

# Yes Day: Social Media & Social Emotional Learning

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# Overview

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Any day can be “Yes Day”. Embrace screen time by integrating Social Media and Social Emotional Learning (SEL). Click Bait is real. By merging the knowledge of SEL and the lure of social media, teach students to be strategic social media consumers rather than pawns in a game of algorithms.



## Participants will:

- Understand the neuroscience behind social media
- Learn strategies to implement SEL as it relates to social media
- Create opportunities to discuss social media in their classrooms





**COVID & Technology**  
**What did you notice?**  
**Students, self, families**



# Challenge: Put Your Phones Away!



Take a moment to put  
your phones out of  
reach from you.  
Preferably 6 feet or  
more.



# Neuroscience behind social media/technology

## What does the research say?

1. Should you say YES to all technology or approach it differently?
2. Social media “dilemma” & technology “tight rope”
3. Should you advise parents about the amount of screen time?

**Yes, and...**



# Effects of Social Media

- Addiction
- Sexting
- Body Image
- Mental health effects

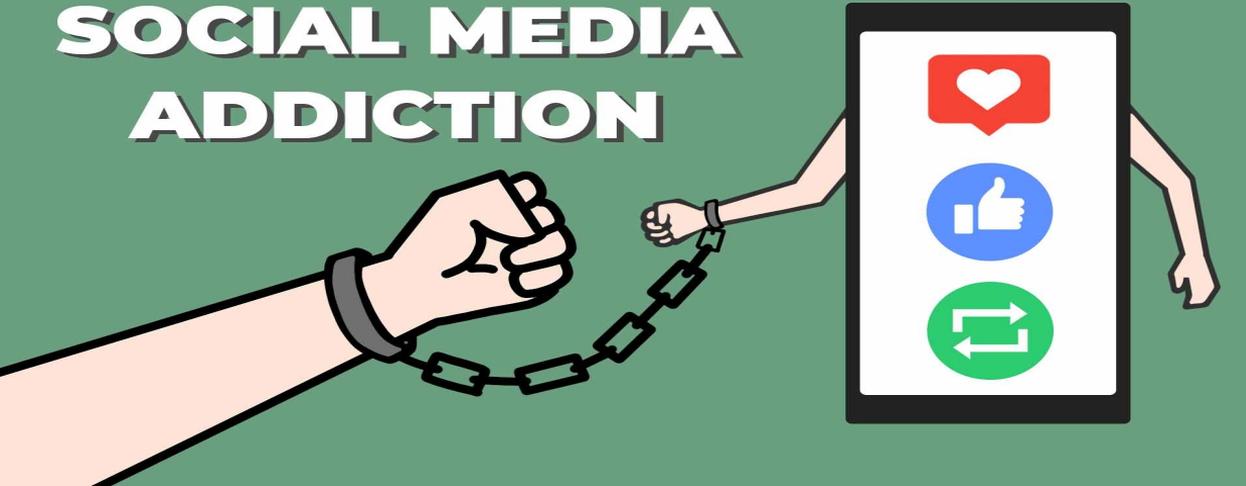
Information that will be discussed in this presentation are:

- Addiction
- Sexting
- Mental Health





# SOCIAL MEDIA ADDICTION



A cross-cultural research study with 6 European countries found **two or more hours a day of social networking usage** was related to internalizing problems and decreases academic performance and activity.



Social Media Addiction is a **behavioral addiction** that is defined by being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort that it **impairs other important areas of life.**





