



PROJECT
OVERRIDE

activity_bank.exe

2026-2027
> **ACTIVITY
BANK**

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creativity_production.exe

Creativity & Production

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community_engagement.exe

Community Engagement

peer_learning_education_mentorship.exe

Peer Learning, Education & Mentorship

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Discussion / Debate

about.exe

About This Section

The Discussion series is where the richest, most in-depth engagement with the content of our programming takes place. Across 16 activities, students are given a structured, facilitated

opportunity to exchange ideas and perspectives with their fellow club members not for the sake of proving or asserting a point, but to learn from one another and consider alternative positions.

Format varies by session: some discussions work best in small groups, others as a full club conversation; the specific structure for each is set out in its own activity guide. What stays constant across all of them is the posture the series asks of both facilitators and students – curiosity over conclusion, and comparison as a tool for understanding rather than ranking.

Facts aren't up for debate; framing and values often are.

Some material in this series is established fact (for example, the attention economy is the business model underlying most social media platforms) and is presented as such rather than opened for discussion. Genuinely contested questions, by contrast, are the discussions' actual subject matter, and facilitators should be careful not to steer students toward a predetermined conclusion on those.

how_discussions_work.exe

How Discussions Work

Personal material stays personal. Where a discussion touches something a student might not want to share with the group, that material belongs on a private reflection sheet which is never collected or shared aloud. Group conversation works best with observational or trend-level framing; it isn't the venue for students to disclose their own experiences unless they choose to.

Sourcing is grounded and transparent. Discussions draw on sources like Pew Research Center, academic research, legislative text, and reporting from outlets such as the BBC and The Markup. When a source is an advocacy organization rather than a neutral research body – Center for Humane Technology, for instance – it's identified as such, without undermining the factual claims it makes.

facilitation_and_support.exe

Facilitation & Support

Facilitating a genuinely open discussion on sensitive material takes real care, and no facilitator should have to navigate that alone. Any guide in this series touching mental health,

cyberbullying, hate speech, or other sensitive personal territory includes crisis resources that are visually prominent and kept separate from general reading material; facilitators should know where those are before the session starts, not look for them in the moment.

Clubs are strongly encouraged to involve their school counselor in this series, both to be available during and after discussions that touch difficult material, and, where possible, to consult on facilitation approach beforehand. This isn't a nice-to-have; it's the support structure that makes discussions on hard topics safe to hold at all.

if_something_comes_up.exe

If Something Comes Up: A Protocol for Facilitators

If a participant discloses that something discussed here has happened to them or someone they know:

- Do not process the disclosure in front of the group. Briefly acknowledge them ("Thank you for trusting us with that, let's talk after the meeting") and steer the discussion forward.
- Check in with them privately after the session.
- Connect them with a trusted adult: your club advisor, a school counselor, a parent, and share the Crisis Resources. You are not expected to handle this alone, and you shouldn't.
- If the disclosure involves harm to a minor, tell your club advisor the same day. Adults at your school have responsibilities and training for exactly this.

If a participant uses hateful or harmful language during discussion:

Name it simply, without debating it: "That language doesn't belong in this space." Do not open the floor to argue about whether it was acceptable. Move the discussion forward, and follow up with your club advisor afterward.

If the discussion becomes heated or a participant becomes visibly upset:

Pausing is always allowed. "Let's take a beat" is a complete sentence. Anyone can pass on any question, at any time, without explanation.

General Best Practices for Club Discussion

Involve students in creating the norms, don't just hand them a list.

Presenting students with draft guidelines and asking them to modify, accept, or add to them, rather than imposing rules top-down. Students build a sense of ownership by identifying why certain norms matter to them personally, and even voicing skepticism about a norm can be more productive than accepting it without discussion.

Explain why you're setting norms, not just what they are.

Be explicit that discussion skills are something students are learning in your class, and explain clearly why norms are being established and how they'll function. Students will then understand the purpose behind the rule (e.g., "we don't interrupt because it shuts down the quieter thinkers") are far more likely to self-enforce it than students who were just told "no interrupting."

Revisit norms regularly — don't set them once and forget them.

It's helpful to remind students of key norms throughout the year, especially right before discussing challenging topics. A midterm-style check-in is also a useful moment for students to self-assess their own participation and suggest edits to the norms. For a club, this could mean a quick 60-second norm reminder before any Fishbowl, SAC, or Town Hall session on a sensitive topic.

Set clear expectations for evidence and language.

Common, well-tested ground rules worth adapting for your club:

- Support your points with evidence: known facts, credible sources, etc.
- Use "I" statements: share your own feelings or perspective, but don't speak for others in the room.
- Avoid generalizing about groups: you can discuss known actions or statements by a group, but avoid sweeping overgeneralizations.
- Listen actively: pay attention so you can respond to what was actually said, not what you assumed would be said.
- Keep an open mind: the goal is mutual learning, not winning.

Don't let students monopolize — and build in permission to change your mind.

Ground rules should ask students not to monopolize the conversation and to give others a chance to contribute. Frame discussion as a way to "think out loud" allows everyone, including the student themselves, to revise or clarify a position in light of new information. This is especially useful to state explicitly before Philosophical Chairs or SAC, where the whole point is that a student can switch sides.

Have a plan for tense moments.

