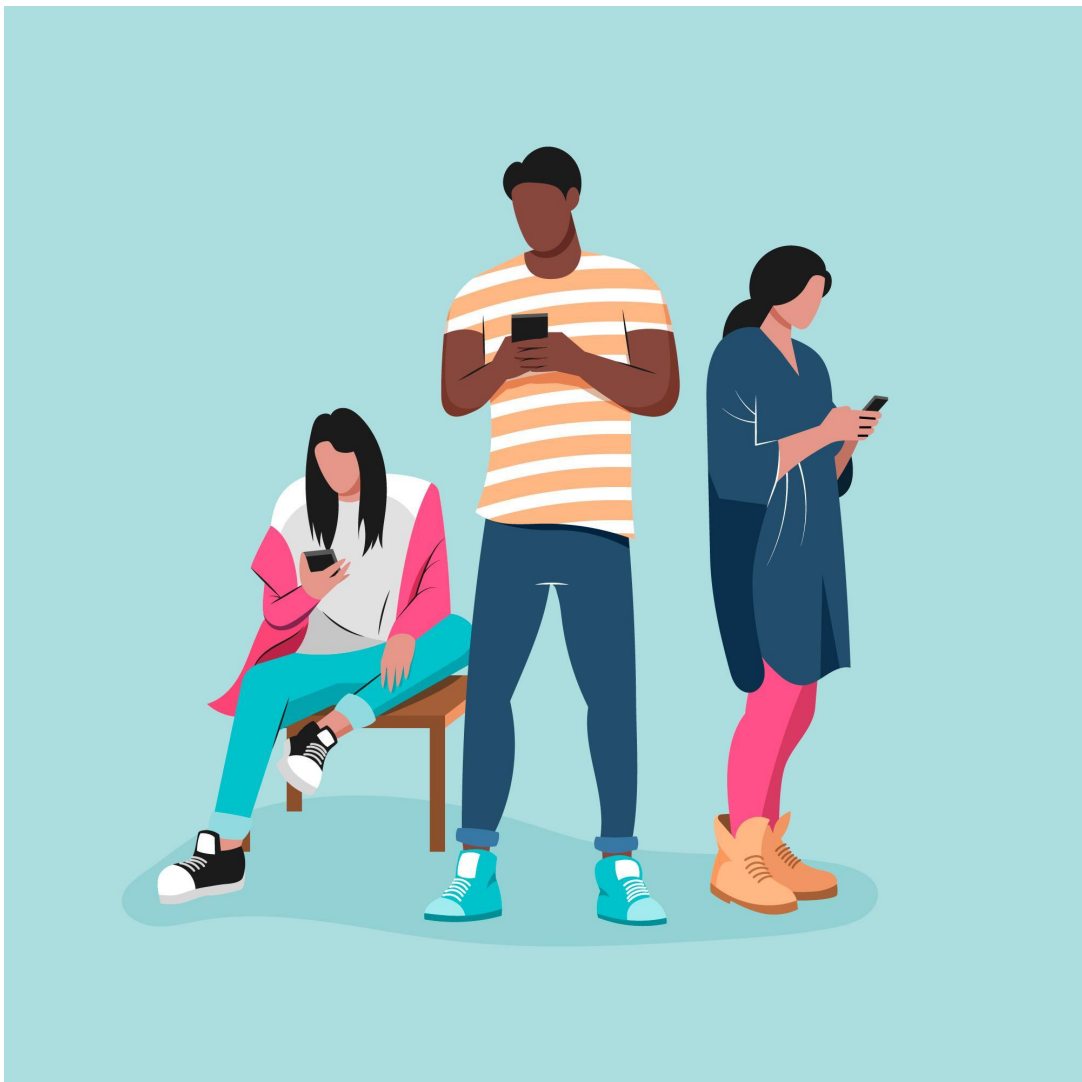


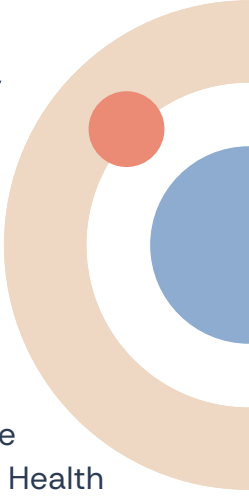
Digital Wellbeing & Safety Online



Brooklyn Bridge Alliance for
Youth

MN Department of Health

Digital Wellbeing & Safety Online



The Brooklyn Bridge Alliance for Youth developed the Digital Wellbeing & Safety Online Curriculum through youth led conversations within the Reimagine Black Youth Mental Health initiative. Shaped by youth experiences, the curriculum strengthens digital safety, critical thinking, mental wellbeing, and healthy relationships with technology through reflection, connection, and supportive adult partnerships.

Thank you to our youth who boldly named the urgency of addressing this priority. Thank you to our youth and adult leaders who visioned and developed this curriculum. Thank you to our school partners who joined us in piloting this demonstration project, and thank you to our evaluation team for helping us tell the story of impact so we could sustain this work.

Preface

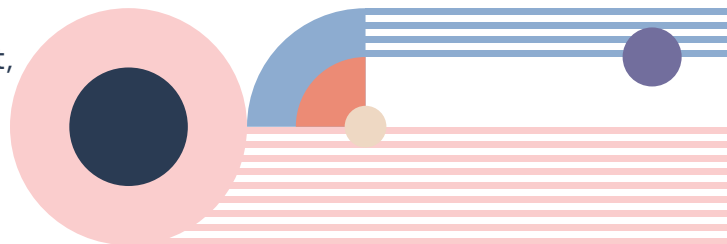
When asked to expand the original Digital Literacy and Wellbeing curriculum, it immediately became clear the magic was in the environment co-created by students and staff. In order to honor that, this curriculum includes instructions for parts 5 – 8 of each session's 9-part agenda. It's written this way to give instructors space to personalize and tailor parts such as ice breakers, in ways that match the diverse needs of their ever changing groups.

Additionally, there are places to replace images or content with more culturally specific ones. Again, creating and holding a safe space to authentically and honestly examine young virtual lives includes your students seeing themselves in each lesson.

The lessons are structured the same way, with each activity building on the previous one. While sessions are listed as 60 minutes, the lessons are hefty and may take longer. Please look through them and make changes that meet your groups' needs.

The activities honor a variety of learning styles, and are designed to offer ample chances to interact and engage with the content and each other.

Please have fun! Make this your own, make it relevant, bring it to life for your students!





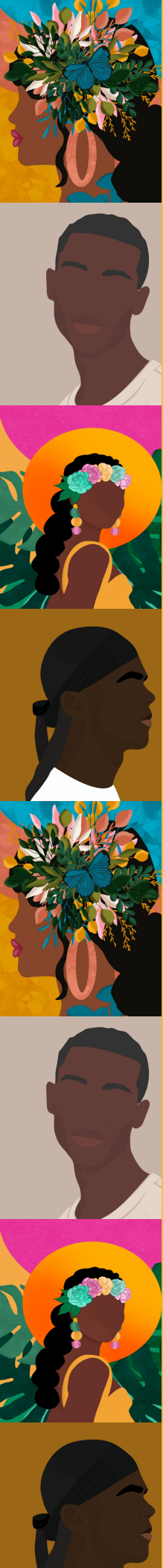
Reimagine Black Youth Mental Health Initiative

The Reimagine Black Youth Mental Health (RBYMH) Initiative began as a three-year partnership with the Minnesota Department of Health, funded by the U.S. Department of Health and Human Services Office of Minority Health, in response to the rising rate of suicide among Black youth.

Research shows that the suicide death rate among Black youth is increasing faster than any other racial or ethnic group, prompting the Congressional Black Caucus to establish the Emergency Task Force on Black Youth Suicide and Mental Health and release *Ring the Alarm: The Crisis of Black Youth Suicide in America*.

RBYMH exists to disrupt suicide and improve Black youth mental health by positioning Black youth and communities at the center of policy development and advancing a mental health in all policies approach.

RBYMH is working to transform Black youth mental health by uplifting Black joy, resilience, culture, and leadership while challenging harmful narratives and stigma. We strengthen the adults, organizations, and systems that support Black youth, recognizing that thriving communities require shared responsibility. Through community-driven policy and systems change, we address the root causes of inequity rather than simply helping youth cope with harm. Grounded in Black-centered, youth-led, and community-driven values, we honor the diversity of the Black diaspora and trust Black youth and communities to lead lasting solutions that promote healing, wellbeing, and opportunity.



Reimagine Black Youth Mental Health Initiative: Youth-Centered Policies

On October 13, 2023, after a year of relationship-building and intentional community engagement, the RBYMH Initiative held its first Black Youth Mental Health Summit. This gathering brought together over 200 Black young people in grades 8-12 across multiple schools connected to Brooklyn Park and Brooklyn Center, MN. The purpose of this gathering was to celebrate Blackness, pour into Black youth, and create a space where Black Joy was tangible. Then, under the leadership of Black youth in the space, identify key priorities around mental health and wellbeing so that we could shape change that is needed. Click the link [here](#) to watch a 2-minute recap video of this powerful event. This video was created by one of our high school youth interns.

After the Summit, we hosted youth-led dialogue and school assemblies that gave Black youth the opportunity to organize the information and insight they shared at the Summit. Young people identified the priorities depicted below with **Keep Black Youth Safe at All Times** emerging as the most urgent.

RBYMH Policy Priorities 2025

Over 400 Black Youth brought their wisdom and insight to identify these 6 policy priorities that would improve their mental health & well-being.



MAKE SURE BLACK YOUTH ARE SAFE AT ALL TIMES.

Youth at the Summit defined this as...

- safety on social media from bullying
- safety in the community from gun violence safety in schools from racism



PRIORITIZE THE NEEDS OF BLACK YOUTH THAT ARE DEFINED BY BLACK YOUTH.

Youth at the Summit defined this as...

- access to more food throughout the school day
- real responses to issues that Black youth bring up



GIVE BLACK PEOPLE THE SPACE TO CREATE OUR OWN SPACES AND HAVE OUR VOICES HEARD.

Youth at the Summit defined this as...

- dedicated spaces for Black students in schools supported by Black adults
- more opportunities for Black people to come together in positive ways



CHANGE THE NARRATIVE AROUND MENTAL HEALTH IN WAYS THAT STRENGTHEN MENTAL HEALTH SUPPORT FOR BLACK FAMILIES. ADDRESS GENERATIONAL TRAUMA.

Youth at the Summit defined this as...

- mental health professionals for Black/African parents
- free family therapy



MORE BLACK TEACHERS IN SCHOOLS.

Youth at the Summit defined this as...

- TEACHERS in the classroom, not just Black staff
- Black principals, vice principals, supervisors, and school board members



PROVIDE MORE EDUCATION ON BLACK HISTORY AND CULTURE MORE OFTEN, INCLUDING LEARNING BEYOND ACADEMICS.

Youth at the Summit defined this as...

- Black history and culture throughout K-12 curriculum, not just Black History Month
- more books by Black authors
- uplifting Black culture in ways that prepare us for life outside of school



Reimagine Black Youth Mental Health Initiative: Demonstration Project

For Black youth, safety included safety in community from gun violence, safety in schools from racism, and safety online. Youth described the impact of online bullying and social media conflict that escalates into community violence. Rather than developing solutions for youth, RBYMH partnered with youth to co-design a Safety Online curriculum grounded in their lived experiences, language, and recommendations.

The curriculum was piloted as an eight-week demonstration project in one middle school and two high schools—Brooklyn Park Middle STEAM School, Park Center High School, and Brooklyn Center Community Schools—reaching 53 students. Results demonstrated meaningful increases in digital literacy and wellbeing. By the end of the pilot, 97% of participants understood how algorithms shape online experiences, 94% understood the concept of a digital footprint, and 83% recognized the ways social media can affect mental health. More than three-quarters (77%) reported changing at least one online habit to better protect their wellbeing, 86% said the curriculum supported their mental health, and 77% expressed that students should have a voice in shaping school technology and digital safety policies. This work demonstrates what is possible when Black youth are not only asked what they need, but are trusted to lead the development of solutions that improve the conditions affecting their mental health and safety.