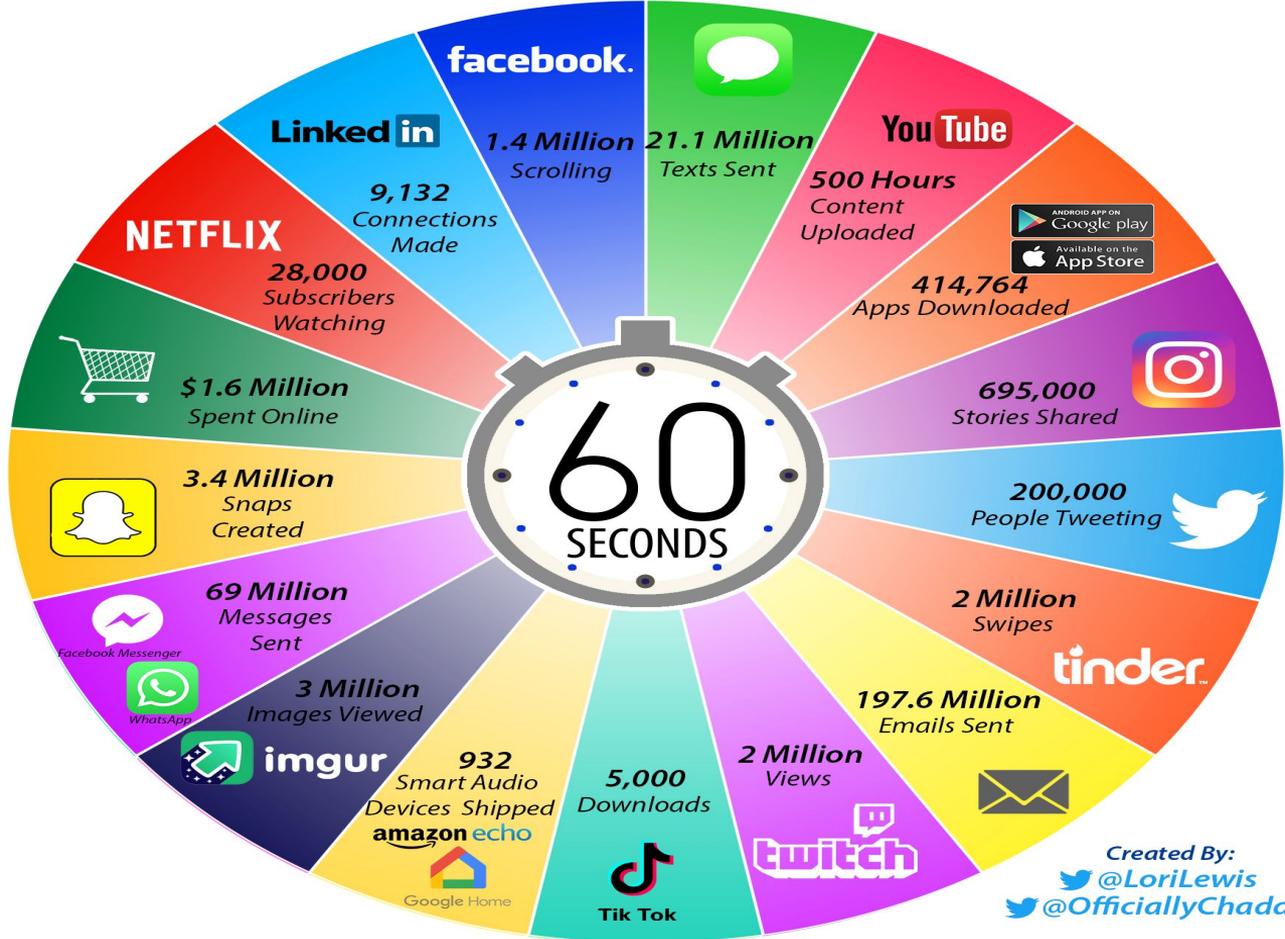
N SERIES  
CLICKBAIT

Capturing Attention

viral, social media, use of photos, catfish....



# 2021 This Is What Happens In An Internet Minute



Created By:  
@LoriLewis  
@OfficiallyChadd

# How Social Media Affects Our Brains





# Neuroscience Indicators of Social Media Addiction

## Signs & Symptoms Part 1.

*Low success  
in school  
and work*



*Knowing  
everything  
about  
people you  
don't really  
know*



*Sharing  
everything  
you do at any  
given time.  
Doing  
activities just  
to post on  
social media*



*Being  
unhappy, due  
to comparing  
yourself to  
others on  
social media*



# Neuroscience Indicators of Social Media Addiction

## Signs & Symptoms Part 2.

*Feelings of  
guilt,  
anxiety,  
depression,  
loneliness,  
and low  
self-esteem*



*Anxious to  
see how  
many likes  
your photo  
gets*



*Lack of  
physical  
activity*



*Sleep  
disorder*

*Dishonest &  
Headache*

Body Image



Social  
media

YouTube

likes

Instagram

TikTok

Comr

Snapchat

## House of Mirrors: Social Distortion

**“The web has become  
a hall of mirrors,  
filled only with  
reflections of our  
data.” – Schraefel, 2019**



S<sub>1</sub> E<sub>1</sub> X<sub>8</sub> T<sub>1</sub> I<sub>1</sub> N<sub>1</sub> G<sub>2</sub>

**Sexting is defined as:**

an act of sending sexually explicit materials through mobile phones such as a text, photo or video.

