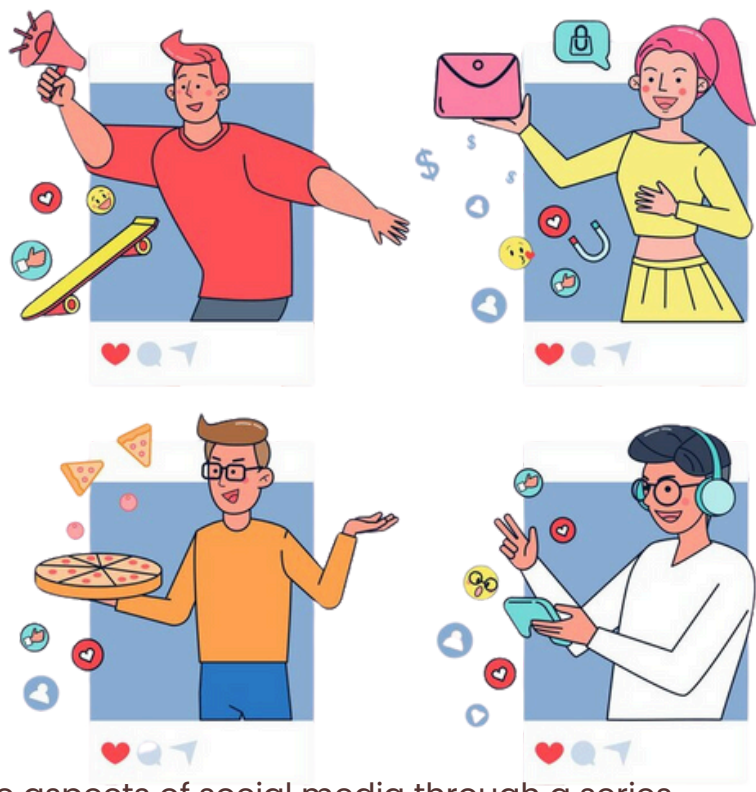# Interactive Social Media Scavenger Hunt: Explore the Digital World!

Grade Level: Intermediate grades 4-6
Big Ideas: Personal choices & social & environmental factors influence our health and well-being.
Materials: General school supplies

Objective: Learn about the positive and negative aspects of social media through a series of exciting challenges. Work together to find clues, complete tasks, and learn valuable lessons about online behavior.

Skills: Communication, critical thinking, teamwork, responsibility, adaptability

Curricular Competency: [Physical and Health Education 4](#) - Factors that influence self-identity, including body image and social media. Keyword: social media | Elaboration: students might receive and/or send comments to others around various topics, including: how they look, what they're wearing, what they believe in, what their cultural background might be. Keyword: body image | Elaboration: how we see and feel about our bodies; can be influenced by the words and actions of others.

Activity 1: "Connect with Friends"

Location Clue: Find a place in the room where people would go to meet and chat. (e.g., the classroom door or a group table)

- **Lesson:** Social media helps you stay in touch with friends and family.

- **Activity:** In pairs, have each student send an "imaginary text" to someone in the room saying something kind or asking about their day.

- **Discussion:** Why is it good to stay connected with friends online, and how can we make those connections positive?

Activity 2: "The Like Challenge"

Location Clue: Go to the spot in the classroom where you keep your favorite supplies. (e.g., the art corner or supply shelf)

- **Lesson:** Likes and followers are fun but shouldn't define our self-worth.

- **Activity:** Students stand in a circle. Each person shares one thing they like about themselves (e.g., "I'm good at drawing"). After each share, the group gives them a "like" by snapping their fingers or clapping.

- **Discussion:** How does it feel when people like what you share? Why is it important not to rely on others for how you feel about yourself?
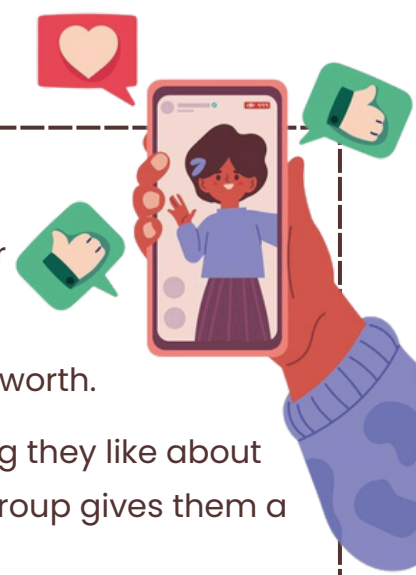
Activity 3: "Think Before You Post"

Location Clue: Look for a place where you might store something private or important.
(e.g., a desk drawer or the teacher's cabinet)

- **Lesson:** Once something is posted online, it's hard to take it back.