How to approach this curriculum

Each lesson plan follows the same format and covers steps 5 – 8 of the Daily Session Agenda. Steps 1–4 and 9 are up to the instructor to design and plan. This is intentional so that these sessions better fit the individual and unique needs of the students with whom you are working.

Objectives

Explains the objectives for the specific lesson

Instructor's introduction to concept

Provides context for the lesson along with additional links and data.

Vocabulary

Defines technical terms found in lesson



Lesson 1

You Are the Target: What is Social Media?

Objectives for lesson

- Define Social Media and begin to build vocabulary
- Expand knowledge about its basic functions
- Begin to identify individual interactions and usage

Instructor's introduction to concept

The American Academy of Pediatrics defines Social Media as platforms where:

1. Users can interact with other people through chat, voice, or video, and share content with each other, and
2. Automated systems like algorithms decide what user-generated content, videos, games, and ads users see or what other contacts users are prompted to connect with.

This definition includes many platforms such as TikTok, Discord, YouTube, Fortnite, etc. Ways to engage differ across platforms, from simple "likes" to gaming to content creation and live-streaming.

The focus of Social Media has shifted over time from interacting and networking in more personal ways to being a tool for influencing wide-spread audiences. The first platform began in 1997, 30 years later, there are currently more than 4.7 billion Social Media users globally.

Vocabulary Terms

Platform: digital services that enable users to create, share content, and network

Social Media: websites and applications that enable users to create and share content or to participate in social networking



SLIDESGO

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Lesson 1

You Are the Target: What is Social Media?

Logging In Activity

Which platform is it?

Divide students into 2 teams. Each team sends a different student up each round to play. The first student to guess the correct Social Media platform earns their team a point. Team with the most points wins.

Main ideas: What is Social Media?

Have your students work in small groups to come up with definitions of social media using 7 words or less. Share and discuss their ideas. End discussion with this definition:

The American Academy of Pediatrics defines Social Media as platforms where:

1. Users can interact with other people through chat, voice, or video, and share content with each other, and
2. Automated systems like algorithms decide what user-generated content, videos, games, and ads users see or what other contacts users are prompted to connect with.

This definition includes many platforms such as TikTok, Discord, YouTube, Fortnite, etc. Ways to engage differ across platforms, from simple "likes" to gaming to content creation and live-streaming.

Logging In Activity

Activity that warms students up to the lesson. Will typically be very hands on and engaging

Main Idea

Space for instructor to teach main concept. May or may not include an activity, structured conversation or demonstration.

Uploading Activity

Activity designed to give students a chance to practice and apply the main concept

Reflection and Connection

Space for students to reflect on what they learned and its application to their lives.



Lesson 1

You Are the Target: What is Social Media?

Uploading Activity

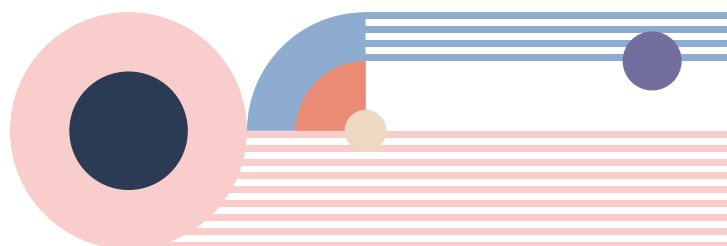
Prompt students to complete the **My Social Media Inventory Worksheet**. Invite volunteers to read the heading and example for each column. Explain that social media choices may involve videos, gaming, music, texting, live-streaming, posting content, and homework apps.

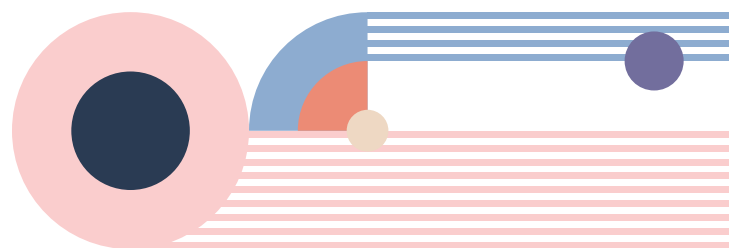
Once students complete their inventory, ask the following questions. Be creative with the ways students share their answers (with their neighbor, journal, the whole class, class graph, etc).

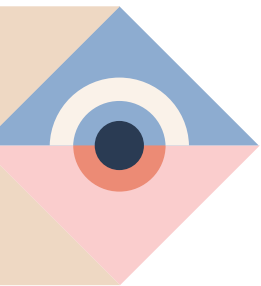
1. Which do you use the most?
2. Which do your friends use the most?
3. Which is the most helpful?
4. Which is most stressful?
5. Which bothers the adults in your life the most?
6. Which is the most fun?

Reflection and Connection

1. What is Social Media?
2. What are some new words or terms related to Social Media you learned today?
3. What are some of the benefits?
4. What are some of the challenges?
5. Why are we focusing on Social Media?
6. What is something you hope to learn?







Digital Literacy & Wellbeing

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Lesson 4: Algorithms

Lesson 5: Addictive Design V. Humane Design

Lesson 6: Policies and practices that impact young people

Theme 3: My Digital Footprint

Lesson 7: Where does the info go?

Lesson 8: They're using my info HOW???

Theme 4: Digital Drama

Lesson 9: The power of "anonymity"

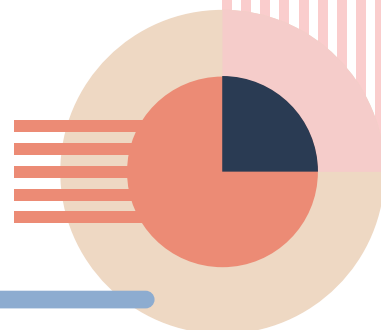
Lesson 10: Virtual responsibility

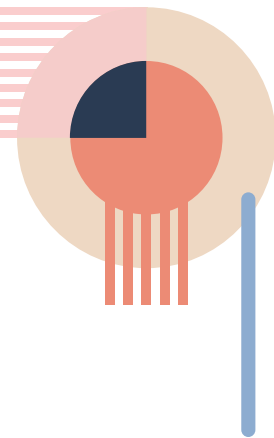
Appendix

Lesson materials

Slide deck

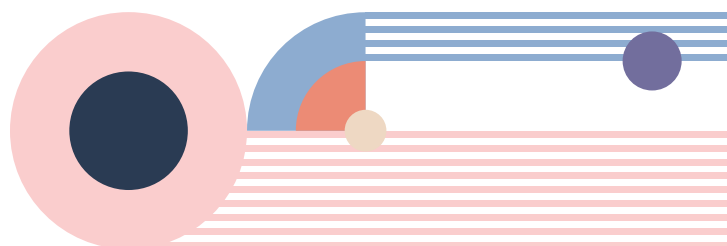
References





Declaration

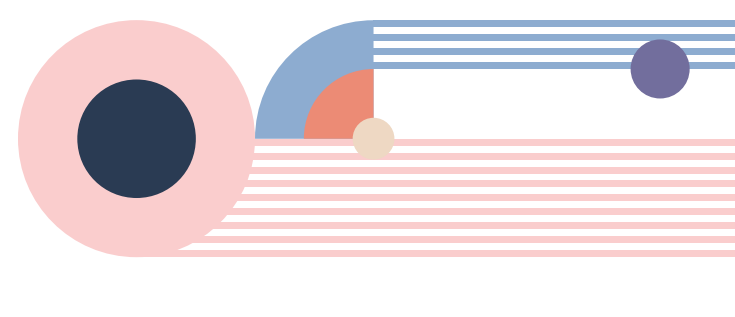
Technology and social media can be a helpful tool for my life. I believe in the power of technology and social media, and our ability to use it responsibly. I am committed to educating myself and others on digital wellbeing and how technology works behind the scenes to ensure we use it wisely.





Daily Session Schedule

1. Temperature Check	4 min
2. Welcome for the day	3 min
3. Icebreaker	7 min
4. Declaration	1 min
5. Logging In Activity	8 min
6. Downloading the data	10 min
7. Uploading Activity	20 min
8. Reflection and connection	5 min
9. What's up next	<u>2 min</u>
	60 min



Theme 1:

You are the Target

Learning objectives

- Understand the basic concepts of social media and how it works.
- ▲ Begin to personalize the impact of social media on students' own lives

Introduction

The first three lessons introduce students to how the internet functions both technically and behaviorally. Students will begin to define social media and survey their own usage through initiating exploration into concepts such as persuasive and additive design. They will also learn a little about brain science, in order to understand the physical and mental impact of social media on their bodies and minds.

Theme 1:

You are the Target

Lesson 1

What is Social Media

- Define Social Media and begin to build vocabulary
- Expand knowledge about its basic functions
- Begin to identify individual interactions and usage

Lesson 2

How does Social Media work?

- Introduce basic physical structure of digital connectivity
- Introduce basic functions of Algorithms, Persuasive Design, and Addictive Design

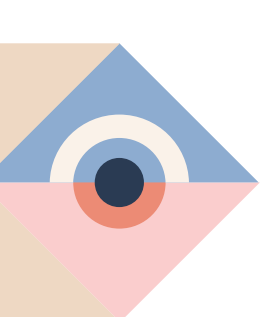
Lesson 3

How does Social Media impact me?

- Contextualize current emotional, physical, and mental developmental stages
- Begin to categorize and discern individual social media function and usage

For your consideration

Young people have diverse backgrounds. Expect rules and beliefs around social media and it's usage to vary from household to household. Maintain a safe space for any conversations that arise. Our role is to educate while developing inclusive and constructive communication skills in young people. .



You Are the Target: What is Social Media?

Objectives for lesson

- Define Social Media and begin to build vocabulary
- Expand knowledge about its basic functions
- Begin to identify individual interactions and usage

Instructor's Introduction to concept

The American Academy of Pediatrics defines Social Media as platforms where:

1. Users can interact with other people through chat, voice, or video, and share content with each other, and
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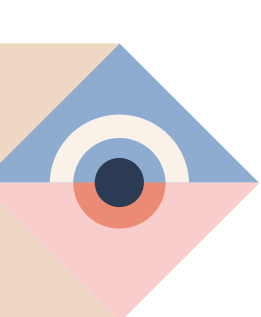
This definition includes many platforms such as TikTok, Discord, YouTube, Fortnite, etc. Ways to engage differ across platforms, from simple “likes” to gaming to content creation and live-streaming.

The focus of Social Media has shifted over time from interacting and networking in more personal ways to being a tool for influencing wide-spread audiences. The first platform began in 1997, 30 years later, there are currently more than 4.7 billion Social Media users globally.

Vocabulary Terms

Platform: digital services that enable users to create, share content, and network

Social Media: websites and applications that enable users to create and share content or to participate in social networking



You Are the Target: What is Social Media?

Logging In Activity

Which platform is it?

Divide students into 2 teams. Each team sends a different student up each round to play. The first student to guess the correct Social Media platform earns their team a point. Team with the most points wins. Use the accompanying slides found in the appendix

Main Ideas: What is Social Media?

Have your students work in small groups to come up with definitions of social media using 7 words or less. Share and discuss their ideas. End discussion with this definition:

The American Academy of Pediatrics defines Social Media as platforms where:

1. Users can interact with other people through chat, voice, or video, and share content with each other, and
2. Automated systems like algorithms decide what user-generated content, videos, games, and ads users see or what other contacts users are prompted to connect with.

This definition includes many platforms such as TikTok, Discord, YouTube, Fortnite, etc. Ways to engage differ across platforms, from simple “likes” to gaming to content creation and live-streaming.