Pre-established guidelines help you decide how to address difficult situations if they arise mid-discussion, deciding in advance how you'll handle a moment where the conversation gets heated means you're not improvising a response in front of the group.

note_on_facilitating.exe

A Note On Facilitating

Regardless of which format you're using, your role as facilitator always includes final responsibility for the wellbeing of the group. Some formats, especially Socratic Seminar and Harkness Discussion, are designed for students to lead with minimal adult input, and that's by design: it's part of what builds their ownership of the conversation. But "hands-off" is a starting posture, not an absolute rule. If a comment crosses the line into disrespect, exclusion, or anything that compromises a member's dignity or safety, step in. **No format is more important than your members feeling safe and respected in the room.**

Discussion Styles

Facilitator Note: Regardless of which format you're using, your role as facilitator always includes final responsibility for the wellbeing of the group. Some formats, especially Socratic Seminar and Harkness Discussion, are designed for students to lead with minimal adult input, and that's by design: it's part of what builds their ownership of the conversation. But "hands-off" is a starting posture, not an absolute rule. If a comment crosses the line into disrespect, exclusion, or anything that compromises a member's dignity or safety, step in. No format is more important than your members feeling safe and respected in the room.

socratic_seminar.exe

>Socratic Seminar

When to Use: When you have a shared text, article, or case (an OFSMS reading, a news article on a platform policy, etc.) and want students to build understanding together rather than debate.

How to Run It:

1. Assign the reading in advance. Have each student write 2 to 3 open-ended discussion questions (avoid yes/no questions).
2. Arrange chairs in a circle so everyone can see each other.
3. Open with one strong question – either teacher-posed or student-submitted.
4. Let the conversation move without hand-raising. Students should build on each other, ask follow-ups, and cite the text ("On page 2, it says...") rather than just opinions.
5. Close with a 2 to 3 minute debrief: "What's one idea that shifted your thinking?"

Facilitator Role: Stay mostly silent. Only step in to redirect if the conversation stalls, becomes disrespectful, or veers off-topic. Track participation with a checklist (who's spoken, who hasn't) so you can gently pull in quieter members.

Facilitation Tips: If it's your club's first seminar, model it once by doing a fishbowl version first so members see what it looks like before doing it themselves.

harkness.exe

>Harkness Discussion

When to Use: When you want the club to fully own and run the conversation with minimal adult / facilitator input – best for a group that already has some discussion experience

How to Run It:

1. Arrange chairs around an oval or circular table so all can see each other.
2. Facilitator poses an opening question, then steps back almost entirely.
3. Students run the entire discussion themselves – deciding who speaks, building on ideas, redirecting when needed.
4. Facilitator only intervenes for major derailments or to note whose voice hasn't been heard yet.

Facilitator Tips: This works best after your club has already practiced Socratic Seminar a few times – it's the "advanced" version where the facilitator disappears almost completely.

gallery_walk.exe



>Gallery Walk

When to Use: When you have several related mini-topics or case studies to cover in one meeting (e.g., 4 different real social media posts to analyze for red flags)

How to Run It:

1. Set up stations around the room – each with a poster, printed case, or prompt.
2. Divide students into small groups (3-4) and assign each group a starting station.
3. Groups spend a set time (5-8 minutes) at each station responding to the prompt or completing a task, then rotate to the next station.
4. Optional: Have groups leave written responses / sticky notes at each station for the next group to react to.
5. Close with a whole-group share, “What patterns did you notice across stations?”

Facilitator Role: Keep rotations on a strict timer, circulate to answer questions.

Facilitator Tips: Good for meetings where you want everyone to physically move and stay energized rather than sitting the whole time.

fishbowl.exe



>Fishbowl

When to Use: Controversial or sensitive topics (e.g., online hate speech, a real cyberbullying case) where full-group discussion would get chaotic, but you still want everyone engaged.

How to Run It:

1. Set up an inner circle of 6 to 12 chairs surrounded by an outer circle (or standing observers).
2. Give the inner-circle group a discussion prompt and a few minutes to gather their thoughts.
3. Inner circle discusses out loud for 10 to 15 minutes while the outer circle silently observes and takes notes (you can assign specific things to watch for, like “good use of evidence” or “respectful disagreement”).
4. Rotation options – pick one:
 - a. **Time-Based Swap:** whole inner group swaps out with new students at set intervals.
 - b. **Open Seat:** Leave one empty chair in the inner circle, and any outer circle student can tap in when moved to contribute.
5. Close by inviting the outer circle to share what they observed – this becomes a second, meta layer of discussion.

Facilitator Role: Keep time, manage the rotation, and prevent the inner circle from being dominated by 1 to 2 voices.

Facilitator Tips: Works especially well for your club since it caps the “hot” conversation to a manageable group size while still keeping the whole room involved as active listeners.



>This or That

When to Use: A quick, high-energy opener on a clearly debatable statement – good for a shorter club meeting or to kick off a bigger topic.

How to Run It:

1. Prepare a statement with a clear agree / disagree split (e.g., “Social media platforms should be legally required to verify users’ ages”).
2. Read the statement aloud. Students physically move to one side of the room (agree) or the other (disagree). No “middle” – force a choice, though you can allow a continuum version (see variation below).
3. Give 1 to 2 minutes of quiet prep time for students to think of their strongest reason.
4. Alternate turns between sides – one person from each side speaks, then the next.
5. **Key Rule:** If someone hears an argument that changes their mind, they can physically move to the other side mid-discussion.

Variation: Instead of a binary choice, set up a continuum across the room from “Strongly Agree” to “Strongly Disagree” and have students place themselves based on conviction strength – good for topics that aren’t truly binary.

Facilitator Role: Enforce turn-taking, keep it respectful, and periodically ask “has anyone moved and why?”

Facilitator Tips: Great as a 10-minute activity before diving into a deeper format like Socratic Seminar or SAC on the same topic.



>Structured Academic Controversy

When to Use: Genuinely complex issues where both sides have legitimate points and you want to move students past “debate to win” thinking - strong fit for policy-style topics (e.g., platform regulation, free speech vs. moderation).

