



Citizenship and School Library

Thinking and taking action

Let's talk about Instagram (and other social networks)

Dynamic	Testimony
Purposes	<ul style="list-style-type: none">- Understand the instagramer's nature.- Build a true experience (coherent with reality and its knowledge) on Instagram (and other social networks).
Target audience	<p>Young people in high school education, frequent users of social media and, particularly, of Instagram*.</p> <p>*The law that executes - in Portugal - the General Data Protection Regulation establishes 16 years old as the minimum legal age for lawful consent, but predicts that Member States shall define a lower age, provided that the minimum age of 13 years old is safeguarded (Art. 8). In Portugal the minimum legal age for using social networks is 13 years old, although there are exceptions (e.g. WhatsApp, 16 years).</p>
Description	<ul style="list-style-type: none">- The teacher asks young people to give him/ her the profiles of public personalities most often followed on Instagram in 2018 (Reference 1).- The teacher then presents them a table classifying the social media platforms according to the impact they may have on their well-being, contextualising the study and the variables of analysis in which it is included (Reference 2, PDF p. 18*), <p>* The suggested table is part of a 2017 study by the Royal Society for Public Health and the Young Health Movement, "#StatusOfMind - Social media and young people's mental health and wellbeing", developed with 1500 young people (14-24 years) in the UK.</p> <ul style="list-style-type: none">- He/ she then proposes to young people the analysis and explanatory reflection of these results, based on the realization of a photovoice* that expresses their understanding and feeling about the environment in which they live on social networks and, specifically, on Instagram. More than the presentation of young people at their best, what is important is that the individual images and narratives identify the fundamental issues for young people, capturing the real interests, worries and wounds that living in this environment can awaken in each one.- For everyone to be able to participate with quality, it is important that:- Two volunteers should provide, prior to the activity, a training experience on photography directed to young people less familiar with the use of the individual mobile devices cameras (the high accessibility of the equipment facilitates the purpose

of the activity) or the digital cameras of the library and/or school;

- Decide altogether which shape and colour the photograph should have (perhaps the possibility of using a pinhole camera or of creating a drawing and/or painting) and how long each presentation should take;
- Elaborate a code of ethical conduct for the capture of images that prevents the private space intrusion and considers the need for prior consent for the use of images that identify other people;
- Each young person selects only one photograph and story so that everyone has the opportunity to intervene.
- At the time of sharing, the organization of chairs in a circle can help. Each person's testimony can be organized based on the answer to the following questions (or others that the young people may decide):

What do I see and/or what is really happening?

*A critical aspect in determining the pattern of behavior in a social media is the distinction between the individual's perception and the characteristics of the network's own environment.

How does this relate to our online and/or real lives?

Why is this a problem or an opportunity?

What can I do about it?

- At the end of the initiative the participants can altogether reflect on the value of applying this method.

Suggestions

- The sharing moment can integrate the participation of those responsible for health and well-being issues in the school and the local community, as long as the young people involved manifest this intention (socio-political activism). This sharing may also give place to a photographic exhibition in the common space of the school - in this case, the gathering of the various pieces of the report or photographic story underlying the selected photograph, as well as the writing of excerpts from the narrative may be considered; eventually a descriptive memory that frames and describes the process of collective work may also help the interpretation and the replica. If the photographs included in the projects identify the students themselves, it is essential that the parents sign a declaration of prior informed consent authorizing, or not, the publication of this projects in the school; in any case, the principle of data minimization should guide the selection of the elements exposed (Reference 3).

References

1. Martins, G. (2018). Glamour - As 10 celebridades mais seguidas no Insta. [Online]. Retrieved from:

<https://revistaglamour.globo.com/Lifestyle/Must-Share/noticia/2018/03/10-celebridades-mais-seguidas-no-insta-e-o-que-aprendemos-com-elas.html>

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2.

Royal Society for Public Health [RSPH], Young Health Movement (2017). *#StatusOfMind - Social media and young people's mental health and wellbeing*. [Online]. RSPH. Retrieved from: Web - <https://www.rsph.org.uk/about-us/news/instagram-ranked-worst-for-young-people-s-mental-health.html>; PDF - <https://www.rsph.org.uk/uploads/assets/uploaded/62be270a-a55f-4719-ad668c2ec7a74c2a.pdf>

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3.

National Data Protection Commission (2016). Resolution 1495/2016. Retrieved from: PDF - https://www.cnpd.pt/bin/orientacoes/DEL_1495_2016_dados_alunos_Internet.pdf; Web - <https://www.cnpd.pt/>.

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