You Are the Target: What is Social Media?

Uploading Activity

Prompt students to complete the **My Social Media Inventory Worksheet**. Invite volunteers to read the heading and example for each column. Explain that social media choices may involve videos, gaming, music, texting, live-streaming, posting content, and homework apps.

Once students complete their inventory, ask the following questions. Be creative with the ways students share their answers (with their neighbor, journal, the whole class, class graph, etc).

1. Which do you use the most?
2. Which do your friends use the most?
3. Which is the most helpful?
4. Which is most stressful?
5. Which bothers the adults in your life the most?
6. Which is the most fun?



**You Are the Target:
What is Social Media?**

My Social Media Inventory

Media I use	Why I use it	How often I use it

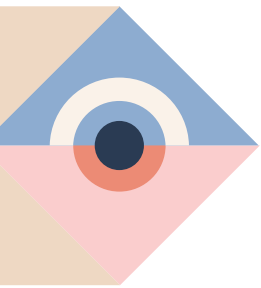
Lesson #1: You Are the Target: What is Social Media?

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Reflection and Connection

1. What is Social Media?
2. What are some new words or terms related to Social Media you learned today?
3. What are some of the benefits?
4. What are some of the challenges?
5. Why are we focusing on Social Media?
6. What is something you hope to learn?



You Are the Target: How does Social Media work?

Lesson 2

Objectives for lesson

- Introduce basic physical structure of digital connectivity
- Introduce basic functions of Algorithms, Persuasive Design, and Addictive Design

Instructor's Introduction to concept

<https://thinktv.pbslearningmedia.org/resource/nvwtp-sci-physicstexting/wgbh-nova-what-the-physics-the-physics-behind-texting/>

The video link above explains how cell phones transmit and receive information from binary code to cell tower networks.

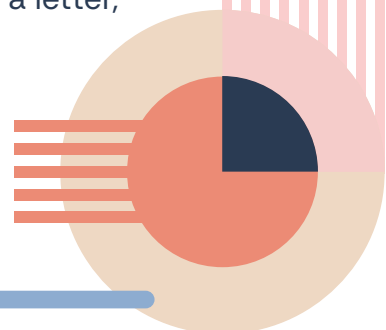
This lesson introduces students to how the internet works physically. They also begin building their basic vocabulary around algorithms, especially as it relates to social media. .

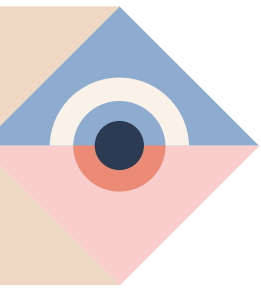
Social media algorithms are rules, signals and data that govern the platform's operation. These algorithms determine how content is filtered, ranked, selected and recommended to users. Social media algorithms do more than influence our choices and what we see by personalizing user experience; they predict. Platforms track every click, scroll, share, message, video view and even how long users hover over a post. They gather contextual data such as time of day, location, language and connected apps.

Vocabulary Terms

Binary code: a coding system using the binary digits 0 and 1 to represent a letter, digit, or other character in a computer or other electronic device

Algorithms: rules, signals and data that govern the platform's operation.





You Are the Target: How does Social Media work?

Logging In Activity: Telephone!

Show "What the Physics?! The Physics Behind Texting" before beginning activity.

Start with a basic game of telephone, in which a phrase or sentence is passed along, person to person, within a group. The last person to hear the message then says it out loud to the whole group. Typically the message has morphed from its origin. Use the following rules to further simulate ways communication can get muddled.

1. Encourage folks to makes lots of noise while the message passes
2. Show a drawing to the first person and have them verbally describe it to the next person, continuing from there
3. Spread people throughout the space and have them pass the message within a set amount of time.
4. Have students choose different feelings like Angry or Excited and have them pass the message using the emotion they chose.

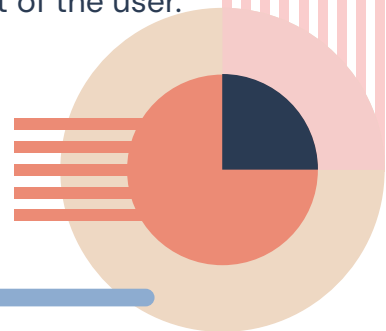
Have the students discuss how the different rules impacted communication overall

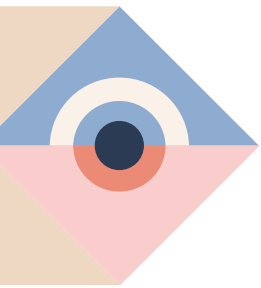
Main Ideas

Show How Much Do Social Media Algorithms Control You? Use the following questions to reflect on the video.

1. What is an image, word or phrase that stood out to you?
2. What is something you heard or saw that surprised you?
3. What is something you heard or saw that you didn't know before?
4. What made you think about your own social media usage?

While facilitating the conversation, take time to reinforce vocabulary words and the concept of algorithms being intentional, and not always in the best interest of the user.





You Are the Target: How does Social Media work?

Lesson 2

Uploading Activity: Design a Viral Post Challenge

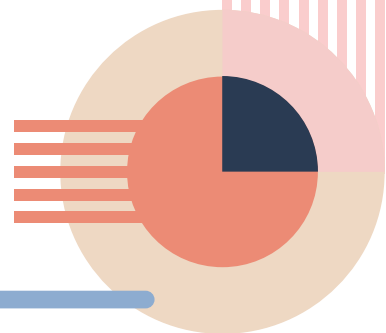
Have students work individually or in small groups to design a viral post. This could be a video, image, text, etc. Make it clear students are NOT actually posting anything. After each viral post is shared with the class, discuss what design elements such as hooks, emotional triggers, references, and aesthetics make it algorithm-friendly for maximum likes/shares. The following are some guiding questions:

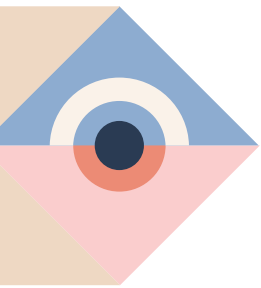
- What makes this appealing?
- Who is the intended audience?
- Which platform would this perform best on?

Have prizes for the “viral posts” rewarding things like creativity, groups that worked well together, etc.

Reflection and Connection

1. What is an Algorithm?
2. How does an Algorithm work?
3. What are some other new words or terms related to Social Media you learned today?
4. What are some of the benefits of Algorithms?
5. What are some of the dangers?
6. What is something you plan to do differently in terms of your own social media usage?





You Are the Target:

How does Social Media impact me?

Lesson 3

Objectives for lesson

- Contextualize current developmental stages in relationship to social media usage and impact
- Begin to categorize and discern individual social media function and usage

Instructor's Introduction to concept

Between the ages of 10 and 12, children's brains undergo a fundamental shift. Changes in the brain make social rewards including attention and approval from their peers start to feel a lot more satisfying. Specifically, receptors for the "happy hormones" oxytocin and dopamine multiply in a part of the brain called the ventral striatum, making adolescents extra sensitive to attention and admiration from others. Increased social media usage during this developmental period can lead to:

- Comparing themselves to influencers lowers self-esteem, increasing poor mental health
- Lack of practice with face-to-face conversations makes them feel more intimidating

This lesson focuses on how tweens' and teens' brains work in relationship to their actions and reactions.

Vocabulary Terms

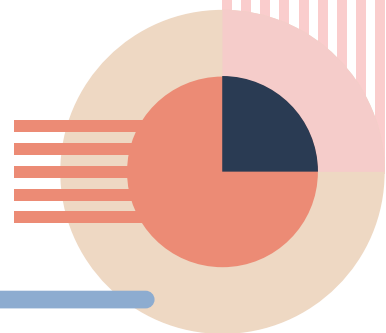
Adolescent: a young person in the process of developing from a child into an adult, typically from 10–25 years old.

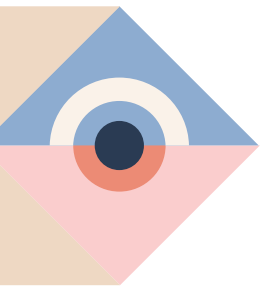
Brainstem: automatic physical processes that keep us alive

Cortex: thinking, problem-solving part of brain

Limbic System: forms part of emotional brain (feelings & stress response)

Striatum: An area in the middle of the brain that processes rewards and feedback. It is called the striatum because the alternating types of tissue there make it look striped.





You Are the Target:

How does Social Media impact me?

Logging In Activity: Free throw Competition

Set up two garbage cans and use either a small ball or balled-up piece of paper. Divide the room into thirds: two groups will compete against each other shooting free throws, and the third group will be the spectators. During the first round of the game, privately instruct the spectator group to cheer loudly for both teams. During the second round of the game, privately instruct the spectator group to stay silent and keep their bodies still, as well. Play a final round with loud cheering for only one team. After all three rounds are complete, ask the group how it felt during each round in relationship to the cheering.

Show Why the teenage brain has an evolutionary advantage.

Reinforce what the striatum is and does, and have youth give 2–3 examples of healthy and unhealthy risk-taking.

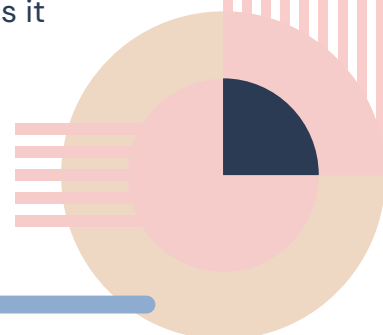
Main Ideas

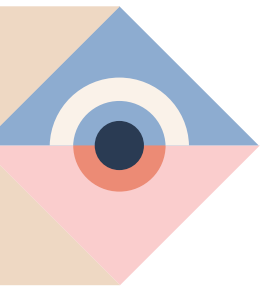
Show the students this video: Decision making and the adolescent brain.

Reiterate the definitions and functions of the amygdala and the prefrontal cortex. Highlight the concept of them being mismatched, with the emotional brain being more developed at their current stage. Use the following conversation model to help them make connections between their brain development and social media usage.

“We know young people are largely driven by their amygdala or emotions, and we also know that young people are especially susceptible to positive reinforcement (whatever positive means to that young person). Let’s talk about how this play into our social media usage.

1. What is one way you know people are paying attention to what you post on your various social media platforms? (Have everybody answer this question). Ex: Likes, reposts, comments from others, monetary rewards
2. When does it feel positive? What are some of the benefits? When does it feel negative? What are some of the consequences?
3. How does attention from social media impact your relationships with others? With yourself?





You Are the Target: How does Social Media impact me?

Lesson 3

This is a great spot to include images relevant to your students and community. Use the prompts from the slides

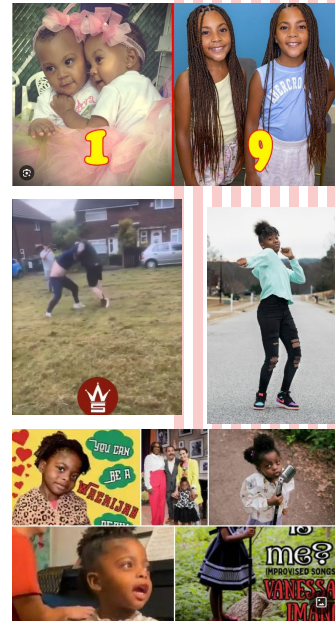
Uploading Activity

Have students work in partners to discuss the images in the slides using the questions below:

1. Who is the audience?
2. Who benefits from posting this? How?
3. Who might be negatively impacted by posting this? How?
4. What might some of the long-term consequences of this post be?

Now think about your most recent post. .

1. Why do you post it?
2. How did it make you feel good?
3. What feedback didn't feel as good?
4. What are other ways to get positive feedback that don't involve social media?



