

Connecting Classmates

Building Relationships & Community in the Classroom

Polly Base, Bradly Cusack, Chris Larcade
Published by *K20 Center*

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Grade Level	9th – 12th Grade	**Time Frame**	60 minutes
Subject	English/Language Arts	**Duration**	1 period

Essential Question

How does social media help build relationships and community?

Summary

Be ready to move! Classroom practices that engage and maintain student interest while promoting student-centered learning and real-world connections are highlighted in this lesson. Students use video technology to gain opportunities to communicate in a new and exciting manner. Students experience a highly interactive lesson full of relevant instructional strategies discovered through collaboration and meaningful conversations. This lesson is an excellent tool for building and maintaining relationships in the classroom

Snapshot

Engage

Students make "All About Me" *Name Tents* introducing themselves to their peers.

Explore

Students identify social media categories and their purposes using *Padlet.*

Explain

Students watch a *How-to-Canva* video.

Extend

Students create a personal “All About Me” *Canva* page and video to introduce themselves.

Evaluate

Students view other classmates’ videos and post questions.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

WME401: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages
PPV401: Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.1.L.1: Actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.
9.1.L.2: Actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.
9.1.S.2: Follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

Attachments

- Lesson Slides—Connecting Classmates.pptx

Materials

- Lesson Slides
- Computers for Internet access
- Card stock
- Markers
- Colored Pencils
- 3X5 cards

15 minutes

Engage

Teacher's Note: Before the Lesson

Prior to the session, take about 15 minutes to do the following:

1. Place white card stock (folded in half vertically) for each participant on the tables along with markers or colored pencils and sticky notes.
2. Using the instructions provided on the Padlet Tech Tool Card, set up a bulletin-style board for students to post their "All About Me" videos to and copy the link to slide 12 (step 4).

Use the attached **Lesson Slides** during this lesson.

First, display **slide 2.** Then, display **slide 3** to share the Essential Question for students to read and think about as they enter the room. Transition to **slide 4** and read the Lesson Objectives to the students.

Display **slide 5.** Ask the students to create an "All About Me" Name Tent with a piece of card stock. Tell students that on the card stock, they should write their names on one side and answer the following questions on the back:

1. How many years have you lived in this town?
2. What is your favorite activity or hobby?
3. What is your favorite genre, novel, short story, poem, or play?
4. What is your favorite part of ELA: reading, writing, listening, speaking, or viewing?
5. What is most important to you as a student in this class?
6. What is your favorite type of social media?

Ask students to display their Name Tents in front of them. They will use them later in the session.

Display **slide 6.** Pair the students in the class. Explain the Partner Speaks strategy. Explain that each partner will share the information from the Name Tents while the other partner actively listens.

Teacher's Note: Active Listening

Teaching "active listening" includes reminding students of good listening practices: paying attention, not interrupting, withholding judgment, reflecting on what is said, clarifying anything confusing, summarizing what is heard, and accurately sharing what they hear. Listening with appropriate verbal and physical responses enables the speaker to know you are engaged in the conversation. For more information, feel free to consult the following article: "The Value of Active Listening." It can be found at this link: https://www.edutopia.org/article/value-active-listening

Instruct students to switch partners. Explain that each person will share out to the class one detail about their partner's Name Tent while using their partner's name.

Possible Student Response:

Example: "My partner is Joey Smith, and she likes the novel, *Fahrenheit 451*, by Ray Bradbury. I think that is interesting because I like that novel as well."

25 minutes

Explore

Display **slide 7.** Remind students of the Essential Question of the day, "How does social media help build relationships and community?" Using Padlet, ask students to go to the Padlet link and look at the different types of social media. Instruct the students to post a comment on each of the types of social media that they use. Remind students to include the following in their post:

1. WHAT social media platforms do you use?
2. WHOM do you communicate with regularly?
3. WHY do you use this platform?

Possible Student Response:

An example post might say, "Facebook is my favorite platform. I communicate with my friends, family, and a few interest groups I have joined. I like that I can use gifs, emojis, videos, and post longer messages."

Display **slide 8**. Have students view the results of the Padlet. Discuss the posts with the students. Have them reflect on their observations.

Teacher's Note: Padlet

The world of social media is constantly changing, so consider adding a column to the Padlet in the event that a new social media platform becomes popular with students.

