

# SUMMER SESSION PLANNED INSTRUCTION MATERIALS

7th Grade

## **DUE DATE: FRIDAY, JULY 10**

Please complete the following materials by the due date noted above.

Completed materials may be dropped off at the school (1006 West 10th Street) Monday – Friday 8:00am – 1:00pm or turned in when next week's assignments are delivered to your home!

If you need assistance completing the attached materials, please contact your student's teacher via email, the school's website or Facebook page, or Class Dojo.

You may also call the school directly Monday – Friday 8:00am – 1:00pm at 814-520-6468.

Mrs. Dianntha Myers-McCaughtry, 814-528-7949

Mr. Aubrey Favors, Interim CEO, 814-812-3026



Dear Parents and/or Guardians,

Erie Rise is continuing its 21st Century after school program for the 2020-2021 school year and your child has been selected to participate. The program will start on Monday, July 13th 2020, and run from 4pm-6pm. For the summer session, this will be done digitally. Upon return to the building, transportation and snacks will be provided.



The 21st CCLC program provides academic assistance to help students become successful, independent learners. The program will include mandatory activities such as homework time, tutoring, and PSSA prep. There will also be extracurricular activities such as basketball, dance, yoga, Tae Kwon Do. STEM study, and opportunities to explore art.

Please consider this opportunity for your child! Complete the attached student information page and return to Erie Rise by Friday, July 10th 2020.

Sincerely,

Mrs. Bridgett, 21st CCLC Director

Aubrey Favors, Interim CEO

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\_\_\_\_ YES, I would like my child to participate.

Child's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_



# GCF and LCM review

Please complete the following review questions and submit.

What are the factors of 12?

Your answer

What are the factors of 60?

Your answer

Is 348 divisible by 2?

- ☐ Yes
- ☐ No
- ☐ Maybe

Is 936 divisible by 3?

- ☐ Yes
- ☐ No
- ☐ Maybe



Is 3,645,211 divisible by 10?

- ☐ Yes
- ☐ No
- ☐ Maybe

Find the GCF of 6 and 20.

Your answer

Find the GCF of 33 and 74.

Your answer

Find the GCF of 24 and 96.

Your answer

List the first 5 multiples of 3.

Your answer

List the first 5 multiples of 12.

Your answer



Find the LCM of 5 and 7.

Your answer

Find the LCM of 10 and 11

Your answer

Find the LCM of 4 and 6.

Your answer

Find the LCM of 12 and 15.

Your answer

Find the LCM of 18 and 36.

Your answer

☐ Option 1



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## **Adding and Subtracting Fractions**

*Calculate and Simplify if possible*

$$1/8 + 2/8 =$$

$$7/11 - 4/11 =$$

$$3/5 + 3/5 =$$

$$9/10 - 4/10 =$$

$$13/15 - 4/15 =$$

$$3/5 - 1/2 =$$

$$4/5 - 1/10 =$$

$$8/9 - 3/6 =$$

$$1/2 - 3/8 =$$

$$5/6 - 3/8 =$$

### **Multiplying and Dividing Fractions**

$$\frac{3}{4} \times \frac{1}{2} =$$

$$\frac{7}{10} \times 1 \frac{1}{3} =$$

$$\frac{4}{10} \times \frac{1}{8} =$$

$$\frac{5}{7} \div \frac{1}{2} =$$

$$\frac{7}{8} \div \frac{2}{9} =$$

$$9 \frac{1}{2} \div 3 \frac{1}{5} =$$

Remember when adding or subtracting decimals, line the decimals above each other.  $\$5.89$   
 $+9.23$

\* If, there is unequal digits to the right of the decimal point keep  
the decimal points in alignment

$$\begin{array}{r} 70.05 \\ + 4.5 \\ \hline \end{array}$$

### Adding and Subtracting Decimals

$$\$5.89 + \$9.23 =$$

$$18.1876 + 4.3215 =$$

$$6 + 84.32 =$$

$$\$67.85 - \$25.15 =$$

$$100 - 6.781 =$$

### Multiplying and Dividing Decimals

$$5.6 \times 6.41 =$$

$$(3.55)(4.82) =$$

$$18.4 \div 4.6 =$$

$$102.84 \div 0.2 =$$

# A Crooked Election

1



Your name: \_\_\_\_\_

Kelly is running for class president of Wright High School. Some of Kelly's classmates think elections are pointless. Kelly's best friend Maya doesn't believe in voting at all.

"I'm not voting," Maya tells her. "Voting is pointless."

"But if you don't vote, someone else will. And then they'll get what they want and you won't get what you want!" Kelly says.

"I don't want anything. I just want to be left alone." Maya responds.

Kelly is running for class president because she says she thinks the school can be better. She wants to see less meat served in the cafeteria and more vegetarian options. She also wants the school to stop bringing a live goat onto the field during football games.

# A Crooked Election

2

"Kelly has good ideas, but won't be able to change anything," Maya tells her classmates. "She's just idealistic. No one can change anything."

Kelly's opponent, Roger, is running for class president of Wright High School because his brother was president last year. In fact, Roger has three brothers, and all three of them have been class president.

"I'm not losing to anybody," Roger tells his brothers. "Especially not a girl."

Roger has really nice banners professionally printed and hangs them around the school. Roger's banners say: "Roger Whitaker. The Right Man for the Wright Job." The phrase "right man" is a reference to the fact that Kelly is a girl. Roger says that girls can't be president because they cry too much. He only says this secretly to his brothers. He would never admit this opinion to his classmates.

"All Kelly cares about is that we have tofu in the cafeteria," Roger tells his classmates. "But I want to fix the broken doors in the bathroom!" Roger holds up a screwdriver as he says this and makes a grunting "man" sound.

The election banners were given to him as a gift by the Harrison kids. Their dad owns Harrison Sign Manufacturers and made the signs for free.

"Just make sure that when you get elected—and we are confident that you will—you tell the school that they need new signs." They shake hands and give him the free signs, which suddenly don't seem so free.

Roger looks around the school and sees that they do, in fact, need new signs. The exit sign above the main door is cracked. The sign above the library just says "Librar." The menu next to the school cafeteria is so old it says you could get a peanut butter and jelly sandwich for 50 cents.

# A Crooked Election

3

So, maybe it is a bit unfair to take something from a student who's going to vote for you. But Roger figures they have a good point about the signs.

Meanwhile, Kelly has been running around the school putting up signs of her own. They are all handmade from construction paper with fresh flowers on them. They say, "Make the school beautiful. Vote Healthy for Kelly."

Maya tells Kelly they look nice, but she doesn't think they'll do anything.

"It's just lipstick on a pig," she says. "Just because you make it look nice doesn't mean it's not still a pig."

Kelly's handmade signs make Roger nervous, because they seem more honest and down-to-earth. Although his signs are really nice and professional, it's also obvious that they cost money. Roger feels like the students don't relate to him.

He wants the other students to think he's just like them, so he organizes a barbecue during school lunch hours with free hot dogs. Actually, it's the Harrison brothers' idea. They even get him a deal on the hot dogs, from their cousin's supermarket, of course.

A few kids come by, but Roger also notices that a good amount of students stay in the cafeteria, eating food they brought from home. He can't figure out why someone would want to eat a stale sandwich when he's offering free hot dogs.

The hot dog giveaway is definitely a flop. Roger goes home dejected and sad.

The next day, the school holds a debate between the two candidates. The debate is moderated by their civics teacher, Mrs. Graham.

Roger and Kelly sit on stage, opposite each other. The auditorium is filled with students, all of whom will have the opportunity to vote. All the

# A Crooked Election

4

students are watching with great interest, as this is how they will make their decision. One wrong answer today and it could mean losing the presidency.

Mrs. Graham asks the first question.

“As class president, how would you see fit to spend the school’s extra money?”

Kelly answers first. “Well, I certainly wouldn’t be spending our money on expensive signs and hot dogs,” she says.

The audience gasps. This is a low blow. It’s surprising that Kelly would say something like that.

Roger looks into the audience and sees the Harrison brothers sinking down into their seats.

Kelly continues, “I would like our school to be healthier, and I know we have many students who are vegetarian. They don’t have many options for lunch, and if they forget to bring lunch from home, sometimes they don’t eat lunch at all!”

At this, at least 50 students stand up and applaud. Even Maya stands and applauds, although she rolls her eyes a little, too. The other students join in the cheering.

Of course, a few students start booing, just to be jerks.

“Eat more bacon!” says one, cupping his hands around his mouth so the sound will carry.

“Eat a vegetarian!” says another, laughing and throwing pieces of paper.

# A Crooked Election

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“Okay everyone, that’s enough!” the moderator says from stage. The students who are booing the vegetarians just look like troublemakers now.

Roger looks into the audience. He finally realizes how many students are vegetarian; he has never thought to find out before.

“What about you, Roger? What will you spend money on?”

“Well, I would like to have a new sign for the cafeteria,” he says. “And that could certainly include any vegetarian options that the school may end up providing.”

“Oh please! Without me to push for it, the school will never change its menu,” Kelly says. “Roger offers empty promises. And he thinks he is better than me because I’m a girl!”

The students start to applaud and Roger watches the Harrison brothers sneak out the back door.

When the debate is over, Roger can tell that he lost. His failure is palpable; he can feel it. Students clamor around Kelly in a group, hugging her and telling her how they can’t wait for the new lunch menu.

Only a few people come up to Roger.

“I liked your nice sign,” says Peggy, pushing her glasses up on her nose and squinting.

“Thanks,” said Roger. “Can I count on your vote next week on election day?”

“Oh, that,” Peggy says. “Well, actually, I’m voting for Kelly. I just wanted to be nice to you.”



# A Crooked Election

6

After school, the Harrison brothers are waiting outside to talk to Roger. He notices they are carrying some of Kelly's signs.

"We're going to have to withdraw our support," Boyd Harrison tells him.

"We just don't think you look like the winning candidate," Trent Harrison says. "And we really need to get behind someone who can help bring our dad more business."

"What are you talking about?" Roger says, angrily. "I was your guy! You supported me! I thought we were friends."

"Yeah, friends. Well, about that...You see, it's just that Kelly will bring in a lot more business for our dad's company," says Trent.