Reflection and Connection

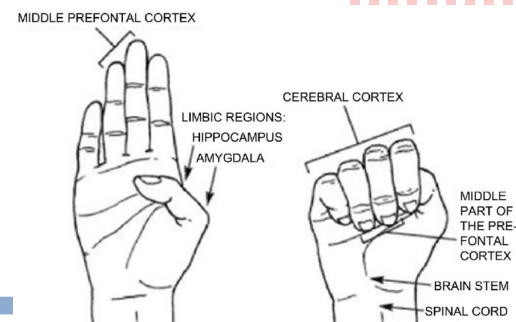
Reflection Questions:

1. What is something you learned about the brain?
2. What is something you hadn't thought about before?
3. What is something you might do differently?

Additional Links:

Show them [The Hand Model of the Brain](#). Use your hand to review the different parts of the brain and how they impact adolescents. Remind students that since both the striatum and the developmental stage youth are in mean they need strategies to help these uniquely adolescent traits stay helpful.

[The Adolescent Brain is Literally Awesome](#)



Theme 2:

Addictive on Purpose

Learning objectives

- Understand what algorithms are, and how they're built through persuasive and addictive design.
- ▲ Learn about local and national policies and practices that impact young people

Introduction

Social Media companies are only recently beginning to be held accountable for their part in intentionally designing apps to persuade and create addictive behaviors. *Jury finds Meta and Google negligent in social media harms trial.*

Given the uniqueness of the developing adolescent brain, young people are especially vulnerable targets. Data shows a rapid increase in anxiety and depression among young people over the past couple decades, aligning with an increase in social media use. *The Social Dilemma – Influence of Social media on Teen depression and behavior*

The following lessons examine algorithms, addictive design, and the policies that impact our use.

Theme 2:

Addictive on Purpose

Lesson 4

How we build our algorithms

- Understand what algorithms are, how they function, and how they target users

Lesson 5

Addictive Design V. Humane Design

- Learn the ways tech designers use brain science to build apps that can persuade our behaviors and addictions.

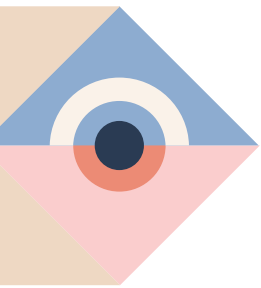
Lesson 6

Policies and practices that impact young people

- Examine [MN HF 4581](#) and [SF 4749](#) and their own schools' cell phone policy.
- Discuss what policies or rules they would enact.

Additional Resources and Tips

- Review and have copies of the current program/school cell phone policy
- [The Social Dilemma – The Mental Health Dilemma](#)



Addictive on Purpose: How we build our algorithms

Lesson 4

Objectives for lesson

- Understand what algorithms are, how they function, and how they target users

Instructor's Introduction to concept

Social media algorithms are AI-driven, automated systems that curate user feeds. Algorithms prioritize content based on predicted engagement instead of by chronological order. They analyze behavior like clicks, likes, and watch time to maximize time spent on each platform. They also improve content personalization, which can both support mental wellbeing, and create echo chambers and fuel misinformation.

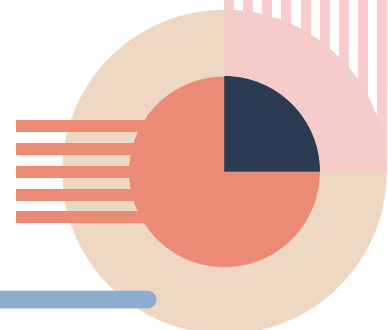
Youth will begin to explore their own algorithms, examining them for safety structures as well as potential echo chambers.

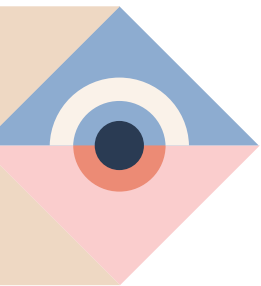
Watch [What exactly is an algorithm? Algorithms explained | BBC Ideas](#) for a basic understanding of algorithms and examples of how to explain them.

Vocabulary Terms

Algorithm: set of step by step instructions apps use to dictate what we experience online.

Echo chamber: content that just reinforces what you already believe.





Addictive on Purpose: How we build our algorithms

Logging In Activity:

Ask students to pull out their phones and go to the For You Page (FYP) of their favorite platform.

Have them trade with a partner. Without clicking into any of the posts, ask the students to name 3–5 types of content they think the person likes based on their FYP. Ex) women's college basketball, marimba music, weird animal facts.

How many did students guess correctly? Which didn't align?

Before moving on, ask for students to define the word Algorithm. Students will add to their definition throughout the rest of the lesson.

Main Ideas

Activity:

The class will spend time collectively creating a fictional persona for Instagram. Use the following questions to create your User:

- Age
- Birthdate
- Gender
- Family life
- Favorite foods
- Hobbies
- Favorite music
- Something unique

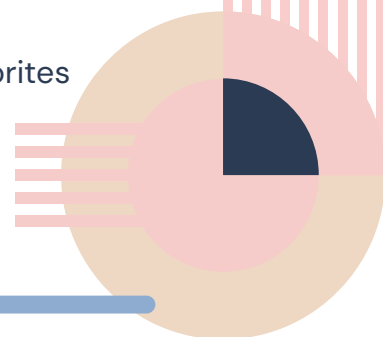
Tip:

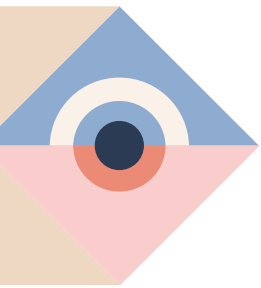
Use incognito mode to limit your device's influence on the new profile

Once you've created your User, open the explore page. Use the following questions to guide your conversation.

1. What items pop up without any interaction? What themes do you see?
2. Think about the information the app has about your User so far: birthdate, region of country, time of day, etc. What assumptions has it made without you telling it anything else?

Next, return to the homepage and use the search for one of your User's favorites such as foods, or music, or hobbies. Once you've followed it, have the students identify and follow several more suggestions from that User's page.





Addictive on Purpose: How we build our algorithms

Main Ideas Continued

Refresh your page and return to the explore page. How has it changed?

Continue to click and follow different things and then return to the explore page after each batch of follows to see how it changes.

Delete the User you just created so that students can see the process.

Students will have a chance to discuss pros and cons as well as apply their new knowledge to their personal usage during the next activity.

Uploading Activity

Show [Social media algorithms explained | CBC Kids News](#).

Next, prep a large flip or white board with space to make a Pros and Cons list. Have the students brainstorm as many ideas as they can for both sides. Help keep conversations respectful of the different values and opinions that may arise.

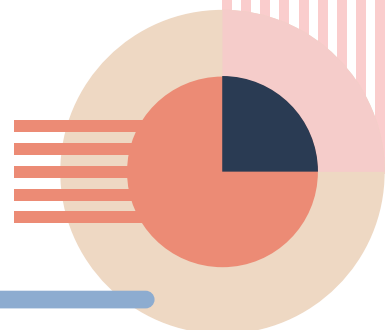
After, have the students brainstorm ways to intentionally break up their algorithm. Ask them to write down which one they will commit to using daily before the next session on a sticky note and have them hold onto it for the final reflection. If they commit to turning off notifications, for example, encourage them to try it on a different platform each day.

Reflection and Connection

Ask students to read how they are committed to breaking up their algorithm before the next session. After they read it, collect them so that you can check in to see what has changed as they changed their behavior.

Additional Links:

CommonSense.org Video: [Above the Noise – Algorithms](#)





Addictive on Purpose: Addictive Design V. Humane Design

Lesson 5

Objectives for lesson

- Learn the ways tech designers use brain science to build apps that can persuade our behaviors and addictions.

Instructors introduction to the concept

People in tech companies create the digital world that shapes the way young people experience the internet. Designers make decisions about how products and features can help or harm young people. Features can include addictive aspects such as infinite scroll, autoplay, and variable reward. These can exploit the ways our brains and bodies work in order to maximize engagement, potentially leading to severe mental health issues, reduced attention spans, and compulsory usage, especially in youth. These "dopamine-driven" techniques can also drive addiction, creating anxiety, insomnia, depression, and social isolation

74% of American teens find themselves scrolling for too long either every time they open an app or daily. When they do log off, 59% get push notifications that 'pull them back' into the apps every single day. 66% of young people feel that they lose track of time when they are on social media every single day. Almost half of American teenagers report losing sleep because they feel 'stuck' on social media, and more than one third say they do not get as much homework done as they want to because they get stuck on social media. Young Black and Hispanic teenagers were more affected by this than other young people.

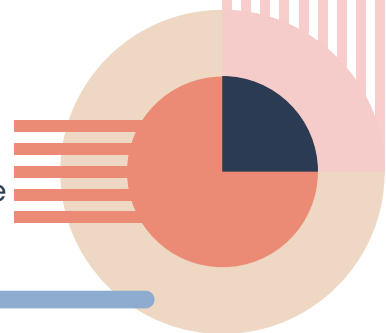
Vocabulary Terms:

Addictive Design: features and strategies deliberately designed to engage Users to do things like spend more time on line or spend more money in apps.

Digital Well-being: Experiencing media and technology in ways that support one's mental, physical, social, and emotional health.

Humane Design: Features that prioritize what's good for people and help them use technology in a healthy way.

Recommendation algorithms: filter through our User data like the things we watch, click, like, comment on, and share online to make predictions to serve us the content they think we'll like.



Addictive on Purpose: Addictive Design V. Humane Design

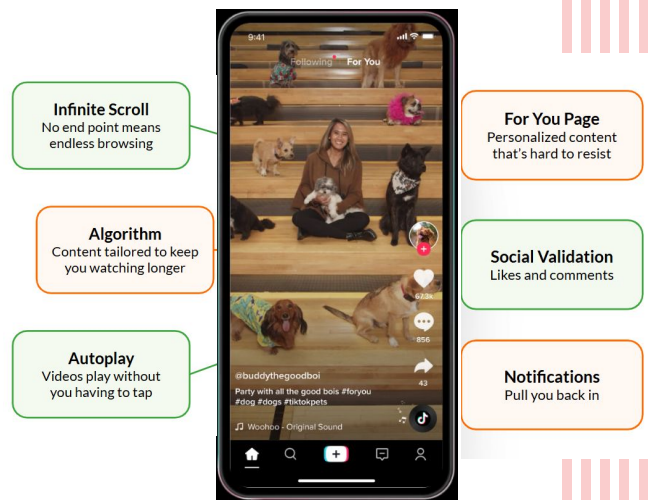
Logging In Activity

Show the trailer for [The Social Dilemma](#).

Next, explain that you are focused on addictive design today. The first activity is a pop quiz. Show the students the image on the accompanying slide or use handouts. Once you start the timer, students have 60 secs to identify ways:

- User information is gathered, and/or
- User is persuaded to engage longer

Have students share what they listed and highlight pieces they missed.



Main Ideas

Use the accompanying slides to discuss more in depth the ways apps use addictive and persuasive design to manipulate User behaviors. The slides cover:

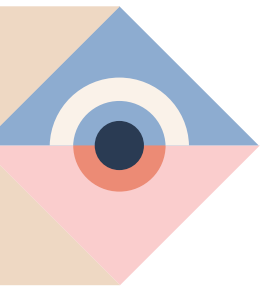
1. Infinite scroll
2. Autoplay
3. Streaks (daily)
4. Notifications
5. Personalized connections

Also discuss color, music, fonts, graphics, hashtags, "refresh," and other features.

Next, introduce the concept of Humane Design. Then, ask students to name some humane design features they use in apps. Ex) Grayscale, timers, aliases,

Last, ask for students to define and give examples of both addictive and humane design.

In the next activity, students will have a chance to create their own humane designs.