**Statistics on when**

**Why do teens sext?**

- **40% do it as a joke**
- **34% do it to feel sexy**
- **12% feel pressured**
- **By age 16, 18%**
- **By age 17, 24%**
- **By age 18, 20%**

W<sub>4</sub>  
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# FOMO:

## *Fear Of Missing Out*

- Higher levels of FOMO have been associated with greater engagement with Facebook, lower general mood, lower well-being, and lower life satisfaction.
- Younger generations may be more at risk for developing social media addiction.





# Social Media and the Connection to Mental Health

**Do you check any social media platforms or play a game on your phone before going to bed?**

- Name that social media platform and/or game that you play
- Estimate how much time you spend doing that before bed every night
  - Multiply that number by 7
  - Then, multiply your new number by 4

*Hold onto that number*

**them.**

*(Barry, Sidoti, Briggs, Reiter, & Lindsey, 2017)*



# Reflection Time

*Take a moment to reflect on your own social networking usage and answer the following questions with the people seated next to you.*

1. Do you fear not having your phone available to you?
2. Could you go a whole day without checking your phone? Without it consuming your thoughts? Does the thought of it give you anxiety?
3. Have you ever felt your phone or apple watch vibrate when it did not?
4. Have you ever taken a break from your socials? Explain why or why not.



# Negative Effects of Social Media Use

- ❑ Low self-esteem
- ❑ Feelings of loneliness
- ❑ Hyperactivity/Impulsivity
- ❑ Depression/Anxiety
- ❑ Lower sense of well-being/life satisfaction
- ❑ Lower quality of sleep
- ❑ Poor body image and eating concerns
- ❑ Suicide risk



# Suicide and Social Media are on the rise...

Is there a correlation? Causation? Connection? Interaction?

- As the popularity and use of **social media** has increased, so has **anxiety and depression** within teenagers since 2012. These **two factors** are believed to be **correlated**.

- U.S hospital admissions for **non fatal self harm** in girls ages 10-14 has increased by 189%; girls ages 15-19 has increase 62% since 2009.

In addition, **suicide rates** are up 70% in teenagers and have increased by 151% in preteens.



# “State of Emergency”

in youth mental health today (Colorado)





# Car Safety: Seat Belts & Speed Limits

## Social Media Safety... Think/Pair/Share

- What are the seat belts and speed limits for technology?
- What do you think your students should know?



# Anxiety - Teach Mindfulness

Anxiety disorders are the most common mental illness in the U.S.A., affecting 25 percent of children between thirteen and eighteen.

- (Brackett, 2019).



**Teach Mindfulness:** 5: FIVE things you see around you; 4: FOUR things you can touch; 3: THREE things you hear. 2: TWO things you can smell. 1: ONE thing you can taste.



# Stop scrolling!

crazyhead  
COMICS

ask yourself:

- am i seeing posts that make me unhappy?
- do i follow accounts that make me feel like i need to be someone i'm just not?
- am i comparing my life/body/success with others?
- is the way i use social media affecting my mental health negatively?



Ultimately, **talk...**  
**(emotional literacy)**  
**about social media**  
**presence.**



- Help students foster an awareness **(self & social)** around social media use (pros and cons).
- Engage in **ongoing discussions** about mental health impact from social media use. **(self-management)**
- Encourage students to **set their own boundaries (decisions)**.
- Engage with students and encourage them to get **involved in activities** that reduce screen time/social media use.



CHECK IN....

HOW DID YOU DO WITH THE  
6 FEET CHALLENGE ?



**The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understanding emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL, 2013)**