Boyd nods in approval. "It's nothing personal. You're a nice dude and all. But Kelly has a little more...*spirit*."

"Kelly? Oh please!" Roger is yelling now. "Her signs are all handmade! Didn't you see them? It's just hipster junk!"

"Oh, yeah, you noticed that? We went for a more 'indie' feel with these." Trent says.

"Tried to make them look handmade." Boyd interjects. "The hipsters love that. We're glad you noticed."

Kelly is coming out of the school now, and the Harrison brothers walk away from Roger without saying a word. Each brother puts an arm around Kelly.

"How's our best girl?" they ask.

Kelly smiles. "Doing just great now," she says. "Now that Roger looks like a woman-hating meat-eating loser."

# A Crooked Election

7

"We've got this election in the bag," Boyd says. "A vegetarian bag, that is."

Trent holds up a bag of veggie burgers. "We've even been eating these at lunch, showing all those health-conscious kids that we're one of them."

"Well, you sure do look trustworthy now, don't you?" Kelly says, laughing. "But do you have any real food? I'm so sick of this vegetarian junk. My stomach is killing me!"

"You bet we do," says Boyd. "In fact, we have a whole bunch of hot dogs left over from Roger's barbeque yesterday. Let's go to our house and have dinner."

"By the way," Kelly says, "How did you convince people not to go get delicious free hot dogs? I think he could have really turned people to his side with that."

"It was easy," Boyd says. "We started a rumor that Roger left the hot dogs out in his car overnight. Nobody wanted to get sick. He was so depressed; he just left everything sitting there. We grabbed all the leftovers and took them back home."

"That's brilliant," Kelly says. "I can't thank you enough!"

"Well, you won't have to thank us once you're elected. Just make sure the school uses our dad's business. And, oh yeah, when the cafeteria goes vegetarian, you know which veggie burgers are the best choice."

Boyd dangles the bag in front of her and, for the first time, she reads the label: "Harrison's Burgers."

"Victory has never tasted so sweet," Kelly says.

# Vocabulary for "A Crooked Election"

Your email address (**dmccaughtry@erieriseacademy.org**) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

What is your name? \*

Your answer

What is the correct definition for "idealistic" as it is used in the passage? \*

- ☐ Having a bad idea
- ☐ Aiming for perfection
- ☐ Having a good idea
- ☐ Phobia of stairways
- ☐ Other:

What is the correct definition for "dejected" as it is used in the passage? \*

- ☐ Sad and depressed
- ☐ Kicked out of a football game
- ☐ Failure to show kindness to others
- ☐ Refuse to agree
- ☐ Other:



What is the correct definition for "palpable" as it is used in the passage? \*

- ☐ Soft and mushy
- ☐ A steady heart beat
- ☐ Able to be felt
- ☐ An intense argument
- ☐ Other:

What is the correct definition for "candidates" as it is used in the passage? \*

- ☐ A person who applies for a job or is nominated
- ☐ A tool used to fix flat tires
- ☐ A mixture of candy and dates
- ☐ Honesty on a first date
- ☐ Other:


What is the correct definition for "clamor" as it is used in the passage? \*

- ☐ An armored suit worn in history
- ☐ A group of people gathered around loudly
- ☐ A loud noise
- ☐ A fine metal
- ☐ Other:



Describe what is meant by the phrase, "lipstick on a pig". Use a complete sentence. \*

Your answer

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# Reading Comprehension "A Crooked Election"

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\* Required

What is your name? \*

Your answer

Why does Kelly say she is running for class president? \*

- ☐ She says the school needs new signs.
- ☐ She says the school cafeteria should have more hot dogs.
- ☐ She says she thinks the school can be better.
- ☐ She says the football games can be more exciting.
- ☐ Other:

What motivates the actions of Boyd and Trent Harrison? \*

- ☐ They want to be elected class presidents.
- ☐ They want to bring in money for their family's businesses.
- ☐ They want to prove they are better than Kelly.
- ☐ They want to embarrass Roger in front of the school.



The Harrison brothers give Roger free signs for his election campaign so that their father's sign company will get money from the school. Which evidence from the passage best supports this conclusion? \*

- ☐ The election banners were given to him as a gift by the Harrison kids. Their dad has a store.
- ☐ They shake hands and give him the free signs, which suddenly don't seem so free."
- ☐ Roger looks around the school and sees that they do, in fact, need new signs.
- ☐ Just make sure that when you get elected—you tell the school that they need new signs."

How can Boyd and Trent Harrison best be described? \*

- ☐ loyal
- ☐ unintelligent
- ☐ opportunistic
- ☐ idealistic

What is this passage mostly about? \*

- ☐ an election with two crooked candidates
- ☐ a kindhearted and honest girl who runs for class president
- ☐ reasons why teenagers don't believe in voting
- ☐ why vegetarian food is healthier than hot dogs



Choose the answer that best completes the sentence below. In her election campaign, Kelly says that she wants more vegetarian food in the cafeteria; \_\_\_\_\_, she does not actually like vegetarian food. \*

- ☐ therefore
- ☐ however
- ☐ obviously
- ☐ particularly

Who made Kelly's posters? \*

Your answer

Trent and Boyd Harrison want to use the class election to make money for their family. They give Roger free signs from Harrison Sign Manufacturers so that, if Roger is elected, he will get the school to buy new signs from the Harrison business. What is another way that the brothers use the election to make money for their family? \*

Your answer

The word "crooked" can be used to describe something that is dishonest or corrupt. Explain why the election and the people involved in it are crooked. \*

Your answer

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## **What is physics?- Lesson Plan**

Physics is the study of the basic principles that govern the physical world around us. We'll start by looking at motion itself. Then, we'll learn about forces, momentum, energy, and other concepts in lots of different physical situations. To get the most out of physics, you'll need a solid understanding of algebra and a basic understanding of trigonometry.

To be honest, it's really difficult to define exactly what physics is. For one, physics keeps changing as we progress and make new discoveries. New theories don't just bring new answers. They also create new questions that might not have even made sense when viewed from within the previous theory of physics. This makes physics exciting and interesting, but it also forces attempts at defining physics into generalizations about what physics has been rather than what it might be at some point in the future.

That said, definitions are useful. So, if it's a definition you want, it's a definition you'll get. For the most part, physicists are trying to do the following:

1. Precisely define the most fundamental measurable quantities in the universe (e.g., velocity, electric field, kinetic energy). The effort to find the most fundamental description of the universe is a quest that has historically always been a big part of physics, as can be seen in the comic image below.

[\[What does fundamental mean?\]](#)

2. Find relationships between those fundamental measured quantities (e.g., Newton's Laws, conservation of energy, special relativity). These patterns and correlations are expressed using words, equations, graphs, charts, diagrams, models, and any other means

that allow us to express a relationship in a way that we as humans can better understand and use.

[Math makes things simpler?!]



Image credit: *Adventures Inside the Atom*, 1948 General Electric, George Roussos (public domain)

OK, so boiling physics down to only two things is admittedly a bit of a gross simplification and glosses over some of the finer points of what physicists do and how they do it. But trying to describe a complex universe with simple and useful clarifying laws is what physics is all about. So maybe trying to describe the complex activity of what physicists do with a simple and clarifying definition isn't such a bad idea after all.

**What will I learn by studying physics on Khan Academy?**

In physics, we want to explain why objects move around the way they do. However, it would be hard to explain motion if we didn't know how to *describe* motion. So first, in the topics **One-dimensional motion** and **Two-dimensional motion**, we'll learn how to precisely describe the motion of objects and predict their motion for some special cases.

With the ability to precisely describe motion under our belt, we'll learn in **Forces and Newton's Laws** how the concept of force allows us to explain *why* objects change their motion.

We'll continue mastering and expanding our ability to deal with motion by showing that conservation laws are an alternative way to explain the motion of an object. These conservation laws give constraints on how the motion of a system can change. Conservation of energy will be learned in **Work and energy**, and conservation of momentum will be learned in **Impacts and linear momentum**.

Up to that point we'll have mostly considered objects that are not changing their rotational motion, so in **Moments, torque, and angular momentum** we'll learn how to describe and explain rotational motion and pick up a new conservation law along the way—conservation of angular momentum.

After this point, we'll deploy what we learned about motion, forces, and conservation laws to analyze how to deal with a variety of new forces and phenomena. We'll learn how to deal with liquids and gases in **Fluids** and **Thermal physics**. Then in **Electricity** and **Magnetism** we'll learn about two new forces—the electric force and the magnetic force. In **Circuits** we'll see how electric forces cause current to flow. In **Optics** we'll investigate the ways in

which electromagnetic waves (i.e., light) can bend and reflect. Once we learn about light, we get to learn Einstein's theory of **Special relativity**. And that's just to name a few.

By the end you should have a nice understanding of introductory physics and the mathematical tools physicists use to describe and explain the universe. But no summary can describe all the interesting and powerful aspects of physics. The best way to find out is to jump in and see for yourself.

## Week of July 2#1 Word Definitions

1. What is physics? Give two examples.
2. What does fundamental means?
3. Why do you think the he principles, graphs, laws, and equations used in physics were created for?

[Print](#)

*The Constitution is the foundation of our country's government.*

## Our Constitution

### ***What basic principles of government are set forth by the Constitution?***

The United States Constitution presents the American solution to the challenge of government. This solution is based on seven key principles: (1) popular sovereignty, (2) a republican form of government, (3) limited government, (4) federalism, (5) separation of powers, (6) checks and balances, and (7) individual rights.

### **Popular Sovereignty**

The Constitution begins with an introduction, or preamble. With its first words—"We the People"—the preamble lays the foundation of the American system of government: **popular sovereignty** (PAH • pyuh • luhr SAHV • rihn • tee), or the authority of the people. The preamble makes clear that it is the people of the United States who hold the power and who establish a system of government for their own well-being.

### **The Nation Is a Republic**

How do the people rule in the United States? The Constitution establishes a republican form of government. A republic is a government in which the people rule through elected representatives. Those representatives make laws and conduct government on behalf of the people. In general, the terms *republic* and *representative government* mean the same thing.