Addictive on Purpose: Addictive Design V. Humane Design

Lesson 5

Uploading Activity

Students will work individually, in pairs, or small groups to brainstorm a human design solution to a challenge that negatively impacts well-being online. The challenges are:

Self-Esteem

Social media often leads people to compare themselves to others and feel bad about their life or appearance.

Rabbit Holes

You can go on YouTube to watch one video for a school project, but end up watching unrelated content for hours.

WHAT could happen?

Devices and apps can disrupt sleep or interrupt the routines you do before bedtime.

Guiding questions to help with creating solutions:

How can we make unhealthy habits harder to do?

How can we offer better choices?

How can we reward healthy online habits?

Have students share their solutions with the whole group. Students will reflect on options during Reflection and Connection.

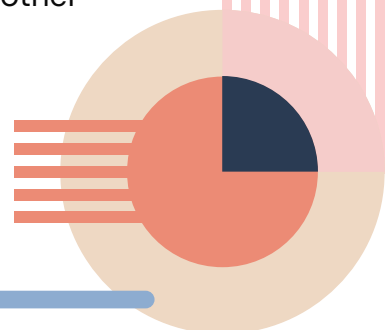
Reflection and Connection

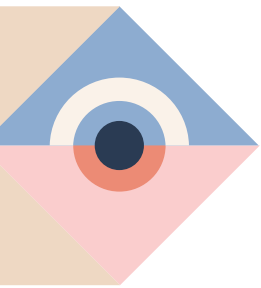
Use the following questions for reflection:

1. What is something you learned about Addictive Design that stood out to you?
2. What is something you learned about Humane Design that stood out to you?
3. What sounded easy to implement or try? What sounds more difficult?
4. How might your online use change with more human design? What other aspects of life would change with more humane online design?
5. What is one humane practice you will try?

Additional Links:

Echo Chambers: [How Social Media Algorithms Create Echo Chambers | Be MediaWise](#)





Addictive on Purpose: Policies and practices that impact young people

Lesson 6

Objectives for lesson

- Examine [MN HF 4581](#) and [SF 4749](#) and their own schools' cell phone policy.
- Discuss what policies or rules they would enact.

Instructor's Introduction to concept

In Minnesota, though two bills have come before the House and the Senate (Marsh 2024), neither has moved passed introduction phase. Both would need to pass through the legislative process before being signed into law.

While there is no statewide cell phone policy for MN students in K-12 education, most public schools have created their own. Nationwide, 35 states and DC have passed cell-phone policies that support varying versions of bell-to-bell bans. Learn more [here](#).

For this lesson, please have a copy of the program or school cell phone policy.

Vocabulary Terms

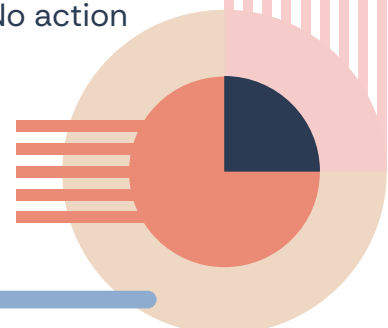
Bill: A formal proposal for a new law or a change to an existing law, introduced in a legislative body, such as Congress, for debate. It must pass through committee review, legislative voting, and executive approval (signature) to become law.

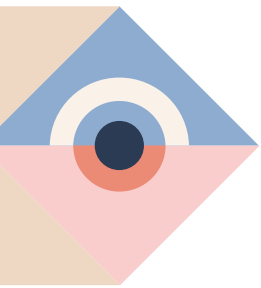
MN HF 4581: "Cell phones in schools model policy requested," Introduced March 2024. No action since

MN SF 4749: "Minnesota School Boards Association development of a model policy for cell phones in schools authorization," Introduced March 2024. No action since

Policy: a system of rules or guidelines adopted by organizations, governments, or individuals to guide decisions, ensure consistency, and goals.

Legislature: the official lawmaking branch of a government, responsible for creating, amending, and repealing laws





Addictive on Purpose: Policies and practices that impact young people

Logging In Activity

Watch [Schoolhouse Rock: I'm Just a Bill](#) to show students what it takes for an idea, or bill, to become a law.

Next divide the students into groups and give them each a set of the “I’m Just a Bill” game. When you say “GO,” the teams will put the steps it takes for a bill to become a law in chronological order. First team finished correctly wins. Game cards can be found in the appendix.

Remind them of the process once more before moving into the next activity.

Main Ideas

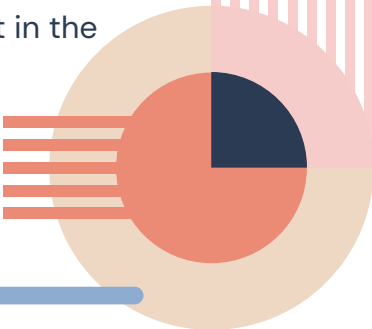
Two bills were introduced into the MN Legislature March 2024. Neither have progressed past introduction for debate, however, several MN school districts have passed policies focused on cellphone use in school by MN students.

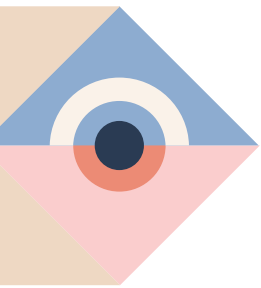
Show them both to students and explain where the bills currently sit (Introduction to both legislative bodies).

Next, show them the policy from their own program or school. Use the following questions to generate discussion.

1. What is a word or phrase that stands out to you?
2. What are the benefits of this policy? What are the challenges with this policy?
3. How does the policy supports your learning? How does it impede your learning?

The students will have a chance to practice drafting a policy and arguing it in the next activity.





Addictive on Purpose: Policies and practices that impact young people

Uploading Activity

The students will be drafting their own policies or rules for cell phone use in their school or program.

1. Have the students work in small groups to draft a cell phone policy (or think of a list of 3–5 rules) they think is fair. Encourage them to keep it simple and limit them to 5 minutes.
2. Give them a chance to share their policy or rules with the entire group.
3. Encourage the group to discuss the pros and cons of each presentation.
4. Remind them of the process it takes for a bill to become a law. If you were a congressperson in this simulation, this would similar to a group of concerned citizens presenting you with an idea that you will now present as a bill to the legislature.

Reflection and Connection

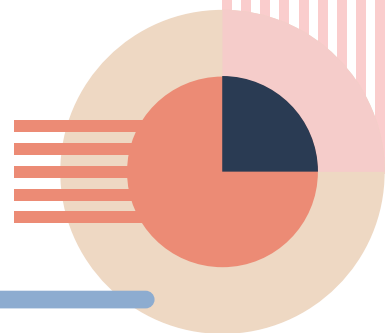
Ask the students to share something new they heard or learned during the lesson today.

Additional Links:

The following links will have implications on policy

[Jury finds Meta and Google negligent in social media harms trial](#)

[Social Media Addiction Lawsuits](#) (March 2026): KGM Trial, MDL 3047, and TikTok & Snapchat Settlements Explained



Theme 3:

Digital Footprint

Learning objectives

- Understand the implications of digital identities as it relates to personal information, privacy, and safety
- ▲ Examine the different ways our data is used

Introduction

While technology such as the internet, apps, and social media are relatively new innovations, are also the norm for students today. 95% of teenagers are on social media.

In addition to the mental and emotional impacts, students' digital footprint and user data also have the potential for harm both in real time and as they move toward their goals in the future.

The lessons in this theme focus on students' digital footprints, their implications, and ways to think about how they curate and control their own. The link below provides the current evidence reported by the U.S. Surgeon General's Advisory.

[Social Media and Youth Mental Health](#)

Theme 3:

Digital Footprint

Lesson 7

Where does the info go?

- Examine how Digital Footprints are created both actively and passively, who has access to them, and their permanence.

Lesson 8

Geared toward older students

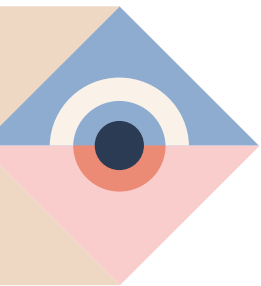
They're using my info HOW??*

- Uncover ways in which our information can be used to shape our experiences both positively and negatively.

Additional Resources and Tips

For older students,

- [Online Targeting and Tracking Information](#)
- [Is Facial Recognition Invading our Privacy?](#)



Digital Footprint: Where does the info go?

Objectives for lesson

Understand what a digital footprint is, along with the implications of digital identities as it relates to personal information, privacy, and safety

Instructor's Introduction to concept

Young people are creating lifelong digital footprints long before their frontal lobes are fully developed. This makes it especially difficult to make consistently safe choices as well as to attach avoidable future consequences to current actions. Whether it be offensive posts and/or comments, oversharing private information, underutilizing privacy settings, or being manipulated by AI and deep fakes, young people both create an alarming amount of eternal digital data, while also falling prey to their own use.

This lesson provides space for students to understand the concept of digital footprints and also do an inventory of their own.

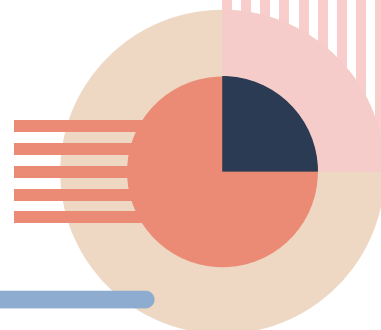
Vocabulary Terms

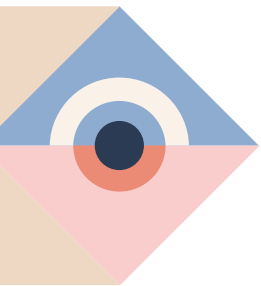
Digital Footprint: All of the information online about a person, either posted by that person or by others, intentionally or unintentionally

Active Digital Footprint: Information you choose to share online.

Ex: posts, comments, or fill out forms.

Passive Digital Footprint: Information that gets collected automatically when you use apps, websites, and devices





Digital Footprint: Where does the info go?

Logging In Activity

Use the accompanying slides for the following activity.

1. Divide the room into two teams.
2. Have one student from each team face each other. The first student to slap their hand on the desk with the correct answer to the question on the slide wins a point for their team.
3. Switch students for each question.
4. The team with the most points at the end wins

Before moving on, share the following definitions with the students. Ask for volunteers to read them to the class.

- **Digital Footprint:** All of the information online about a person, either posted by that person or by others, intentionally or unintentionally
- **Active Digital Footprint:** Information you choose to share online. Ex: posts, comments, or fill out forms.
- **Passive Digital Footprint:** Information that gets collected automatically when you use apps, websites, and devices

Main Ideas

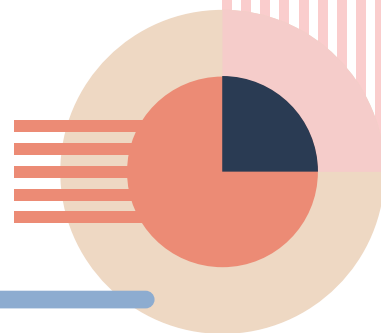
Show the following video: [What is a Digital Footprint?](#)

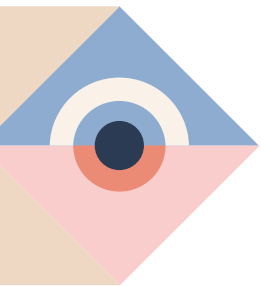
Discussion Questions:

**Have everyone answer the first two questions.*

1. What are some examples of active digital footprints?
2. What are some examples of passive digital footprints?
3. In what ways are active digital footprints helpful? Harmful?
4. In what ways are passive digital footprints helpful? Harmful?
5. In what ways can others impact our digital footprints?
6. What are some things we can do to minimize and/or control our digital footprint?

Students will do a person digital footprint inventory in the next activity.