- **Activity:** In groups, give each team a list of different things that people post online (e.g., pictures of family, addresses, personal opinions). They need to decide if each is safe to post or not safe to post by placing them in two piles.

- **Discussion:** Why should we think carefully before sharing personal information online? Talk about online bullying, mental health and its negative impacts.
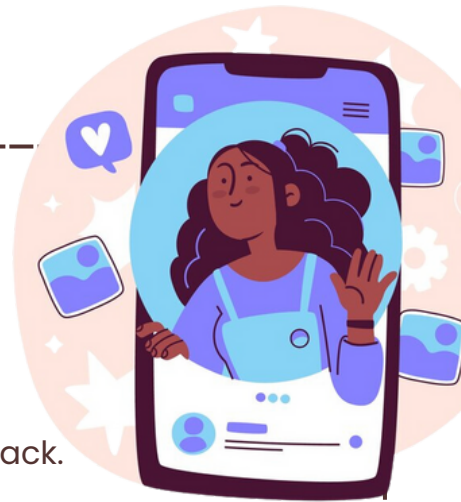
Idea: Take a sheet of paper and create a social media post that you would consider posting online. Draw out what the image would be and write what you would publish as the caption. Encourage a safe post. Maybe it's describe your favourite animal or school subject with a pic. Or what do you want to be when you grow up? Pin it in your class bulletin board and build your very own social media platform in class.

www.foredbc.org

Activity 4: "The Kindness Wave"

Location Clue: Find a place in the room that makes you feel safe and happy. (e.g., a reading nook or comfy area)

- **Lesson:** Being kind online is as important as being kind in real life.

- **Activity:** Create a "Kindness Wave": One student starts by saying something kind about someone else in the group, then that person says something kind about another, and so on, until everyone has shared.

- **Discussion:** How can we be kind and supportive online? What should we do if we think we're being bullied on social media? [Here are some tips.](#) Remember, disagreement isn't bullying. It's ok to have a different opinion on a subject.

Activity 5: "Is It Real?"

Location Clue: Go to the place where you find the most facts in the classroom. (e.g., the bookshelf or computer)

- **Lesson:** Not everything you see online is true. People often only share the best parts of their lives. Or some information might be fake, especially with the emergence of [Artificial Intelligence](#) and [Bots](#). (Click on the links to find out more)

- **Activity:** Show the students two printed pictures or stories—one real and one fake. In groups, they have to guess which one is true and which is false. (Refer to the worksheet in page 4)

- **Discussion**: How can we tell if something online is real or fake? Why is it important to think before we believe everything we see on social media? Fact Check!

Idea: Think about some AI generated images or fake news that you've seen online and share it with the class. The discussion can help everyone understand how common this might be. [Click here](#) to learn more about how you can detect AI-written content

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Real or Fake: The [Pope out for a walk in a puffer jacket](#) or the [Pope signing his custom made Lamborghini](#). Click on the links to find out what's real and what's not.
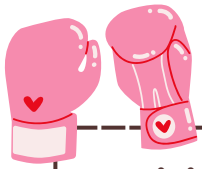

Real or Fake: [Taylor Swift grew up in a Christmas Tree Farm](#) or [Taylor Swift promoting Le Creuset products](#). Click on the links to find out what's real and what's not.

Real or Fake: [This polar bear](#) is suffering from the effects of climate change or the polar bear is suffering from old age and illness. This image went viral worldwide. Click on the link to find out what's real and what's not.


THIS IS WHAT CLIMATE CHANGE LOOKS LIKE.

Experts claims that the animal could have been suffering from old age or illness

Activity 6: "Protect Your Privacy"

Location Clue: Find the place where we store things that keep us safe. (e.g., the coat rack or locker area)

- **Lesson:** Keeping your personal information safe online is super important.

- **Activity:** Give each group a set of paper "passwords." Ask them to come up with strong, secure passwords using a mix of letters, numbers, and symbols. They can write them down and share what makes their password strong. [Here's how you can create and keep your passwords safe.](#) Try this [Cyber Safe Checkup](#)!

- **Discussion:** Why is it important to keep your personal information and passwords private? What could happen if someone else got access to your account?
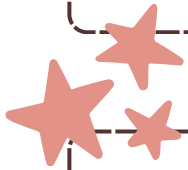
Activity 7: "Time Online"

Location Clue: Go to the place where we measure time. (e.g., a clock or timer)

- Lesson: It's fun to use social media, but balancing screen time with other activities is important. Let's discuss some physical exercises, outdoor activities, and sports that we can enjoy away from screen time.