### **Limited Government**

The Framers were wary of a government that might take away people's rights or favor certain groups. At the same time, they realized that the nation needed a stronger government than the Articles of Confederation had provided. Their goal was to establish **limited government**, in which the powers of government are strictly defined. A limited government has only those powers that are given to it by the people.

### **Federalism**

The original thirteen states had fought hard to win independence from Great Britain. The Articles of Confederation protected that independence, but it failed to create a national government strong enough to deal with many challenges the young nation faced. The United States has a federal government, where the many state governments and the single federal government share power. This system is known as federalism.

The Constitution creates the federal system. It explains how powers are distributed among different levels of government. The Constitution spells out the powers given to Congress and establishes the executive and judicial branches.

The Constitution lists enumerated powers, (ee • NOO • muh • ray • tuhd) or those powers that are specifically given to Congress. Enumerated powers include the power to coin money, regulate interstate and foreign trade, maintain the armed forces, and create federal courts. The states cannot exercise these powers.

Reserved powers are those powers that belong to the states. The Constitution does not specifically list the reserved powers. The Tenth Amendment declares that all powers not specifically granted to the federal government "are reserved to the States." The reserved powers include the power to establish schools, pass marriage and divorce laws, and regulate trade within a state.

Under the Constitution, the federal government and the state governments share certain powers. These are the concurrent powers (kuhn • KUHR • hnt) Examples of concurrent powers are the right to raise taxes, borrow money, provide for public welfare, and carry out criminal justice. Each state and the federal government can exercise these powers at the same time.

While states have their own laws and powers, the Constitution is "the supreme Law of the Land." If a state law contradicts the Constitution or federal law, the Constitution or federal law prevails. This is stated in Article VI, Clause 2, of the Constitution—the "Supremacy Clause."

### **Separation of Powers**

To make sure no person or group in government has too much power, the Constitution provides for a separation of powers. This means the Constitution separates the legislative, executive, and judicial powers of government. It then places these powers in three different branches of government. Each branch has different—and limited—powers, duties, and responsibilities.

### **Checks and Balances**

The Framers did more than separate the powers of government. They set up a system of checks and balances. Under this system, each branch of government can check, or limit, the power of the other branches. This system helps maintain a balance in the power of the three branches.

Here is an example of how the system of checks and balances works: Congress (legislative branch) has the power to pass a law. If the president (executive branch) disagrees with the law, he or she can reject it through the presidential power of the veto. This veto power checks the power of Congress. At the same time, Congress can override the veto. This checks the power of the executive branch.

The United States Supreme Court (judicial branch) also has important checks on the other branches. The Supreme Court has the power to interpret the Constitution and to decide whether or not actions by the legislative and executive branches are allowed.

Congress can check decisions made by the courts by beginning the process of changing the Constitution itself. For example, the Supreme Court ruled in the 1857 *Dred Scott v. Sandford* decision that enslaved African Americans were not citizens. In 1866 Congress proposed the Fourteenth Amendment. The amendment was meant to grant full citizenship to formerly enslaved African Americans. When ratified by the states in 1868, the Fourteenth Amendment had the effect of overruling the *Dred Scott* decision.

There are several other ways in which the branches of government check and balance one another.

### Individual Rights

The Constitution that the Framers wrote in Philadelphia in 1787 did not have a Bill of Rights. These ten amendments became part of the Constitution in 1791. They guarantee basic freedoms and liberties including:

- Freedom of religion
- Freedom of speech and of the press
- Freedom to assemble in groups and to protest against the government
- The right to bear arms
- The right to a speedy and public trial by jury
- The right to be free from unreasonable searches and seizures by the government
- Freedom from "cruel and unusual" punishments

Since 1791, other constitutional amendments have expanded on the rights of the American people. For example, amendments have abolished slavery, defined citizenship, guaranteed "equal protection of the law" for all people, and guaranteed the right to vote for people aged 18 and older. Amendments have also authorized the direct, popular election of senators.

**Describing** What is the purpose of the system of checks and balances?

## Amending the Constitution

### *How is the Constitution able to change over time?*

The United States Constitution is one of the world's oldest written Constitutions. It is also a short document compared to many other constitutions. Its clear, direct language has helped support stable government for well over two centuries. At the same time, the Constitution has enabled government to adapt to changing times and to deal with challenges that the original Framers never dreamed of—from radio communications to nuclear power to space exploration and more.

The Constitution has changed as a result of formal amendment. The Framers allowed for this process when they wrote the Constitution. People have suggested many hundreds of amendments over the years. Yet the nation has amended its Constitution only 27 times. The Framers deliberately made the amendment process difficult.

Amending the Constitution **involves** two steps. The first is formal proposal of an amendment. Congress can do this by two-thirds' vote. Also, two-thirds of the state legislatures can call a convention to propose an amendment, though this method has never been used.

The second step in the amendment process is ratification. Ratification of an amendment requires approval by three-fourths of the states. States can ratify the amendment at either a state convention or through a vote by the state legislature.

Amendments have brought significant changes to the nation. In addition to protecting our rights, amendments have extended the right to vote to a larger share of the population. The Fifteenth Amendment sought to ensure that African American men would have the right to vote. The Nineteenth Amendment extended voting rights to women. The Twenty-Fourth Amendment outlawed poll taxes, giving more people the ability to vote. The Twenty-Sixth Amendment lowered the voting age to 18.

Formal amendment is one way the Constitution has changed. The language of the Constitution has also been subject to different interpretations.

For example, over history, Congress has claimed for itself certain implied powers (im • PLYD). These are powers that are suggested but not directly stated in the Constitution. The source of the implied powers is Article I, Section 8 of the Constitution. Here is found the "necessary and proper clause," or the "elastic clause." This clause directs Congress to "make all Laws which shall be necessary and proper" for carrying out its duties.

Also in Article I, Section 8, is the "commerce clause." This gives Congress power to "regulate Commerce with foreign Nations, and among the several States." Congress has used this clause to expand its powers into areas, such as the regulation of television, that do not appear in the Constitution.

**Calculating** How many constitutional amendments have been ratified?



### Thinking Like a HISTORIAN

#### Understanding Cause and Effect

Over the course of American history, some unwritten customs of government have become so strong that they seem to have the effect of law. For example, until the 25th Amendment, which was ratified in 1967, the Constitution did not specify that the vice president would assume the office of president in the event of a president's death. Yet on eight occasions, that is exactly what happened. Each time the custom was applied, it acquired more force. For more information about understanding cause and effect, read *Thinking Like a Historian*.

## LESSON 1 REVIEW

### Review Vocabulary

1. Write a paragraph in which you explain the difference between the following: **a.** enumerated power **b.** reserved power **c.** concurrent power **d.** implied power
2. Explain the significance of the following terms: **a.** popular sovereignty **b.** limited government

### Answer the Guiding Questions

3. **Explaining** What was the challenge that the Framers faced when setting out to write the Constitution, and how did they meet it?
4. **Discussing** Why do you think the Framers made the Constitution difficult to amend?
5. **ARGUMENT** Should Congress have the power to interpret the Constitution? Write a paragraph in which you argue for or against the wide application of the implied powers.

Define the following words:

- **popular sovereignty**
- **limited government**
- **enumerated power**
- **reserved power**
- **concurrent power**
- **separation of powers**
- **implied power**
- **Contradict**
- **involve**

What is the difference between enumerated powers, reserved powers, and concurrent powers?

Name: \_\_\_\_\_

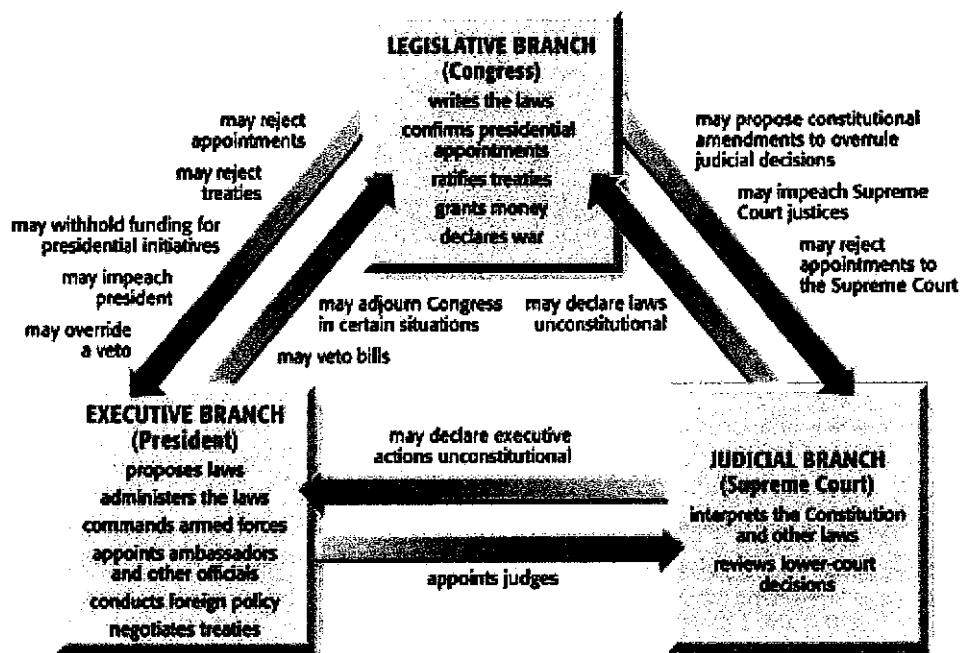
# Separation of Power and Checks and Balances

