

GRADE 7
RELATIONSHIPS - PART 2

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
 - Activate Prior Knowledge/Engage
1. Begin lesson by reviewing ground rules conducive towards a “safe” space.
 2. Allow for an opportunity to add or modify ground rules as you begin a new lesson.
 3. Remind students about the Questions Box. Answer any questions that may be there.

CREATING A SAFE SPACE

Read the ground rules or guidelines that we agreed on for when we have hard conversations about sensitive topics.

Do these still work? Would anyone like to make any changes or adjustments?

Questions Box



Lesson 2: OBJECTIVES

- Review healthy relationships
- Describe the types of communication
- Describe the advantages and disadvantages of communicating using technology and social media
- Describe the effects and impact of technology on relationships

WORD BANK

- Communication
- Passive
- Aggressive
- Assertive
- Boundaries
- Technology
- Social Media

Pick 2 and Review

What are the characteristics of a healthy relationship?

What are the characteristics of an unhealthy relationship?

How might a healthy relationship make you feel?

How might an unhealthy relationship make you feel?

Who decides what affection looks like your relationships?

Teacher Notes: Personal Boundaries

Estimated time: 5 minutes

1. Teacher transitions from the turn & talk to a discussion of boundaries
 - a. “Last time, we learned about the various types of affection that can occur in romantic relationships. The limits that you set on affection are called Boundaries.”

Personal Boundaries are...

Guidelines for how you want to be treated

Guidelines, rules or limits that a person created to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits

Setting Personal Boundaries

1. COMMUNICATE your thoughts with one another
2. Never assume or guess your partner's feelings
3. Follow through on what you say
4. Take responsibility for your actions
5. Know when it's time to move on

YOU decide!!!

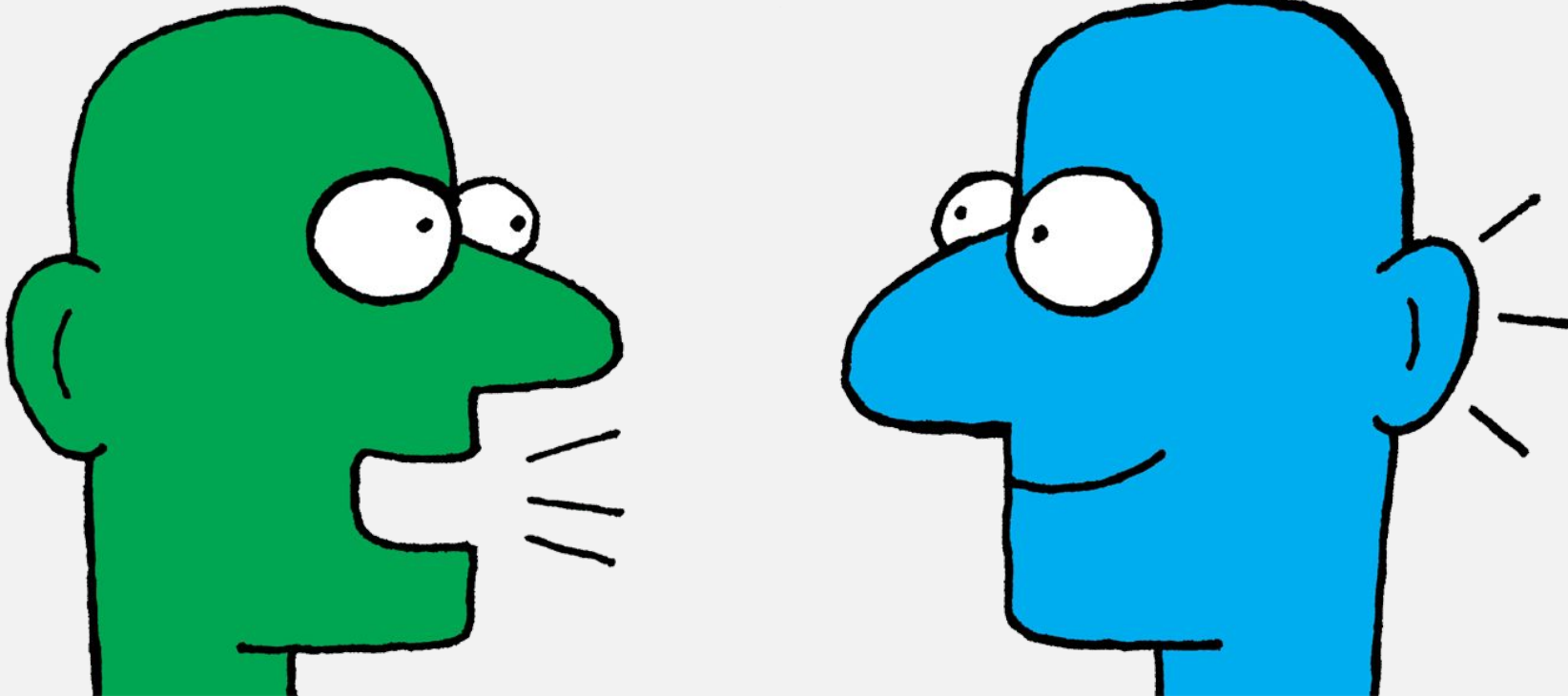
- Emotional Boundaries
- Physical Boundaries
- Digital Boundaries