How to Run It:

1. Divide the group into teams of 4; split each team into two pairs.
2. Assign each pair a position (Pair A argues for, Pair B argues against). Give both pairs research/reading time on their assigned side – even if it’s not for their personal view.
3. Each pair presents their position to the other pair, using evidence, through one of the following formats. The listening pair should just listen and take notes – no interrupting yet.
 - a. **Open Discussion:** Both pairs discuss, challenge, and probe each other’s arguments.
 - b. **Perspective Reversal:** Have each pair argue the other side’s position from memory, to check that they actually understood it.
 - c. **Drop Advocacy:** Pairs stop defending “their side” and work together to find a synthesis or nuanced conclusion that draws from both.
 - d. **Report Out:** Each group of 4 shares their synthesis with the full club.

Facilitator Tips: This is the most structured / rigorous option on this list – best for a topic your club really wants to dig into over a full meeting, not a quick activity. The perspective-reversal step is what most distinguishes it from a regular debate, so don’t skip it.

>Pinwheel Discussion

When to Use: When a topic has 3+ distinct stakeholder viewpoints (e.g., platforms, parents, teens, regulators on a policy question) and you want structured representation of each

How to Run It:

1. Divide students into 4 groups: 3 groups each represent a different perspective / stakeholder; the 4th group is “provocateurs” whose job is to keep the discussion challenging with pointed questions.
2. Each group preps their speaker with talking points ahead of time.
3. One “speaker” per group sits facing the other speakers in the center (forming a square); their group members sit behind them in a rough triangle / fan shape.
4. The four speakers discuss the prepped question(s) while their groups listen.
5. After several minutes, rotate: a new member from each group’s “fan” swaps into the center seat and picks up the conversation.

Facilitator Role: Keep time on rotations and make sure the provocateur group is asking real challenge questions, not just being disruptive.

Facilitator Tips: Takes more setup than most formats here – best saved for a meeting where you’ve built in extra prep time in advance.

>Affinity Mapping

When to Use: Brainstorming phase before a bigger discussion – good for generating a lot of raw ideas quickly (e.g., “What are all the ways misinformation spreads online?”)

How to Run It:

1. Pose a broad, idea-generating question.
2. Give each student sticky notes; one idea per note, written silently and individually.
3. Students post notes on a shared wall/whiteboard in no particular order.
4. As a group, cluster similar notes into categories.
5. Label each category and discuss why ideas fit together, and how categories relate.

Facilitator Tips: Great precursor to a Socratic Seminar or SAC on the same topic – it surfaces the range of ideas before deeper discussion.

>World Café

When to Use: Multi-part topics where you want small groups to build on each other’s thinking across several linked questions

How to Run It:

1. Set up several small tables/groups, each with a different but related question.
2. Groups discuss for a set time (10-15 minutes), often recording key points on paper “tablecloths”.
3. All but one member (“the host”) rotate to a new table; the host stays behind and briefs the new arrivals on what was discussed.
4. New group builds on the prior conversation and adds their own ideas.
5. Repeat rotations as time allows, then reconvene for a whole-group share-out.

Facilitator Tips: The “host stays behind” mechanic is what makes this distinct from a simple gallery walk – ideas actually compound across rotations rather than starting fresh each time.



>Hot Seat

When to Use: Lighter, faster-paced meeting, or when you want to humanize an issue through a specific role (a “platform exec,” an affected teen, a policymaker, etc.)

How to Run It:

1. One student volunteers (or is assigned) to take on a role or perspective.
2. That student sits in front of the group and stays in character while answering questions from the rest of the club.

Variation for Bigger Participation: Split into small groups of 4-5, with one “character” per group taking questions from just their small group – lets more students be in the seat over the course of a meeting.

Panel Variation: Multiple students each play a different stakeholder role simultaneously, taking questions together like a talk-show panel.

Facilitator Role: Keep questions moving, redirect if the “seat” student breaks character or gets stuck, and make sure questions stay substantive, not just gotchas.

Facilitator Tips: Good icebreaker-adjacent activity to open a meeting before moving into a deeper format on the same topic.



>Concentric Circles

When to Use: Quick way to get every student talking 1-on-1 across many peers – good opener or check-in format

How to Run It:

1. Form two circles, one inside facing out, one outside facing in, so pairs face each other.
2. Pose a question to the whole group; pairs discuss for 1-2 minutes.
3. **Signal Rotation:** Outer circle shifts one spot to the right to face a new partner.
4. Pose a new (related) question; repeat.

Facilitator Tips: If space is tight, two facing lines work just as well – the person at the end of the line rotates around to the front.



>Pyramid Discussion

When to Use: When you want the whole club to build toward a shared conclusion or consensus by the end of the meeting

How to Run It:

1. Start in pairs – pose a question, give a few minutes to discuss.
2. Pairs join another pair to form a group of 4; each pair shares their ideas with the other pair.
3. Groups of 4 merge into groups of 8, repeating the process.
4. Continue merging until the whole club is one group, sharing the synthesized ideas.

Facilitator Tips: Optionally require each new group to reach consensus before merging again – this raises the rigor if you want it.

town_hall.exe

>Town Hall

When to Use: Current-events or policy-style topics tied closely to your media literacy work (e.g., “Should platforms be required to label AI-generated content?”)

How to Run It:

- 1.Designate a moderator (you, or a confident student later in the year).
- 2.Set up chairs in a semi-circle or full-circle facing a “podium” or front area.
- 3.Moderator poses the central question and opens the floor.
- 4.Students raise hands or line up at a “mic” to make statements or ask questions, similar to a real civic town hall.
- 5.Moderator manages time per speaker and keeps things moving.

Facilitator Tips: Good closing format for a topic you’ve built up through smaller formats earlier – it feels like a culminating, “real-world” activity.