Digital Footprint: Where does the info go?

Uploading Activity

Show the **first 30 seconds** of Understanding your Digital Footprint – The Digital Classroom Experience.

Hand out the My Own Digital Footprint worksheet and give students quiet time to fill it out individually before sharing their answers with a neighbor.

Bring the group back together for the final reflection questions

Digital Footprint: Where does the info go?

My Digital Footprint Inventory

Online Activity	Example of What I Choose to Share (Active Digital Footprint)	Example of What Gets Collected (Passive Digital Footprint)
Gaming	Ex: Username, friend requests	Ex: Play time, skill level, which friends I play with
Social Media		
Streaming		
Messaging		
Searching		
Schoolwork		
Creating		
Shopping		

Theme 3: Lesson #1: Where does the info go?

SLIDESGO

This design was created by Slidesgo using Freepik resources

Reflection and Connection

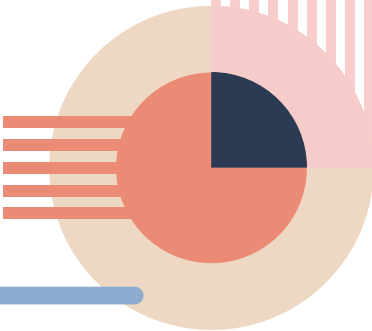
Remind students about algorithms and their role in collecting our passive and active digital footprint.

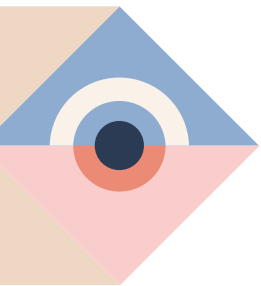
Use these questions for a final reflection.

1. What parts of your digital footprint are you comfortable with?
2. What parts make you nervous?
3. What are some things you will do differently to have more control over your digital footprint?

Additional Links:

For older students, consider swapping out this video for the video in the Uploading activity.





Digital Footprint: They're using my info HOW??

Objectives for lesson

Uncover ways in which our information can be used to shape our experiences both positively and negatively.

This lesson may be more appropriate for older students

Instructor's Introduction to concept

This lesson introduces students to the more complex ways the data we give social media supports, predicts, limits, and impacts our experiences virtually and in real life. The following videos highlight different concepts from this lesson.

[Are we automating racism?](#)

[How I'm fighting bias in algorithms | Joy Buolamwini](#)

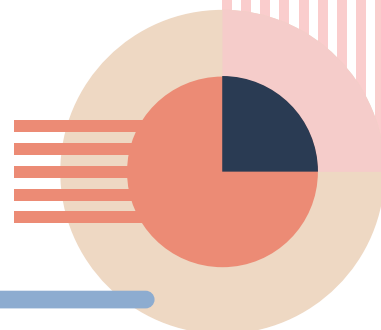
[The feedback loop of social media | 60 minutes](#)

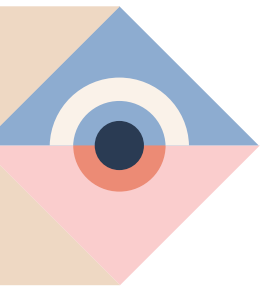
This article, [Racism In, Racism Out: A Primer on Algorithmic Racism](#), further discusses bias and its applications on People of the Global Majority.

Vocabulary Terms

Algorithmic Bias: occurs when AI and machine learning systems produce systematic, unfair outcomes that privilege certain groups over others, often reinforcing existing social, economic, or racial prejudices

Echo chamber: digital environments where algorithms and user preferences create feedback loops, exposing individuals primarily to views and content that reinforce their existing preferences and beliefs





Digital Footprint: They're using my info HOW??

Logging In Activity

Algorithms in Action (small group activity)
Print the memes from the *meme templates* found in the appendix
Have the groups choose one to create their own new original meme. Duplicate images are fine.
Capture the students responses to each other's memes using the *reaction key* found in the appendix

This is a great place to use pictures and memes relevant to your current students.

Next, share the *Algorithm Reaction Math Formula* and have the groups tally their score. The group with the highest score wins.

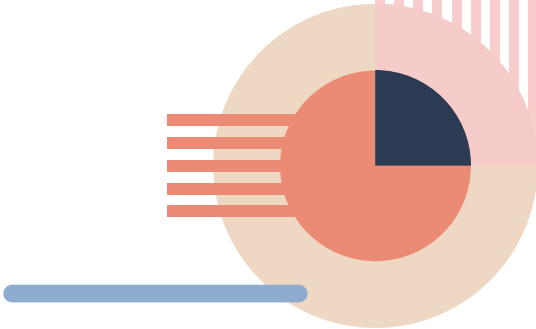
Main Ideas

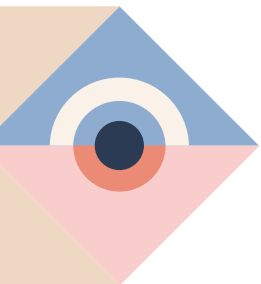
Break the students into at least 4 small groups. Let them know you will all be watching a longer video – about 11 minutes – and that it covers a lot of content. Each group will be responsible for teaching a segment of the video back to the whole group. Assign the different segments and pause the video each time a new segment starts. Once the whole video is over, share QR code found on the accompanying slide so that students can view their segment in their small groups. The prompts for their teach-back are found in the Uploading Activity.

Video: [Algorithmic Bias and Fairness](#)

0:00–1:08	Intro
1:08–3:14	Hidden Biases
3:15–4:26	Hard to Quantify
4:27–6:42	Positive Feedback Loop
6:43–8:48	Limitations of AI
8:49–11:20	Conclusion

Assign these sections to small groups, doubling up as needed.





Digital Footprint: They're using my info HOW??

Uploading Activity

Use the following prompts, also found on the accompanying slides to help students prepare their teach-back to the class:

1. What are the main ideas from your segment as it relates to the title of your segment?
2. What seems beneficial or positive?
3. What seems problematic?
4. Where is the tension or conflict?
5. What do we need to take away in order to be safer online?

Give each group a chance to report back to the larger group.

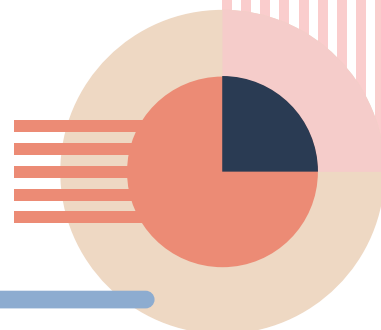
Reflection and Connection

Ask the students to share something new they learned, along with an online behavior they might change after what they've learned so far.

Additional Links:

[How I'm fighting Algorithmic Bias](#)

[Reducing Algorithmic Bias in AI](#)



Theme 4:

Digital Drama

Lesson 9

The power of “Anonymity”

- Examine the limits of privacy online
- Discuss anonymity and what it means in virtual spaces

Lesson 10

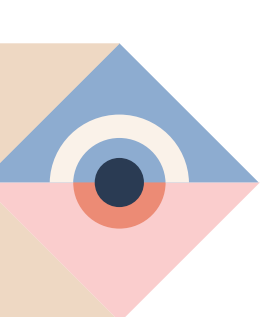
Virtual Responsibility

- Reflect on personal social media and interactions with others online
- Discuss ways to safely engage with others, as well as help keep others safe

Additional Resources and Tips

For older students: This is a good cross-over video for youth groups who also discuss wellness in all its forms.

[Should Sexting Be a Crime? Teen Sexting](#)



Digital Drama: The power of “Anonymity”

Objectives for lesson

- Discuss anonymity and what it means in virtual spaces
- Examine the limits of privacy online

Instructor's Introduction to concept

This lesson examines the concept of anonymity in two ways: *passive anonymity* which includes the ways AI and algorithms penetrate our privacy or create digital assumptions about us based on unintentional things such as speed of typing, hovering over images, zip codes, etc., and *intentional anonymity*, which we use fake names or accounts to say and act in ways that we don't want to associate with our real names and identities.

This lesson includes activities that may have somewhat mature content as explained in the following pages. Please test out the Main Idea activity prior to teaching to plan how you want to prepare your group.

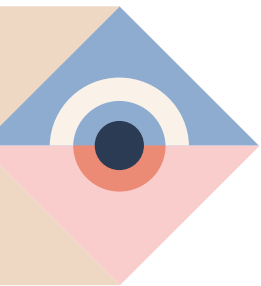
The following link is a helpful primer: [Who's Snooping on You Online? | Above the Noise.](#)

Vocabulary Terms

Anonymity: situations in which the person's identity is unknown

Privacy: without company or observation

Private: belonging to, restricted to, or intended for an individual person or group.



Digital Drama:

The power of “Anonymity”

Logging In Activity: Detective

Chose 1 person to be Detective. Send them out of the room while the rest of the group chooses someone to be User 1. Everybody else is considered Evidence. Have everyone stand in a wide circle at arms length apart with their chair behind them. The Detective stands in the middle of the circle so they can look all around. The point of the game is to see if User 1 can eliminate all the Evidence before the Detective figures out who it is. User 1 eliminates the Evidence by winking at them. If another student (Evidence) sees them wink, they are to sit down. This can be done dramatically or quietly. User 1 is trying to wink at as many students (Evidence) as they can without getting caught by the Detective. Tell the rest of the students they should not give away User 1's identity.

The Detective gets 3 guesses (*Give them 1 or 2 guesses if the group is small) to guess User 1's real identity and can make those guesses at any time.

If User 1 eliminates all the Evidence before the Detective guess who it is, they win.

After a few rounds, let the students know you will be discussing anonymity and privacy in virtual spaces today. Ask them to define both terms. Provide the definitions after a few answers.

Main Ideas

“How Normal Am I” Anonymity Experience



****WARNING:** *The simulation may generate an inappropriate user name “MadameSexyPants93” which is based on the user’s perceived gender, attractiveness, and birth year. Discuss the ways this is problematic and remind your students about respect, consent, and the power of language.*

6 – 8th grade: Lead the following simulation linked above using a projector so the whole class can watch.

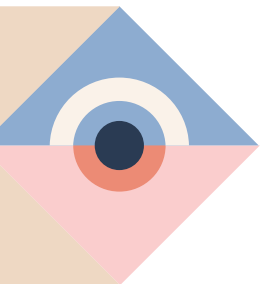
9–12th grade: Students will work in pairs to interact with the simulation linked above. Ask them to move through the simulator, reminding them it is only a simulation.

Whether following along as a group or working in pairs, help students listen for the passive ways algorithms shape their experiences online.



Tip:

Play with expressions, lighting, angles, and movement to impact the simulation results.



Digital Drama: The power of “Anonymity”

Uploading Activity

Let the students know you are switching gears from passive anonymity to intentional anonymity or the ability to “hide” behind social media or virtual interactions.

Play the following video for th students: [Dealing with Digital Drama](#)

Next, use the accompanying slides to create space for your students to process their virtual experiences. After each question/slide, facilitate space for conversation.

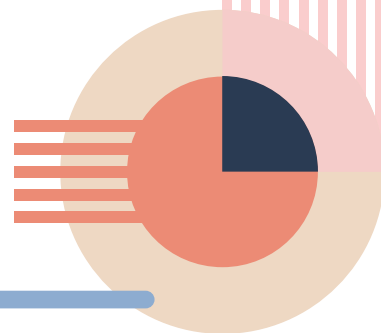
Reflection and Connection

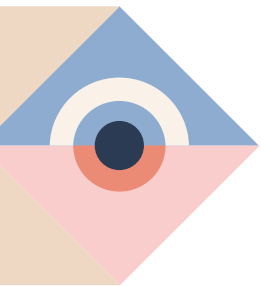
Students present research projects and discussion about contemporary Native American issues

Additional Links:

This video can be used in place of “How Normal Am I?” [Who’s Snooping on You Online? | Above the Noise](#)

Facilitate a conversation for understanding afterward.





