

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
- Getting Started
- How to Implement TestDrive
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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



















	TestDrive Module	Description	Digital Citizenship Lesson Alignment	Recommended Grade Level & Digital Citizenship Topic
	Accounts and Passwords	Students learn how to create an account on social media and practice how to protect their privacy online by creating a safe username and a strong password.	N/A	5-6th grade Privacy & Security
	News in Social Media	Students understand why fake news exists and how to identify the telltale signs of fake news on social media.	Finding Credible News	5-6th grade News & Media Literacy
	Is This Private Information?	Students learn 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	6-7th grade Relationships & Communication
	How to Be an Upstander	Students identify signs of cyberbullying and practice how to respond when seeing cyberbullying happening to others.	Upstanders and Allies: Taking Action Against Cyberbullying	6-7th grade Cyberbullying, Digital Drama, & Hate Speech
	Shaping Your Digital Footprint	Students explore how actions on social media create a digital footprint and learn skills to positively shape digital footprints.	Social Media and Digital Footprints: Our Responsibilities	6-7th grade Digital Footprint & Identity
	Online Identities	Students learn how to manage self-presentation and how online identities can change with different audiences on social media.	Who Are You Online?	6-7th grade Digital Footprint & Identity



OVERVIEW

of TestDrive Modules

CONTINUED

TestDrive Module	Description	Digital Citizenship Lesson Alignment	Recommended Grade Level & Digital Citizenship Topic
 Scams and Phishing	 Students understand the consequences of identity theft and learn how to identify and take action against phishing scams on social media.	 Don't Feed the Phish	6-7th grade Privacy & Security
 The Ups and Downs of Social Media	 Students reflect on how social media can make them feel and learn how to use social media in a positive and balanced way.	 My Social Media Life	7-8th grade Relationships & Communication
 Healthy Social Media Habits	 Students explore how social media platforms are designed to keep their attention and practice healthy media habits to achieve media balance.	 Digital Media and Your Brain	7-8th grade Media Balance & Well-Being
 Social Media Privacy	 Students understand how social media sites collect information about users and learn strategies for protecting privacy on social media.	 Being Aware of What You Share	7-8th grade Privacy & Security
 Ads on Social Media	 Students explore how companies collect user data to display targeted ads on social media and learn how to identify ads and sponsored posts within their feed.	 Big, Big Data	7-8th grade Privacy & Security
 Responding to Breaking News!	 Students learn how to react to breaking news on social media and practice strategies for identifying reliable news online.	 This Just In!	7-8th grade News & Media Literacy



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. Accounts and Passwords

- Learning Objectives
 - Learn how to create an account on social media.
 - Recognize how to create a safe username and a strong password.
 - Practice deciding what information is safe to share on a social media profile.
- Key Terms
 - Username: The name or ID that you use when you log in.
 - Password: A secret string of letters, symbols, and numbers that you can use to restrict who can access something digital.
 - Profile: Your personal page on social media that includes information about you.
- Prosocial Behaviors
 - Choose your username carefully! This is the name other people on social media will see.
 - Passwords should be easy to remember so you don't get locked out of your accounts, but you also want to make it hard for others to guess.
 - When you first create your profile, think about how much information you really want to share with other people.
- Reflection Questions
 - What are some features of a strong password?
 - Why is it important to choose your username carefully?
 - What kind of information is okay to share on your social media profile?
- Aligned Common Sense Education's Digital Citizenship Lesson: [N/A](#)

2. News in Social Media

- Learning Objectives
 - Learn why fake news exists and why it is shared on social media.
 - Recognize the signs of a fake news article on social media.
 - Practice identifying unverified information on social media and responding in an appropriate way.
- 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](#)

3. Is It Private Information?

- Learning Objectives
 - Learn what information is safe to share on social media.
 - Recognize examples of private information that might be inappropriate to share on social media.
 - Practice how to respond to inappropriate requests for private information on social media.
- 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](#)



4. How to Be an Upstander

- Learning Objectives
 - Learn strategies to be an upstander when someone is being cyberbullied.
 - Recognize cyberbullying posts and comments.
 - 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](#)

5. Shaping Your Digital Footprint

- Learning Objectives
 - Learn the impact that social media posts can have on one’s digital footprint.
 - Recognize examples of oversharing on social media.
 - Practice creating social media posts that demonstrate care for the digital footprints of the 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: Our Responsibilities](#)

6. Online Identities

- Learning Objectives
 - Learn how people can manage diverse online audiences using multiple social media accounts.
 - Recognize the benefits and drawbacks of presenting one’s identity in different ways online.
 - Practice creating a social media post that is appropriate to share with different 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?](#)



