The students may be asked whom they agreed with most and who they disagreed with most.

4) Second Viewing:

The second viewing will enforce and help students remember the subjects that they have just discussed. Students may point out which featured teens opinion they agreed or disagreed with. This viewing may be interrupted as needed to facilitate discussion. Teacher or students may prompt the pausing of the program. The concept of solutions regarding the issues brought up by the students is important to this discussion.

5) Post Activities and Discussion:

If appropriate - second brief essay may be assigned to compare the difference in the student's opinion before and after the viewing and discussion. Discussion questions may be used to stimulate interest in solutions, reinforce concepts and evaluate student comprehension.

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