\* Required

What branch of government is Congress? \*

1 point

## Separation of Power and Checks and Balances



☐ Legislative

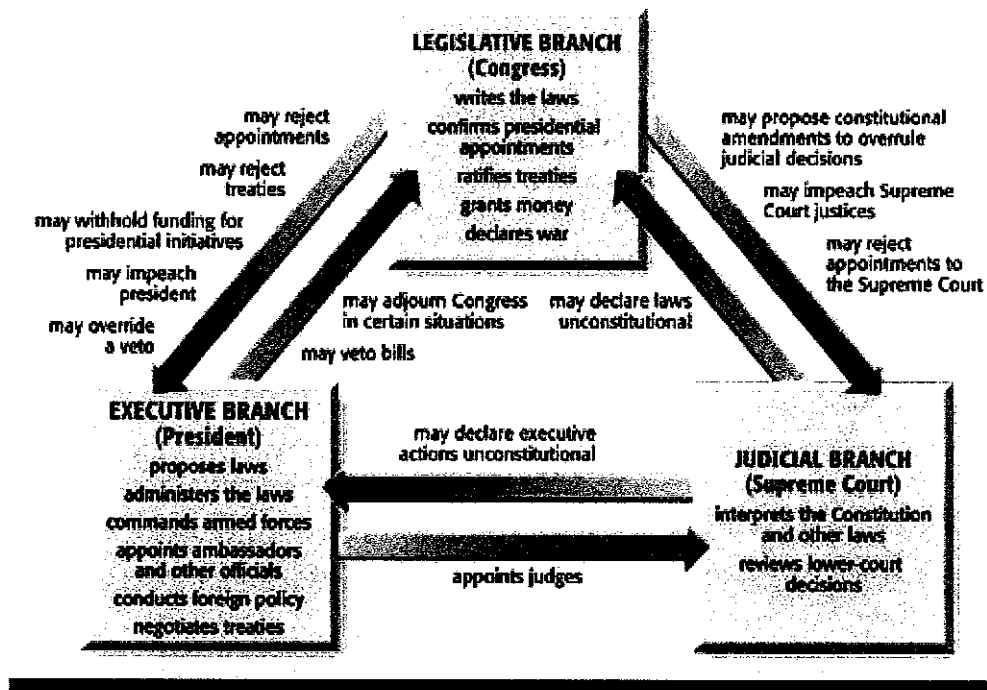
☐ Executive

☐ Judicial

What branch of government is the Supreme Court? \*

1 point

### Separation of Power and Checks and Balances

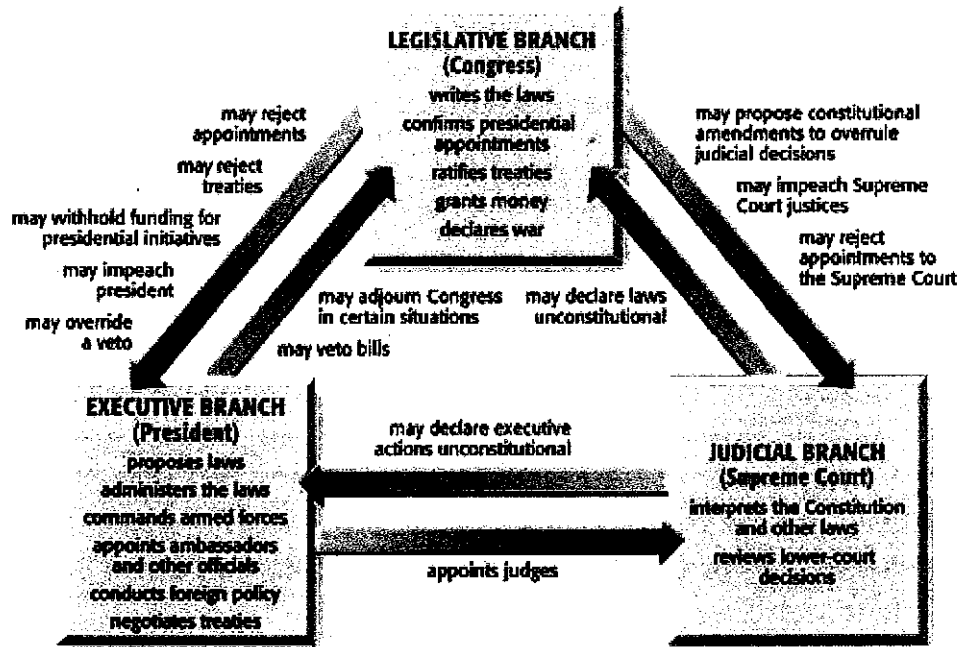


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

What branch of government is the President? \*

1 point

### Separation of Power and Checks and Balances

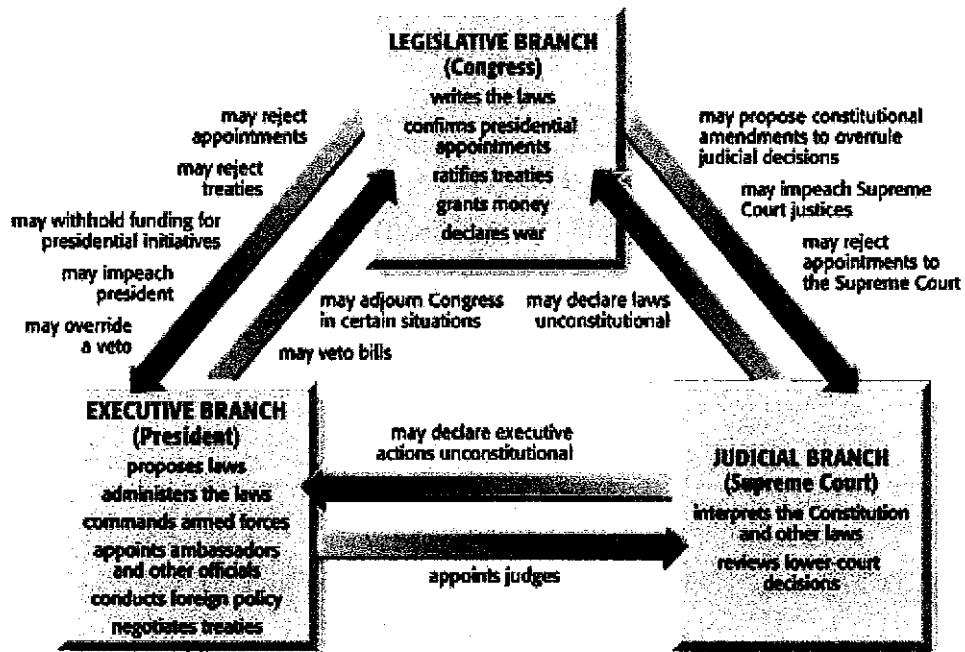


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

What branch of government is the Donald Trump? \*

1 point

### Separation of Power and Checks and Balances

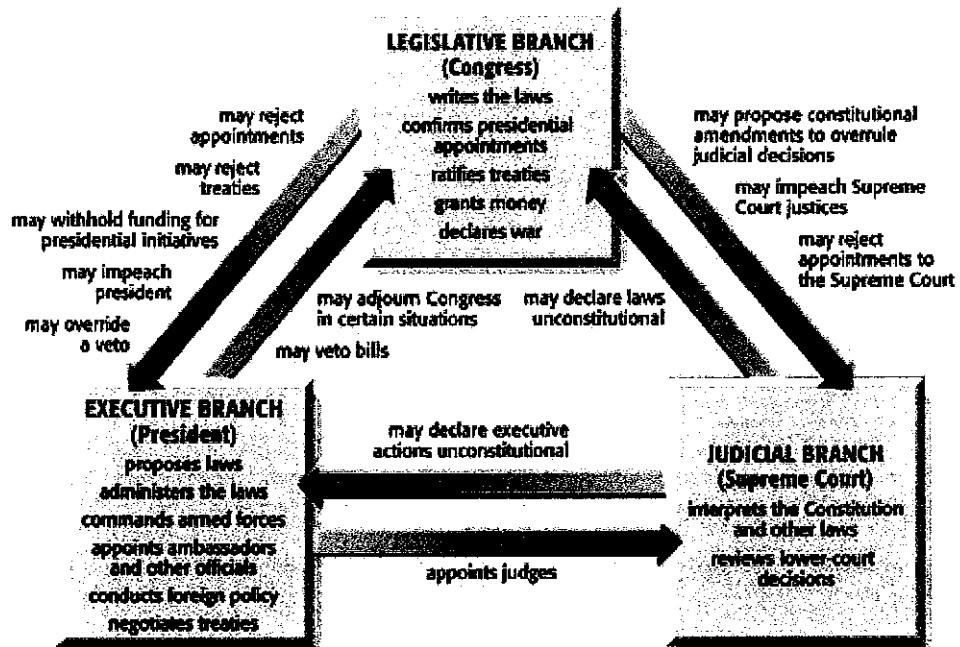


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

What branch of government was Obama? \*

1 point

### Separation of Power and Checks and Balances



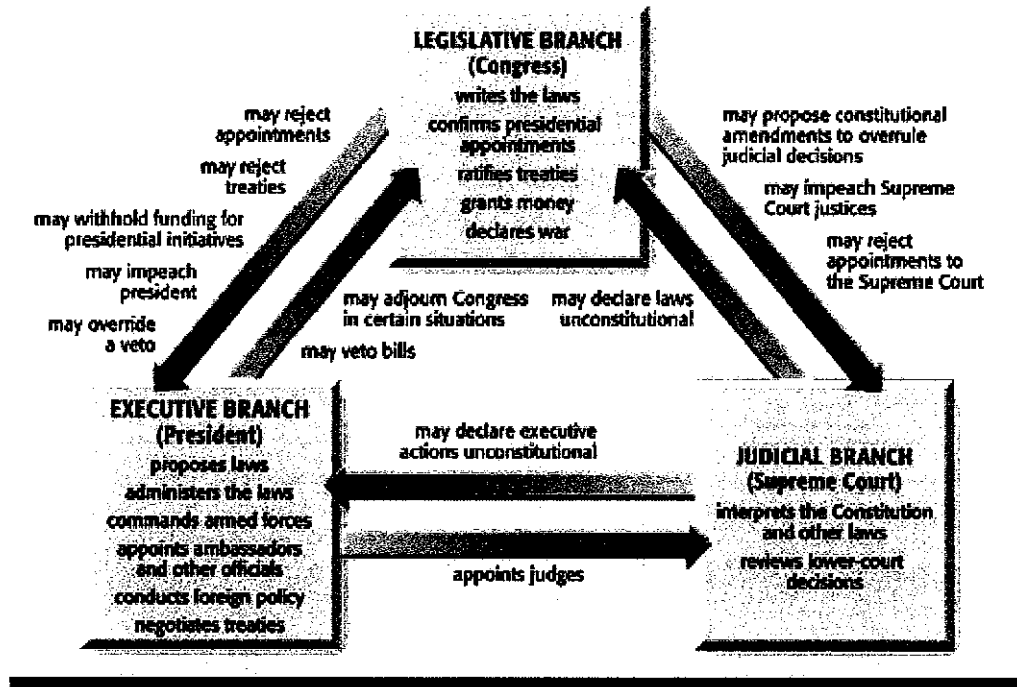
- ☐ Legislative
- ☐ Executive
- ☐ Judicial



