



Breakdown of The Serious Chat – Social Media

Intro

Who we are

What we're talking about today – Relationships

Introduce characters (All relatable year 7-13* students, x3)

Part 1 – Cyberbullying

a. Facts and myths:

Scene i - Myths

Scene between 2 friends littered with myths & misconceptions about Bullying/Cyber-bullying, including:

- Consequences of bullying & cyber-bullying – law, within school and to the victim
- Emotional/relational bullying
- Causes of bullying/being bullied
- Bullying within a relationship
- Emotional, physical bullying
- Help Available

Activity ii – Myth Workshop

The actors perform the scene again, with the students freezing the action when they hear a myth. The forum leader (3rd actor) clarifies the facts & awards points.

Designed to explore facts in an active and fun way. Breaking down barriers, giving the audience permission to be involved.

Conclusion

Identify what you should do if you experience cyberbullying – report, speak to trusted adult.

Part 2 – How Social Media impacts Mental Health

Scene

Scene between friends discussing how social media can impact mental health including unrealistic expectations, comparisons & time management. Discuss how their social media usage is impacting their self-esteem; what they can do to take care of their mental health & how to stay safe on social media.

Activity iii – Forum Theatre / Hot seat



- Take suggestions from the students:
- How to use social media positively
- What can the characters do to take care of their mental health
- How to stay safe on social media.

Serious & proactive scene between 2 young people and exploring how to use social media positively and safely.

Part 3 – Identifying risky scenarios on social media

Scenarios

The actors play out several scenarios including a potential spam and catfish.

Activity iii – Q&A

- The students are invited to advise the characters what the dangers are including how information can be exploited.

Empowering the students to identify how to use social media safely.

Conclusion

We usually have time to answer questions/allow the students to have a discussion.