

Classroom Discussion and Activity Guide

Extension Activity: Reflection—Text-to-Self

Extension Activity: Critical Thinking—Point of View

Burst Your Bubble!

Outsmart the Algorithms and See What You're Missing

by Joyce Grant, illustrated by Jan Dolby

An accessible look at internet algorithms and the importance of bursting your information bubble



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Ages 8 to 12; Grade: 6-8

Before Reading:

- What do you know about algorithms?
- Do you see and hear diverse points of view in your life? Why or why not? Share an example.

After Reading:

Reflection—Text-to-Self

- Each of us lives in an information bubble that is full of things we know and like.
 - Name three things that are in your bubble—it could be a hobby, person, food, sport, game, TV show, or something else you know a lot about.
 - What are two things that are NOT in your bubble? Think of two other things you're curious about and want to explore.
- What are the advantages to bringing new things into your bubble? How can you get those new things into your bubble?



CURRICULUM CONNECTIONS

Language Arts: Understanding Informational Text; Critical Thinking; Text Features

Character Education: Curiosity

Science: Systems & Interactions; Inventions

Social Studies: Media Literacy

READING LEVELS

Fountas & Pinnell: M

Lexile® Measure: AD630L

Common Core: RL.2, W.2, SL.2, L.2



Critical Thinking: Point of View

It's important to have conversations with people about their opinions—even if those opinions are different from yours. You may never agree, but then again, you could learn something new. Let's chat with our group and share opinions.

Instructions:

1. Introduce the topic:

- Offer a pair of choices to the group. Choose from the chart below or use your own ideas. Each choice is assigned one side of the room.

2. Make your choice:

- Instruct participants to move to the side of the room that matches their preference.

3. Pair up and discuss:

- Tell participants to pair up with someone from the opposite side of the room. Each person in turn has 3 minutes to tell their partner something they love about the option they chose.

4. Make your choice again:

- Gather the group together again and reintroduce the topic. Instruct the students to move to the area that matches their preference. Note if anyone has changed their preference and use it for further discussion.

5. Discuss:

- Ask the group reflection questions.
 - Why did you change your preference? Or, why did you stick to your original preference?
 - What is something the other person said that intrigued you about their point of view?
 - Is there anything the other person could have said that might have changed your opinion?
 - Did you really listen to what your partner said and have an open mind?

Sample topics:

Dogs or Cats	Music or Math	Video games or Sports
Summer or Winter	Movies or Books	Texting or Face-to-face

Bonus Extension:

Use this point of view activity as a primer for classroom debates.