## **SOCIAL EMOTIONAL LEARNING**



# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



© CASEL 2017

# RULER



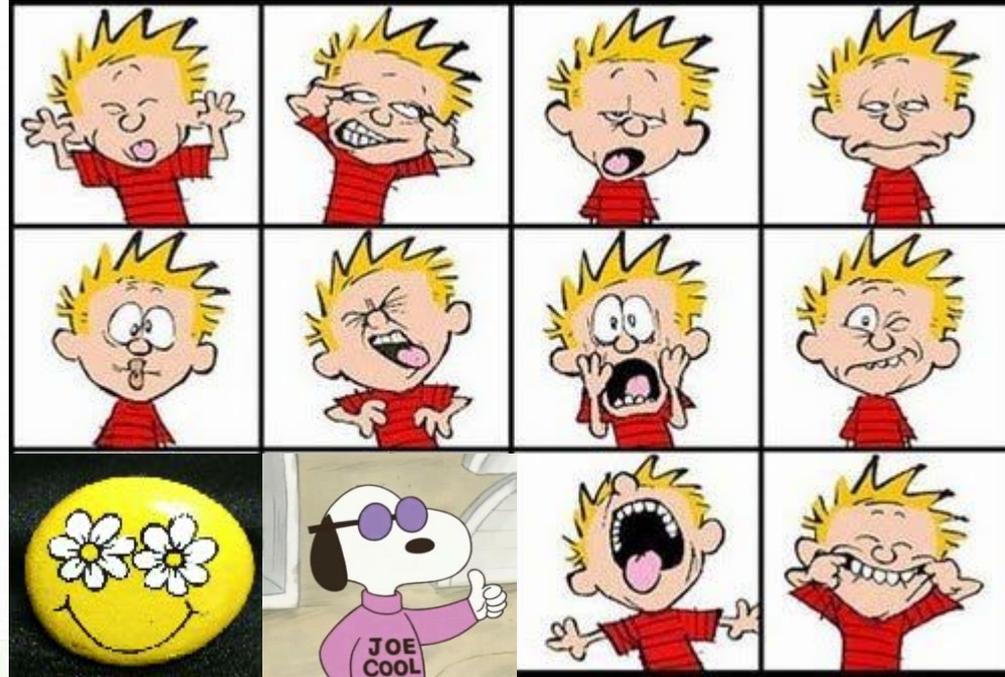
The **RULER** Approach to Social and **Emotional** Learning is a school-wide approach designed for use in kindergarten through eighth grade to promote **emotional literacy**, which includes **Recognizing, Understanding, Labeling, Expressing, and Regulating emotions** (the “**RULER**” skills).

**Marc Brackett, Ph.D.**, is the Founder and Director of the [Yale Center for Emotional Intelligence](#) and a Professor in the Child Study Center of Yale University. He is the lead developer of **RULER**, an evidence-based approach to social and emotional learning and serves on the Board of Directors for the Collaborative for Academic, Social, and Emotional Learning (CASEL).



- **Recognize** our own emotions (including facial expressions, body language, vocal tones, and other nonverbal signals)
- **Understand** feelings (source and behaviors)
- **Label** emotions with a specific vocabulary
- **Express** our feelings (inform and invite empathy from the listener)
- **Regulate** emotions

# Emotional Scientist (Skill Set)



(Brackett, 2019)

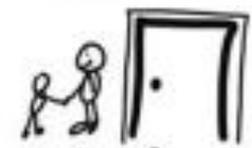


Educators Know This...

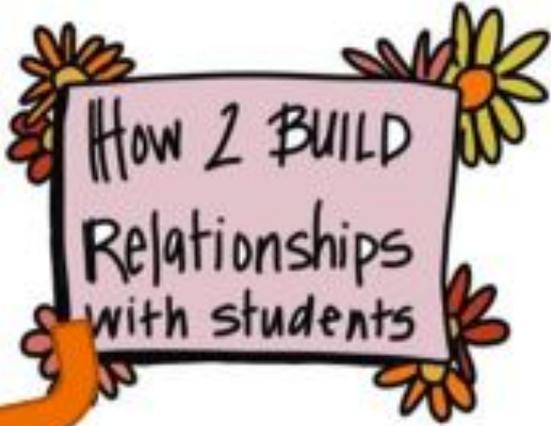
Beware of nonverbals



Confer with students



Greet Students



Build a Community



Know their names



Teach your students how... be explicit with emotions

**Naming emotions** can be a foundation for relationship building. (Voltmer & von Salisch, 2019)

# SEL as a foundation...

Schools have begun utilizing **Social Emotional Learning (SEL)** as a foundation for integrating all students back into the classroom this year.

Students can begin to learn to empathize, control impulses, communicate clearly, solve problems, and build friendships (Frye, 2018).



## Key Benefits:

- Positive academic outcomes and improved behavior
- Higher attendance
- Improve economic mobility
- Improves lifetime outcomes