TEACHER NOTES: COMMUNICATION

- Estimated Time: 10-15 minutes
- 1. Teacher facilitates a class discussion about communication
 - What is communication? Why is it important?
- 2. Types of communication
 - Video
 - Worksheet
- 3. Analyze a personal scenario

THINK - PAIR - SHARE

WHAT IS COMMUNICATION?
WHY IS COMMUNICATION IMPORTANT?



WHY IS GOOD COMMUNICATION IMPORTANT?

- **Preventing Misunderstandings** Unclear communication can cause hurtful misunderstandings.
- **Building Healthy Relationships** Communication is a tool for building good relationships.
- **Expressing Yourself** Good communication skills allow you to let others know what you want and need.

GOOD COMMUNICATION WILL HELP
IMPROVE YOUR RELATIONSHIPS
WITH YOUR FAMILY, FRIENDS, TEACHERS
AND OTHER ADULTS.

Good communication skills
include listening and speaking
effectively.



BEING A GOOD LISTENER IS AS IMPORTANT AS BEING A GOOD SPEAKER!

How can you show or tell someone you are listening?

Active Listening means letting the speaker know you are listening and clarifying anything confusing.

Paraphrasing means using your own words to restate what someone else says.

To go from,



Agressive

to

ASSERTIVE



CREATED USING
BoToon

TYPES OF COMMUNICATION

- Passive -- does not offer opposition when challenged or pressured
- Aggressive -- hostile, unfriendly, always has to be right
- Assertive -- direct and respectful

COMMUNICATION SCENARIOS

Work with a group of 3 to complete the Communication Scenarios Worksheet.

Be prepared to demonstrate your responses to each scenario. We will examine all three types of communication.

THINK – PAIR – SHARE

Describe a situation where poor communication resulted in an argument or disagreement.

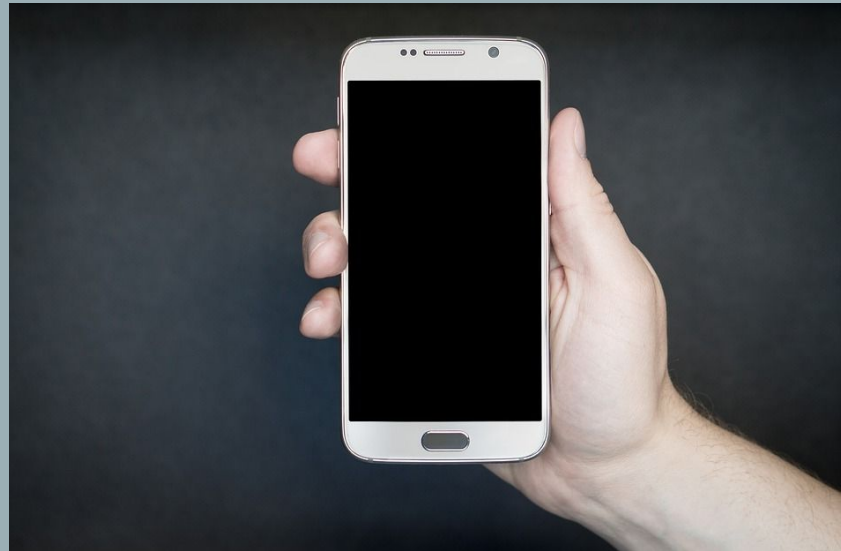
What type of communication was used that created the argument or disagreement?

