Can You Be Manipulated?

Behavioural Data & Nudging

Target group	Secondary/high school students
Topics	Digital Literacy, Citizenship Education, Media Studies, Informatics
Group size	Minimum 6 students, maximum 30 students
Previous Knowledge Requirements	Basic understanding of digital platforms (social media, apps, online shopping) General awareness of personal data (no advanced knowledge required)
Learning Objectives from DataPro Curriculum	**A.3 Evaluate Intentions behind Data Monetization** • Critically evaluate who is behind digital content and their motivations. • Understand how platforms use data to shape user behaviour. • Recognise how engagement and profit drive design choices. **B.1 Understand the Scope of Liberty** • Identify patterns and strategies used across platforms to encourage certain behaviours. • Recognise bias and influence in digital environments. **C.4 Information Validation** • Understand how data use can impact freedom of choice • Reflect on the relationship between privacy and autonomy
Additional Specific Learning Objectives	N/A
Time frame	Single class session (option for 45 minute or 60 minute version)
Technical Requirements	Projector + whiteboard / smartboard

Training Materials and Tools from DataPro	Can You Be Manipulated: Presentation Can You Be Manipulated: Student Activity Can You Be Manipulated: Teacher Support Guide
Additional Specific Training Materials	N/A
Suggestions for Lesson Plan / Methodologies	**Introduction: Framing and Bias (10 mins)** • Begin the lesson by projecting the Can You Be Manipulated Presentation and guiding students through slides 1-5. The first slide opens with a question for students, allowing time for students to think and respond to the question, and follow it with a quick discussion. Continue working through the rest of the slides, which describe the concepts of framing and nudging. **Activity: Dissect the System (30-35 mins)** • This activity requires students to analyse different types of online/digital interfaces and identify any framing or nudging techniques. The Teachers' Support document contains guidance and hints for teachers facilitating this activity. • Give each group an example from the Can You Be Manipulated Student Activity (either as a digital or printed copy). Encourage students to write down their findings, using the analysis questions provided in the presentation slides (What is the user encouraged to do? What data might the platform be using? Can you identify any techniques that are used? (e.g. urgency, scarcity). Who benefits? How? Is this influence transparent or hidden?). • Give each student/student group time to share their findings with the rest of the class. • Class discussion on findings: bring the class back together to summarise. Guide the discussion with questions such as: What techniques appeared most often? Are these isolated examples, or do they seem systematic? What role does data play in these examples? Guide students towards the idea that digital influence is systematic and data-driven, not random or accidental. **Activity: Opinion Line + Wrap-Up (5-15 mins, depending on available time)** • For shorter time availability:

	○ Return to the presentation slides. Project each opinion line statement onto the smart/whiteboard and ask students to remain seated if they disagree, raise one hand if they are unsure, or stand if they strongly agree. Use as many statements from the slides as time allows. ● For longer time availability: ○ Create an opinion line in the classroom (e.g. left wall = strongly disagree, right wall = strongly agree). ○ Project and read out each Opinion Line statement from the presentation slides. ○ Allow students to position themselves along the opinion line according to their perspective. ○ For each student, select 2-3 students from different positions (agree / middle / disagree) and ask them to explain their reasoning. ● Close the session with the Final Thoughts slide of the presentation, reinforcing the idea that digital platforms use data not only to understand users, but to influence their behaviour. Highlight that this may not be intrinsically bad, but awareness is important for making informed decisions.

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