Digital Drama: Virtual Responsibility

Lesson 10

Objectives for lesson

- Reflect on personal social media and interactions with others online
- Discuss ways to safely engage with others, as well as help keep others safe

Instructor's Introduction to concept

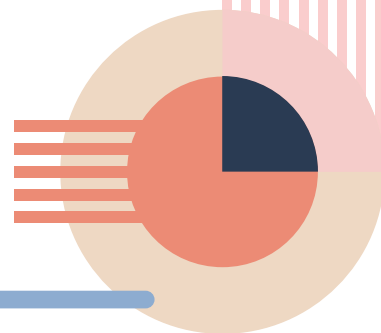
All of us curate versions of ourselves in virtual spaces. While we may be appealing to one audience, there is likely another trying to infringe on our safety. For example, 80% of BIPOC teens report experiencing racialized discrimination online. This is especially alarming since BIPOC youth, similar to LGBTQIA+ youth tend to spend more time online connecting with family and community than their white cisgendered heterosexual peers. Some additional data below:

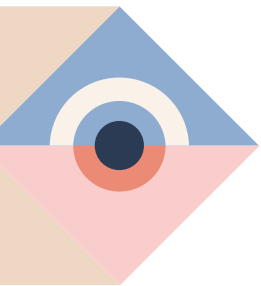
Hateful and hurtful content: Latinx youth (56%) report more frequently encountering racist comments, as compared to their Black peers (47%). White (60%) and Latinx (59%) youth are also more likely than Black youth (53%) to encounter body-shaming comments. Three-fourths of LGBTQ+ youth, however, encounter both transphobic (75%) and homophobic comments (76%) on social media, versus only about half of non-LGBTQ+ youth (55% and 49%, respectively).

Negative News: Compared to their white peers (41%), Black youth (53%) and Latinx youth (48%) more often indicate that they feel the emotional toll of negative news consumption. Looking at LGBTQ+ respondents, fully 6 in 10 LGBTQ+ youth report experiencing the emotional impact of negative news, compared to 43% of straight and cisgender young people. Those with moderate to severe depressive symptoms (62%) are also more likely than those with no symptoms (32%) to report that they see so much bad news that they feel stressed and anxious.

Vocabulary Terms

Curate: select, organize, and present, usually with a specific lens or focus in mind





Digital Drama: Virtual Responsibility

Lesson 10

Tip:

This is a great place to add other profiles. Choose folks who are making a difference, but who students likely wouldn't know

Logging In Activity: Who are they??

Define the word Curate for your students. Poster is in the appendix.

In partners, have the students use one person's phone to look at the following IG profiles one at a time. After each profile, ask the questions below.

@michaelsorrell	Michael Sorrell, Paul Quinn College President
@mathmadeinheaven_	Math Teacher and education content maker
@thetishjones	Local artist and entrepreneur

Based on their profile, describe their vibe. What stands out to you? What do you notice? What do you think they are trying to curate, or say about themselves? Their lifestyle? Their beliefs? Who is their audience? Who wouldn't appreciate them?

After the conversation, remind the students to put their phones away again. Let them know you will be thinking about their own online personas next.

Main Ideas

Show the video [Teen Voices: Who Are You on Social Media?](#)

Facilitate the following discussion:

Which perspective resonated with you?

Which perspective do you see your friends having?

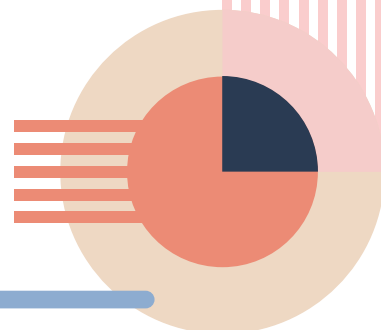
What are some of the reasons people curate their images the ways they do?

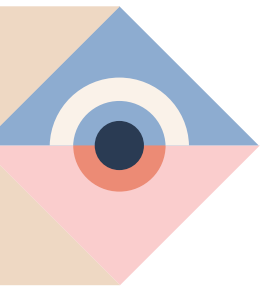
What is the danger for them? For others?

Debate:

Can a curated profile still be authentic? Can it be considered honest?

Allow several students to share their ideas for discourse. There is no right or wrong answer here. As the facilitator, make sure the discussion stays respectful while students argue their points.





Digital Drama: Virtual Responsibility

Lesson 10

Uploading Activity: ACCURATE ME

Pass out the ACCURATE ME handout. Give students 3–5 minutes to fill it out (or think about their answers) before having them share their responses with a friend or small group.

ACCURATED ME

What does your online presence say about you?

What are the ways it says it?

Why is this important to you?

What are some of the benefits of curating online presence?
How does it benefit you specifically?

What are some of the drawbacks of curating an online presence?
How has it harmed you?

How does what you see your friends and "influencers" post shape how you present yourself online?

What are some strategies for curating an online presence that feels most authentic to you?

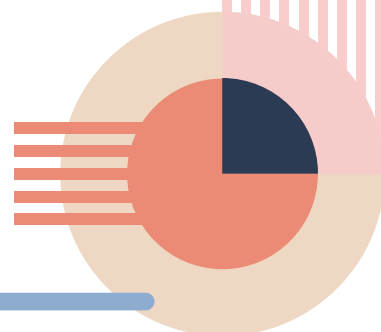
How will you keep online presence safe from those who might be out to harm you?

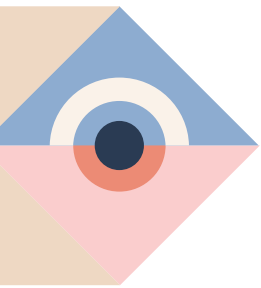
© SLIDESGO Lesson 10: Virtual Responsibility This design was created by Slidesgo using Freepik resources

Reflection and Connection

Ask students to share one thing they are taking with them from the session today.

Additional Links:

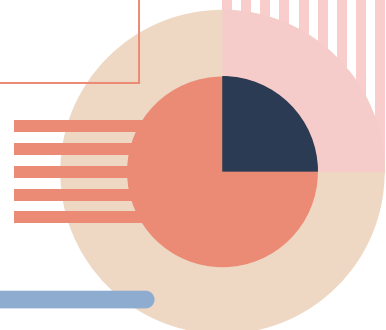




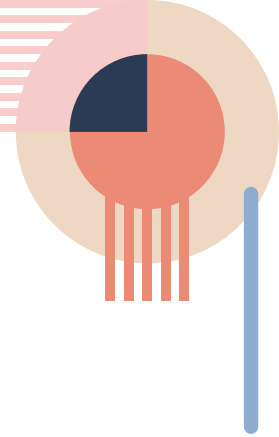
You Are the Target: What is Social Media?

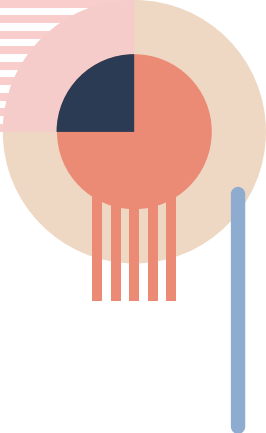
My Social Media Inventory

Media I use	Why I use it	How often I use it



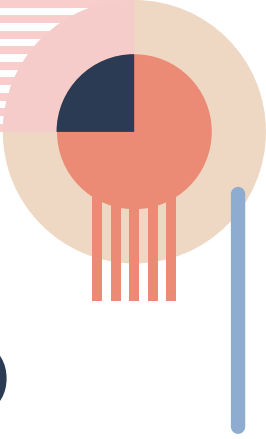
I'm Just a Bill Game





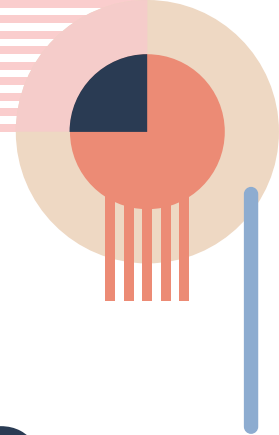
IDEA

Member of Congress sponsors bill



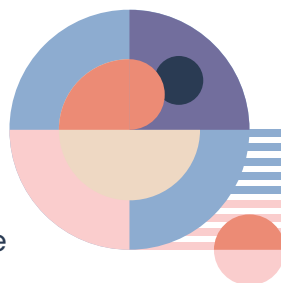
Bill introduced to the House for debate

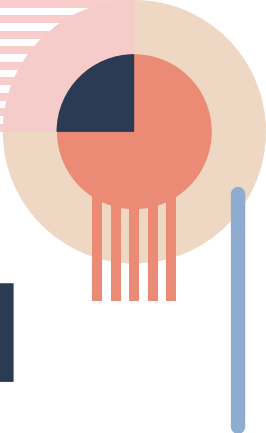
Bill passed in House Vote



Bill introduced to the Senate

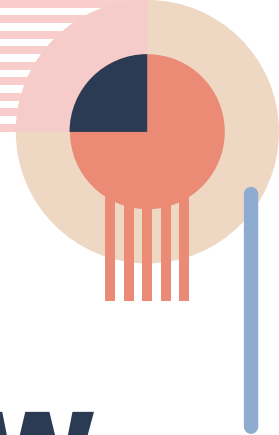
Bill passed in Senate Vote



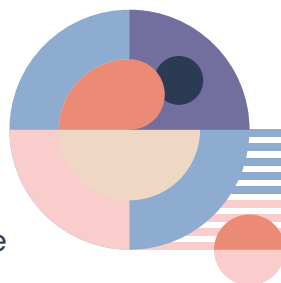


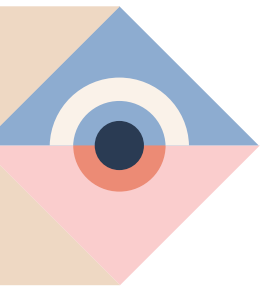
**Bill given to head
person in charge:
President, Governor, etc**

HPIC passes the bill



Bill becomes a law

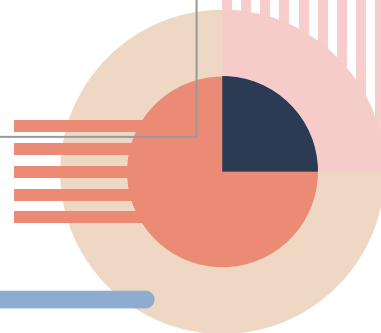


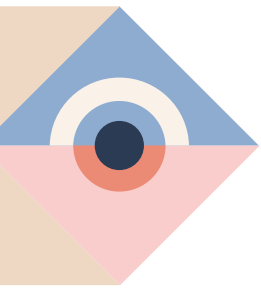


Digital Footprint: Where does the info go?

My Digital Footprint Inventory

Online Activity	Example of What I Choose to Share (Active Digital Footprint)	Example of What Gets Collected (Passive Digital Footprint)
 Gaming	<i>Ex: Username, friend requests</i>	<i>Ex: Play time, skill level, which friends I play with</i>
 Social Media		
 Streaming		
 Messaging		
 Searching		
 Schoolwork		
 Creating		
 Shopping		

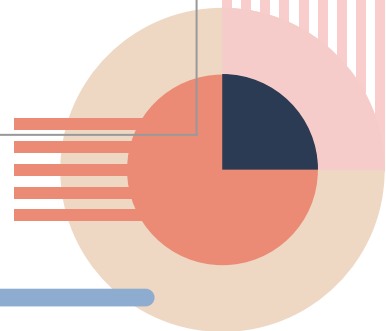




Digital Footprint: Where does the info go?

