EDUCATOR GUIDE

Welcome to Social Media TestDrive, an educational program for teaching digital citizenship skills and online prosocial behaviors! TestDrive prepares young people for real-life experiences in the digital world through learning and practicing within a realistic social media simulation.

Introduction

1 **What is the goal of TestDrive?**

TestDrive is an educational program that lets young people learn and practice digital citizenship skills through a social media simulation. Like a driving simulator for young people learning to drive a car for the first time, TestDrive provides a simulated experience of realistic digital dilemmas and scenarios that young people may encounter as they enter the social media world. Each module teaches key digital citizenship concepts, models prosocial behaviors, and offers an opportunity for practice, reflection, and discussion.

2 **What is in a TestDrive module?**

A TestDrive module is a self-guided activity, taking about 20–30 minutes to complete. Each module consists of four key sections:

- **Tutorial:** Youth learn key social media concepts, definitions, and prosocial behaviors in an interactive tutorial format.
- **Guided activity:** Youth participate in a directed activity in which responsible behaviors are modeled and practiced. 2–3 social media posts are shown with clear directions on how to respond and specific actions to take.
- **Free-play:** Youth freely explore and interact with the TestDrive social media timeline, which contains posts and comments relevant to the particular module's topic along with more generic posts. For relevant posts, young people are prompted to engage in the behaviors that were taught in the Tutorial and Guided Activity.
- **Reflection:** All posts relevant to the module topic from the free-play session are highlighted. Youth engage in prompted reflection about their actions (or lack of actions) and why they interacted the way they did.

3 **Who is TestDrive for?**

TestDrive is for middle school-aged youth (ages 9–13) who are new to or not yet engaged with social media, but may enter into the social media world in the near future. Youth can complete TestDrive modules individually at their own pace, in pairs or small groups, or as a guided group activity in educational settings to facilitate learning outcomes. The program can be used in middle school classrooms, after-school programs, informal learning settings, or at home.

4 **Who created TestDrive?**

TestDrive is a platform created by researchers in the Cornell University Social Media Lab, in collaboration with Common Sense Education. The project is generously supported by the Morgan Family Foundation and the National Science Foundation.

Getting Started

1 **How can I access TestDrive?**

Educators can access additional information about TestDrive by clicking here. All TestDrive modules can be accessed from this page. We suggest previewing the modules first to become familiar with them. An overview of the contents of each module (i.e., learning objectives, key terms, prosocial behaviors, and reflection questions) is available in an Appendix at the end of this Educator Guide.

2 **What technology do I need to use TestDrive?**

It is recommended that young people access TestDrive using a desktop or laptop computer for the best experience. If needed, groups of 2–3 youth can share one computer to go through a TestDrive module. However, since only one person at a time can interact with the tool, they will need to take turns during each activity. TestDrive is also compatible with tablets (e.g., iPads, Kindles, Galaxy Tabs, etc.), smartphones, and other mobile devices, but smaller screens may make it difficult to see all content, as boxes containing instructions may overlap with the pictures in the background. **For the best experience, we recommend maximizing the TestDrive browser window on the screen.**

How to Implement TestDrive

1 How can I use TestDrive?

TestDrive modules are self-guided and support individual learning with no outside facilitation necessary. This means that youth can complete a TestDrive module on their own or in small groups. After an individual learner has completed all the activities in a module, parents and other adults working with individual youth can use the reflection questions at the end of each module to have discussions with youth to promote a deeper engagement with the material.

Classroom teachers, technology specialists, after-school-program educators, and others working with groups of youth may wish to facilitate the instruction process with TestDrive. For facilitation guidance, please refer to the Appendix at the end of this Educator Guide, which outlines key terms and prosocial behaviors covered in each module. Additionally, the reflection questions that appear at the end of each TestDrive module (also available in the Appendix) can be used as prompts for a group discussion.

Each module takes approximately 20 to 30 minutes to complete. Pre-teaching and group discussion could take an additional 10 to 20 minutes. Though we encourage youth to complete all TestDrive modules, each module can be completed as a stand-alone activity. There is no prerequisite knowledge for any of the modules. If you would like to implement more than one TestDrive module, a suggested sequence appears below in the Overview of TestDrive Modules.

2 How can TestDrive modules be paired with Common Sense Education's Digital Citizenship lessons?

Each TestDrive module is paired with key concepts from a corresponding Common Sense Digital Citizenship lesson (see alignment chart on next page). If using Common Sense Education's curriculum and TestDrive together, we recommend implementing the Digital Citizenship lesson first and then using the TestDrive module as an extension activity. This will reinforce the skills learned in the Digital Citizenship lesson through practicing them in a safe and realistic social media environment in TestDrive.

