TestDrive

EDUCATOR GUIDES

Contents

Usernames, Passwords and Bios

This mini-lesson will teach kids how to choose smart usernames and passwords. It also gets kids oriented to Social Media TestDrive.

What are usernames, and why are they important?
Usernames are the way we identify each other online. When we log into a website, our username tells it who we are. Different websites have different requirements for what your username can be, but most websites let us use anything. It's important to think carefully about what username you'd like to use.

How do I pick a good username?
Think about the website's purpose. Is it for connecting with friends? Then you might just use your first name or a nickname. But if you don't want anyone to know you, pick something anonymous.

What are passwords, and why are they important?
Passwords are like keys that help us get into our accounts. Just like a safe or locker, only the people who know the key can get inside the account.

How do I pick a good password?
Passwords should be easy to remember so we don't get locked out of our accounts, but we also want to make it hard for others to guess them. People are good at guessing, so it's smart to make your password something that isn't too obvious. Computers can guess a lot of passwords in a short period of time. To make your password hard for a computer to guess, it's a good idea to make it long. Making a password that's both hard to guess and easy to remember is difficult. Try making your password a phrase or sentence rather than a single word, or just the first letter of each word in a sentence.

What are display names and photos?
Display names and photos help personalize your account and give other people an idea of who you are. Some people use their real names, while others use names they make up based on their interests. Your photo can be a picture of yourself or anything else that you like.

What other information can I share?
TestDrive will let you add as much information about yourself as you would like, including your location. How much information you enter is up to you. Be mindful that other people can visit your profile to learn about you.

ACTIVITY
Getting Started

Step 1: Finding the Webpage

Go to learnlove.life in your Internet browser. Then click the "Create Account" button at the top of the screen.

Step 2: Pick a Username

Think about the name you'd like the site to know you by. What kind of information would you like your username to contain?

Step 3. Pick a Password

Think about the tips you heard for creating passwords. How will you choose a password that you can remember, but will be hard for others to guess?

Step 4. Pick a Display Name and Photo

What name and photo do you want other people using the site to see? How do you want them to think of you? How much information do you want to share?

Step 5. Set a Location and Bio

Decide whether you want to share more about yourself, like what your interests are or where you live.

Step 6. Review All of the Information You Entered

This is how every user of the site will see you. What do you think about your online profile? Why did you choose to share or not share the information that you did?

Step 7. Practice Logging In and Logging Out Again

Click "Log Out" at the top of the page. Enter your new username and password to re-enter the site. Were you able to log in correctly?

Smart Self-Representation

Introduction

This module will help build smart self-presentation and self-disclosure skills. We define self-disclosure as the information that we share about ourselves to others. This can be anything from extremely personal stuff, to just everyday things — anything that tells someone else something about us. Not all self-disclosure is bad; in fact, it helps us make friends and build good, trustworthy reputations. Self-presentation is kind of like the sum of a lot of different self-disclosures- it's how we act around other people, and how they see us. Social media sites allow us to craft our own identities, and reach lots of other people at once, so presenting ourselves carefully is very important.

Social media sites, and other communication technologies, make these issues even more difficult. Many social media sites allow multiple audiences to view what we post, making it hard to present ourselves differently to different groups of people. Online technologies also make it hard to remove things we put online, so things can persist and spread.

It's especially important to understand what kind of audiences we have on different social media sites we use. Many different people use these sites — friends, parents, teachers, strangers, and everyone in between. Knowing what to keep private and what to share — and with who — is an important skill. It affects how people see us, which can mean impacts for our friendships, families, and future chances.

Introductory Questions

- What does "self-presentation" mean?

- What does "self-disclosure" mean?

- Why might we care about self-presentation and self-disclosure?

- What are good and bad types of self-presentation or self-disclosures?

- How do you want people on social media to see you?

Audience Control

- When you see something exciting, strange, or funny, do you keep it to yourself? Or do you want to share it with other people?

- Who sees the things you post online?

- Who is your audience for... [face-to-face conversations, phone calls, texts, Facebook, Kik, Instagram, Email, Snapchat, Musical.ly]?

- What do you use to communicate with your ... [family, friends, teachers, others]?

- Would it be weird to talk to your teachers on an app you usually use to talk to your friends?

- Why might it be hard to control who sees information that we post online?

ACTIVITY

Smart Self-Presentation

Ask:

What do you do when you see someone presenting themselves, or disclosing something, that's not so smart? How do you react?

Say:

In this activity, we're going to see how others are presenting themselves online and what they're disclosing. On this site, like on Facebook or Instagram, everyone can see everyone's posts — whether they're parents, friends, or strangers.