Use the report “Teens, Social Media and AI Chatbots 2025” from the Pew Research Center to facilitate a conversation about the habits, beliefs, and positions of your peers regarding social media and AI chatbot use, based on concrete survey data.

disc_1.exe

>DISC-1 What Does the Data Say About Us?

disc_2.exe

>DISC-2 McKenna’s Story

Facilitate a conversation about the impacts of cyberbullying using the real-life story of McKenna Brown, who passed by suicide after a renewed cyberbullying campaign in 2022 at age 17. Includes sensitive content requiring careful facilitation.

Use a fictional, animated short to guide a conversation on upstanding and peer support in cyberbullying situations and the impact one student can have in making others feel less alone.

disc_3.exe

>DISC-3 are you okay?

disc_4.exe

>DISC-4 The Upstander Model

Watch a video about the Encouraging Upstanders program at Pennridge School District to facilitate a discussion about effective upstanding interventions in peer environments and as role models for younger students.

disc_6.exe



Read through the report “**Teens, Social Media and Mental Health**” from the Pew Research Center to facilitate a conversation about how teenagers across the United States think of the impacts social media has on them.

>DISC-6

Who Does It Really Affect?

disc_7.exe



>DISC-7

The Quiet Revolution

Read an article about teenagers consciously stepping away from social media by transitioning to analog hobbies and products, and building their lives around in-person connections and experiences.

disc_8.exe



Read an issue guide on the Attention Economy from the Center for Humane Technology and discuss the implications for users of how social media platforms operate behind closed doors.

>DISC-8

The Attention Economy

disc_9.exe



>DISC-9

The Attachment Economy

Read an analysis from the Center for Humane Technology on the Attachment Economy and its exploitation of users’ neurocognitive systems, analyzing what “AI psychosis” might indicate about the impact of artificial intelligence on users, and what Dr. Zak Stein terms “subclinical attachment disorder.”

disc_10.exe



Using a Cosmopolitan explainer about parasocial relationships, facilitate a discussion about how social media platforms encourage these dynamics and how they impact both users and public figures.

>DISC-10

Everything You Need to Know About Parasocial Relationships

disc_11.exe



>DISC-11

How to “Engage” with Hate Speech

Discuss how the United Nations’ eight-step framework for responding to hate speech realistically applies to the way teenagers use social media.

disc_12.exe

>DISC-12

Hate Speech & the Algorithm

Using a Cosmopolitan explainer about parasocial relationships, facilitate a discussion about how social media platforms encourage these dynamics and how they impact both users and public figures.

disc_13.exe

>DISC-13

AI Slop and the Changing Face of Social Media

Read a BBC article about the explosion of AI-generated content increasingly referred to as “slop,” and its implications for the social media experience as a user. Discuss the impact of this content on users compared to what was recommended on platforms before the surge of AI-generated content.

disc_14.exe

>DISC-14

Fighting for a Human-Centric Internet

Read a CNET article about what it means to fight for a better version of the internet by detecting and combatting AI-generated “slop” content and understanding the implications of this content in the world of science and politics.

disc_15.exe

>DISC-15

Who Should Govern Social Media?

A structured, capstone debate conducted over two sessions, with time for preparation, about who should govern social media: the government or platforms themselves? Club members draw on their experience and learning throughout the year to create an argument and understand the nuances of the issue.

disc_16.exe

>DISC-16

The Labor of Internet Fame

Read a CNET article about what it means to fight for a better version of the internet by detecting and combatting AI-generated “slop” content and understanding the implications of this content in the world of science and politics.

Creativity & Production

about.exe

About This Section

The Creativity / Production series asks students to make something. Where Discussion is about exchanging ideas verbally, this series turns that same content – platform mechanics, the attention economy, cyberbullying, AI companions, parasocial attachment – into a tangible artifact: a warning label, a poster, a diary entry, an infographic, a video, a piece of art.

The formats across this series' 13 activities are deliberately varied, and that variety is the point. Some activities are quick and public-facing, others unfold privately over weeks. Some are collaborative, others are solitary. What unites them isn't a shared format, but a shared premise: that making something forces a different, often deeper kind of engagement than talking or reading about it does. A student who has to design a warning label has to decide, concretely, what's actually worth warning someone about – and that's a different exercise than discussing whether warnings work in the abstract.

how_production_works.exe

How Production Works

Format is chosen for the content, not the other way around. Each activity guide specifies its own format and materials, this introduction won't repeat those specifics. What's consistent is the underlying goal: the format should be the one that makes the concept legible, whether that's a legislative-style warning label, an open-ended explainer, or a private diary.

Public and private work are handled differently, deliberately. Some activities in this series are built for an audience, such as posters displayed around school, a PSA, or an infographic. Others are built explicitly for the student alone, such as a personal art piece or private diary, and are never intended for group viewing or collection. Facilitators should know, before an activity begins, which category it falls into, since the two carry very different expectations around privacy and review.

Anything headed for public display or distribution goes through review first. Peer review followed by faculty advisor sign-off is the standard path before any student work is posted, shared publicly, or distributed beyond the club. That review exists to safeguard students and the school community, not to police content or soften a message the club intends to send. Physical displays additionally require school administration approval.

Personal work stays personal. Where an activity is designed as private reflection, that privacy is a feature, not an oversight. The artifact is never collected, reviewed, or shared without the student's own choice to do so.

facilitation_and_support.exe

Facilitation & Support

As with the rest of the curriculum, any activity that touches on mental health, personal struggle, or sensitive

material carries crisis resources set apart and clearly visible, and facilitators should be familiar with them before the activity begins. This is particularly true for the more personal, reflective activities in this series, where a student may surface something a facilitator wasn't expecting.

prod_1.exe

>PROD-1 Social Media Warning Label Creation

Students take on the role of public health designers and policy thinkers in reading about real state legislation requiring social media warning labels for minors, then designing their own, including the visual label itself and the rules governing when it appears, how long it stays, and what control a user has to dismiss it.

