Educator Guide: How do you feel about the design tricks that social media apps use?

Use our [modifiable Student Viewing Guide](#), which includes:

- Quickwrite prompt
- Video comprehension questions
- Evidence evaluation/CER graphic organizer

This guide is designed to support your students with these learning objectives:

1. Students will analyze and evaluate evidence related to the impact of the user design on social media apps.
2. Students will write arguments expressing their opinion on the design tricks that social media apps use.
3. Students will create an infographic collecting data from your community about their social media usage.

Need support bringing current or controversial issues into your classroom?
Start with these resources from [Facing History and Ourselves](#) and [Learning for Justice](#)

[Decades of evidence](#) show that students benefit when we bring the world into our classrooms and make space to discuss current issues. Before launching into a potentially controversial topic:

1. [Make a plan](#)
2. [Set expectations](#) or reinforce community norms around civil discussion and respectful interaction
3. Make space for all voices. The [student viewing guide](#) is designed to help students reflect, gather evidence and articulate their views.
4. Intentionally discuss the ongoing problem of [political polarization](#) and ["us/them" thinking](#), and how they affect your community.

Watch video	**Opportunity for Discussion**	**Media-Making Extension**
Use this student viewing guide with: ● Quick-write prompt ● Comprehension questions about the video ● Student note catcher More student supports the Discussion page: ● Glossary with vocabulary used in the video ● Annotated source list ● Video transcripts in English and Spanish	Responses should be supported by evidence from the Above the Noise video or other research on the topic. Classroom discussion and writing support: ● Sentence frames ● Discussions rubric ● Response analysis activity	Collect data from your community (classmates, teachers, family members, neighbors, etc.) about how much time they spend on social media apps and interview them about their usage. Create an infographic to visualize the data you collected and summarize any patterns you heard in your interviews. Teachers: Learn more about making media for the classroom on KQED Teach.

ABOVE THE NOISE

Standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
CCSS.ELA-Literacy.W1	Write arguments to support claims with clear reasons and relevant evidence
CCSS.ELA-Literacy.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
NGSS.SEP.7	Engaging in argument from evidence
NGSS.SEP.8	Obtaining, evaluating and communicating information
ISTE Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

*KQED's Media Tool Policy: In KQED Education's media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual's specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.