35 minutes

Explain

Display **slide 9.** Explain to the students that they will be learning how to use the tech tool, Canva, to introduce themselves to each other and the teacher. Watch the Record Yourself Canva Design Skills for Students video. Remind students to pay attention to the details.

Embedded video

https://youtube.com/watch?v=52Dhed2QwAo

Display **slide 10.** Describe the 30-Second Expert instructional strategy to students. Ask them to find a partner and explain that the first person will take 30 seconds to share everything they learned from the video. Switch places. The second person will take 30 seconds to repeat what they heard from the first person and then add anything else they learned from the video. Convey to learners the importance of collaborative thinking involved with this strategy. Ask for volunteers to share with the group what was learned about Canva from their partner.

45 minutes

Extend

Display **slide 11.** Describe to the students how to use Canva to introduce their "All About Me" Name Tents. They will go to Canva.com and log in or sign up. Have students access this template link and instruct them to create their own “All About Me” page by adding the information from their Name Tents. Ask them to try the creative options and to create a 60-second video describing their page. When they are ready to create their video, move to **slide 12.** Share the directions with students for creating their own video. Instruct them to use the Elevator Speech strategy. Have them try the creative options outlined on the slide and create a 60-second "All About Me" post. Remind them that their classmates will be viewing their videos as a community-building activity. Allow students to move to a quiet space to record their videos if necessary. When students have completed their videos, display **slide 13**. Use the instructions on the slide to guide students in posting the link to their Padlet page.

Teacher's Note: Elevator Speech

For this activity, the Elevator Speech strategy will need to be modified, as students will be preparing informative speeches that are 60-seconds long rather than 30-second persuasive speeches. Let your students know that the object of the activity is to create and deliver a 60-second speech about a subject (which in this case will be themselves). Remind students that, as they deliver their speeches for their page, they should remain relaxed, confident, and energetic as they are speaking. Reassure them that they can record the video again if they make a mistake while speaking.

45 minutes

Evaluate

Display **slide 14.** Ask for a few volunteers to share their videos. Demonstrate how to respond to a video with a video response by clicking the "+" symbol in the comment box and selecting "Video recorder." Show them where to add a comment for posting positive comments or questions. Give examples of positive comments and clarifying questions.

Teacher's Note: Possible Student Responses

Positive Comments:

1. Your introduction was interesting and fun to watch!
2. I liked the way you used the filters to help describe yourself.
3. Your page was amazing! It was cool that we liked the same novel.

Clarifying Questions

1. Why did you choose *To Kill a Mockingbird* as your favorite novel? Do you like historical fiction?
2. What did you use to add background music to your page?
3. Why is writing your favorite part of language arts? What is your favorite type of writing?

Present the next steps to the students which include the following:

1. View three classmates' videos.
2. Post one video response.
3. Post one positive comment.
4. Post one clarifying question.

Display **slide 15.** Hand out 3x5 cards for Exit Tickets. Ask the students to answer the Essential Question, "How does social media help build relationships and community?" Inform the students that you will discuss this question at the next class meeting.

Remind students that Canva and Padlet are great tools that can be used for introductions, formative assessments, projects, and discussion posts.

Teacher's Note: Getting Acquainted with Tech Tools

Tech tools are best mastered when used frequently during the learning phase. Consider using these at least once each week during the first nine weeks so that students feel comfortable with the tools. You can use the tools for formative assessments, community building, projects, discussion posts, etc.

Connecting Classmates Engage with Scaffolded Classroom Practices is available as a professional development activity. Check it out Connecting Classmates: Engage with Scaffolded Classroom Practices.

Resources

- Canva for Education. (n.d.) Record yourself [Video]. https://www.youtube.com/watch?v=52Dhed2QwAo
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Canva. Tech tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Elevator speech. Strategies. https://learn.k20center.ou.edu/strategy/57
- K20 Center. (2022, April 27). Connecting classmates: Engage with scaffolded classroom practices." Professional development module. https://learn.k20center.ou.edu/professional-learning/2126
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- K20 Center. (n.d.). 30-Second expert. Strategies. https://learn.k20center.ou.edu/strategy/1048
- Willis, J. (2018, July 13). The value of active listening. Edutopia. https://www.edutopia.org/article/value-active-listening