Chapters design, install, and maintain a public-facing installation in a shared school space in which students write anonymous messages of support for anyone who may be experiencing cyberbullying.

prod_2.exe

>PROD-2 Community Support Board

prod_3.exe

>PROD-3 Cyberbullying Poster Series

Design and share a series of posters throughout school that assert community norms around cyberbullying and signal support for students who may be experiencing it.

Plan and execute a visual art series displayed throughout the school or presented as a formal exhibition, exploring the relationship between social media and mental health from a personal or observational and societal lens.

prod_4.exe

>PROD-4 Mental Health & Social Media Art Series

prod_5.exe



>PROD-5

Social Media Diary

Students keep a confidential, personal diary, in written or audio format over one week, recording their social media use and its impact on their mood, energy, and sense of self.

Chapters research, design, and publish a series of informative posters about the relationship between social media and mental health, grounded in credible, cited sources and designed to engage peers authentically.

prod_6.exe



>PROD-6

Mental Health Informative Poster Series

prod_7.exe



>PROD-7

Attention Economy System Map

Students collaborate to build an annotated system map of the Attention Economy, tracing the relationships between Social Media Platforms, Advertisers, Users, Content Creators, and Regulators.

Chapters work together to produce an explainer, such as a short infographic series or video, that communicates what the Attention Economy is and how it works to a peer audience.

prod_8.exe



>PROD-8

Attention Economy Explainer

prod_9.exe



>PROD-9

Parasocial Relationship Map

Students create individual, personal diagrams mapping their emotional relationships with online entities and analyzing the nature, intensity, and dynamics of each relationship using a structured factor framework.

Students step into the role of public health designers and policy thinkers, designing warning labels based on a primer that describes documented harms and emerging regulation. The final product includes the visual label itself, its core warning message, and a written set of display rules.

prod_10.exe

>PROD-10

AI Chatbot Warning Label

prod_11.exe

>PROD-11

What Makes a Community? Poster Series

Club members create a series of posters carrying affirmative messages about community and shared humanity, displayed throughout school to establish a social norm about standing up against hate.

Students or small teams create original explanatory pieces in their chosen formats, explaining how artificial intelligence operates on social media platforms, translating a largely unacknowledged commercial system into something accessible to a high school audience.

prod_12.exe

>PROD-12

AI On Social Media Explainer

prod_13.exe

>PROD-13

Takeaways Share

A capstone activity in which each student looks back on the year and selects one topic they learned about that stuck with them, then creates a short slide presentation explaining it to an audience, to be presented in a second session.

Community Engagement

about.exe

About This Section

The Community Engagement series takes club programming outside the club. Where Discussion and Production happen among club members, this series is built to reach the wider school community through

events, installations, campaigns, and outreach that put social media safety in front of students who have never set foot in a club meeting.

The activities in this series vary widely in scale and shape: a single event, a physical installation that stays up for weeks, an ongoing resource like a report box, a competition that runs across a semester. What holds them together is format, not audience. Everything in this series is designed with the broader student body in mind, not just club members.

how_community_engagement_works.exe

How Community Engagement Works

The club is the organizer, not the only participant. Club members plan, build, and run these activities, but the intended audience extends well past the club roster. An event, survey, or installation that only reaches club members has not done its job. Success here is measured by how many students outside the club actually engage with it.

Timeframes vary more here than elsewhere in the curriculum. Some activities are single events with a clear start and end. Others (a report box, a screen-time competition, an ongoing awareness campaign) run continuously or over an extended stretch and need a plan for who's responsible for upkeep throughout that period, not just at launch.

Format is chosen for the community, not just the concept. Because the audience is the whole school rather than club members already familiar with the material, activities in this series often need to work harder to be approachable and low-barrier than a discussion or production activity aimed at the club itself would.

Reaching beyond the club means more coordination than Discussion or Production typically require. Before launching an activity in this series, clubs should expect to coordinate on things like space and

scheduling (booking a location, securing a display spot, resetting an event time), communication to the wider student body (how the activity will actually be publicized so people outside the club know it exists), and, where an activity touches on reporting or referral pathways, coordination with school counseling or administration that goes beyond the faculty advisor alone.

reach_and_coordination.exe

Reach & Coordination

That last point matters enough to call out on its own: a few activities in this series (for example, an anonymous reporting mechanism) create a direct channel for students to disclose something rather than simply engage with content. Any activity that opens that kind of channel needs a defined referral pathway to a counselor or appropriate staff member established before it launches, not assembled after the fact once a disclosure comes in.

facilitation_and_support.exe

Facilitation & Support

As with the rest of the curriculum, crisis resources should be visually prominent and clearly separated from general material in any activity touching mental health, cyberbullying, or sensitive personal territory. In this series specifically, that support needs to extend past the club itself. Since the audience is the wider school, a student who is affected by something they encounter may not be someone the faculty advisor or club members know to check in on. Where possible, looping in school counseling before an activity launches (not just making resources available after) is the stronger standard for this series.

eng_1.exe

>ENG-1
No-Phones Social Hour

Chapters plan and host an informal gathering before, during, or after school, where students set aside their devices and spend time together through games, crafts, conversation, and group activities.

eng_2.exe

>ENG-2
Cyberbullying Response Guide

Students collaborate to research, write, design, and distribute a practical guide advising their community on how to respond when they witness cyberbullying. The guide is grounded in research-based guidance and reviewed by a school counselor or mental health professional before publication.

eng_3.exe

>ENG-3
Stand Up Against Bullies Event

Clubs plan and host a community event rallying support for upstanding, both on social media and in-person, featuring interactive games and activities, and an invitation to sign the Community Upstander Pledge.