Which branch of government appoints judges to the Supreme Court? \*

1 point

### Separation of Power and Checks and Balances

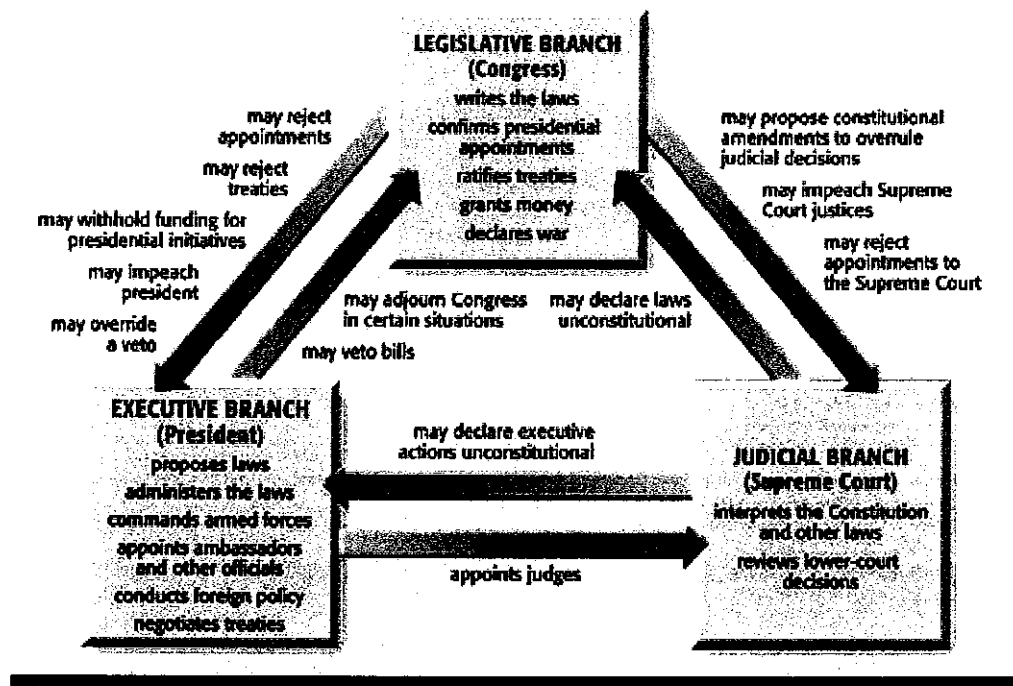


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

Which branch of government may impeach Supreme Court justices? \*

1 point

### Separation of Power and Checks and Balances

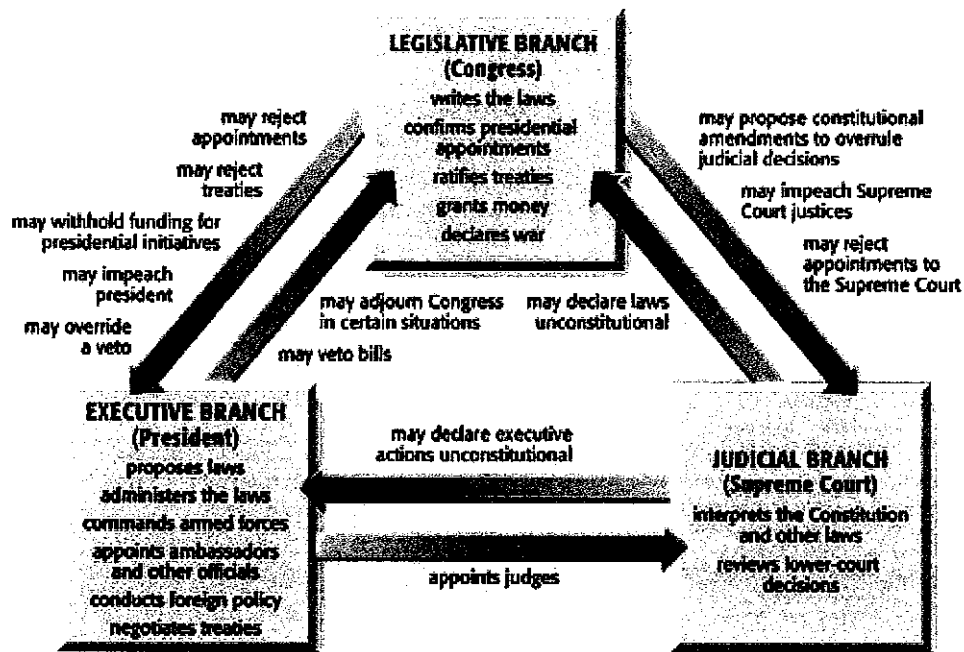


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

Which branch of government may declare laws unconstitutional? \*

1 point

### Separation of Power and Checks and Balances

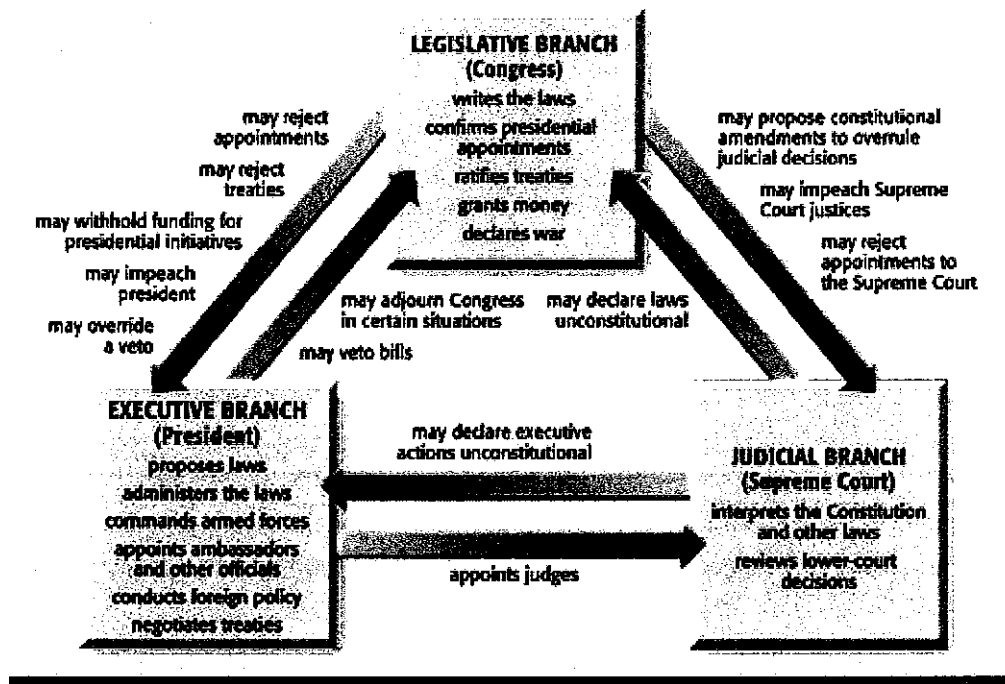


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

Which branch of government may impeach a president? \*

1 point

### Separation of Power and Checks and Balances



- ☐ Legislative
- ☐ Executive
- ☐ Judicial

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## THE DANGERS OF SOCIAL MEDIA FOR TEENS

FEBRUARY 29, 2020 | 0 COMMENTS

When talking about the dangers of social media, cyberbullying and sexual predators get most of the press. However, there are many more subtle or hidden dangers of social media that are influencing a whole generation of teenagers as they become young adults.

With 89% of teenagers having a smartphone (<https://www.outbacktreatment.com/teenager-use-phone-much/>) and 70% using social media multiple times a day ([https://www.common sense media.org/sites/default/files/uploads/research/cs\\_socialmediasociallife\\_infographic.pdf](https://www.common sense media.org/sites/default/files/uploads/research/cs_socialmediasociallife_infographic.pdf)), these digital dangers affect well-known (<https://www.drphil.com/videos/game-of-thrones-star-sophie-turner-reveals-social-media-was-catalyst-for-depression-on-phil-in-the-blanks-podcast/>) and regular teens alike. In fact, 38% of young people reported that social media has a negative impact (<https://www.childrenssociety.org.uk/sites/default/files/social-media-cyberbullying-inquiry-summary-report.pdf>) on how they feel about themselves.

If you are worried about your teen's social media usage, this guide is for you.

## The Benefits of Social Media

Before we dive into the dangers social media has for teens, it is important to recognize that these platforms can also offer immense benefits when used appropriately. Here are just a few:

- ◆ **It strengthens friendships & relationships.** Networking sites can offer a sense of belonging and genuine support as teens connect with others around shared interests, challenges, passions, causes, and/or communities.
- ◆ **Social media can help teens express themselves creatively.** We are living in one of the most innovative and creative times in human history. Social media provides amazing platforms for collaborating on and sharing creativity.
- ◆ **Using social media improves teen's digital literacy,** a required skill for almost any job today.
- ◆ **Collaborative learning** – classroom discussion groups, YouTube tutorials, and online learning libraries provide teens with greater access to knowledge than ever before. From music to photography, from math to engineering, teens can learn almost anything they want.
- ◆ **Autonomy & Mastery** – social media provides an outlet that allows them autonomy to demonstrate mastery and competency to their circle of influence.

## Why Be Concerned? Putting Social Networking in Context

Did you know that over 210 million people worldwide (<https://www.sciencedirect.com/science/article/abs/pii/S0160791X16301634>) suffer from social media & internet addiction? While you may want to blame your teenager for not having more self-control, it is important to realize what they're up

against. Social media platforms have thousands of Ph.D level researchers spending billions of dollars trying to figure out how to get users to spend more time on their platform. The more time your teen spends on social media, the more money the platform makes.



## How Social Media Uses Dopamine?

Facebook's founding president, Sean Parker, said it this way.