- **Activity:** Have students get into groups and create their own game that they can play offline. Create rules and guidelines for the game and have another group play the game with the guidance of the team that create it.

- **Discussion:** How can we make sure we don't spend too much time online? What else can we do that's fun besides using social media?

Idea: There may be situations where adults pose as children to get your personal information. Discuss why it is crucial never to share personal details online and explore how to use social media safely to avoid potential risks. Also discuss talking to a trusted adult (parent/family member, teacher, school counsellor) if such a situation occurs.

Activity 8: "Spread Positivity"

Location Clue: Find the most colorful or creative spot in the room. (e.g., the art area or bulletin board)

- **Lesson:** Social media is a great tool to share positive messages and make others feel good.

- **Activity:** Give each student a sticky note and have them write a unique positive message or something encouraging for others to see. Then, they can stick them on a "Positivity Wall" in the classroom.

- **Discussion:** How can we spread positivity online? What's something kind we could share on social media to make someone's day better?

Activity 9: "Blocking and Reporting"

Location Clue: Find a spot to go when we need help. (e.g., the teacher's desk)

- **Lesson:** Sometimes, people may act unkind or inappropriate online. Knowing how to block or report them can keep us safe.

- **Activity:** Pair up students and give them a scenario (e.g., someone is sending mean comments). They need to act out how they would handle the situation, using blocking or reporting as an option.

- **Discussion:** Why is it important to block or report negative behavior online? There is also a negative side to this. Let's talk about doxing too. That means searching for and publishing online personal information about someone (without consent) to harm them or for revenge.

Idea: Think of safe topics to discuss on social media and which ones to avoid. Each student can suggest a topic and even add some fun, lighthearted topics ideas. Talk about the new Instagram Teen Account that has built-in protection for teen users.
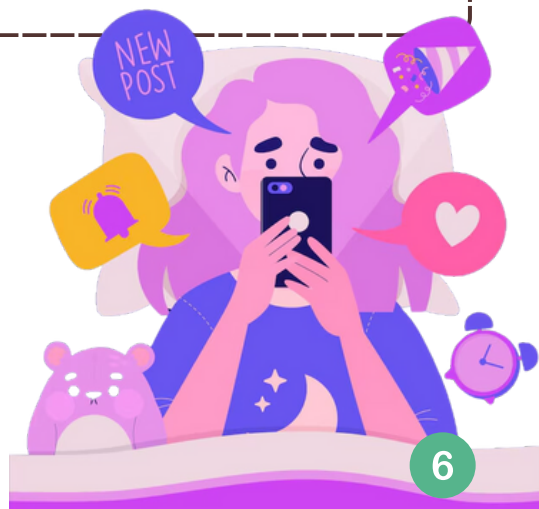
Activity 10: "Be Yourself!"

Location Clue: Find a place where we learn about who we are. (e.g., a mirror or project display)

Lesson: It's easy to compare ourselves to others on social media, but remember to stay true to yourself! Social media influencers aren't "perfect".

- **Video Resource:** https://www.youtube.com/watch?v=C9N6k3nfwao

- **Activity:** Give each student a blank sheet of paper. Have them draw or write three things that make them special and unique or something about themselves they really admire. They can share with the group if they want.

Discussion: Why is it important to be yourself online? How can we show the real "us" on social media? The unrealistic expectations built by celebrities and influencers can make it hard to be ourselves online. Kate Winslet's story aims to make a difference.

Activity 11: "Stay Safe Online!"

Location Clue: Go to the place where you feel protected or secure at school. (e.g., teacher's desk, school counsellor's office)
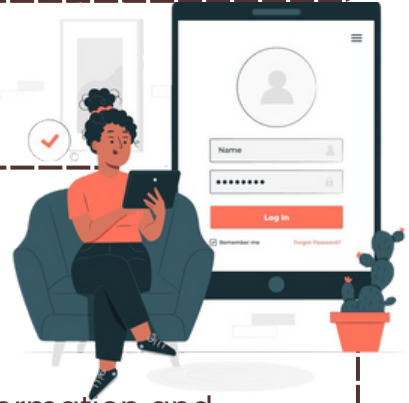
- **Lesson:** Staying safe online means protecting your personal information and knowing who you're talking to.

- **Video Resource:** https://www.youtube.com/watch?v=MB5VDIebMd8

- **Activity:** In pairs, come up with three smart rules for staying safe online (e.g., don't share passwords, keep your profile private. Never share your personal information or exploitive images).