7. Scams and Phishing

- Learning Objectives
 - Learn about the consequences of identity theft and loss of private information.
 - Recognize and identify phishing scams on social media.
 - Practice strategies to avoid identity theft and take action against phishing scams.
- Key Terms
 - Private information: Information that can be used to identify you because it is unique to you (e.g., your full name, your address, or your password).
 - Phishing scam: When someone poses as an institution, like a bank or a school, and posts a message asking you to provide private information.
 - Shortened URL: A web address that has been condensed and that could potentially mislead a user into going into a risky website.
- Prosocial Behaviors
 - One way someone can try to steal your identity on the internet is by getting you to click on a link or enter information about yourself.
 - Look out for shortened URLs in posts or private messages. This is a strategy scammers use to make people go into a risky website.
 - Be wary of messages that sound urgent. Scammers often create posts that make you worry or feel like something is wrong.
- Reflection Questions
 - What are some clues you can use to identify phishing scams?
 - Why is it important to protect yourself against phishing scams?
- Aligned Common Sense Education's Digital Citizenship Lesson: [Don't Feed the Phish](#)

8. The Ups and Downs of Social Media

- Learning Objectives
 - Learn how social media content and interactions can affect how you feel.
 - Recognize "red flag feelings" when using social media, and identify ways to resolve them.
 - Practice strategies to use social media in a positive and balanced way.
- Key Terms
 - Red flag feeling: When something happens on social media that makes you feel uncomfortable, worried, sad, or anxious.
 - Oversharing: Sharing personal feelings, information, or experience that later make someone feel uncomfortable or regretful.
 - Media balance: Using media in a way that feels healthy and in balance with other life activities.
- Prosocial Behaviors
 - Sometimes you might see posts on social media that make you feel worried, sad, or anxious. These feelings are red flags.
 - When you notice red flag feelings, it is important to slow down and think about how you feel and what you can do about it.
 - A good way to enjoy social media is to balance it with other things you enjoy doing, like spending time with family and friends, reading a book, or playing outside.
- Reflection Questions
 - Why might these posts cause you to have a red flag feeling?
 - What could you do to feel better after experiencing a red flag feeling on social media?
- Aligned Common Sense Education's Digital Citizenship Lesson: [My Social Media Life](#)

9. Healthy Social Media Habits

- Learning Objectives
 - Learn how and why social media is designed to grab people's attention.
 - Recognize the attention-grabbing features of social media (e.g., notifications).
 - Practice skills to develop healthy habits when using social media.
- Key Terms
 - Habit: Something we do automatically without thinking.
 - Attention-grabbing design: Features of a device or app that are intended to encourage users to use it frequently.
 - Feedback loop: The pleasure you experience when you get a response to something you do or post online, making you want to go back and post more.
- Prosocial Behaviors
 - Thinking about your media choices and the habits you form while using them is important.
 - One way you can build a healthy habit is to turn off or reduce the number of notifications that you get.
 - Some social media sites also have a page where you can track the time you have spent using the site or app. You can even set daily time limit reminders!
- Reflection Questions
 - How many of these attention-grabbing design features did you notice?
 - Why is it important to build healthy social media habits?
- Aligned Common Sense Education's Digital Citizenship Lesson: [Digital Media and Your Brain](#)



10. Social Media Privacy

- Learning Objectives
 - Learn strategies for protecting one's privacy on social media.
 - Recognize how social media sites collect information about users to send them targeted ads.
 - 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](#)

11. Ads on Social Media

- Learning Objectives
 - Learn why and how companies collect user data to display targeted ads.
 - Recognize and differentiate between ads, sponsored posts, and regular posts on social media.
 - Practice identifying ads and sponsored posts in a newsfeed.
- Key Terms
 - Data: Facts and statistics about a user that are collected for different purposes.
 - Targeted advertising: When apps or websites show you certain types of advertisements based on information they've collected about you.
 - Sponsored post: A post on social media that is paid for by a company as an advertisement for their product.
- Prosocial Behaviors
 - Advertisements have the words "AD," "Advertisement," "Promoted," or "Sponsored" at the top or bottom of a post.
 - If the advertisement is not relevant to you, or you don't want to see it again, you can click "Hide ad" to get rid of the ad from your timeline.
 - If the advertisement is offensive or inappropriate, you can click "Report ad" to report it to the website.
- Reflection Questions
 - Why do companies collect data from people's profiles or online activity?
 - Why is it important to know how to identify advertisements on social media?
- Aligned Common Sense Education's Digital Citizenship Lesson: [Big, Big Data](#)

12. Responding to Breaking News!

- Learning Objectives
 - Learn what breaking news is and understand why individuals and news outlets want to be the first to report a story.
 - Recognize clues of false or incomplete information in breaking news stories.
 - Practice how to react to posts with breaking news in social media.
- Key Terms
 - Breaking News: Information being reported about an event that has just happened or is currently occurring.
 - Opinion: A personal belief, view, or judgment about something. Articles that are based on the author's opinions are called "opinion pieces."
 - Fact Checking: Verifying the information you see in news stories.
- Prosocial Behaviors
 - When you see a breaking news story on social media, it's important to make sure it is reliable.
 - Breaking news stories develop over time, so the first reports might not have all the information.
 - Even if an article looks reliable, it's a good idea to check with at least one additional source.
- Reflection Questions
 - Did you read any of the articles? Did you notice any signs that the article may be inaccurate?
 - Why is it important to get the full story before reacting to or sharing breaking news?
- Aligned Common Sense Education's Digital Citizenship Lesson: [This Just In!](#)