TEACHER NOTES: Technology & Relationships Common Sense Media Lesson

Estimated Time: 15 Minutes

1. Teacher facilitates discussion about using technology for communication and its impact on relationships
 - a. Make a list of ways to use technology for communication
 - b. Identify advantages and disadvantages of using technology to communicate
2. Students will define digital footprint
 - a. Discuss how to be YOU on social media/online
 - b. Analyze Red Flag Feelings
3. Analyze the impact of social media on relationships

How do we use technology to communicate?



What are the advantages/disadvantages to communicating with technology?

Using Tech to Communicate

Advantages

Convenient

Eliminates distance

Accessible to people with speech or social problems

Multimedia (text, video)

Easy archiving and retrieval

Disadvantages

Loss of face-to-face interaction

Constant need to 'check my phone'

Lack immediacy

Loss of tone and nonverbal cues

Security and privacy concerns



RELATIONSHIPS & COMMUNICATION

We know the power
of words & actions.

DIGITAL CITIZENSHIP | GRADE 7

My Social Media Life



Essential Question

How does social media affect our relationships?

Learning Objectives

1



2



3

Identify the role of social media in students' lives.

Reflect on the positive and negative effects of using social media on their relationships.

Recognize "red flag feelings" when using social media, and consider ways to handle them.



Directions

What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar?
Show what you think by raising your hand:

5 fingers = most or all



3 fingers = about half



1 finger = few or none





Social media

Websites and applications that enable users to create and share content or to participate in social networking



