# **CONNECTING WITH KINDNESS**

List the ways you use use technology to connect with others?

ISTE Standards:
Digital Citizen (1.2.b)
Creative Communicator (1.6.a)
Global Collaborator (1.7.a)

**CASEL Competency:**Social Awareness, Relationship Skills



### **ONLINE RELATIONSHIPS**

Our devices help us communicate and stay connected with our friends. In this video, Skylar and Daveed explore the benefits and challenges of communicating with others online. Skylar shares an experience she had on a group chat conversation and Daveed helps her think about strategies for being kind online.

In this activity, you will reflect on how you communicate with others online and think of strategies you can use to make sure you are connecting with kindness.

### Step 1: Reflect

Think carefully about the questions below	v and consider how v	your answers connect to	your own digital life.
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•	•	
•	•	
What is empathy? What do y	you think "acting with empathy" ı	means? How would it look?

Think of ways you can be kind when you communicate with others online. Create a list of ideas.



# **CONNECTING WITH KINDNESS**

ISTE Standards: Digital Citizen (1.2.b) **CASEL Competency:**Self-awareness, Self-management



#### **Step 2: Practice Being Kind Online**

In this video, Daveed and Skylar shared tips for connecting with kindness. Answer the prompt below by listing action or strategies you can use to promote kindness online.

I can be kind when texting by...

When using social media I can practice being kind by...

Think about a time when you were not treated kindly online. How might you handle that situation now?

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- •

Think about a time when you saw someone being unkind towards others online. How would you handle that situation now?

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- •
- •

#### Step 3: Share (With a Partner)

If given the option, discuss the reflection questions above and share the tips you learned with a partner or a family member. How do their answers differ from yours? Write down one or two ways you can be kind online that your partner thought of but you did not.