Your job is to decide whether the things the other users are disclosing are smart or not. Are they aware of their audience? Are they keeping things positive? Are they posting anything that's secret, or that they might regret?

If you see that another user is doing a good job, hit the "like" button next to their post to tell them so. If they could use some improvement, use the "reply" function to explain to them how they could improve. You don't have to like or comment on every post - if it's neither good nor bad, you don't have to do anything.

You might see that other people are replying to peoples' posts too. If you think someone else's reply isn't smart self-presentation, you can comment on that too.

After you're done scrolling through the news feed and offering feedback on peoples' posts, make a post of your own! Use the "new post" button on the top menu to create a post. Think up something that you'd like to share that would be an example of smart self-presentation, and use a search engine to find an image to go with it.

When you're done, you'll get a chance to review the posts you reacted to.

Any questions?

Post-Activity Discussion

Review the types of posts you commented on:

- What kind of things did you click the "like" button for?
- Why did you think these were examples of smart self-presentation?
- What kind of posts did you comment on?
- What kinds of comments did you make? Why did you think these users could improve their self-presentation?

Discuss the posts you reacted to with a group or with another student.
Do you disagree with any of the "likes" or comments that they made? Why?

What do you think are the consequences of poor self-presentation? What kind of self-disclosures do you make on social media?

How do you want others to see you on different social media sites?

Think about about a post you made in the past, or something you've shared with someone else. Do you think you would've "liked" that post? Or would you reply to your past self with advice on how to make smarter disclosures?

If you created a post of your own, what did it say and why?

Stopping Cyberbullying

Introduction

This module will help teach kids how to detect signs of cyberbullying and how to react when they find it. It builds on work that suggests that being an "upstander" in situations of bullying can go a long way toward getting bullying to stop.

Cyberbullying can be described as harassing or demeaning behavior that occurs online or via information technology, and is often repeated. Unfortunately, it is fairly common among teens. Cyberbullying can take the form of negative comments from a stranger, or posting embarrassing pictures of your friend. Things that are meant to come off in a joking manner can have negative consequences. Researchers have found that encouraging "upstanding" behavior, rather than "bystanding", can help mitigate cyberbullying.

Communication technologies can be a positive space for teens to interact and grow, but it can also be a space filled with negativity. It is important that this module teach teens how to maintain positive interactions and to stop any possible negativity that may ensue.

The following pages contain questions to promote classroom discussions and activities to engage students.

Introductory Questions

- Why might we care about cyberbullying?

- What are the consequences of cyberbullying?

- How do you know if someone is being cyberbullied?

- What is "cyberbullying"? What actions might be considered cyberbullying?

- How common is cyberbullying? Have you seen it happening?

- Why might we care about cyberbullying?

Upstanding Behavior

- What does it mean to be an upstander?

- What are different ways to stand up against bullying offline? How do you:
  - Support the victim?
  - Tell an adult?
  - Respond to the bully?
- What are ways to stand up against bullying online or on social media? How do you:
  - Support the victim?
  - Block the bully?
  - Tell an adult?
  - Report or flag the post so the site can remove it?
  - Respond to the bully?
- How is cyberbullying different from offline bullying? Think about:
  - Anonymity - not knowing who the bully is
  - Ease of repeating or spreading mean comments
  - Deciding who to report something to - website vs an adult you know
  - Drawbacks for responding to the bully - retaliation, flame wars, etc.

ACTIVITY

Be An Upstander

Ask:

What do you do when you see someone is bullying or being bullied online? How do you react?

Say:

In this activity, we're going to look at a social media site and see how others interact. On this site, like Facebook, Twitter, or Instagram, everyone can see each other's posts, including your friends, parents, coaches or teachers, and other people.

Your job is to decide whether the posts people share are appropriate. Particularly, are they hurtful? Are they unnecessarily rude or mean? Do they make you worried? Do you see any personal attacks? Flag any posts you think are bad and should be deleted.

If you see someone saying something you think is rude or mean, you can reply to their post to tell them how to improve their behavior. If you see that someone has been hurt by another's actions, you can reply to their posts to offer help or support. You might see that other people are replying to people's posts. You can add to those conversations too.

If you see someone saying something that's kind or supportive, or someone who is standing up against cyberbullying, you can "like" their post to tell them they're doing a good job.

After you're done scrolling through the news feed and offering feedback, click "next." You'll get a chance to review the posts you have reacted to.

Any questions?

Optional Activity "Say Something Positive": If they complete the News Feed activity early, participants can make their own posts on the site that use the upstanding skills they've learned.