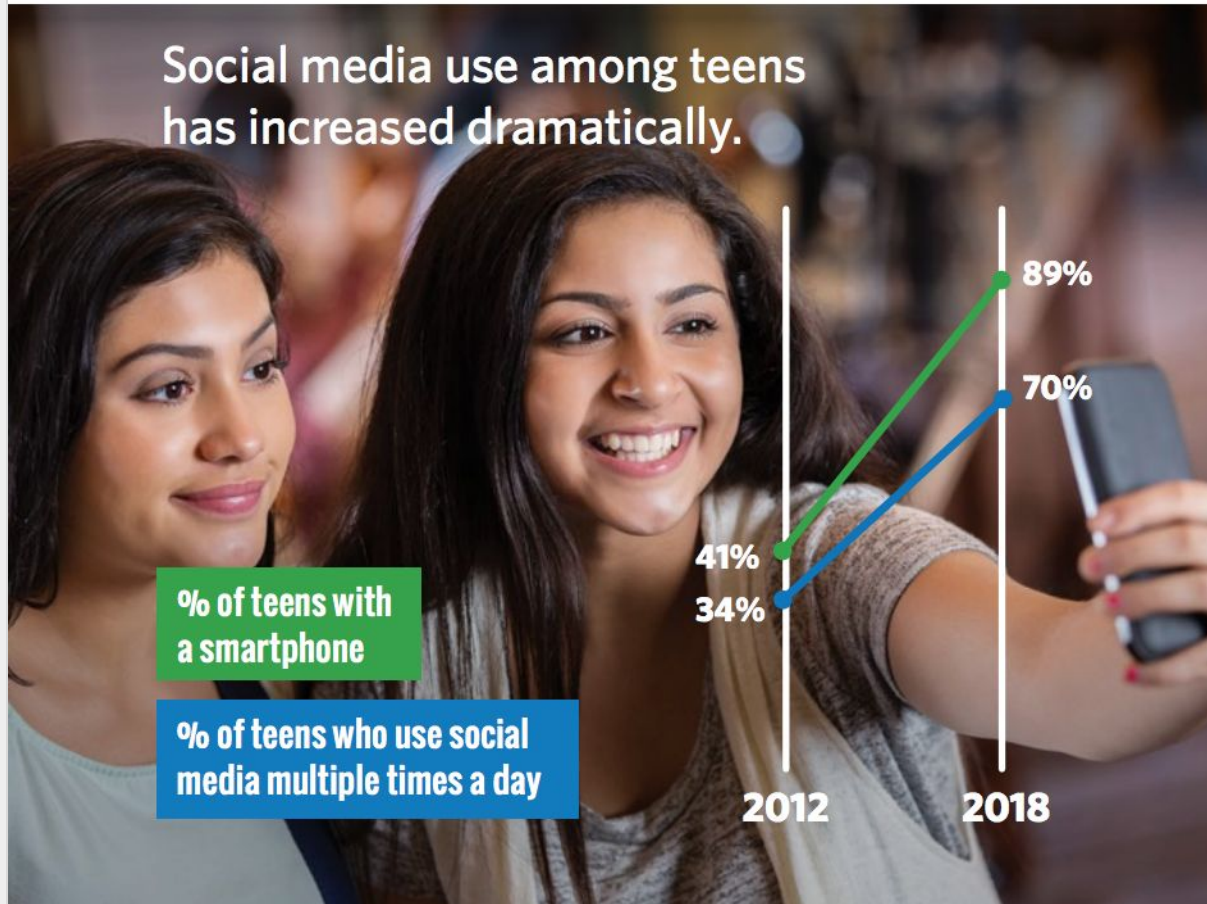
OBSERVE + ANALYZE IMAGE

Image: Common Sense Media, 2018. [Social Media, Social Life infographic](#).

Social Media, Social Life 2018

Among 13- to 17-year-olds
in the United States

Social media use among teens
has increased dramatically.



% of teens with
a smartphone

% of teens who use social
media multiple times a day

2012

2018

Teens overwhelmingly
choose Snapchat as their
main social media site.

Percent of teens who say they use each
social media site the most:



41%
Snapchat



22%
Instagram



15%
Facebook



WATCH + DISCUSS



To watch this video on the Common Sense Education site, click [here](#).

Discuss:

- What did teens say were some benefits of social media?
- What did they identify as problems or drawbacks?



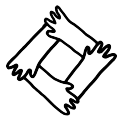
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Oversharing

Sharing personal feelings, information, or experiences that later make the sharer feel uncomfortable or regretful



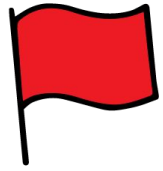
Directions

1. Read the statement. Think about whether you agree or disagree.
2. Discuss with your group. Decide on a group statement that explains whether you agree or disagree and why.
3. Present your group's answer to the class -- one minute per group.
4. Listen and take notes as other groups share.
5. Think about whether you agree or disagree with the other statements. Share your thinking with the class.



Red flag feeling

When something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious



Feel-Identify-Reflect-Enact

Feel. Take stock 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 is positive and productive—for you and for others?



Directions

Write two things you learned about how social media can affect your relationships.

Write one strategy you can use moving forward to get the best out of social media.

We know the power
of words & actions.

Define Digital Footprint

One's unique set of digital activities, actions, and communications that leave a data trace on the Internet or on a computer or other digital device and can identify the particular user or device.

One's overall impact, impression, or effect as manifested on the Internet; online presence or visibility, as of a person or company.

Your digital footprint is a reflection of you
and **NEVER** goes away!

How can you ensure your digital footprint reflects the truest YOU?

- Avoid Oversharing
 - Sharing personal feelings, information, or experiences that later make the sharer feel uncomfortable or regretful
- Notice Red Flag Feelings
 - When something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious
- Focus on Integrity & Empathy
 - Do what you know is right and think about how what you say or post would make another person feel

Bibliography

“Digital Footprint.” *Digital Footprint- Definition of Digital Footprint @ Dictionary.com*, Dictionary.com, 2019, <https://www.dictionary.com/browse/digital-footprint?s=t>. (Accessed October 8, 2019)

“My Social Media Life.” *My Social Media Life- Common Sense Education*, Common Sense Education, 10 May 2019, <https://www.commonsense.org/education/digital-citizenship/lesson/my-social-media-life>. (Accessed October 9, 2019)

“Personal Boundaries.” *Wikipedia*, Wikimedia Foundation, 28 Aug. 2019, https://en.wikipedia.org/wiki/Personal_boundaries. (Accessed October 3, 2019)

ReginaLaraG. 529859-1205/*Assertive Communication*, YouTube, 25 Feb. 2016, <https://www.youtube.com/watch?v=uaiqd9l1iXc>. (Accessed October 3, 2019)

Tracy Hutchinson, Tracy. “Why Are Personal Boundaries Important? Your Rights in a Relationship.” *Tracy Hutchinson, PhD | Fort Myers Therapy*, Dr. Tracy Hutchinson, LLC, 22 Feb. 2019, <https://www.drtracyhutchinson.com/what-are-personal-boundaries-and-why-are-they-important/>. (Accessed October 3, 2019)

Name _____ Date _____

Types of Communication Scenarios

There are three types of communication styles.

