

# **A DAY IN THE LIFE OF THE JOS**

## Teacher's Guide



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## INTRODUCTION

Welcome to *A Day in the Life of the Jos*, a game where students in grades six to eight help the brother and sister team Jo and Josie make decisions about situations they encounter online as they go about a typical day in their lives.

In this Teacher's Guide, you will find:

- technical requirements
- how to play the game
- Jo and Josie's scenarios categorized by day and topic
- links to research and resources for a deeper dive into the issues covered in the scenarios
- an answer key to the questions accompanying each scenario

## TECHNICAL REQUIREMENTS

*A Day in the Life of the Jos* is coded in HTML5 and will run on most current Web browsers, including most tablets. It requires the following minimum hardware and software to be used:

### Hardware Requirements:

- Internet connected desktop device (Laptop, PC) or iPad2 or higher
- Minimum screen resolution: 1024px x 768px

### Software Requirements:

- **Operating System:** Microsoft Windows 7+ or Mac OSX 10.11+
- **JavaScript enabled browser:** Google Chrome v22 or later, FireFox v17 or later, Safari v9 or later, Internet Explorer 11 or later, Microsoft Edge.

### Other Requirements:

- Speakers or headphones (one pair per student)

## SCENARIOS



The consequences and feedback for the decisions made by players appear in a “newsfeed” on Jo and Josie’s social media pages. At any time, players can access this feed to review what’s been happening in Jo or Josie’s day by clicking on this icon near the top-right corner of the screen. Players can scroll the feed with the scroll bar at the right edge of the feed screen.



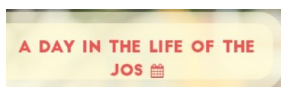
Players also have the option to mute, pause or replay the audio narration. The two buttons to control these features are at the top of the screen in the middle for most parts of the game or on the side of certain dialog boxes.

## HOW TO PLAY

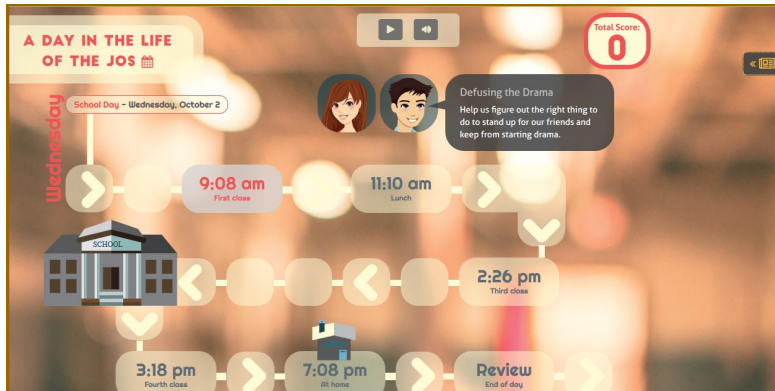
1. To launch the game, click on the button “PLAY THE GAME” on MediaSmarts’ website.
2. The main screen of the game is a calendar for the month of October. To start playing, click on any of the dates marked in red on the calendar (2, 6, 16, 22, and 28).



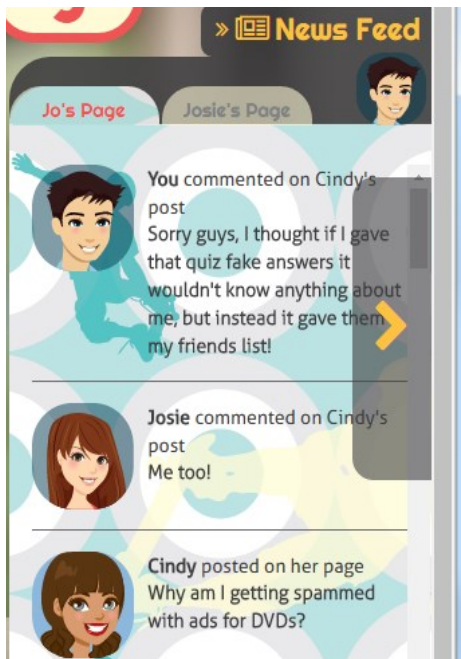
2. The days can be played in any order according to the topic you would like your students to explore.
3. Players can always return to the main calendar screen by clicking “A Day in the Life of the Jos” in the top-left corner of the screen.



4. Once a date is selected, a “Day Map” appears showing five time periods representing the scenarios for that day. These scenarios can only be played in order.



