

## **LESSON 6 TOPIC: Activism and Social Media**

---

UNIT OF STUDY: Personal Standards and Identity

**USC 6.1** Analyze the factors that influence the development of personal standards and identity

### **USC7.1**

Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

### **USC 8.1**

Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviors.

---

### **MATERIALS NEEDED:**

- Article: The Power of Social Media Activism (below)
  - For Gallery Walk: 4 Chart Papers, 4 Markers, 4 Gallery Walk Questions (below)
  - Circle-Triangle-Square (below)
- 

### **ASSESSMENT:**

- Agree-Disagree Statements Activity
  - Gallery Walk
  - Circle-Triangle-Square
- 

### **CONCLUSION:**

Circle-Triangle Square: (below)

Students will complete the exit slip based on what they learned in today's lesson.

---

### **PROCEDURE**

Read Article: The Power of Social Media Activism (below)

## Gallery Walk:

1) Prior to the lesson, write the following questions on chart papers and hang up:

How do studies help us understand the way social media affects activism,

especially in situations like the resistance movement in Gaza?

What good things about social media do we learn from research, especially how

it helps make activist voices louder and spreads awareness about important causes,

like the resistance in Gaza?

On the flip side, what problems can social media cause, especially when it comes

to spreading false information or possibly hurting the efforts of activists, as we've

seen in situations like Gaza?

How can we address our use of social media to make it more powerful in

supporting causes, like the resistance in Gaza, while also reducing any possible

problems? We'll look at both the good and bad sides of social media to find the

best approach for making a positive impact.

2) Divide the group into four groups. Assign a different colored marker to each group.

3) Groups will go from chart paper to chart paper responding to each question.

4) When cued by the teacher, groups will move to the next chart paper.

5) This continues until groups have responded to all of the questions.

6) Groups can do a Walkabout to see all the responses to each question.

---

### The Power of Social Media Activism

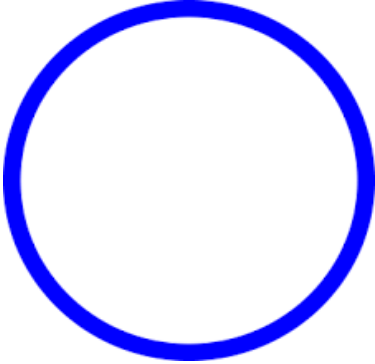
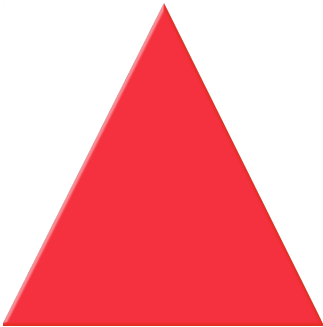
Social media has become a powerful tool for activism, allowing folks to raise their voices and talk about things that matter to us. Instagram, Twitter, and Facebook provide a global stage for expressing opinions and gaining support. Activism on social media can take many forms, from raising awareness about the ceasefire in Gaza to advocating for landback.

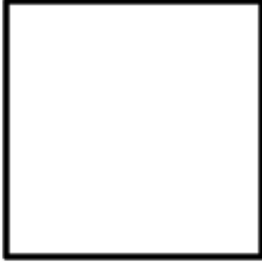
An advantage of social media activism is its ability to reach a large audience instantly. Hashtags, trending topics, and viral campaigns allow change makers to create conversations and create movements that are not limited by where we live. Social media can facilitate sharing of information, allowing folks to educate and mobilize others, creating a sense of community around shared values.

Social media can empower young people to be change makers. It provides a platform for voices that have been marginalized and serves as a catalyst for positive change for everyone. Social media activism is an exciting force that amplifies voices, builds communities, and drives positive change in our world.

## CIRCLE-TRIANGLE-SQUARE

Fill out the exit slip below based on what you learnt from today's reading.

	<p>What are you still thinking about?</p> <p>Were there parts that were challenging to understand?</p> <p>Is there anything you're still thinking about?</p>
	<p>3 Things You've Learned</p>

	<p>What "squares" you off?</p> <p>What do you agree with or hold true?</p>