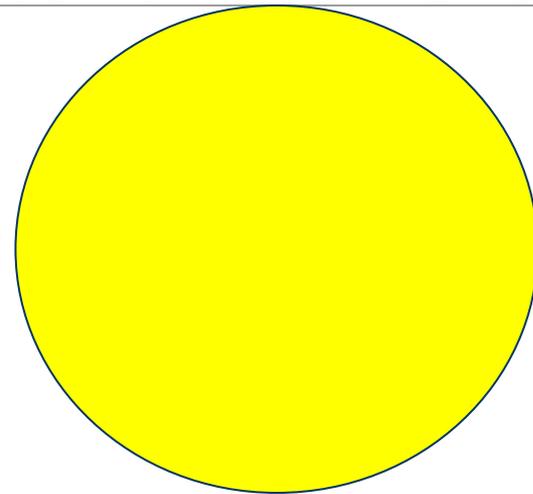
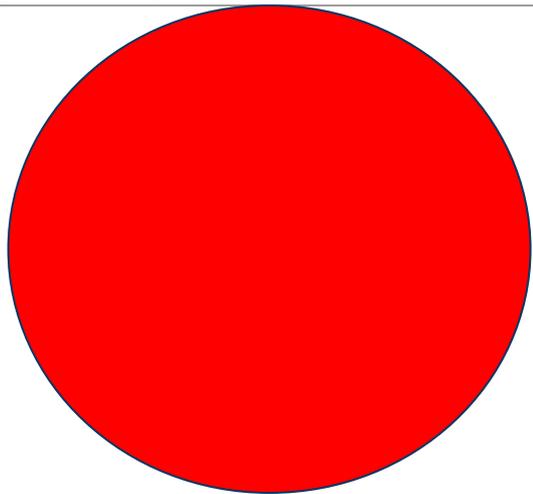
## Rate How You Feel



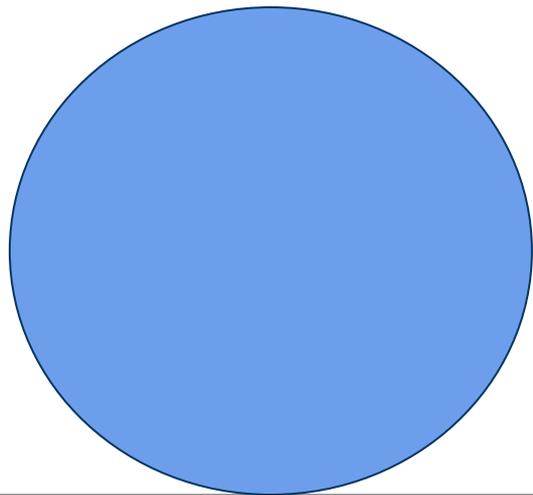
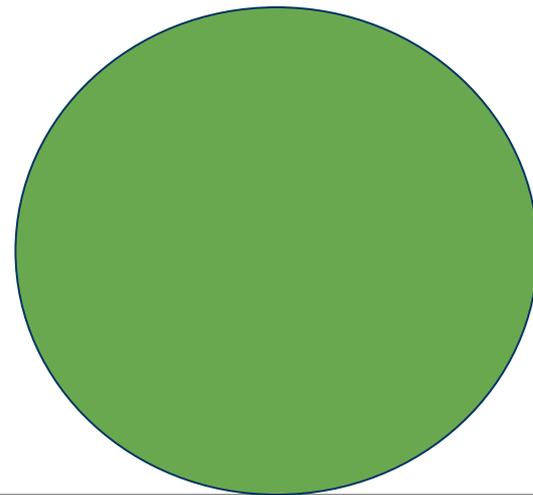
# Emotional intelligence skills can be taught...

While some students being served in special education might not be able to pick up the social cues, they can be taught emotional intelligence skills.

Equip students with the skills by teaching them to name and express emotions.



*Pick  
a  
color*



High Energy/Unpleasant



Angry

High Energy/Pleasant



Happy

Low Energy/Unpleasant



Sad

Low Energy/Pleasant



Calm



## If SEL

- Leads to positive academic outcomes and improved behavior
- Higher attendance
- Improve economic mobility
- Improves lifetime outcomes

and

## If Technology

- Creates an engaged learning environment
- Incorporates varied learning styles
- Improves collaboration
- Prepares students for the future
- Connects teachers with students

then...

- Teachers should....
  - Allow for opportunities to build relationships & social support.
  - Enable time for creativity, personal expression, and technology decisions.

# Classroom Discussions:

## Social media and emotional literacy



1. Create **classroom norms** (who controls the technology?)
  - i. If teacher....Securely/Watch Dog/Nag/Phone Jail
  - ii. If student...engagement/recordings/Tik Toks/responsible for phones
2. Integrating **technology conversations** in schools
  - i. Discuss how" clickbait" works in the media/social media
  - ii. Show the neuroscience behind social media addiction
  - iii. Consider the "House of Mirrors"/social distortion
3. **Plan for activities** to keep students off technology during class time and engaged in their learning
  - i. Games, movement, music, brain breaks, team building exercises

**Thank you for engaging in our  
presentation!**

**Questions?**

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