eng_4.exe



>ENG-4

Anonymous Report Box

Chapters design, build, and implement an anonymous report box allowing any student to report a cyberbullying situation to school counselors and administrators, without identifying themselves. Includes the creation of a box and submission form, the design of a recommended review and response protocol for counselors and administrators to adopt, and the execution of a multi-channel awareness campaign so students know the box exists.

eng_5.exe



>ENG-5

Mental Health & Social Media PSA

Students research, script, produce, and distribute a public service announcement, or a short series of PSAs, about the relationship between social media and mental health, aimed at their school community and beyond and paired with actionable guidance.

eng_6.exe



>ENG-6

Social Media Time Competition

Club members compete over a period of two weeks to achieve the lowest voluntary social media time, keeping a daily log alongside private daily and weekly reflections.

eng_7.exe



>ENG-7

Phone-Free Lounge

Chapters plan and host a lounge-style, phone-free after-school gathering where students and the broader school community can hang out, meet new people, and engage in games and activities without their phones.

eng_8.exe



>ENG-8

Community Connection & Reflection Wall

Clubs install a physical display in school inviting any student to respond anonymously to the question, "What makes you feel seen, understood, and connected within your community?". The wall collects responses over one week, while club members maintain a content monitoring protocol. After the installation, chapters gather for a structured discussion examining what the responses reveal about their school community's needs, how social media and AI chatbots fill those needs, what is gained and lost when connection is sought solely on social media rather than in-person, and what the club can do to foster genuine connection.

eng_10.exe



>ENG-10 **“What the Algorithm Sees” Mirror Installation**

Chapters design and install a physical art installation in school mirrors, windows, and other reflective surfaces labeling what a viewer sees when they look at themselves the way a social media does: as a data subject to be profiled, targeted, and monetized. After the installation is removed, students facilitate a closing discussion about its impact and reception.

eng_11.exe



>ENG-11 **Phone-Free Social Event**

Chapters close out the year by planning and hosting a high-energy, phone-free field day or activity festival inviting the school community to reconnect with each other and the physical world before the year ends. Includes a competitive tournament component where teams accumulate points across a lineup of games and challenges, as well as an open hangout zone where non-competitors socialize, play lawn games, make art, listen to music, and enjoy refreshments.

Peer Learning, Education & Mentorship

about.exe



About This Section

The Peer Learning & Mentorship series is the most sustained and relational component of the OFSMS club curriculum. Where other activity series produce artifacts, events, and community-facing projects,

this series produces something different: an ongoing relationship between high school club members and a cohort of younger students – in grades 6 through 8 – built around social media safety education, mentorship, and genuine human connection across age groups.

The premise is straightforward. High school students who have spent a year developing real literacy around social media – how platforms work, how algorithms target users, how hate spreads online, what cyberbullying looks like and how to respond to it, what parasocial relationships are and how they function – are unusually well-positioned to share that knowledge with younger students who are just beginning to navigate those same dynamics. They speak the same cultural language. They use the same platforms. And they carry a kind of credibility with middle schoolers that adult educators simply cannot replicate.

The activities in this series are designed to be delivered by high school mentors to their younger cohort – not by teachers, not by advisors, and not by outside presenters. The mentor is the curriculum. The relationship is the medium.

how_it_works.exe



How the Program Works

The Partnership

High school club members establish a formal mentorship partnership with a cohort of students in grades 6 through 8 at a partner school. For public school clubs, the partner school is typically a middle school in the same district – ideally a feeder school that many club members attended themselves. For private school clubs, the partner school is a school serving grades 6 through 8 with which the high school has an existing relationship of some kind – a prior partnership, a shared community connection, or an administrative relationship.

The younger cohort may be organized as an after-school club at the middle school – ideally one focused on digital literacy, media literacy, or student wellness – or as a specific class or classes, such as health, social studies, or advisory period. Either model works; the key requirement is that the younger cohort meets regularly and that participation is consistent across the year.

The Mentor-Mentee Relationship

Each high school club member is assigned one to three younger students as their personal mentees – the specific ratio scales based on the size of both groups. Assignments are made by the high school advisor (based on logistical or compatibility considerations) or randomly – not through self-selection, to ensure that every younger student is assigned a mentor without any student experiencing the feeling of being unchosen.

The mentor-mentee relationship has two dimensions that run simultaneously throughout the year:

Individual Dimension: Each mentor maintains an ongoing relationship with their specific mentee or small group of mentees – through structured periodic check-ins, through between-session communication on a school-approved channel (where the club chooses to allow this), and through the personal continuity of knowing and being known by a specific older student across the school year.

Whole-Group Dimension: The full cohort of high school mentors works with the full cohort of younger students together – delivering activities, facilitating discussions, and building a shared group culture across the two groups.

Both dimensions matter. The individual relationship gives the mentorship its personal depth – a younger student who has a specific mentor they know and trust will engage more honestly and more openly than one who is being addressed by a rotating group of strangers. The whole-group dimension gives the program its scope and variety – it allows for activities, events, and experiences that a 1:1 meeting cannot deliver.

The Year Arc

The mentorship program follows a three-phase arc across the school year:

Phase 1 – Establishment (beginning of year): The partnership is formed, administrative coordination is completed, mentors are assigned to mentees, and the relationship is established through an initial meeting. This phase is foundational – the activities in this series are contingent upon completing it. No mentorship activity should be attempted before mentors and mentees have met and a genuine relationship has begun to form.

Phase 2 – Active Mentorship (mid-year): The bulk of the series' activities take place during this phase – regular whole-group sessions, individual check-ins, and the curriculum content that forms the core of the program.