5. To play, click on the button that displays the time in red. This will take players through a short scenario where Jo or Josie are presented with a dilemma relating to the Internet or social media and are asked to decide what Jo or Josie should do about it.
6. After a decision is made, consequences will appear in Jo or Josie's social media feed. Players can scroll back and forth through the feed at any time to review what's happened so far.



7. Based on their answers, players are scored from zero to two. Points accumulate for each day to a maximum of ten.
8. Once a scenario is completed, the button is greyed out on the Day Map and a trophy icon will appear. The next available time period will be indicated in red.
9. When all five scenarios for one particular day have been completed, a short recap of the choices that have been made will appear. These reviews provide additional feedback and must

be reviewed in order to complete the module. Once this is done, the icon for that day on the main calendar will change colour and display a small trophy. If you would like students to submit their scores, they will need to make a screen capture and print or email it to you. See [www.take-a-screenshot.org](http://www.take-a-screenshot.org) for information on how to take a screen capture on any device or browser.

10. Players can return to any day that has been completed to consult the review for the day. They may repeat the day if they wish, but their previous actions and scores will be erased.
11. The game can be restarted at any time by closing the browser, reopening it and clicking on the game link on the MediaSmarts website.

## THE MODULES

### Introduction

The modules in *A Day in the Life of the Jos* are represented as five days in a month in the lives of Jo and Josie, with each day covering a topic that research has identified as being important for youth:

- October 2: Defusing the Drama (Cyberbullying)
- October 6: Who's Watching Me Now? (Data Privacy)
- October 16: Think Before You Share (Privacy and Reputation)
- October 22: Other People's Pictures (Privacy Ethics)
- October 28: Fool Me Once... (Authentication)

Each day is further divided according to scenarios with issues or challenges that Jo and Josie encounter. These scenarios, which are based on genuine problems that youth ages 11-14 may face when using digital media, help students start to think critically about issues relating to online privacy and marketing, responsible Internet use, authenticating online resources and Internet safety. As students determine what actions should be taken by Jo or Josie, they receive feedback on the consequences of their decisions to help them learn key skills and knowledge. Each day ends with a recap of the choices players have made.

Pilot testing has shown that students learn the most from this resource when they are encouraged to spend at least fifteen minutes per module. We also recommend that students not move on to another module immediately after finishing one, but wait until the teacher has led a class discussion about the chapter just completed as well as any of the optional activities tied to that chapter. (Students who have completed a module early should be encouraged to try again and beat their previous score while waiting for the rest of the class to finish.)

## October 2: Defusing the Drama (Cyberbullying)

The scenarios in this module reflect three key aspects of cyberbullying:

- Engaging in bullying:
  - Spreading rumours
  - Embarrassing photos
- Witnessing bullying:
  - In online forums
  - In video-sharing sites
- Being a target of bullying

### Decision points during the module:

**1. 9:08 a.m. Issue: Spreading rumours**

Josie receives a text message that her friend Cindy has a crush on Brian.

**Decision:** How can Josie handle this news without embarrassing Cindy?

**2 11:10 a.m. Issue: Witnessing bullying in video-sharing sites**

Jo sees that his friend Jay has posted an embarrassing video of their friend Ben with a funny comment underneath. Other people have also joined in with nasty comments.

**Decision:** How can Jo help Ben without making things worse?

**3. 2:26 p.m. Issue: Dealing with embarrassing photos**

Jo is working on his school's yearbook and comes across an old photo of his principal with a really funny 80's haircut.

**Decision:** How can Jo share this photo without getting in trouble?

**4. 3:18 p.m. Issue: Witnessing bullying – online forum**

Jo logs into his basketball team's chat group and sees some of his friends ganging up on Matt, who missed the final shot that lost their last game. Some of the comments are getting really personal.

**Decision:** How can Jo intervene without becoming a target himself?

**5. 7:08 p.m. Issue: Target of bullying – improving social norms**

Josie leads a team in an online game that Jo also belongs to. Someone from the other team starts to insult Jo.