- **Discussion:** Why should you protect your personal information on social media? What to do if someone you don't know tries to contact you online? Or asks for inappropriate photos/videos (i.e. dressing/showering)? Here are some helpful tips

Activity 12: "Handle Negativity Like a Pro!"

Location Clue: Go to the place where you can get help or guidance when you need support.
(e.g., parent/family member, school counselo or teacher)

- **Lesson:** When facing negativity or bullying online, it's important to block, report, and tell a trusted adult who may need to inform police in serious cases. Cyber Bullying Canada.

- **Activity:** In small groups, come up with different ways to respond to negative or mean comments online. Role-play how you would block, report, or respond in a positive way.

- **Discussion:** What should you do if someone is being mean or bullying you online? Why is it important to speak up and not deal with it alone?

Final Activity: "Digital Superheroes"

- To wrap up the scavenger hunt, have students design their own "Digital Superhero" based on what they've learned. Their superhero can have powers like "Kindness Blast" (spreading positivity), "Truth Vision" (detecting fake info), or "Privacy Shield" (protecting personal information). They can draw and share their superhero with the class.

End of the Hunt:

- Congratulations! You've completed the scavenger hunt and learned how to navigate the digital world safely and positively. Remember to use social media responsibly, be kind, and think before you post!
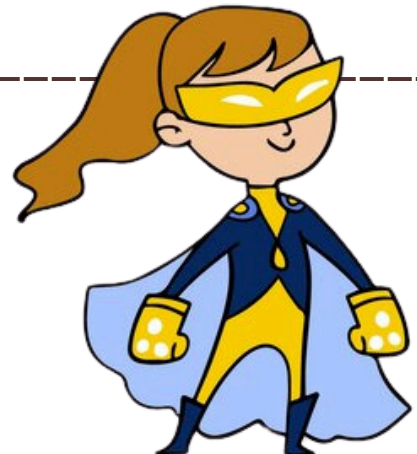
Important Information

-Canada-

→ [Kids Help Phone at 1-800-668-6868](#)

Connects kids & teens with a professional counselor by phone, 24/7.

→ [Kids Help Phone](#)

Provides kid- and teen-friendly resources on topics like bullying, mental health, family, LGBTQ, and more.

→ [Kids Help Phone – Live Chat Counselling](#)

Offers one-on-one online chat with a professional counselor via computer, smartphone, or tablet. BC offers chat Wed. to Sun., 3–11 PM.

"31% of Canadian youth say they've been cyberbullied before."
→ [RCMP Cyberbullying Facts](#)

-United States-

→ [NAMI Teen & Young Adult Helpline](#)

A free nationwide support service for teens and young adults. Trained peer specialists offer resources, & support. Phone, text, or chat.
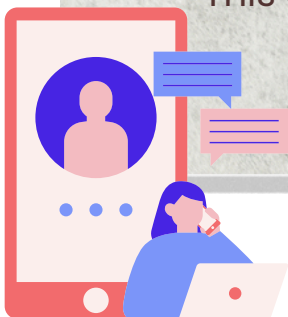
→ [TEEN LINE](#)

Offers anonymous, judgment-free peer support for teens, supervised by mental health professionals.

→ [US Government School Safety/Cyber Bullying](#)

Use these resources to help identify, address, and prevent bullying.

→ [American Academy of Pediatrics](#)

This center provides trusted, evidence-based support for youth mental health in the digital age.

Other helpful resources all over the world

- https://www.communitylivingbc.ca/resources/safeguards-resources/i-can-be-safe-online/
- https://www.cybertip.ca/en/online-harms/safety-resources/
- https://www.vsb.bc.ca/tecumseh/page/4040/online-safety
- https://humanities.org.au/uncategorised/an-age-ban-on-social-media-is-unworkable-what-are-the-alternatives/?
- Teachers/Parents, use your discretion but BC's tragic Amanda Todd story is why cyber bullying laws were created. https://www.thecanadianencyclopedia.ca/en/article/amanda-todd-case
- https://www.childnet.com
- https://www.savethechildren.net/stories/guide-online-safety-children
- https://kidshealth.org/en/parents/net-safety.html
- https://protectchildren.ca/en/resources-research/online-safety/
- https://www.fosi.org/good-digital-parenting
- https://www.nspcc.org.uk/keeping-children-safe/online-safety/
- https://saferinternet.org.uk/guide-and-resource/parents-and-carers
- https://www.esafety.gov.au
- https://www.childsafe.org.au/help-for-families/e-safety-online/

THANK YOU!

We hope you found this helpful. Feel free to let us know or share your ideas to help your colleagues.

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