(<https://www.theguardian.com/technology/2017/nov/09/facebook-sean-parker-vulnerability-brain-psychology>), "When Facebook was being developed the objective was: "How do we consume as much of your time and conscious attention as possible?" It was this mindset that led to the creation of features such as the "like" button that would give users "a little dopamine hit" to encourage them to upload more content. It's a social-validation feedback loop...exploiting a vulnerability in human psychology."

"The capacity for so-called "persuasive technology" to influence behavior in this way is only just becoming understood, but the power of the dopamine system to alter habits is already familiar to drug addicts and smokers. Every habit-forming drug, from amphetamines to cocaine, from nicotine to alcohol, affects the dopamine system (<https://www.theguardian.com/technology/2018/mar/04/has-dopamine-got-us-hooked-on-tech-facebook-apps-addiction>) by dispersing many times more dopamine than usual." (Click here for a more detailed explanation of how social media leverages dopamine (<http://sitn.hms.harvard.edu/flash/2018/dopamine-smartphones-battle-time/>))

The main thing parents need to understand is that without boundaries & outside help, almost every teenager has a chance of developing an unhealthy social media habit.

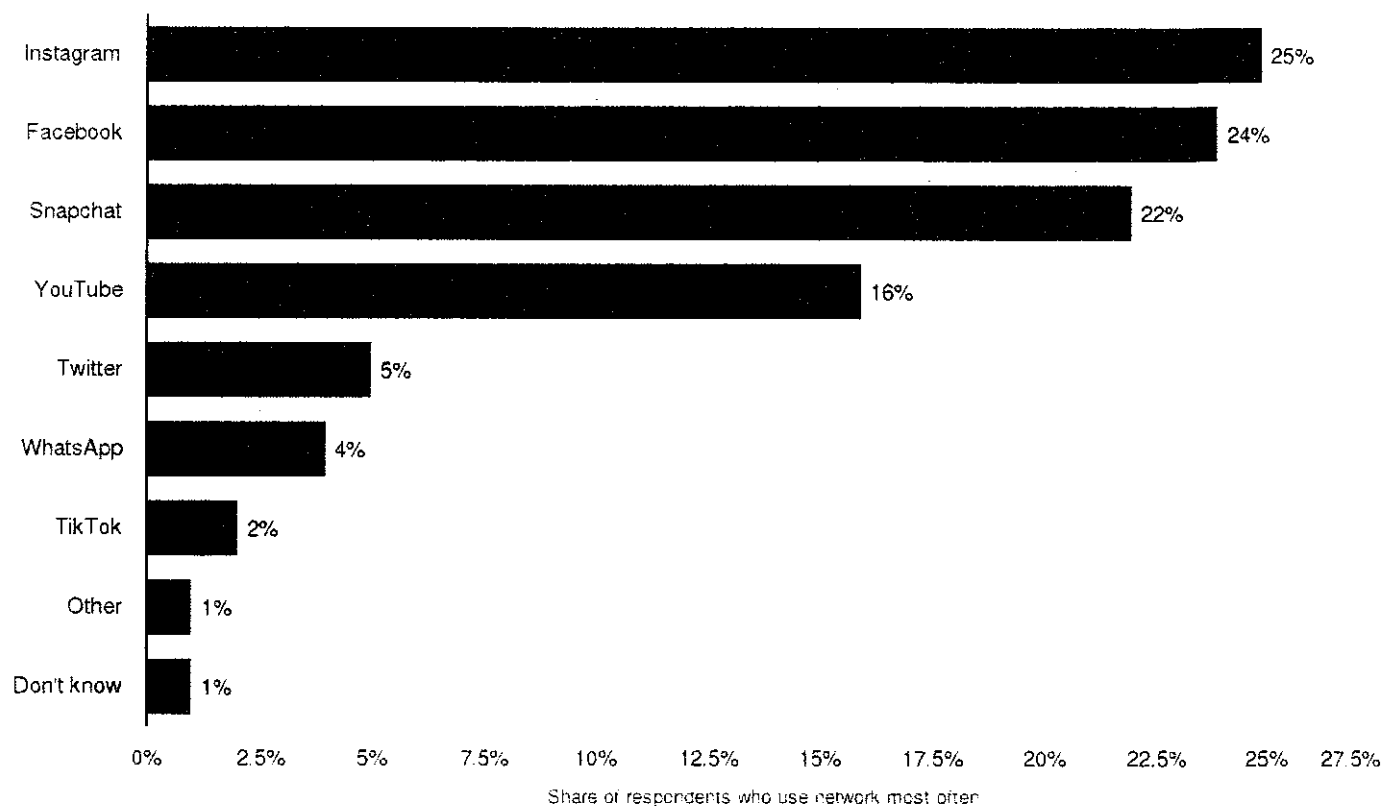
Teens are spending more than one-third of their days on technology and media sites

(<https://www.washingtonpost.com/news/the-switch/wp/2015/11/03/teens-spend-nearly-nine-hours-every-day-consuming-media/>).

## What Social Networks Are Teens Using?

When talking about the dangers of social media it is important for parents to know what social media sites your kids may be on. Among teens, Facebook, Instagram, and Snapchat are the most popular. In addition to these, here are the most common types of social networking sites you should know about:

### Most frequently used social networks of teenagers in the United States as of September 2019



#### Sources

eMarketer; YouGov  
© Statista 2020

#### Additional Information:

United States; YouGov; September 2019; 13 to 17 years; who have a social media account

(<https://www.statista.com/statistics/420112/us-teens-most-used-social-networks/>)

Find more statistics at Statista (<https://www.statista.com>)

- ◆ **Texting, Messaging, & Chatting** – In addition to sending regular text messages, your teen may also use Kik Messenger, Facebook Messenger, WhatsApp, Viber, GroupMe, Discord, MeetMe, Yubo
- ◆ **Social Networking** – Facebook
- ◆ **Microblogging** – Tumblr, Medium, Twitter
- ◆ **Media sites for sharing photos & videos**– Instagram, SnapChat, YouTube, TikTok, Pinterest, VSCO, Vuxer, and Look
- ◆ **Live Streaming & Video Chatting** – Bigo Live, Houseparty, Periscope, Live.me, YouNow, Marco Polo, Monkey, Omegle, Twitch, HOLLA, ChatLive
- ◆ **Anonymous social networks** – “Anonymity doesn't always breed cruelty, but it often does. On anonymous sites, people feel that their comments are consequence-free — and end up hurting others.” Some examples of anonymous social sites are: Qooh.me, Ask.fm, Tellonym, Whisper, Yolo, Lipsi
- ◆ **Dating tools** – Tinder, Blendr, etc. Some of these site's privacy policies allow teens as young as 13 to register.
- ◆ **Forums & Discussion Networks**– Reddit, 4Chan, Amino, Quora. Referred to as the front page of the internet, these sites can be a great way to keep up on the latest trends, but they can also be home to unfiltered content and often brutal

commentary.

- ♦ **Social Features of non-social media platforms** – gaming sites like the SIMS, IMVU, and Fortnite all have built-in messaging tools

Check out this regularly updated guide (<https://www.common sense media.org/blog/16-apps-and-websites-kids-are-heading-to-after-facebook>) for more current information on potentially dangerous social media apps (<https://www.familyeducation.com/mobile-apps/a-complete-guide-to-potentially-dangerous-apps-all-parents-should-be-aware-of>)

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## Immediate Dangers of Social Media

Here are some of the potential dangers your teenager may be exposed to while using various social media channels:

- ♦ **Exposure to inappropriate, upsetting, or adult-themed content**

Of course, you don't want your teenager exposed to adult-themed or pornographic material. The danger with social media is that your child can be sent this material by strangers or by trusted sources. They may still be at risk even when your child's social networking sites are restricted to only known friends, or when their profiles are set private.

At least one in four teens are receiving sexually explicit texts and emails, and at least one in seven are sending sexts. More than one in 10 teens are forwarding these sexts without consent, the study found. And roughly one in 12 teens have had sexts they sent shared without their permission. (Reuters Health, Feb. 2018

(<https://www.reuters.com/article/us-health-teens-sexting/teen-sexting-may-be-more-common-than-you-think-idUSKCN1GB1XF>))

- ♦ **Teens practicing questionable judgment**

The prefrontal cortex (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2991430/>) (the part of the brain responsible for good judgment) is still not fully developed in teenagers. Poor judgment combined with easy access to a global audience can result in some scary situations:

- ♦ **Oversharing in inappropriate & risky ways.**

Even being emotionally vulnerable with the wrong person can have devastating outcomes to someone who struggles with low self-worth or depression. We lose control over the information we share online.

- ♦ **Impulsivity (<http://www.edupij.com/index/arsiv/10/32/relationship-between-impulsivity-social-media-usage-and-loneliness>) & Personal health risks.**

1 in 5 teens report says they check notifications while driving at least sometimes.

([https://www.common sense media.org/sites/default/files/uploads/research/cs\\_socialmediasociallife\\_infographic.pdf](https://www.common sense media.org/sites/default/files/uploads/research/cs_socialmediasociallife_infographic.pdf))

Then the latest "social media challenges" (<https://www.common sense media.org/blog/viral-youtube-challenges-internet-stunts-popular-with-kids>) may have your teen eating a tide pod, covering themselves in flammable liquid and setting themselves on fire in front of a video camera, or engaging in other risky activities.



## Why Teens Are Impulsive, Addiction-Prone And Should Protect Their Brains FRESH AIR

listen

38:02

© 2016 npr

### ♦ **Cyberbullying**

59% of U.S. teens have been bullied or harassed online ([https://enough.org/stats\\_cyberbullying](https://enough.org/stats_cyberbullying)) with more youth experiencing bullying on Instagram than any other platform. And 1 in 5 young people having skipped school because they were victims of cyberbullying. Cyberbullying has been linked to [teen depression](https://www.livescience.com/51294-cyberbullying-social-media-teen-depression.html) (<https://www.livescience.com/51294-cyberbullying-social-media-teen-depression.html>), and can even result in increased vulnerability and depression into adulthood. It's important to emphasize that your teen can talk to you if they feel they're being bullied. On the other side of the coin, they should ask themselves, "could this hurt someone's feelings?" before posting something. If it's questionable, they shouldn't post.