Directions: Use the descriptors of each type of communication style to write a response for each scenario.

	Passive Communicator	Aggressive Communicator	Assertive Communicator
	<i>Does not offer opposition when challenged or pressured</i>	<i>Aggressive, hostile, & unfriendly</i>	<i>Communicates with a direct and respectful way</i>
Your best friend tells someone else one of your secrets.			
Your partner tells you that you can't hang out with one of your friends.			

Noticing Red Flag Feelings

NAME _____

DATE _____

Directions

For your assigned example, write down what *red flag feeling* you might get if that situation happened. Then, work with your partner to complete the other columns and discuss with the class.

When this happens ...	Slow down, pause and remember Feel, Identify, Reflect, and Enact			
	<u>Feel.</u> Take stock of your emotions. <i>Are you feeling sad, anxious, jealous, excluded, or uncomfortable? If not, what emotion captures how you feel?</i>	<u>Identify.</u> Think about what caused you to have this feeling. <i>What happened? Was it something you—or someone else—said or did?</i>	<u>Reflect.</u> Consider possible responses. <i>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?</i>	<u>Enact.</u> Take steps to act. <i>How can you move forward to address the situation in a way that is positive and productive—for you and for others?</i>
1. I checked my phone five times in the last 15 minutes to make sure I didn't miss an update from my friends.				
2. I haven't finished my homework because I've been texting and snapping with my friends.				
3. I see a post of my friends having fun without me and I feel left out.				



RELATIONSHIPS & COMMUNICATION

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of words & actions.*

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Noticing Red Flag Feelings

NAME _____

DATE _____

4. I deleted several of my posts because they didn't get enough likes or shares.				
5. I posted so many videos and photos from my trip to the amusement park that I was embarrassed about it later.				

Exit Ticket

Write your responses here.



RELATIONSHIPS & COMMUNICATION

*We know the power
of words & actions.*

Social Media: Good? Bad? Both?

NAME _____

DATE _____

Directions

Read your assigned statement about social media. Think about whether you agree or disagree. Share your thoughts with your group. Then, listen to what the other groups say about the other statements. Take notes. Think about whether you agree or disagree with what's been said.

Statement	Agree? Disagree? Why?	Statement	Agree? Disagree? Why?
1. Most posts on Instagram aren't really true. People choose to post what they think will get the most likes or comments.		4. Building real relationships with people is much easier face-to-face. Those relationships are stronger and last longer.	
2. Posting on social media allows me to connect with people who have the same interests I do.		5. Without social media, people wouldn't be able to post new and creative things as easily. Artists have an outlet for their work because of social media.	
3. If you're having a bad day, social media makes it worse. You scroll through and see how great everyone else's life seems. It's depressing.		6. Social media isn't really about connecting with other people; it's just about showing off who you want people to think you are.	



GRADE 7

My Social Media Life

How does social media affect our relationships?



RELATIONSHIPS & COMMUNICATION

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OVERVIEW

For most middle-schoolers, being on social media can mean connecting with friends, sharing pictures, and keeping up to date. But it can also mean big-time distractions, social pressures, and more. Help students navigate the different feelings they may already be experiencing on social media.

Students will be able to:

- Identify the role of social media in students' lives.
- Reflect on the positive and negative effects of using social media on their relationships.
- Recognize "red flag feelings" when using social media, and consider ways to handle them.

Lesson Snapshot

Estimated time: 45 mins.

Warm Up:	Social Media Bonds	5 mins.
Watch and Discuss:	Sharing It All	20 mins.
Analyze:	Noticing Red Flag Feelings	15 mins.
Wrap Up:	Social Media and Me	5 mins.

Key Standards Supported

Common Core ELA

L.7.1, L.7.2, L.7.3, L.7.4, L.7.6, RI.7.1, RI.7.2, RI.7.4, RI.7.10, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.4, SL.7.6, W.7.4, W.7.10

CASEL

1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL

I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.

ISTE

2a, 2b, 2d, 3b

What You'll Need

Spanish-language student and family resources available soon!