3 How can I evaluate progress?

Once youths reach the end of a TestDrive module, they are prompted to answer multiple-choice and open-ended reflection questions about the activity completed within the module. At the end of this page, there is a feature ("Print your responses") that enables young people to save their responses to the reflection questions as a PDF file. You can instruct youths to share this with you through email, Google Classroom, or your Learning Management System (LMS), and review their responses to assess learning outcomes.

Overview of TestDrive Modules

(in suggested order of implementation)

TestDrive Module	Description	Common Sense Education's Digital Citizenship Lesson
Is This Private Information?	This module teaches what is safe to share with different social media audiences and what kind of information is inappropriate to share on social media.	Chatting Safely Online
Shaping Your Digital Footprint	This module teaches how actions on social media create a digital footprint and skills to positively shape digital footprints.	Social Media and Digital Footprints
How to Be an Upstander	This module teaches how to detect signs of cyberbullying and how to respond when seeing cyberbullying happening to others.	Upstanders and Allies: Taking Action Against Cyberbullying
Online Identities	This module teaches how to manage self-presentation and how online identities can change with different audiences on social media.	Who Are You Online?
Social Media Privacy	This module teaches how social media sites collect information about users and offers strategies for protecting privacy on social media.	Being Aware of What You Share
News in Social Media	This module teaches why fake news exists and how to identify the telltale signs of fake news on social media.	Finding Credible News

Data Privacy

1 What information does TestDrive collect from young people?

TestDrive does not collect or store any personal information. Young people are able to choose from a library of photos when creating posts, upload text, make comments on the simulated social media site, and change their profile name, location, and description. All data that users upload are permanently deleted once they finish a module or leave the TestDrive website. Although young people are able to print out or save their reflection question responses, TestDrive does not store or collect this information. Click here to read our privacy policy.

2 Do young people create accounts?

Young people do not need to create accounts or log in to use TestDrive. Every time a user accesses TestDrive, a temporary account is created and it will be deleted after the user finishes a module or leaves the TestDrive website. All data uploaded to the temporary account (e.g., text uploaded with posts, comments on the timeline, profile edits, etc.) is also deleted at that time.

3 Is TestDrive in compliance with the Children's Online Privacy Protection Act (COPPA)?

Yes, TestDrive is in compliance with COPPA. TestDrive does not collect personal information from users.

APPENDIX: Detailed Module Content Guide

1. **Is It Private Information?**
    - Learning Objectives
        - Reflect on what information is safe to share with different types of social media friends.
        - Identify examples of private information inappropriate to share on social media.
        - Learn how to respond to inappropriate requests for private information on social media.
        - Practice creating a social media post appropriate to share with a broad audience.
    - Key Terms
        - Audience: Anyone who can see information about you or posted by you online.
        - Private information: Information about you that can be used to identify you because it is unique to you.
        - Risky: Potentially harmful to one's emotional or physical well-being.
    - Prosocial Behaviors
        - If you have not met someone face-to-face, be careful what you share with them online.
        - If someone you do not know asks for private information, you can change the subject or ignore the message.
        - Ask a trusted adult for advice or help if you feel unsure or uncomfortable in any situation.
    - Reflection Questions
        - How did you respond to messages that asked for private information?
        - What would you do in the future to protect your private information and other people's private information on social media?
    - Aligned Common Sense Education's Digital Citizenship Lesson: Chatting Safely Online

2. **Shaping Your Digital Footprint**
    - Learning Objectives
        - Understand the potential benefits and consequences of sharing online.
        - Reflect on the impact that social media posts can have on one's digital footprint.
        - Identify examples of oversharing on social media.
        - Practice creating social media posts that demonstrate caring for the digital footprints of self and others.
    - Key Terms
        - Digital Footprint: All the information online about a person either posted by that person or others, intentionally or unintentionally.
        - Audience: Anyone who can see information about you or posted by you online.
        - Oversharing: When people share something they later regret.
    - Prosocial Behaviors
        - Think before you post because many things you do online will add to your digital footprint.
        - Think about whether you are sharing too much personal or private information.
        - Think about your friends' digital footprints, too! It is your responsibility to not post embarrassing pictures, gossip, or hateful things about others.
    - Reflection Questions
        - What can you do in the future to make sure you have a positive digital footprint on social media?
        - What can you do in the future to be mindful of other people's digital footprints on social media?
    - Aligned Common Sense Education's Digital Citizenship Lesson: Social Media and Digital Footprints

