

Resource:

## Top tips for staying connected



<https://www.bbc.com/ownit/take-control/top-tips-for-staying-connected>

»» Video: N/A

»» Article: 2 min read

### Learning objectives:

- »» 'I can describe ways people who have **similar likes and interests** can get together online'
- »» 'I can describe strategies for **safe and fun experiences** in a range of online social environments (e.g. livestreaming, gaming platforms)'
- »» 'I can describe some of the ways people may be involved in **online communities** and describe how they might **collaborate constructively** with others and make **positive contributions** (e.g. gaming communities or social media groups)'

### Content summary:

- Be creative, together
- Exercise together, from afar
- Video chats or phone calls
- Film or games night
- Book/Homework Club

### Glossary:

- **Isolation:** by yourself
- **Playlist:** a list of songs or videos
- **Virtual:** something that exists in the digital world, but not in the real world
- **Interactive:** the action and communication between two things, like between you and your game



<p>Topic introductions and starters</p>	<p><b>Before reading the article:</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to write down three ways they use the internet or digital devices to connect to other people</li> </ul> <p><b>After reading the article:</b></p> <ul style="list-style-type: none"> <li>• Compare their lists written before reading the article to the headings in the article – did they have any different ways of connecting?</li> <li>• Check understanding of specific vocabulary and key terms from the article: isolation, playlist, virtual, interactive – add to class dictionary/glossary</li> <li>• Write a simple one sentence 'dictionary' definitions of key vocabulary – share with the class and decide on the best version</li> <li>• Ask pupils to discuss and then create lists of ways that they have connected with people using technology</li> <li>• Ask pupils to take the headings and write their own sentences to explore the ideas given in the article further</li> </ul>
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Discussion Points	<ul style="list-style-type: none"> <li>• <b>Why is staying connected with friends and family important?</b> What happens if you don't connect? Does everyone enjoy being connected?</li> <li>• <b>Is connecting online the same as being with people offline in real life?</b> What are the differences? Is one better than the other?</li> <li>• <b>How can you stay safe when connecting with people online?</b> What about friends of friends? Is video chat always safe? What should you avoid sharing? How does it compare to meeting people offline? Is it more dangerous?</li> </ul>
Fillers and fast finisher activities	<ul style="list-style-type: none"> <li>• Create some new headings for the 'top tips' list and add sentences describing ways to connect with friends and families</li> <li>• Create hand-drawn illustrations for each heading with examples of the activities being described</li> <li>• Create a pros/cons list for connecting online and offline, using a table to compare both ways of connecting with people – which is best?</li> <li>• Make a mind map to show what the article is suggesting in a different, more visual format – add symbols and small illustrations</li> </ul>
Signposting potential homework activities	<ul style="list-style-type: none"> <li>• Create a digital collage of images to illustrate some of the activities in the article</li> <li>• Create a checklist to remind people of how to stay safe online while connecting in the ways described in the article</li> <li>• Create a poster/advert for one of the connection activities in the article and make it sound/look as positive and exciting as possible</li> </ul>



## Test your knowledge with an Own It Quiz

<https://www.bbc.com/ownit/take-control/tips-to-stay-connected-online-quiz>

Project Evolve has further resources to help cover these learning objectives.  
Please note that registration is required to access these materials.

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[Link: 'I can describe ways people who have similar likes and interests can get together online'](#)
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[Link: 'I can describe strategies for safe and fun experiences in a range of online social environments \(e.g. livestreaming, gaming platforms\)'](#)
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[Link: 'I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions \(e.g. gaming communities or social media groups\)'](#)