



GRADES 9–12 FAMILY CONVERSATIONS

## SELF-AWARENESS IN DIGITAL LIFE



### Talk About How Your Teen Can Use Social Media Authentically

Your teen is learning about the benefits and drawbacks of how people present themselves on social media. Use these questions to talk with your teen about how they present themselves online and why they make the choices they do when they share.

Ask these three questions:

1. *I hear you were talking in class about how people sometimes present a limited or different version of themselves on social media. Do you think the "you" that people see online is the real you? Or are there multiple "yous" online? Why, or why not?*
2. *What are some benefits of creating a version of yourself online? How about drawbacks?*
  - Listen for (or suggest):
    - *A chance for self-expression and sharing interests or talents.*
    - *Focusing on only the happiest moments from people's lives.*
    - *Seeing unrealistic beauty standards from photo editing and filters.*
    - *Overthinking what you post causing anxiety or stress.*
    - *Old posts being seen by employers or colleges.*
3. *What are some strategies for creating an online presence that feels most authentic to you?*

Learn more about how to define your digital footprint at [commonsense.org/digital-footprint-tips-for-families](https://commonsense.org/digital-footprint-tips-for-families).

Family handout for grade 10 lesson [Curated Lives](#), or 9–12 classroom activity [Who Are You on Social Media?](#)



DIGITAL FOOTPRINT &amp; IDENTITY

*We define who we are.*



GRADES 9–12 FAMILY CONVERSATIONS

## SELF-MANAGEMENT IN DIGITAL LIFE



### Talk About How Your Teen Can Take Control of Their Screen Time Habits

Your teen is learning to identify how their use of technology can affect their physical and emotional health. Use these questions to talk with them about how they can be more in control of their screen time habits.

Ask these three questions:

1. *I hear you were talking in class about screen time and establishing healthy habits with technology. What did you learn about different types of screen time?*
  - Listen for (or prompt):
    - **Active** use is contributing content through posts, comments, or any other form of online communication and expression.
    - **Passive** use is scrolling through online content without reacting to it.
    - **Passive** screen time may be more strongly linked to negative well-being, and active screen time is linked to positive effects.
2. *Do you think you spend more time using your devices actively or passively?*
3. *Are there any digital habits you have that you're thinking about changing? What changes are you going to try?*

Learn more ways to find balance in your digital lives at [commonsense.org/media-balance-tips-for-families](https://commonsense.org/media-balance-tips-for-families).

Family handout for grade 12 lesson [The Health Effects of Screen Time](#), or 9–12 classroom activity [Screen Time: How Much Is Too Much?](#)



MEDIA BALANCE &amp; WELL-BEING

We find balance  
in our digital lives.



GRADES 9–12 FAMILY CONVERSATIONS

# RESPONSIBLE DECISION-MAKING IN DIGITAL LIFE



## Talk About How Your Teen Can Think Before They Post About Others Online

Your teen is learning to think about how what they post online can affect their reputation and that of their friends. Use these questions to talk with them about their responsibilities when posting information about others online.

Ask these three questions:

1. *I hear you were talking in class about sharing pictures and info about others online. How do you feel about your friends posting photos of you without asking?*
2. *Why should we be thoughtful about posting info about others? What kinds of negative effects could there be?*
  - Listen for (or suggest):
    - *It might upset or embarrass them.*
    - *It might get them in trouble now or later in their lives.*
    - *It could harm your friendships.*
    - *You can never erase what's online, so it might hurt their opportunities in the future (college, jobs, etc.).*
3. *Do you have any strategies for being more thoughtful before you post something about someone else?*
  - Listen for (or suggest):
    - *Consider who might see what I post.*
    - *Think about whether I'd feel comfortable if someone posted this about me.*
    - *Ask my friend's permission to post it.*
    - *Think about whether it would offend others in my community (parents, grandparents, teachers, etc.).*

Learn more about how to define your digital footprint at [commonsense.org/digital-footprint-tips-for-families](https://commonsense.org/digital-footprint-tips-for-families).

Family handout for grade 9 lesson *Protecting Online Reputations*, or 9–12 classroom activity *Perspectives on Posting*



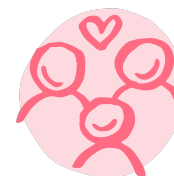
DIGITAL FOOTPRINT &amp; IDENTITY

*We define who we are.*



GRADES 9–12 FAMILY CONVERSATIONS

## RELATIONSHIP SKILLS IN DIGITAL LIFE



### Talk About How Your Teen Can Build Healthy Relationships Online and Offline

Your teen is learning how technology and the internet can affect their friendships. Use these questions to talk with them about building healthy relationships when communicating online.

Ask these three questions:

1. *I hear you were talking in class about the positive and negative effects of social media or devices on friendships. How do you think digital devices and social media affect your friendships?*
2. *Do you feel pressure to respond right away when someone texts or DMs you?*
3. *What are some strategies for making sure your online communication is healthy for everyone?*
  - Listen for (or suggest):
    - *Communicate in the appropriate way for the situation (text, phone call, face-to-face, etc.).*
    - *Resist the pressure to be constantly connected.*
    - *Ask for help when you need it.*

Learn more ways to communicate safely online at [commonsense.org/online-relationships-tips-for-families](https://commonsense.org/online-relationships-tips-for-families).

Family handout for grade 10 lesson *Rewarding Relationships*, or 9–12 classroom activity *Friendships & Boundaries Online*



RELATIONSHIPS & COMMUNICATION  
**We know the power  
of words & actions.**



GRADES 9–12 FAMILY CONVERSATIONS

## SOCIAL AWARENESS IN DIGITAL LIFE



### Talk About How Your Teen Can Respond to Online Hate Speech

Your teen is learning about hate speech. **Hate speech** is an attack using any form of communication that targets a person or group on the basis of who they are. The attack might focus on race, gender, religion, ability, sexual orientation, or other aspects of identity. Use these questions to talk with your teen about how to respond when they see hate speech online.

Ask these three questions:

1. *I hear you were talking in class about online hate speech. Have you ever come across hate speech? (If yes:) How did you feel when you saw or heard it?*
2. *Why do you think people post hate speech online?*
3. *What are some things you can do to combat hate speech when you see it?*
  - Encourage them to think about:
    - *How they react if the hate speech is directed at them or their community.*
    - *Ways they can be an ally or upstander when they see hate speech against others.*

Learn more ways to be kind and courageous online at [commonsense.org/cyberbullying-tips-for-families](https://commonsense.org/cyberbullying-tips-for-families).

Family handout for grade 10 lesson [Countering Hate Speech Online](#), or 9–12 classroom activity [The Impacts of Online Hate Speech](#)



CYBERBULLYING, DIGITAL DRAMA &amp; HATE SPEECH

We are kind & courageous.