

Online Relationships and Communications
P-W MS/HS Digital Citizenship Lesson Plan

Purpose:

The goal of this lesson will be to provide students with a framework to guide their online communication and relationship skills. The internet and the use of devices provides students with an opportunity to communicate more often with teachers and each other, we must ensure that that communication is done effectively and respectfully. Students will also have the opportunity to create an image and relationship online and we must work to provide them with the ability to forge and create positive online relationships.

Lesson Objectives:

- Students will be able to understand the importance of quality online communication and positive online relationships
- Students will be able to identify and create examples of quality online communication and how to use it effectively
- Students will be able to identify and explain the positive and negative characteristics of online relationships

Anticipatory Set: (6-10 minutes)

- Pass out [graphic organizer](#)
- Have students take 3-5 minutes to fill in top half of each column (What do you know?)
- Give students the opportunity to briefly discuss with a partner and then share out their responses

Activity 1: Type what you mean and mean what you type (7 minutes)

- Ask Students if they have ever been in a situation where they were misunderstood
 - How did they feel?
 - What sorts of things did they do to try and fix the situation?
 - How does typing and messaging lend itself to being misunderstood?
- Show students the [Sample Email](#)
 - Have them interpret the email
 - What is the tone of the email?
 - What do you think the author wants?
 - what do you think about the authors mood?
- Read the email aloud using positive nonverbal communication and intonation
 - Have students reinterpret the message
 - What is the tone
 - What do you think the author wants?
 - What do you think about the authors mood?
- Discuss how their opinions and thoughts changed between the two? What lessons can you take from this?

Activity 2: Wait to hit send (10 minutes)

- Have students write down the 5 tips to write an effective email on the [worksheet](#)
 - Be professional

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- Have a relevant subject line
- Use a proper greeting, closing, and signature
- Use proper grammar, punctuation, and spelling
- Be clear, direct, and respectful
 - Give examples for each one of how it can be more effective
- Have students work in pairs to correct the sample email provided on the left side of the paper
- Have students create their own email to a teacher on the right side of the paper

Activity 3: Creating and Maintaining positive online relationships (10-15 minutes)

- Ask students to list what are some positive and some negatives about real world relationships
 - They can list on a scrap piece of paper, discuss with a partner, or do a whole group discussion
- What changes when that relationship is online? What's similar? What's different?
 - If they struggle suggest: anonymity, no face to face interaction, easier to lie, can communicate distances, this like emotion or tone are lost, easier to communicate, easier to bully, easier to misinterpret and be misinterpreted, etc.
- You have already learned today about a digital footprint, which also extends to online relationships
 - Any information (pictures, passwords, or knowledge about yourself) when shared with someone digitally is out of your possession forever
 - This can be dangerous and damaging
- But all online relationships are not bad
 - Many jobs will require you to apply online and to
 - You will constantly be asked to join groups, clubs, and other organizations online
 - They can allow you to meet people with similar interests, meet people who can help you find a job, or even reach out to relatives and old friends
- The key is to know what to look for in risky relationships and how to avoid them
 - Pass out this [worksheet](#) and have students read through the ways to detect risky online relationships
 - Have them read through the 3 scenarios and answer the questions that follow on a separate sheet of paper
- Go through and discuss the answers from the scenarios if time
 - Why were scenarios 1 and 2 risky? Why wasn't scenario 3 as risky?
 - What did they do with each situation?
- Remind students that they have an online footprint and they want to be careful about everything they do online

Lesson Mini-Quiz (5 minutes)

- Have students take the following [quiz](#)

Closing Activity: (5 Minutes)

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- Have students write 2 sentences for each topic as to how they will apply the knowledge that they have learned