

Online Communication

1. Question & Research Task

Think about the way you communicate with your friends. Do you text them? How about using other apps, like games, WhatsApp, YouTube, or Snapchat? Do you have any friends who you only chat with online and have never met in person?

Click the image on the right to watch a video about who we talk to online and what we should know about chatting online. After watching, fill out [this chart](#) to see what **your online community** looks like.

Think about the different online interactions that are mentioned in the video and the ones that you have in your day-to-day life. How do you know what is safe and what isn't when you're communicating online?



Click the image to watch a [video](#) about chatting online from Common Sense Education.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do you chat safely with people you meet online?

2. Information Sources

Read the vocabulary definitions and use the information sources linked below to complete the Student Activity on Slide 3.

Key Vocabulary:

Risky - Potentially harmful to one's physical or emotional well-being.

Private information - Information about you that can be used to identify you because it is unique to you (such as your full name or your address).

Inappropriate - Not acceptable in the situation; not OK.

Red flag feeling - When something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious.

Information Sources:

- [Carnegie Cyber Academy](#) - Website
- [Tips for Safe Social Networking](#)- Website
- [Online Safety](#)- Brain Pop
- [BrainPOP Online Safety Graphs, Stats, & Numbers](#)



Click the image above to watch a [video](#) from Discovery Ed to learn about using caution with strangers online. (You need to log into Discovery Education through Schoology before clicking on image.)

3. Student Activity

First, read these scenarios about [Sara's Chats](#).

Follow the directions and practice using the F.I.R.E. method to help you analyze Sara's online interactions.

- When you are finished analyzing the scenarios, answer this question:
If you could give Sara one piece of advice for her online friendships, what would it be?

Then, use the information sources on Slide 2 to learn more about SAFE and UNSAFE online communication.

- Make a two-column T-chart to take notes. These will come in handy for the Assessment activity on Slide 4.



ANALYZE: RED FLAG FEELINGS



Slow Down, Pause, and Remember F.I.R.E.

Feel. Take the pulse of your emotions. Are you feeling sad, anxious, jealous, excluded, or uncomfortable? If not, what emotion captures how you feel?

Identify. Think about what caused you to have this feeling. What happened? Was it something you—or someone else—said or did?

Reflect. Consider possible responses. What choices of action are available to you? What are the benefits or drawbacks—for you and for others—of each step you might take?

Enact. Take steps to act. How can you move forward to address the situation in a way that feels positive and productive—for you and for others?



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<u>Feel.</u> What emotion might this cause?	<u>Identify.</u> What is the cause of the feeling?	<u>Reflect.</u> What are the possible responses?	<u>Enact.</u> What action should she take?
1.			
2.			

4. Assessment Activity

How do you chat safely with people you meet online?

First, take the **Schoology Quiz on Online Communication**.

Then, use your notes to create **two scenarios**-one in which someone is communicating **safely** online and the other in which the person is communicating **unsafely**.

- Try to use the key vocabulary words from Slide 2.
- Consider the feelings, causes, possible responses, and actions that might be involved (from the F.I.R.E. acronym on Slide 3).

Share your scenarios with your classmates to see if they can identify examples of safe and unsafe online communication.