Post-Activity Discussion

Review the types of posts you commented on.

- Why did you respond the way you did?
- What kinds of things did you say?
- What kinds of posts did you flag? Why did you flag them?

Discuss the posts you flagged and replied to with someone else.

- Did both of you flag the same posts?
- Do you agree with his or her replies?
- Are there any posts you wished you flagged or replied but you did not? Why?
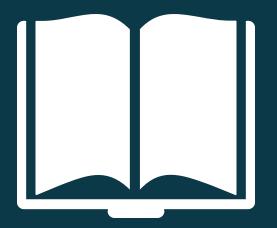- What kinds of posts did you "like"?

If you made your own post, what did your post say? Why?

What do you think are the consequences of cyberbullying:

- For the victim?
- For the bully?

Think about the websites you go on or the social media sites you use. Do you ever see cyberbullying happen on those sites? What will you do to stop it?

How is being an upstander different offline and online? What are things that we need to think carefully about when trying to stop a cyberbully? (anonymity, retaliation, etc)

Information Literacy

Introduction

Issues of information literacy are a hot topic in recent years. Evaluating the quality and veracity of facts, and detecting "fake news" — are vital skills for today's youth. This module will help teach young people how to find and critically assess facts and data they find on social media sites in a conscientious manner.

We define information literacy as the ability to cautiously search and evaluate information online. While social media sites serve as convenient platforms for us to look for materials -- from completing a class project to enhancing our everyday knowledge -- not every source and medium is reliable. Information literacy helps us not only determine the accuracy of internet content and interpret and use new information intelligently, but also helps us be responsible when creating and communicating ideas.

Social media sites introduce additional complications when it comes to evaluating source credibility. Evaluating the validity of news is difficult, but when news is shared by people we know, our judgments about source credibility can be clouded by our perceptions of the credibility of those people. It can be hard to stop incorrect information when it's being shared by people we generally trust, or by many people at once.

Introductory Questions

- How do we know if the things we find online are real or fake?

- What does "information literacy" mean?

- What is "fake news"? Why is it important to be able to tell whether information online is real or fake?

- Have you ever seen fake news on the internet? If so, how do you know it is fake?

- Has your friend ever shared a fact or news story with you online that you thought was fake?

- Do you consider yourself a smart internet user when evaluating and using information online?

- Can you tell the difference between fake and real news?

News Evaluation

- If you need to look for information for a class project online, where do you usually go?

- How do you know your sources are accurate and reliable?

- What are your "go-to" places when viewing information or news for fun online? How do you know the source is dependable?

- What source of information does your school tell you to use?

- What does "satire" mean? How is it different from something being fake?

ACTIVITY

Spot The Difference

Ask:

**Have you ever seen fake information or news on the internet?
What do you do if your friend or family member shares information
you think might not be totally truthful?**

Say:

In this activity, we're going to ask you to identify which news people shared are real and which of them are fake.

Here are some easy ways to identify fake news or information:
Visuals use crazy images, excessive punctuation or ALL CAPS to attract attention
It tries to create an emotional reaction, i.e. make you sad or angry
It claims to be telling a secret or something an authority figure doesn't want you to know
There is no source or author given, and no link to the source material
There are no direct quotes, statistics or data

Your job is to decide whether the things other users shared are trustworthy.
If you think the news or facts are real, hit the "like" button. If you think their posts are questionable, use "reply" to explain why you think so.

You might see that other people are replying to the same posts. That's fine! Just state your opinion, and say why you agree or disagree with their comments.

After you're done, scroll through the news feed and make sure you're happy with your choices. You'll get a chance to review the posts you liked or replied to at the end.

Any questions?

Optional Activity "Spread Real News": If they complete the News Feed activity early, participants can choose a news article from a reputable source and share it in a post of their own. They can include an image from the article to upload.

Post-Activity Discussion

Review the types of posts you commented on.

- What kinds of posts did you pick? Why?
- How are the posts you picked similar to each other?
- How easy was it to determine what posts are facts and which aren't?
- What makes it easy or difficult?

Discuss the posts you chose with the group or with another student. Do you disagree with any of the comments that they made? Why?

Why do you think information literacy is important? Why do you think identifying fake news is important?

Think about a project you've done in the past. Where did you look for information? Were your sources trustworthy?

Think about posts people share online. How would you identify fake posts or news people share?

How will you help your friends and family identify false information online?

If you have to make a post that conveys facts or something that you want others to perceive as truthful, what would you do? What kinds of things would you include in your post?

If you made a post of your own on the site, why did you choose to post what you did?