- Lesson Slides
- Video: Teen Voices: Friendships and Social Media **Watch**
- Student Handout: Social Media: Good? Bad? Both? **Student Version**
- Student Handout: Noticing Red Flag Feelings **Student Version Answer Key**
- Lesson Quiz **Student Version Answer Key**

Take-home resources

- Family Tips
- Family Activity
- Family Engagement Resources

LESSON PLAN

Key Vocabulary:

oversharing

sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful

red flag feeling

when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious

social media

websites and applications that enable users to create and share content or to participate in social networking

Warm Up: **Social Media Bonds**

5 mins.

1. **Project Slide 4** and ask: *What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar? Hold up five fingers if you think most or everyone, three fingers if you think maybe around half, and zero or one finger if you think very few or none.*

If necessary, clarify that **social media** includes *websites and applications that enable users to create and share content or to participate in social networking.* (**Slide 5**)

Observe responses and tell students your estimate for the room, i.e., *Seems like most people think ... or Seems like about half the class thinks ...*

2. **Explain** that, legally, many social media sites require you to be at least 13 years old to sign up, and some even require you to be 17 or 18. Ask: *How do you think the percentage in this class compares with teens in general? What percentage of teens in the U.S. do you think are on social media?*

Call on students to respond. Project **Slide 6** and point out that 70 percent of teens use social media multiple times per day.

3. **Invite** students to share out other things they notice on the infographic. Ask them whether these results match their own experiences and those of their friends.

Watch and Discuss: **Sharing It All**

20 mins.

1. **Show** the **Teen Voices: Friendships and Social Media** video on **Slide 7**. After watching, have partners discuss the questions. Call on pairs to share out. They should identify some or all of the following responses:

- **Benefits:** *You can connect with friends, share pictures of what you are doing or thinking, share exciting things you're doing, stay up-to-date on the latest happenings.*
- **Problems or drawbacks:** *It's distracting, you feel you have to be on it, there's pressure to be perfect, there's pressure to look like your life is great, it can make you feel sad or even depressed.*

Follow up by asking students whether they themselves have experienced any of those benefits or drawbacks.

2. **Explain** that one negative part of social media, as shared by teens in the video, is the feeling that you have to be on social media all the time. Invite students to share how they feel when they are without their phones or devices for a period of time. Students might mention feeling *anxious, depressed, worried, or fearful they're missing out*.

3. **Say:** Using social media this much can sometimes lead to oversharing, which is sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful. (**Slide 8**). Examples of oversharing include things like:

- sharing thoughts or feelings in the heat of the moment
- sharing things you wouldn't want everyone to see, such as photos from a party, or you acting silly or weird, but then it was shared with a bigger group of people
- sharing every detail of your life like what you ate for breakfast or every thought that comes to mind.

4. **Distribute** the **Social Media: Good? Bad? Both? Student Handout**. (**Slide 9**) Organize the class into six groups. Assign each group one of the statements to discuss whether they agree or disagree. Highlight that people have very different opinions about social media and they do not all need to agree. Call on each group to quickly present their ideas in front of the class. Each group has one minute to share out.

As each group shares, have students take notes on the handout. Ask: *Is there something that you hadn't considered as you listened?* Call on students who would like to complete the sentence "I hadn't considered ..."

Analyze: **Noticing Red Flag Feelings**

15 mins.

1. **Explain** that in the video, students talked about both positive and negative experiences using social media. Some of their negative experiences were caused by feelings of being isolated, anxious, or uncomfortable. Project **Slide 10** and say: *These feelings can be red flags. A **red flag feeling** is when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious. It is a warning that something might be wrong.*
2. **Project Slide 11** and explain that when you have a red flag feeling, it's important to slow down, pause, and think about the situation using the Feel, Identify, Reflect, and Enact steps. Have students read aloud the questions associated with each step.
3. **Distribute** the **Noticing Red Flag Feelings Student Handout**. Read the directions aloud and explain that you will do the first example together as a class. Call on students to provide responses for each column and model adding them to the handout. After you've completed the first example, allow students time to complete the rest of the handout with a partner. If time is limited, assign only one example to each pair.

Invite pairs to share out answers. Use the **Teacher Version** for support.

Wrap Up: **Social Media and Me**

5 mins.

1. **Project Slide 12** and read aloud the Exit Ticket prompt. On the **Noticing Red Flag Feelings Student Handout**, give students three minutes to write their responses.

Call on students to share out their responses.

2. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.
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