

# ELA STUDY GUIDE

**Grade Level:** 8th Grade

**Video Title:** *How Full Is It?*

**Media Literacy Focus:** Practicing discernment before engaging with social media content by evaluating whether it is **Hurtful**, **Helpful**, or **Truthful**.

## Essential Question

**How do we responsibly evaluate the emotional and factual content of posts before reacting or resharing them online?**

## Learning Targets

Students will:

- Critically evaluate digital content for tone, intention, and accuracy
- Apply the “How FULL Is It?” rule to analyze social media behavior
- Reflect on the emotional and reputational consequences of online actions
- Construct written and spoken arguments using evidence and reasoning

## Vocabulary

- **Helpful** – Content that contributes positively to a conversation or person’s well-being
- **Hurtful** – Content that harms others emotionally, socially, or reputationally
- **Truthful** – Verifiable, accurate, and honest information
- **Bias** – A tendency to favor one perspective, sometimes unfairly
- **Intent** – The purpose behind a post or message
- **Digital Reputation** – The perception others form based on your online behavior
- **Ethical Communication** – Sharing information in a responsible, honest, and respectful way
- **Empathy** – The ability to recognize and respect the feelings of others

## Whole Group Discussion Prompts

- Why might someone post something online that's funny but also hurtful?
- Is it ever okay to share something that isn't 100% true?
- How can empathy shape what we choose to say or share online?
- What responsibility do we have when we see a hurtful post from someone else?

Encourage students to support their responses with examples and respectful debate.

## **Activity 1: Social Post Courtroom**

**Objective:** Students evaluate sample posts using the “How FULL Is It?” rule and defend their judgment.

### **Instructions:**

Divide the class into small groups and assign each a fictional social media post. For each post, students must:

1. Determine whether it is **Hurtful**, **Helpful**, or **Truthful** (or a combination)
2. Build a case defending their classification
3. Present their arguments to the “classroom jury” using supporting evidence

Classmates vote on whether they agree with the ruling and explain why.

## **20 Fictional Post Samples: *How FULL Is It?***

1. “Ugh, maybe if Maya didn’t talk so much in class, we could actually learn something.”
2. “You matter. Just in case no one told you that today.”
3. “BREAKING: School lunch meat causes brain fog — SPREAD THE WORD!!”
4. “I just found a lost dog outside the gym! Brown with a blue collar. DM me!”
5. “Some people should NOT be allowed to present in front of a class. Ever.”
6. “Hot take: Not everything online needs your opinion. Silence is underrated.”
7. “Aliens were confirmed in Area 51 — my cousin's friend saw it.”
8. “Huge shoutout to Mrs. Gomez for helping me with math today. Lifesaver!”
9. “Y’all ever notice how Jaylen wears the same hoodie every day?”

10. “Reminder: Just because it’s private doesn’t mean it’s not a screenshot risk.”
11. “Don't believe what you hear about me. People just love to make stuff up.”
12. “For real, if you’re not lifting others up, sit down.”
13. “Here’s a video of someone slipping in the hallway today. Watch it 3 times”
14. “Got an A on my science project! Thanks to everyone who helped!”
15. “Don't trust Zariah. She'll act nice to your face and roast you in DMs.”
16. “PSA: That ‘life hack’ about putting your phone in the microwave is fake. Don't do it.”
17. “Real ones check on friends who go quiet for a while.”
18. “You know who’s the worst teammate ever? Starts with a D...”
19. “This video is edited to look real, but it’s actually AI-generated. Don't fall for it.”
20. “We made 50 sandwiches today for people in need. Best service project ever.”

Each of these posts prompts students to consider:

- **Hurtful** – Does it mock, exclude, embarrass, or bully?
- **Helpful** – Does it support, inform, or uplift?
- **Truthful** – Is it accurate, fair, and verifiable?

You can assign these in stations, debate teams, or use them to build a *Digital Media Analysis Portfolio*.

## **Activity 2: Digital Reputation Timeline**

**Objective:** Students examine how small online decisions can shape long-term digital identity.

### **Instructions:**

Students create a timeline for a fictional character named “Jordan” who posts 5–7 things online over time. Some are helpful, others hurtful or untrue. Then they:

- Write a paragraph describing Jordan’s digital reputation at the end
- Reflect on what Jordan could have done differently

- Share with a partner and compare their conclusions

## Writing Prompt

### Argumentative Essay Prompt:

Should schools actively teach students how to evaluate digital content using rules like “How Full Is It”? Why or why not?

Students should:

- Make a clear claim
- Provide 2–3 supporting reasons
- Use evidence from the video and real-world experiences
- Address a counterclaim and rebut it

Encourage strong organization and effective use of transitions.

## Creative Extension: *Empathy Campaign Project*

**Objective:** Design a campaign that encourages thoughtful posting online.

### Student Tasks:

- Choose a slogan (e.g., “Post with Purpose” or “Think Before You Share”)
- Create a digital poster, video PSA, or Instagram carousel that promotes the “How FULL Is It?” concept
- Share final projects in a digital gallery or school bulletin board

This can double as a cross-curricular art or tech activity.

## Final Reflection

### Prompt:

After learning about the “How Full Is It?” rule, what’s one real change you’ll make in how you behave online?

Students write a brief journal reflection and optionally share aloud.

# Alabama Digital Literacy and Computer Science (DLCS) Course of Study Correlation – 8th Grade

## Strand: Digital Literacy

- **DLCS.8.1** – Demonstrate safe, ethical, and responsible use of digital tools.  
*Students evaluate social media posts and make thoughtful decisions about sharing or commenting.*
- **DLCS.8.2** – Evaluate digital content for accuracy, perspective, and potential bias.  
*The “Truthful” element of the rule helps students assess accuracy and underlying intent.*
- **DLCS.8.3** – Analyze the emotional, social, and legal impact of digital communications.  
*Activities explore how hurtful content affects reputations and relationships.*
- **DLCS.8.4** – Demonstrate digital empathy and etiquette.  
*Students are encouraged to understand others’ perspectives and use respectful online behavior.*
- **DLCS.8.6** – Evaluate the impact of digital footprints and develop a positive online presence.  
*“Digital Reputation Timeline” directly reinforces this standard.*

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