3. **How to Be an Upstander**
    - Learning Objectives
        - Recognize cyberbullying posts and comments.
        - Learn strategies to be an upstander when someone is being cyberbullied.
        - Practice being an upstander in a simulated social media environment.
    - Key Terms
        - Cyberbullying: When someone posts or shares negative things about someone else online. The bully may use digital devices, sites, or apps.
        - Bully: Someone who hurts a person or a group on purpose more than once.
        - Target: Someone who is being bullied.
        - Upstander: Someone who acts against bullying.
    - Prosocial Behaviors
        - Press the "Flag" button to report the post or comment to the website.
        - Write a supportive comment to the target.
        - Confront the bully and tell them that this behavior is not okay.
        - Tell a trusted adult.
    - Reflection Questions
        - Why is it important for people to act against cyberbullying?
        - What will you do in the future to be an upstander if you see cyberbullying?
    - Aligned Common Sense Education's Digital Citizenship Lesson: Upstanders and Allies: Taking Action Against Cyberbullying

4. **Online Identities**
   - Learning Objectives
     - Understand why people might create multiple social media accounts.
     - Reflect on the benefits and drawbacks of presenting their identity in different ways online.
     - Learn how people can manage diverse online audiences using multiple social media accounts.
     - Practice creating a social media post appropriate to share across audiences.
   - Key Terms
     - Audience: Anyone who can see information about you or posted by you online.
     - Anonymous: Keeping your name and identity hidden online.
     - Curate: To select and organize what you post on social media.
   - Prosocial Behaviors
     - People can have additional or anonymous accounts to post things that are more personal or casual for only a close group of friends to see.
     - Sometimes, people create separate accounts to talk to others who are interested in the same things they are (e.g., video games, soccer, music).
     - Even if you do not use your real name, people might still figure out who you are from the things you post or the friends you have.
   - Reflection Questions
     - If you created a post on the TestDrive timeline, how did you think about the audience when you created your post?
     - What are the benefits of having multiple social media accounts?
     - What are the drawbacks of having multiple social media accounts?
   - Aligned Common Sense Education's Digital Citizenship Lesson: Who Are You Online?

5. **Social Media Privacy**
   - Learning Objectives
     - Understand how social media sites collect information about users to send them targeted ads.
     - Learn strategies for protecting one's privacy on social media.
     - Practice how to find and manage privacy settings on social media.
   - Key Terms
     - Privacy: Protection from being observed or tracked by others, including the government, the public, or selected individuals or groups.
     - Privacy Settings: Choices a website or app might give you about what information is visible to other users and third parties.
     - Privacy Policy: A legal document that an app or website must provide and that describes what user information they collect and how they use it.
   - Prosocial Behaviors
     - When you sign up for an account on social media, be sure to check your privacy settings.
     - A "Public" setting on your social media account means it is visible to anyone on the Internet.
     - Some social media sites will let you choose who can contact you.
     - Social media sites have a privacy policy that explains what information they collect about you and what they do with it.
   - Reflection Questions
     - Why is it important to know what information websites collect about you?
     - What are the 3 key things that you should look for in a Privacy Policy?
     - What can you do in the future to protect your privacy on social media?
   - Aligned Common Sense Education's Digital Citizenship Lesson: Being Aware of What You Share

6. **News in Social Media**
   - Learning Objectives
     - Reflect on the benefits and drawbacks of getting news on social media.
     - Understand why fake news exists and why it is shared on social media.
     - Learn the signs of fake news on social media.
     - Identify appropriate responses to unverified information on social media.
   - Key Terms
     - Source: The website, organization, or person that information comes from.
     - Credible: Believable and trustworthy.
     - Fake news: A news story that looks real but has been made up.
     - Clickbait: An article that has a catchy headline to get people to click on it.
   - Prosocial Behaviors
     - Fake news articles use shocking and exaggerated headlines and images to get you to click on them.
     - Unusual web addresses or site names, including those that end with '.com.co' are also a sign of fake news.
     - Many spelling errors, lots of ALL CAPS, or dramatic punctuation are all signs that an article may not be credible.
   - Reflection Questions
     - What are the benefits and drawbacks of getting news on social media?
     - Why is it important to evaluate the information you see on social media?
     - What would you do on real social media sites to make sure that the information you see is credible?
   - Aligned Common Sense Education's Digital Citizenship Lesson: Finding Credible News