

Your Choice...Your Action...Your Life *If You Can't Face It, Don't Facebook It!*

Grade level: 3-12

Focus: Social Media - With all the social media sites and texting opportunities it is important to remember to communicate in person. The message is that if you cannot say something in person, you should not say it through social media.

Goal: Students will become aware and reflect on the dangers of putting comments in writing or in cyberspace.

Materials: “If You Can’t Face It, Don’t Facebook It!” PSA, numbered index cards, paper and pencils.



Discussion:

Set discussion rules for your classroom. Use the following questions as appropriate for your students

Discuss with students how a message can be misconstrued when written rather than when made face to face. How can someone misconstrue a written message? What is the cause of misinterpreting information that is written? What is different when one discusses a situation in person? Think about what can cause hurt through a written message that might not happen in person. Why do some individuals use social media to deliver messages rather than communicating *face to face*?

Activity:

<p>LACC.3.SL.1.1</p> <p>LACC.4.SL.1.1</p> <p>LACC.5.SL.1.1</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<p>LACC.3.SL.2.6</p>	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.7.SL.1.1 LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views e.
LACC.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LACC.1112.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

First ask students to think of a time when they were very upset about something or someone such as a parent, sibling or friend (**no names**). Have students each write a responsive message to the conflict on a numbered index card to that person “getting their feelings out”. (No specific directions on how to write the message)

(Or teachers can make up messages for more control on the content.)

Teacher collects all the responsive message index cards.

Work with a team of two to three students. Each team receives a new numbered index card with a responsive message. On a new sheet of paper, generate descriptive words that illustrate the feelings evoked by the message.

Index cards are rotated. Each group repeats this responsive process (making sure to put the number of the card beside the words they generate).

As a whole group, debrief and record (write on chart paper) the feeling words compiled by each group. Ask students: Are the words the same or are they different? Talk about how the same message can be perceived differently depending on who is reading it and perhaps the mood that person is in. What does this say about texts and emails? Can the intent of a post be different from how people perceive it? Based on what has been discussed today, ask students what the most effective form of communication is. Why?