### ♦ **Strangers**

In this day and age, we hope that everyone knows that not everyone is who they say they are online. There are sexual predators, scammers, identity thieves, and hackers who exploit social media to trick unsuspecting users. Your 13-year-old daughter may be speaking with someone who claims to be a 13-year-old girl, but who is, in reality, an adult male. This is a lot easier to fake online than it is face-to-face, so your daughter may develop trust for a person online who they would be wary of in person. It's important that teens don't mention things online that will allow online predators to find them. Things like the name of the city where they live or the school they attend.

### ♦ **Erosion of personal privacy**

"Privacy equals control, and when a child posts a picture or a comment, they need to remember that they're transferring control of that thought, feeling, special moment or image to all of the people that they are sharing it with, and there's nothing to stop followers and friends from sharing it with others or even turning it into an embarrassing meme." – [Lori Getz, "The Tech Savvy User's Guide to the Digital World."](https://www.amazon.com/Savvy-Users-Guide-Digital-World/dp/099807280X) (<https://www.amazon.com/Savvy-Users-Guide-Digital-World/dp/099807280X>)

### ♦ **Distorted Perception of "What is Healthy" in Relationships**

People tend to share their relationship's "highlight reel" on social media and rarely let people see the sad, hard, or heartbreaking moments. This constant exposure to only one side of relationships can distort your teen's perception of what is healthy. Here are some patterns to watch for:

#### ♦ **Constantly Comparing**

– by constantly comparing their relationships to all the "ideal" relationships your teen sees online, it can be easy to have a distorted understanding of what relationships are supposed to be like. Relationships are messy and hard, and often uneventful. Not many people in real relationships can spend 30 weeks a year traveling the world taking beautiful photos along the way.

- ♦ **Validation & enmeshment**

- Social media trains teenagers to put their worth in a continuous stream of external validation. Without having a strong system of internal validation, your teen may expect relationships to fill that void and can easily become dependent and enmeshed. Teens often don't have the skills to become independent or interdependent in relationships.

- ♦ **Instant gratification**

- relationships are hard work. Unfortunately, today's online social interactions set up expectations of instant gratification. Why work through a hard patch in a relationship with your next relationship is just a right swipe away?

- ♦ **Becoming Oversexualized**

- young teenagers, especially girls, quickly discover that their sexuality can be used for attention, and social media gives them a wider audience for that attention. Unfortunately, they often do not have the maturity to self-regulate. This often leads teens to base their self-worth on how they look (<https://www.livescience.com/19259-sexualized-childrens-clothing-perception.html>). This objectification can cause eating disorders and other serious mental health issues.

- ♦ **Lack of Sleep**

- 1 in 10 teenagers (<https://www.childrenssociety.org.uk/sites/default/files/social-media-cyberbullying-inquiry-summary-report.pdf>) report always using social media overnight between midnight and 6 AM. Sleep deprivation and sleep disturbances are directly linked to loneliness (<https://www.inverse.com/article/48046-sleep-deprivation-leads-to-social-isolation-in-new-study>) and depression during adolescence.

- ♦ **Wasting Time**

- When used in moderation, social media can be beneficial. Unfortunately, 44% of teenagers spend more than 3 hours a day on social media. (<https://www.childrenssociety.org.uk/sites/default/files/social-media-cyberbullying-inquiry-summary-report.pdf>) If your teen cut their social media use in half, what could they accomplish? Do they have any dreams that they aren't working towards? Could they be developing a hobby, interest, or passion that would contribute to their overall life satisfaction?

- ♦ **Toxic Culture**

- The concepts of radical candor, speaking my truth, challenging preconceived notions, taken too far turn into just being mean. It is quite common to encounter people with a mob mentality on Reddit, 4Chan, and pro-ana sites (<https://en.wikipedia.org/wiki/Pro-ana>). Without proper guidance on how to navigate these cultures, your child may become desensitized to bullying, sexism, and hate speech.

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Teens who spend 5 hours a day on their phones are 2x more likely to show depressive symptoms (<http://Teens who spend 5 hours a day on their phones are 2x more likely to show depressive symptoms>)

---

Extensive use of social media can affect your teen's personality in the long term. Some potential dangers include:

### ◆ **Depression, Anxiety, Suicidal Ideations**

It has been proven that too much time spent on social media sites leads to decreased well-being, depression, loneliness (<https://penntoday.upenn.edu/news/social-media-use-increases-depression-and-loneliness>) (2

(<https://jamanetwork.com/journals/jamapediatrics/article-abstract/2737909>))(3

([https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642\(19\)30186-5/fulltext](https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(19)30186-5/fulltext))), anxiety.

(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5904786/>), low self-worth, and poor self-image. There are a couple of factors that may contribute to these trends:

#### ◆ **External Validation**

– When your teen uses social media to validate themselves, they are basing their self-worth on likes and comments. Over time this

#### ◆ **Constantly Comparing**

– Social media makes it easy to compare ourselves to one another. When your teen compares their life to friends' seemingly exciting lives (the highlights of which are featured in their friends' profiles), it is easy for your child to think of their life as humdrum and depressing. Comparing ourselves to others isn't good for our mental health.

Is Social Media Hurting Your Mental Health? | Bailey Pa...



### ◆ **Decreased Emotional Sensitivity**

"[Social media] floods the brain with dopamine and conditions us to expect artificially high levels of the neurotransmitter. Over time, the user's brain requires more dopamine...and it becomes dependent on [technological stimulation], which never actually satisfies the need it has created." (Dopamine & Addiction (<https://bigthink.com/going-mental/your-brain-on-drugs-dopamine-and-addiction>)).

"[Social media websites] provide us with a virtually unlimited supply of social stimuli

(<http://sitn.hms.harvard.edu/flash/2018/dopamine-smartphones-battle-time/>), both positive and negative. Every

we too often choose the easier, virtual option." ([The Emotional Involvement Behind Social Media Interactions](https://thenextweb.com/socialmedia/2014/07/19/emotional-involvement-behind-social-media-interactions/) (<https://thenextweb.com/socialmedia/2014/07/19/emotional-involvement-behind-social-media-interactions/>))

Social and emotional skills are like any skill, the more you practice, the better you become. As teens choose easier, virtual social interactions more and more, they lose opportunities to strengthen their capacity for emotional involvement and practice social skills. Thankfully, [research has shown that guided wilderness programs can help overcome these deficits.](https://www.sciencedirect.com/science/article/pii/S0747563214003227) (<https://www.sciencedirect.com/science/article/pii/S0747563214003227>)

- ◆ **Inability to Regulate Focus & Attention**

[Frequent use of digital media can lead to a higher risk of developing ADHD-related symptoms](https://jamanetwork.com/journals/jama/fullarticle/2687861) (<https://jamanetwork.com/journals/jama/fullarticle/2687861>). Please note that we are not saying that technology causes ADHD, rather an overuse of technology can mimic ADHD symptoms. Again, think of attention and focus as skills that can be practiced. If your teenager can only focus for 5 minutes before logging into Twitter, checking their phone for text messages, or to checking if they have any new social media followers, their ability to regulate attention will be severely underdeveloped.

- ◆ **Low Frustration Tolerance**

When numbing is your teen's default response to feeling emotions, it becomes harder to build up a tolerance for stress or adversity. "Social media websites are like a virtual living room, filled with a curated group of people whom we feel comfortable with and want to be associated with. Experiences are chosen and executed according to convenience and levels of ease. Essentially, kids are learning to handpick experiences that they know they will be comfortable with and people (typically other teenagers) they are content to be associated with. But this is not real life, and when confronted with genuine, real-life experiences, they clam up and back away. And why not? Why force yourself to be uncomfortable when you don't have to be?" ([Understanding Teenage Anxiety: A Parent's Guide to Improving Your Teen's Mental Health](https://www.amazon.com/Understanding-Teenage-Anxiety-Parenting-Chronic/dp/1510743650/) (<https://www.amazon.com/Understanding-Teenage-Anxiety-Parenting-Chronic/dp/1510743650/>))

## **Navigating the Risks of Social Media**

There are a number of ways parents can navigate the dangers that come from using social media:

- ◆ **Get to the root cause**

Most of the hidden dangers of social media come from using it TOO MUCH. The first step in navigating the risks of social media is to figure out the primary reason why your teen spends time on technology.

Problematic social media use is almost always triggered by an uncomfortable emotional state. The core of social media overuse is not wanting to be present in life because your teen feels that moment is too uncomfortable or painful to endure.

- ◆ **Understanding Internal Emotional Triggers** – If you want to change the problematic behavior, start by figuring out what root cause is acting as an internal trigger. What are they running away from? What discomfort are they trying to avoid? Why can't they be fully present in reality? Why are they self-soothing with technology?

Your child may be feeling of bored, lonely, tired, uncertain, sad, angry, hurt, or frustrated. Or, they may be experiencing something more problematic like depression, anxiety, low self-worth, a lack of identity, or a lack of

notification, whether it's a text message, a "like" on Instagram, or a Facebook notification, has the potential to be a positive social stimulus and dopamine influx."

Sometimes the artificially high levels of stimulation can alter the brain's sensitivity

(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5362930/>) to the less intense stimuli of everyday life. Over time this decreased sensitivity can have some surprising results:

- ♦ **Loss of Joy / Apathy in Life -**

it's easy for a teen to get so wrapped up in networking on social media that it replaces the enjoyment of activities they used to love. Instead of enjoying a hike, the real motivation is to get some pictures for Facebook. Instead of enjoying time with friends, the concern becomes taking photos that will receive the most Likes. It dilutes the experience and replaces enjoyment with meaningless technological validation.

- ♦ **Decreased Empathy -**

Empathy is a fundamental skill for our personal and social lives. It helps us form and maintain relationships, collaborate with others, and manage conflict (<http://www.researchmaze.com/2017/07/17/does-technology-affect-empathy/>). Researchers aren't sure if social media makes teens less empathic or if teens who are low in empathy are more likely to overuse social media. Whatever the connection, kids today are about 40% lower in empathy (<https://news.umich.edu/empathy-college-students-don-t-have-as-much-as-they-used-to/>) than their counterparts 20 or 30 years ago.