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5. Enrichment Activities

SLIDE NAVIGATION

1

2

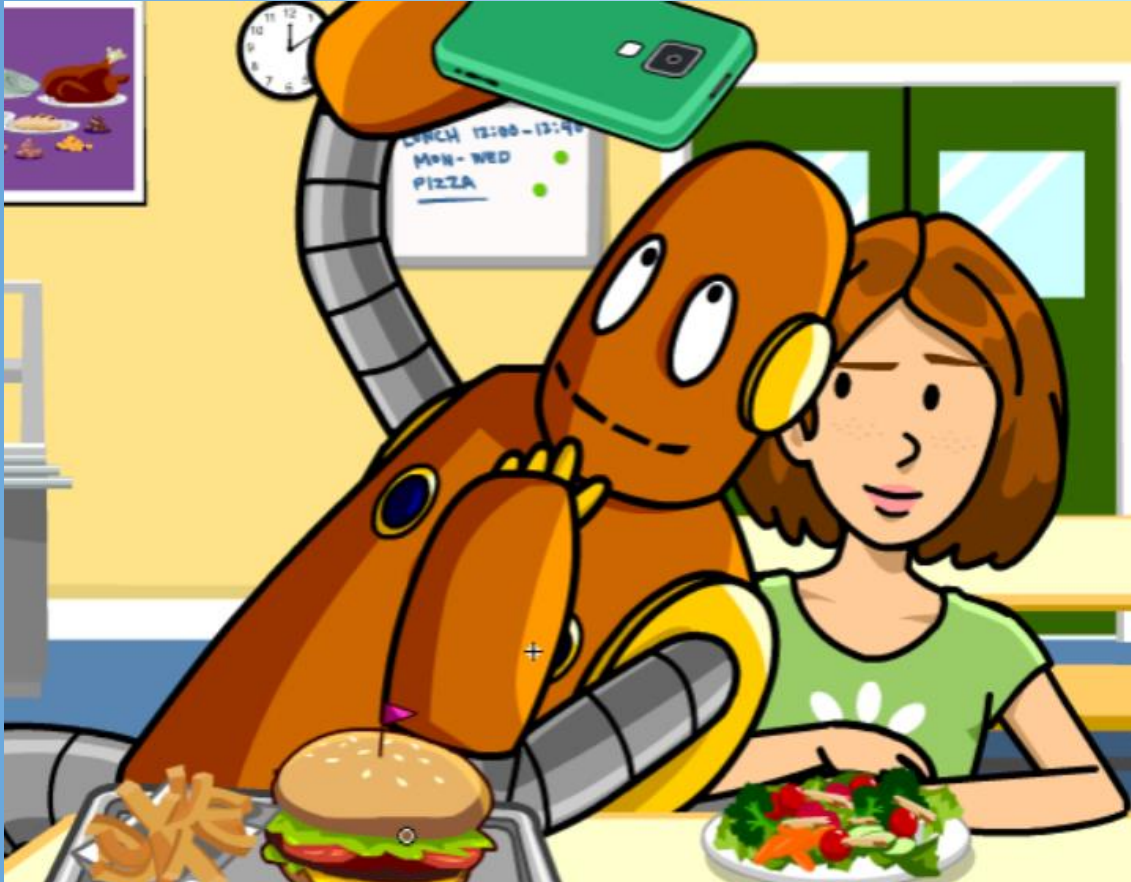
3

4

5

6

Next



Need more information about online safety?

Watch the [Online Safety](#) BrainPOP video and complete some of the activities.

And

Visit [Connect Safely](#) and explore a variety of internet safety topics.

6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Learning Standards Alignment

National Health Education Standards: Grades 6-8 Health

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Indicator 2.8.6: Analyze the influence of technology on personal and family health.

Common Core State Standards for English Language Arts & Literacy

CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.9: Draw evidence from literary or informational text to support analysis, reflection, and research.

AASL Standards Framework for Learners –

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by: I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes: I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by: I.D.2 Engaging in sustained inquiry.

ISTE Standards for Students

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Grade 8 Digital Citizenship: Online Communication

Content integration options: Health/PE, School Counseling, or ELA.

Objective: Students will analyze information from multiple sources in order to develop strategies for communicating safely online.

Time Frame: One 90-minute or two 50-minute class periods.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- ALL STUDENTS MUST COMPLETE THE DIGITAL CITIZENSHIP QUIZ for this lesson in Schoology.
- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- Lesson content used or adapted from the Common Sense Media lessons [Chatting Safely Online](#) and [My Social Media Life](#).
- Consider sending home these Common Sense Education family resources relevant to this topic:
 - Family Tips: Help Kids Make Friends and Interact Safely Online – [English](#) | [Spanish](#)
 - Family Activity: Relationships & Communication – [English](#) | [Spanish](#)