



Socialization & Online Schooling



Welcome!

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Presenter

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Chat Moderator



Agenda

- 1) What is **socialization** and why is it **important** to my student?
- 2) What impact does **online schooling** have on socialization?
- 3) What **strategies** can I use to support my student?





**What is socialization?
Why is it important?**



Socialization is...

1. **Interacting** with people who are about their own age
2. Learning how to behave in **safe and acceptable** ways



Socialization is *important* because...

- It's a life skill
- It's one way to **make friends**
- We need to Interact with peers & teachers to **grow and learn**
- Being connected with others helps us to **build self-esteem** and develop a **sense of belonging**





**What impact does online schooling
have on socialization?**



What impact
does online
schooling have
on socialization?

Stats

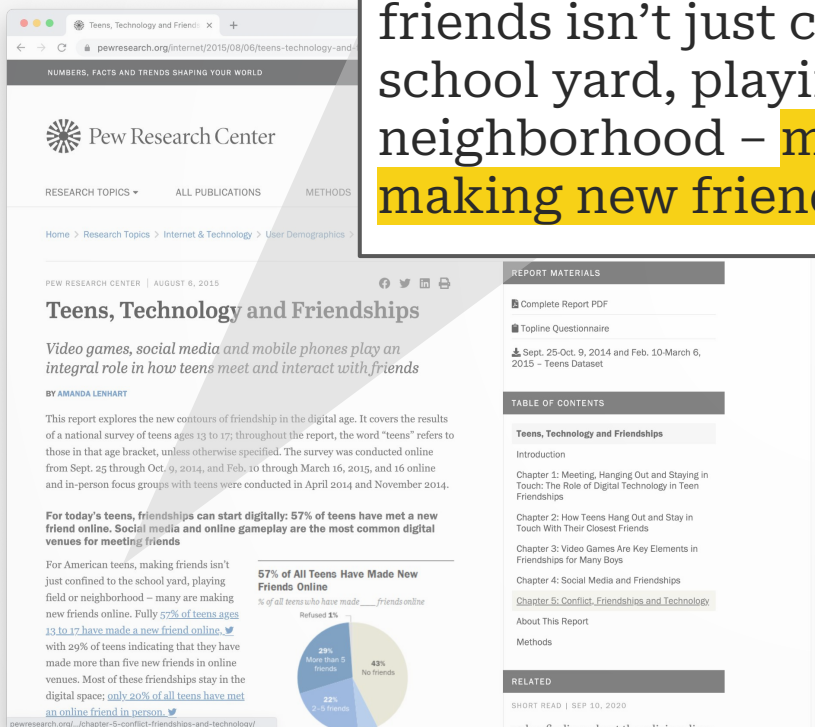
For American teens, making friends isn't just confined to the school yard, playing field or neighborhood – many are making new friends online.

57%

of teens have met a new friend online

51%


of teens would rather communicate digitally than in person, even with their friends



Source:

<https://www.pewresearch.org/internet/2015/08/06/teens-technology-and-friendships/>






What impact
does online
schooling have
on socialization?

Safe & Acceptable

We have a number of families who choose our school because their child experienced **unsafe & unacceptable** interactions in a brick-and-mortar setting.

We have families who tell us that their child was bullied while physically attending school, and we can provide a **safe environment for students to focus on their learning** and some of their other interests.





What impact
does online
schooling have
on socialization?

Safe & Acceptable

A number of Learning Coaches tell us that something that they enjoy about online schooling is knowing first hand the academic content and skills that their students are learning.

In the same vein, Learning Coaches are also positioned to have a strong pulse on the social interactions that their student is part of. This allows them to make sure that their student is participating in **safe and acceptable interactions** and allows them to step in quickly if those interactions go off track.



Establishing Boundaries for Online and In-Person Socialization

Online:

- Do not ever give out personal information to people you do not know.
- Be aware of peer pressure.
- For families: Be aware of what your student is doing online.

In-Person:

- Be aware of peer pressure.
- If you do not feel comfortable about something, don't do it.
- For families: Be aware of how your student is spending their time.