## 5 Crazy Ways Social Media Is Changing Your Brain Right...



- ♦ **Underdeveloped Social Skills**

"interactions via social media make visitors feel connected without the difficulties and complexities involved in face-to-face interactions. Compared to interactions with computers, interactions with human counterparts require more emotional involvement, cognitive effort and brain activation. When we are not in the mood to exercise these resources,

control in their life.

Once you understand what is driving of the problematic behavior, address it, and help your teenager cope with the discomfort in a healthier manner. If you don't address the underlying cause, your son or daughter can just find another way to ease their uncomfortable emotions, even if you block their favorite app or force them to quit social media (<https://www.youtube.com/watch?v=3E7hkPZ-HTk>).

Most of the time your teen won't even be aware of these internal emotional triggers. They just feel a rising tension they want to satiate, the same way they respond to hunger. Many adults struggle to be aware of their feelings so don't be surprised if your teen isn't aware of their own internal triggers.

Help your teen by asking if everything is alright whenever they are on social media instead of participating in real-life situations. If there really is an emergency or something important, they'll tell you about it. If there isn't, the question can be a reminder to be aware of what uncomfortable emotions they are avoiding.

#### ♦ **Help your teen develop a strong personal identity**

Teens with low social-emotional well-being

([https://www.common sense media.org/sites/default/files/uploads/research/cs\\_socialmediasociallife\\_infographic.pdf](https://www.common sense media.org/sites/default/files/uploads/research/cs_socialmediasociallife_infographic.pdf)), low life satisfaction (<https://www.sciencedirect.com/science/article/abs/pii/S0160791X16301634>), and who lack a personal identity (<https://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity>) experience more of the negative effects of social media than kids with strong personal identity, high levels of social-emotional well-being, and life satisfaction.

Help your teen recognize their signature strengths and the everyday validation they get in their lives that doesn't come from social media validation. A healthy personal identity, full of life satisfaction is like an inoculation, it provides social antibodies against the negative effects of social media.

#### ♦ **Focus on the Relationship**

Teenagers are smart. No matter how many technological safeguards you put in place, there is always a chance they will figure out a way around them.

The best safeguard against social media risks is building and maintaining a great relationship with your teenager. Start by having the conversation about social media is designed to keep you hooked, spending more and more time on their platforms. Discuss what they are opportunities they are sacrificing in order to spend so much time on social media. Talk with them about what they think their limits should be. Schedule time together to have weekly, & monthly check-ins and ask pointed questions. Here are a couple to get you started:

- ♦ What's your favorite thing about social media?
- ♦ What's the worst thing about social media?
- ♦ What apps do you use? Why do you use them?
- ♦ Will you show me how it works?
- ♦ Tell me about who you talk with the most on social media?
- ♦ What's something that you found interesting on social media?

- ♦ “I just need to double-check, but has anyone ever asked you to send them inappropriate pictures of yourself?”

## ♦ **Balance Digital Relationships with IRL Relationships**

As we said before, in-real-life relationships with your teenager is one of the best ways to counterbalance the negative effects of social media. Protect time for your family can practice those relationship skills. For example, you can make sure you regularly eat dinner together as a family (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3667228/>) and have everyone leave their phones in the other room.

## ♦ **Increase Your Tech Literacy**

Learn how to use the technology you already have. Set up parental controls on phones, tablets, computers, gaming systems, & routers. While you may want to limit your teen's time on YouTube, you may want to increase how much time you spend looking for guides to your various devices' parental controls.

## ♦ **In Extreme Cases**

If needed, go beyond just following your son or daughter on social media. If you feel like your teen may have a more serious problem misusing social media, regularly:

- ♦ access their social media accounts together with your teenager (<https://edition.cnn.com/2013/11/21/living/social-media-positives-teens-parents/index.html>).
- ♦ double-check their direct messages, chats, & history. Some teens will set up finsta or fake Instagram accounts, so they can show their parents one thing and their friends something else.
- ♦ It is important that as your teenager grows older that they are able to practice autonomy. 13 or 14-year-olds should have less autonomy than a 17 or 18-year-old. Find the balance that shows that they can gain your trust, but that you sometimes need to be protected from themselves.

## **Set Social Media Guidelines & Boundaries with a Family Media Plan**

The logic behind a Family Media Plan is simple, as a family, establish guidelines and boundaries to make sure social media is a tool you use – not a tool that uses you. Here are some things you may want to include in your Family Media Plan:

### **WHEN is it OK to use social media:**

- ♦ Agree on **appropriate times of day**, turn off electronics 1 hour before bed
- ♦ Set **time limits** for recreational screen time, no more than 2 hours a day
- ♦ **Be intentional** with your social networking and have a purpose EVERY time you check your social media accounts (I want to see how Brian is doing, or I want to see the photo's Jodi posted from her vacation, I'm going to check the updates from my study group, etc.)
- ♦ Periodically **take longer breaks from technology** to reduce stimulation tolerance. While Dopamine fasting (<https://elemental.medium.com/could-dopamine-fasting-be-the-solution-to-our-overstimulated-lives-e77a7bce3833>) is a recent craze in the tech world, “fasts” from technology have been praised for decades.

What you are missing while being a digital zombie | Pat...



## WHERE is it OK to use social media:

- ♦ not in bedrooms or bathrooms, in school, at the dinner table, or when talking to someone face to face.

## WHAT is OK to POST to social media:

- ♦ **be respectful, be kind**, if it's not okay to say face to face, it's not okay to say online. "Would I be OK with this photo/quote of mine being posting in the school hallways?"
- ♦ **Be authentic, be your true self**
- ♦ **Engage, participate, create, and publish more than you consume.** Stop mindlessly scrolling and actually be social.
- ♦ be cautious about sharing **too much personal information online**. (Link to how to digital security maintenance), don't share passwords with friends, regularly check privacy & location settings, etc
- ♦ **Do not upload or share inappropriate messages, images, and/or videos**
- ♦ **Think about the future** – jobs, college applications (<https://www.common sense media.org/blog/how-colleges-use-kids-social-media-feeds>), romantic interests, etc. If you would be embarrassed to talk about the social media posts with your boyfriend's/girlfriend's parents, you might not want to post.
- ♦ **What Does it Say About Your Self-worth?** Before posting anything, ask yourself why you are sharing it, what do you hope to get? It's okay if the answer is occasionally validation and connection. But if that is the answer 40% or more, you may want to build your self-worth in other ways.

## WHAT is OK to BELIEVE on social media:

This may come as a shock to your teenager, but social media does not represent reality. Take time together to browse various social media channels and see if you can identify the following:

- ♦ **Selective Reality** – If someone takes 500 photos in order to get one that has the perfect lighting, angle, background, etc. that isn't reality. It is 1/500th of reality. (Link to reality manipulation articles). Even if your just comparing other's life highlights to your day to day grind, it is still image crafting. ([https://www.huffpost.com/entry/social-media-image-crafting-the-modern-day-fairytale\\_b\\_5913427de4b07e366cebb805](https://www.huffpost.com/entry/social-media-image-crafting-the-modern-day-fairytale_b_5913427de4b07e366cebb805))
- ♦ **Distorted Reality** – Today's teenagers are exposed to almost 3000 ads a day. (<https://smallbusiness.chron.com/consumer-advertising-teenagers-36214.html>), many of them on social media. Social media ad campaigns are often sensational, provocative, outrageous and scandalous, themes and messages that distort reality. Even when the overt message is positive, advertising can have unintended, subliminal, veiled, or implied messages you may not want your teen exposed to. (<https://mystudentvoices.com/what-young-girls-need-to-know-about-social-media-c23d51430d14>) In the worst cases, ad campaigns leverages peer pressure/influence to profit from your teen's insecurities. (<https://www.common sense media.org/marketing-to-kids/what-is-the-impact-of-advertising-on-kids>)



- ◆ **Fake Reality**– Add to that, photoshop, filters and now with the rise of Deepfake technology, it is almost impossible to know what is real.

## **HOW to stay safe and protect yourself on social media:**

- ◆ Teach your teen to block & report people they don't know or who post upsetting comments or content.
- ◆ Have them accept requests only from people they actually know,
- ◆ take screenshots if you see anything upsetting and report them to moderators.

## **How Do I Know If My Child Needs A Professional Help?**

When a teen's social media usage is a bigger problem than families can handle at home, you may want to seek professional help. Here are some signs to look for:

- ◆ Lack of self-care/poor personal hygiene
- ◆ Unhealthy diet/not eating regular meals
- ◆ Sleep disturbance; staying up all night playing video games
- ◆ Decreased academic performance
- ◆ Lack of close, face-to-face relationships
- ◆ Isolation from family and friends
- ◆ Impulsivity/irritability when not on social media

If you notice your child begin to pull away or show signs of depression, you should talk with them about it. If the situation appears to be getting out of control, seek help. There are programs out there that are designed to bring your child back onto the right path, like our Unplugged program. (<https://www.outbacktreatment.com/unplugged-internet-addiction-therapy/>)

## **Conclusion:**

Social media can be a good thing. It allows your teen to stay in touch with friends and, if used correctly, boost self-esteem. There are, however, inherent dangers involved with social media which you should sit down and discuss with your child. Make sure that social media is a tool your family uses – not a tool that uses your family.

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## **Additional References**

- ◆ Social Media, Social Life, Common Sense Media (<https://www.childrenssociety.org.uk/sites/default/files/social-media-cyberbullying-inquiry-summary-report.pdf>)
  - ◆ Parents' Ultimate Guide to Parental Control (<https://www.common sense media.org/blog/parents-ultimate-guide-to-parental-controls>)
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## DIRECTIONS FOR WEEK



James Miller Jul 2 (Edited Jul 2)

We will be writing an essay about the pros and cons of teen social media usage. You will read an article about the advantages and disadvantages of it, writing a paragraph on each, giving details and reasons from the article in your essay. Then you will form and give your own opinion on the subject. Each of these sections of the paper will be one paragraph long. You will begin with an introduction, then 3 body paragraphs, and finally a conclusion paragraph. Each section is broken down for you. To keep up you should complete one paragraph a day. This would have you finishing your paper on Friday. If you have any questions please feel free to email me anytime. I will be available Mon-Fri 8am-1pm to answer any question you may have. Happy writing :-)

### Class comments

[illegible]