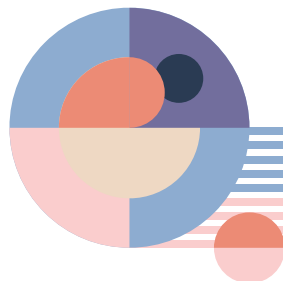
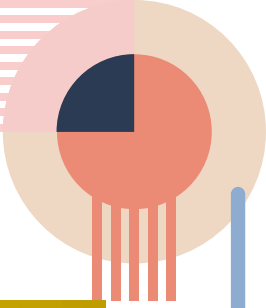
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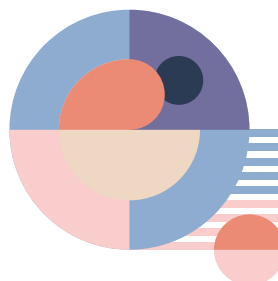
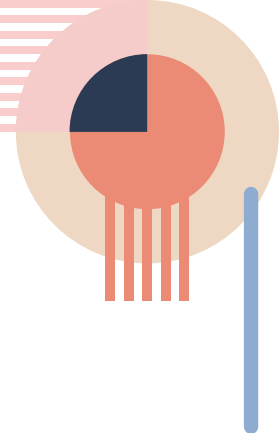




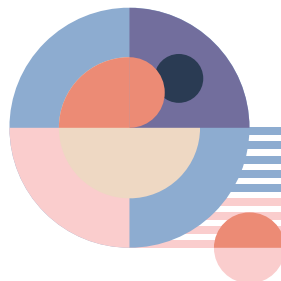
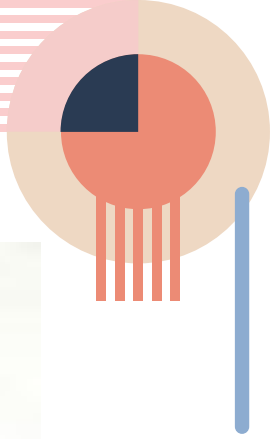
Lesson 8: They're using my info HOW???

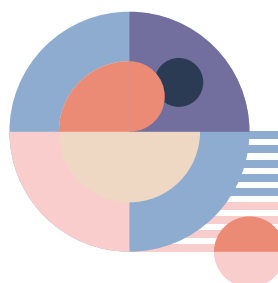
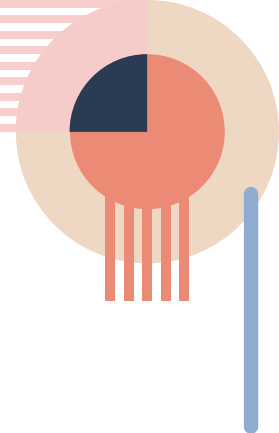


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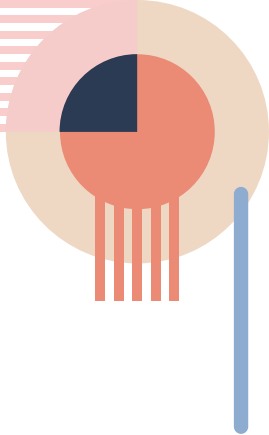


Algorithm Reaction Math Formula

-  = 1 POINT
-  = 2 POINTS
-  = 5 POINTS
-  = 10 POINTS

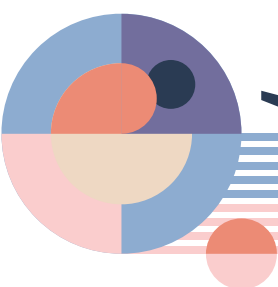
Have each group share their meme and capture the responses from others. Tally their responses here. Total and award the winning group.

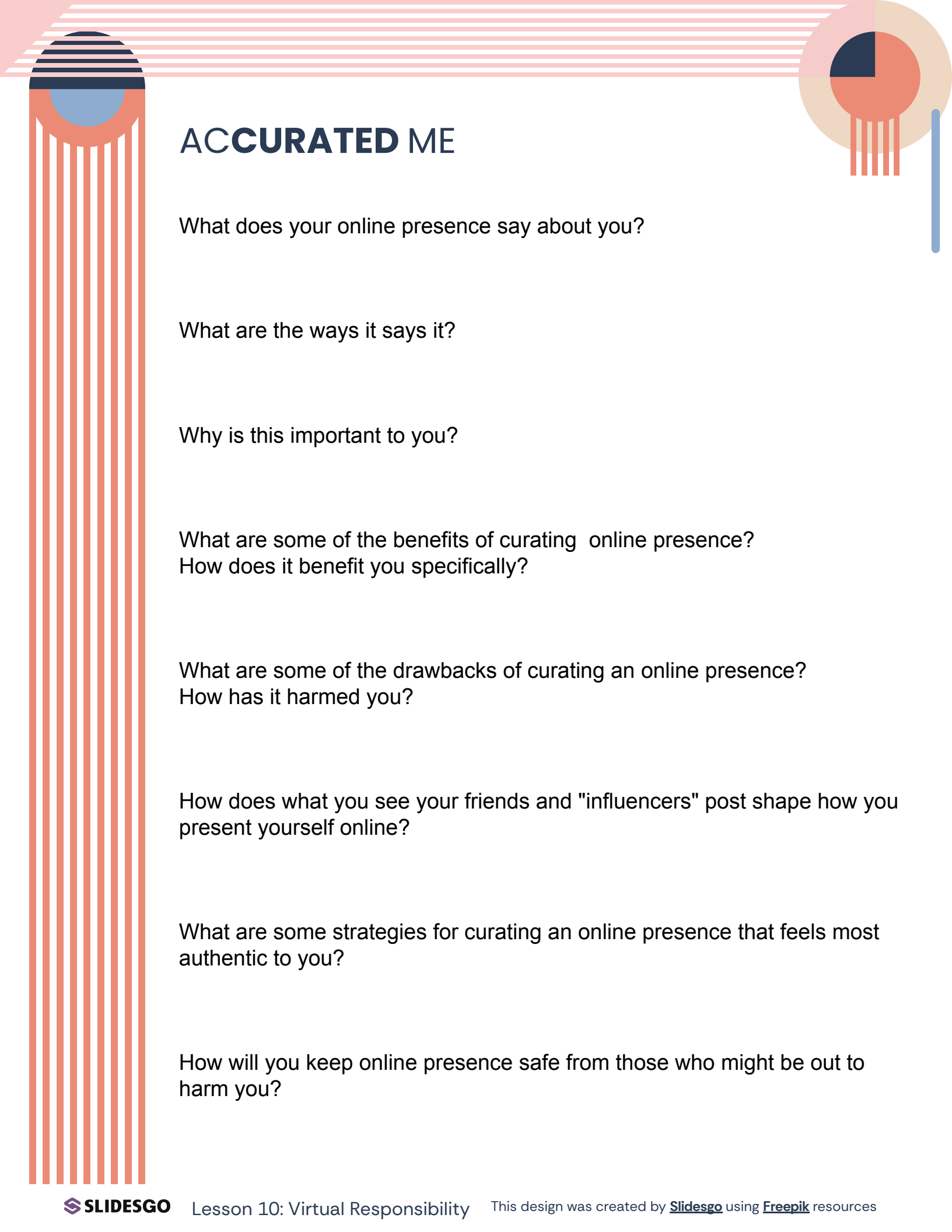
Team Name						
 = 1 POINT						
 = 2 POINTS						
 = 5 POINTS						
 = 10 POINTS						
TOTAL SCORE						



Curate: select, organize, and present, usually with a specific lens or focus in mind.

Ex: curate a museum exhibit





ACCURATED ME

What does your online presence say about you?

What are the ways it says it?

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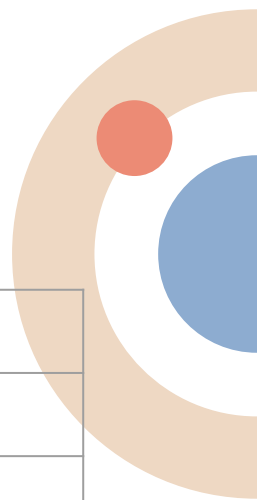
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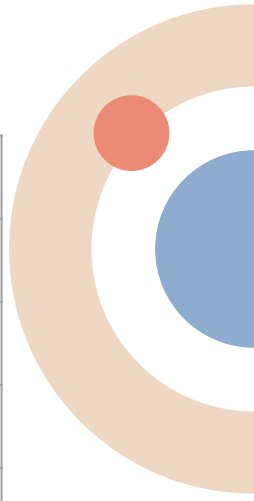
How will you keep online presence safe from those who might be out to harm you?

Appendix: References

Page	Source
10	<u>American Academy of Pediatrics - What is Social Media?</u>
10	<u>The Pixel: Social media explained</u>
13	<u>What the Physics?!: The Physics Behind Texting</u>
13	<u>Internet Just Society - Algorithms in social media platforms</u>
13	<u>University of Alabama-Birmingham: Understanding social media algorithms 101 for parents</u>
14	<u>How Much Do Social Media Algorithms Control You?</u>
16	<u>How Using Social Media Affects Teenagers</u>
16	<u>Why young brains are especially vulnerable to social media</u>
17	<u>Decision making and the adolescent brain</u>
17	<u>Why the teenage brain has an evolutionary advantage</u>
18	<u>The Adolescent Brain is Literally Awesome</u>
18	<u>The Hand Model of the Brain</u>
20	<u>The Social Dilemma - The Mental Health Dilemma</u>
20	<u>MN HF 4581</u>
20	<u>MN SF 4749</u>
21	<u>What exactly is an algorithm? Algorithms explained BBC Ideas</u>
23	<u>Social media algorithms explained CBC Kids News.</u>
23	<u>Above the Noise - Algorithms</u>



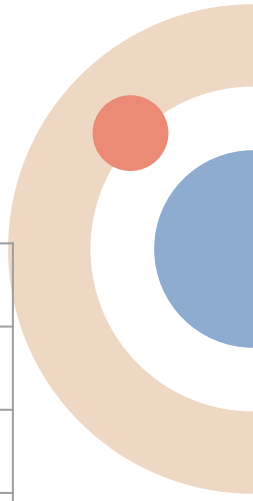
Appendix: References



Page	Source
24	<u>App Traps & Addictive Design</u>
24	<u>Prevalence of Design Harms Among Young People</u>
25	<u>The Social Dilemma.</u>
26	<u>How Social Media Algorithms Create Echo Chambers Be MediaWise</u>
27	<u>35 States have banned smart phones in schools</u>
28	<u>Schoolhouse Rock: I'm Just a Bill</u>
29	<u>Jury finds Meta and Google negligent in social media harms trial</u>
29	<u>Social Media Addiction Lawsuits</u>
30	<u>Social Media Social Life - CommonSense Media</u>
31	<u>Online Targeting and Tracking Information</u>
31	<u>Is Facial Recognition Invading our Privacy?</u>
33	<u>What is a Digital Footprint?</u>
34	<u>Understanding your Digital Footprint</u> - The Digital Classroom Experience
34	<u>Understanding Digital Footprints</u>
35	<u>Are we automating racism?</u>
35	<u>How I'm fighting bias in algorithms Joy Buolamwini</u>
35	<u>The feedback loop of social media 60 minutes</u>

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36	<u>Algorithmic Bias and Fairness</u>
37	<u>How I'm fighting Algorithmic Bias</u>
37	<u>Reducing Algorithmic Bias in AI</u>
38	<u>Should Sexting Be a Crime? Teen Sexting</u>
39	<u>Who's Snooping on You Online? Above the Noise</u>
40	<u>"How Normal Am I" Anonymity Experience</u>
41	<u>Dealing with Digital Drama</u>
41	<u>Who's Snooping on You Online? Above the Noise</u>
42	<u>An Evidenced-based Perspective on Social Media Use Among Young People</u>
43	<u>Teen Voices: Who Are You on Social Media?</u>



Appendix: Supportive resources for caregivers

	<u>How to Talk to your Kids About Social Media: A step-by-Step Guide</u>
	<u>Why the teenage brain has an evolutionary advantage</u>