Social Development Over Time - Resource

This resource includes:

- A description of social skill development over time

Social Development by Grade	
What does typical social development look like over time?	
Kindergarten - 2 nd Grade	Development of preferred playmates or "best friends"
	More cooperative with rules
	Understand the differences between real life and pretend play
	Develop sensitivity to the feelings of others
3 rd Grade - 5 th Grade	Begin to understand embarrassment
	Can control anger more of the time and express emotions appropriately
	Show good sportsmanship
	Aware of what's fair and unfair
6 th Grade - 8 th Grade	Able to choose the best decision to a problem and analyze if the solution is working
	Spends time with a few close friends
	Value the opinion of friends and might have a desire to be liked or "popular"
	More likely to be sensitive to what others think of them
9 th Grade - 12 th Grade	Become more self-sufficient with homework and organizational skills
	Question authority and family values as their personal morals develop
	Seek out new experiences
	Increased independence and taking responsibility for own actions
13 th Grade	Understand that their actions have consequences now and in the future
	Know their strengths and weaknesses

Social Development by Grade



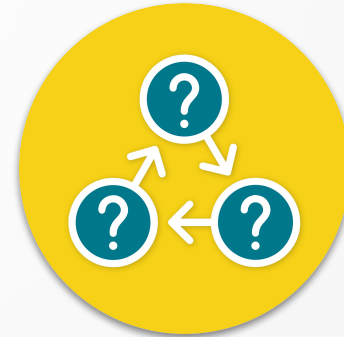


**What strategies can I use
to support my student?**



Strategies - Overview

1. **Explore** your student's interests
2. **Practice!**
 - a. *Role Play*
 - b. *Start Small*
 - c. *Questions & Connections*
3. **Recognize** them for trying
 - a. *Positive Reinforcement*



Strategies - Explore Your Student's Interests

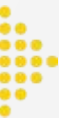
Online	In-Person
Gaming	Sports and Clubs
Social Media	Religious Groups and Events
Chat online	Boy Scouts & Girl Scouts
Virtual Movie Night or Book Club	Employment for older students
	Movie Night or Book Club



Strategies - Explore Your Student's Interests

Questions you can ask to Explore your Student's Interests:

1. What do you like doing for **fun**?
2. What are some of the **reasons** you enjoy this?
3. Do you know of **other kids** who share your interests?
4. What do you think are some ways you can **pursue** this interest?
5. What can I do to **help** you pursue these interests?



Strategies - Practice



Role Play



Start Small



**Ask Questions &
Make Connections**



Role Play - Practice makes progress!

Act it out! Follow these easy steps...



1. Set the scene - What's the scenario?
2. Assign characters - Who's playing who?
3. Action! - Try it out



Start Small - Applications



Online

Call a family member, perhaps a cousin around the same age

Answer questions in the chat during a Live Lesson

Try a video chat with a peer

In-person

Say hello to another kid at the playground.

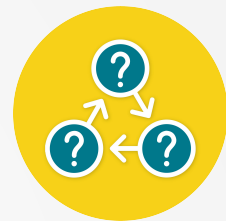
Make small talk with a teenage employee at the grocery store

Try Questions & Connections at a Group Event



Questions & Connections - Overview

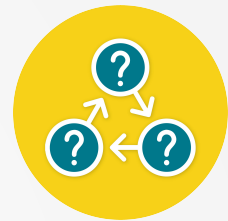
An easy way to make connections with others quickly...



- When we ask others questions, we are showing that we have an **interest** in them.
- When we make a connection to someone's answer, we are showing them that we are **listening actively** to their responses.



Questions & Connections - Application



Examples of some easy interactions...

Questions	Connections
“What do you like to do on the weekends?”	“That sounds fun. I like to...”
“What’s your favorite subject in school?”	“You like that class? Me, too!”
“What kind of music do you listen to?”	“I don’t know them. I’ve been listening to...”
“What’s the last movie that you saw?”	“I saw that movie. I liked when...”
“How do you spend your time when you’re done with school for the day?”	“Nice. I spend a lot of my time...”



Recognize them for trying

- “Hey! I noticed that you asked a couple of questions.”
- “From where I was, you looked confident. How were you feeling?”
- “It can be hard to put yourself out there, and I saw you trying your best.”

Positive Reinforcement Language	
for learning coaches to promote a Growth Mindset	
When your <i>student</i> says...	The <i>learning coach</i> says...
I'm NOT GOOD at this	No one is good at it in the beginning. Let me ask you some questions so we can work out what you're missing.
I GIVE UP	I'll teach you a new strategy so you'll have a way forward.
IT'S GOOD enough	That might be your best by today's standards. As you get better it will become your second best.
I CAN'T MAKE this any better	This is something you can do to make it better...
This is TOO HARD	It's meant to be hard. We grow by challenging ourselves.
I made A MISTAKE	Let's work out why you made that mistake and what we have to do to correct it.
I just CAN'T DO that	I'll show you how to train your brain so you're able to do that.
I'll NEVER BE that smart	Being smart is something you learn. Let me teach you how to be smarter!
Plan A DIDN'T WORK	I'll help you with some new strategies so you can create a different plan.
My friend can do that	How has your friend gone about learning this?

Positive Reinforcement Language

This resource includes:

- Positive reinforcement language you can use to respond to your student





Going Forward



We're here for you!

Email:

help@myschool.org

Call:

Arizona	Colorado
602-641- 8220	720-713 -1916





Thank You!