Phase 3 – Culmination (end of year): The program closes with either a shared celebration or event bringing both groups together, or a final session in which mentees present or share something they've learned across the year. Both options are offered – the club chooses based on their context, their relationship with the partner school, and what feels like the right ending for the specific cohort they've worked with.



Administrative Coordination

The Peer Learning & Mentorship program requires coordination with administration at both schools before any activity begins. This is not

optional background work – it is the foundation that makes the program possible and keeps all participants safe.

At the High School

The high school faculty advisor coordinates with school administration to:

- Confirm that the program is approved as an official club activity
- Confirm that transportation or travel to the partner school (if visiting in person) is covered under school policy
- Confirm that any communication between high school students and middle school students is conducted through approved channels
- Ensure that appropriate supervision protocols are in place for all interactions

At the Partner Middle School

The high school advisor – or, ideally, a designated high school club member working alongside the advisor – reaches out to the appropriate contact at the partner school. The right contact varies: it may be a principal, a vice principal, a specific teacher whose class will participate, or a club advisor. The outreach should cover:

- What the OFSMS club is and what the mentorship program involves
- What the time commitment looks like for the middle school cohort – how often, for how long, and in what format
- What topics will be covered – social media safety, digital literacy, online wellbeing – so middle school administration can confirm appropriateness for their student population
- What supervision will be in place during all joint sessions
- How mentor-mentee communication outside of sessions will be managed, if at all
- Any specific content or topics the middle school would like included or excluded
- The process for obtaining parental consent if required by the middle school's policies

Parental Consent: Some middle schools require parental consent for students to participate in programs run by outside students or organizations. Confirm this requirement early – before any sessions are planned – and build consent collection into the program timeline if needed.

Ongoing Coordination

Administrative coordination does not end after the program launches. Throughout the year, the high school advisor should maintain an open line of communication with the partner school contact – flagging any concerns that arise, confirming session plans in advance, and checking in on how the program is landing from the school's perspective.



Mentor Preparation

High school club members are not simply assigned to younger students and sent in without preparation. Before the first joint session, mentors need to be ready – not as experts, but as prepared,

thoughtful older peers who know what they're there to do.

What Mentors Need Before the Program Begins

An understanding of the age group. Middle schoolers in grades 6 through 8 are at a distinct developmental stage – more socially aware and identity-conscious than elementary students, more receptive to peer influence than they are to adult instruction, and often already using social media in significant ways. Mentors should approach them with genuine respect and curiosity, not condescension. The goal is peer-to-peer dialogue, not top-down instruction.

A clear sense of their role. Mentors are not teachers. They are not counselors. They are not authority figures. They are older students who have thought carefully about social media and are genuinely interested in what younger students think and experience. Their job is to share, to listen, to facilitate, and to model – not to lecture or evaluate.

An awareness of appropriate boundaries. The mentor-mentee relationship is a supervised, school-sanctioned relationship with a defined scope. Mentors should be warm, genuine, and invested – and they should also maintain appropriate professional distance. The advisor should brief mentors explicitly on what appropriate boundaries look like: what topics to stay within, when to refer a concern to an adult, how to handle a mentee who discloses something concerning, and what to do if the relationship feels uncomfortable in any direction.

Crisis resource awareness. Because the program covers topics that touch on mental health, cyberbullying, and online safety, mentors must know the crisis resources available to younger students and when to refer a mentee to an adult. This should be covered explicitly before the first session.

A genuine relationship with their mentee. The first meeting is not a curriculum session – it is a relationship-building session. Mentors should leave the first meeting knowing something real about their mentee: their name, what grade they're in, what they like, what they're curious about. That foundation is what makes everything else possible.

session_format_options.exe

Session Format Options

virtual_sessions.exe

Sessions to take place over a video call platform – Google Meet, Zoom, or equivalent. Virtual sessions are easier to schedule, require no transportation, and can accommodate schools at greater geographic distance. They work well for structured activity sessions but require more intentional facilitation to build genuine connection.

Best For: Schools without easy geographic proximity, programs with tight scheduling constraints, or as a supplement to occasional in-person sessions.

in-person_sessions.exe

Club members travel to the partner middle school – or the middle school cohort travels to the high school – for joint sessions. In-person sessions allow for richer relationship-building, physical activities, and the kind of spontaneous connection that video calls can't fully replicate. They require more logistical coordination: transportation, scheduling alignment between two schools, and supervision.

Best For: Schools in close geographic proximity with scheduling flexibility and available transportation. Particularly powerful for the first meeting and the culminating event, even if mid-year sessions are virtual.

hybrid_model.exe

Some sessions in person – particularly the first meeting and the culminating event – and the remainder virtual. This model captures the relationship-building benefits of in-person connection while using virtual sessions for the bulk of the curriculum content.

mentor_mentee_interaction.exe

Mentor-Mentee Interaction

Beyond whole-group sessions, each mentor maintains an ongoing individual relationship with their assigned mentee or small group. This individual dimension is what distinguishes a mentorship program from a tutoring or outreach program – it is where genuine connection forms.

Recommended Minimum Cadence

At minimum, mentors should have a meaningful individual interaction with their mentee(s) once per month – either a brief in-person check-in during a joint session, a structured virtual one-on-one, or an exchange through a school-approved communication channel. More frequent interaction produces stronger relationships; the minimum is a floor, not a target.

Between-Session Communication

Clubs may choose to allow mentors and mentees to communicate between formal sessions through a school-approved channel. If this option is chosen, the following guidelines apply:

- Communication must take place on a platform approved by both schools – not personal social media accounts, personal phone numbers, or any platform that lacks adult oversight
- All communication is visible to supervising adults – no private or direct messages outside of the approved channel
- Mentors should be briefed on appropriate communication topics and boundaries before any between-session communication begins
- The middle school's parental consent process must cover between-session communication if that is a requirement

If the club chooses formal check-ins only – all interaction within structured sessions – this is equally valid and avoids the complexity of between-session communication management.

matching_mentors_to_mentees.exe

Matching Mentors to Mentees

Assignments are made before the first joint session – either by the advisor (based on logistics, grade level, or any compatibility information available) or randomly. Both methods are valid. What matters is that every younger student is assigned a mentor, that every mentor is assigned at least one mentee, and that the assignment is communicated to both parties before they meet so neither arrives without knowing who their mentor or mentee is.

Where the cohort sizes are mismatched (more high school than middle school students, or vice versa) adjust the ratio accordingly. If there are more mentors than mentees, some mentors share a mentee. If there are more mentees than mentors, some mentors are assigned a small group of 2 to 3. Avoid leaving any younger student without a named, assigned mentor.

Culminating Event or Session

The program closes with a formal ending – both groups deserve a moment that acknowledges what they’ve built together across the year. Two models are offered, and both are valid. Clubs may also combine them – a brief presentation followed by a celebration – if time and energy allow.

Model A: Shared Celebration or Event

Both groups come together for a celebratory in-person or virtual event – a low-stakes, fun gathering that honors the relationship without the pressure of a formal presentation. This model prioritizes the relational dimension of the program and works well for cohorts that have developed genuine warmth across the year.

Model B: Mentee Presentation Session

The final session is a structured moment in which younger students share something they’ve learned, created, or reflected on across the program – with their mentors as the primary audience. This model honors the mentee’s growth and gives the program a clear arc from beginning to end. It works well when the curriculum content has been substantive enough that mentees have something genuine to present.

A Note on What This Series Is

The Peer Learning & Mentorship series asks more of club members than any other series in the curriculum. It requires sustained commitment across a full school year, logistical coordination across two schools, and genuine personal investment in the wellbeing of younger students they may never have met before. It is, in that sense, the hardest thing the club does.

It is also, potentially, the most important. A middle school student who has a trusted older peer to talk to about what they’re seeing online – about a situation they’re not sure how to handle, about something that happened in a group chat, about an account that made them feel bad about themselves – has something genuinely valuable. Something that a pamphlet, a presentation, or a website cannot provide. The activities in this series are the vehicle. The relationship is the point.

plm_1.exe



>PLM-1

Introduction & Habits Review

The first meeting between high school mentors and their middle school mentees, in which the relationship is established and both students gather a baseline picture of their social media habits and their mentor's/mentee's.

The skill-building anchor of the program, in which mentors facilitate a collaborative exploration of cyberbullying, followed by an introduction to upstander values and what upstanding looks like on social media, guided by realistic, read-and-response scenarios. Closes with every participant being invited to sign the Community Upstander Pledge on a shared banner and an individual card to take home. School counselor should be present throughout.

plm_2.exe



>PLM-2

Cyberbullying & Upstander Workshop

plm_3.exe



>PLM-3

Mentor/Mentee Interview

Mentors and mentees interview each other about the relationship between social media and mental health, including its impact on how they feel, how they manage that relationship, and where they turn for support. This activity is guided by transparent disclosure boundaries and a brief framing from a school counselor.

A conversation between mentors and mentees about how social media learns what catches our attention and uses that information to decide what to show us. Participants begin by learning about each other, then try to predict the content their partner might encounter on social media, concluding by considering how platforms make these predictions and what signals they use.

plm_4.exe



>PLM-4

Predict My Recommendations

plm_5.exe



>PLM-5

Collaborative Zine

Every mentor/mentee pair creates two pages of a shared, whole-group zine, characterized by a unique creative angle to reflect something from their mentorship experience so far. Results in one compiled zine representing the whole group, built from every pair's contribution.

plm_6.exe



Facilitated, reflective discussion between mentors and mentees about concepts related to the Attachment Economy, wherein social media platforms and AI systems are designed to engage attention and emotional connection, focusing on personal experiences and general observations.

>PLM-6

Emotional Attachment Discussion

plm_7.exe



>PLM-7

Emotional Manipulation Spectrum

All participants physically place a range of real social media interactions along a spectrum from sincere/benign to manipulative/exploitative, working first in pairs or pods, then bringing their placements to the full group to compare, defend, and reconsider in light of others' reasoning. Students are asked to weigh both intent and effect, and consider a broad spectrum of interaction in defining "emotional manipulation."

Many starter examples do not have a single correct placement - this is an evaluative exercise and disagreement and personal positions are the point.

Clubs facilitate a discussion with mentors and mentees about acceptance and community, then design a shared campaign they can carry into their school as a small, concrete way of cultivating a more accepting environment. This activity is framed explicitly around combating hate by building something positive and collaborative.

plm_8.exe



>PLM-8

Community & Acceptance Workshop

plm_9.exe



>PLM-9

User Targeting Workshop

Facilitators walk through a hypothetical user profile from the advertiser perspective, built step-by-step in front of the group from a series of everyday actions, keeping concrete mechanics visible and understandable without requiring any participant to expose their own data in front of the group.

plm_10.exe



>PLM-10

Final Presentation Preparation

Working session in which mentor/mentee pairs or pods prepare a short presentation from a standardized format for the following capstone session. Each presentation covers something about their year together as a mentorship pair, and a specific topic that stood out to them. Clubs decide whether to present to each other or invite parents, school administration, or other community members.

plm_11.exe



>PLM-11

Final Presentation & Closing Discussion

The final session in the series - a back-to-back presentation event in which every mentor/mentee pair or pod delivers a 5-minute presentation built in the previous session, followed by a closing ritual that marks the end of the mentorship. If the club has chosen to invite parents, administration, or other school community members, this session also serves as a small, public-facing capstone.