**Decision:** How can Josie respond without getting herself in trouble?

**Additional resources on the issues addressed in this (Cyberbullying) module:**

MediaSmarts Cyberbullying section

<http://mediasmarts.ca/digital-media-literacy/digital-issues/cyberbullying>

Lesson: *Privacy Pursuit: The Value of Privacy*

<https://mediasmarts.ca/teacher-resources/privacy-pursuit-value-privacy>

Lesson: *Understanding Cyberbullying: Virtual vs. Physical Worlds*

<http://mediasmarts.ca/lessonplan/understanding-cyberbullying-virtual-vs-physical-worlds-lesson>

Lesson: *Impact: How to Make a Difference When You Witness Bullying Online*

<https://mediasmarts.ca/teacher-resources/impact-how-make-difference-when-you-witness-bullying-online>

Lesson: *Behaving Ethically Online: Ethics and Values*

<https://mediasmarts.ca/teacher-resources/behaving-ethically-online-ethics-values>

Lesson: *Cyberbullying and Civic Participation*

<http://mediasmarts.ca/lessonplan/cyberbullying-and-civic-participation-lesson>

## October 6: Who's Watching Me Now? (Data Privacy)

This module addresses five key topics relating to data privacy:

- Data mining in social media
- Permanence of digital information
- Geolocation
- Cybersecurity
- Targeted ads

### Decision points during the module:

**1. 9:15 a.m. Issue: Data mining – online quizzes and apps**

Jo sees a quiz in the feed on his social network page.

**Decision:** How can Jo do the quiz without giving up his privacy?

**2. 11:14 a.m. Issue: Closing online accounts**

Jo wants to close an account he created on a kid's website when he was younger because they have some of his personal information.

**Decision:** How can Jo permanently close his account without making it a huge hassle?



**3. 4:15 p.m. Issue: Geolocation tracking**

Josie gets a text from a coffee shop while walking nearby and she is upset that they know where she is.

**Decision:** How can Josie keep stores from knowing she's nearby and bugging her with ads?

**4. 5:25 p.m. Issue: Phishing scam**

Jo receives a message that information from his account on a video game site has been lost and that he needs to resend the information.

**Decision:** How can Jo recognize and respond to "phishing" messages like these?

**5. 7:20 p.m. Issue: Targeted ads**

Jo sees embarrassing ads on the computer after Josie's used it.

**Decision:** How can Josie keep ads based on her search history from appearing on the computer?

**Additional resources on the issues addressed in this (Data Privacy) module:**

Research: *Algorithmic Awareness: Conversations with Young Canadians About Artificial Intelligence and Privacy*

[https://mediasmarts.ca/sites/default/files/publication-report/full/report\\_algorithmic\\_awareness.pdf](https://mediasmarts.ca/sites/default/files/publication-report/full/report_algorithmic_awareness.pdf)

Article: *Privacy Issues*

<http://mediasmarts.ca/digital-media-literacy/digital-issues/privacy/privacy-issues>

Lesson: *Privacy Pursuit: The Value of Privacy*

<https://mediasmarts.ca/teacher-resources/privacy-pursuit-value-privacy>

Lesson: *Know the Deal: The Value of Privacy*

<https://mediasmarts.ca/teacher-resources/know-deal-value-privacy>

Lesson: *The Invisible Machine: Big Data and You*

<https://mediasmarts.ca/teacher-resources/invisible-machine-big-data-you>

Lesson: *Winning the Cyber Security Game*

<http://mediasmarts.ca/lessonplan/winning-cyber-security-game>

Lesson: *Online Marketing to Kids: Protecting Your Privacy*

<http://mediasmarts.ca/lessonplan/online-marketing-kids-protecting-your-privacy-lesson>

Lesson: *#ForYou: The Algorithm game*

<https://mediasmarts.ca/teacher-resources/foryou-algorithm-game>

## October 16: Think Before You Share (Privacy and Reputation)

This module addresses five key topics relating to privacy and reputation:

- Controlling audiences
- Dealing with unwanted photos
- Preventing online impersonation
- Building a positive brand
- Dealing with pressure to share personal content

### Decision points during the module:

**1. 8:45 a.m. Issue: Controlling audiences**

Jo wants to show his friends a great photo he took, but knows his parents will get mad if they see that he was using his phone while riding his bike.

**Decision:** How can Jo share this photo with his friends without getting in trouble with his parents?

**2. 10:15 a.m. Issue: Dealing with unwanted photos**

There's a photo on Josie's social network page of her in PJs, looking sleepy with her hair standing up in a funny way. Josie didn't know that anyone got a picture of her at Jasmine's sleepover. She's totally embarrassed.

**Decision:** How can Josie get that embarrassing photo taken down?

**3. 12:15 p.m. Issue: Preventing online impersonation**

Someone is posting all kinds of silly stuff from Josie's social media account.

**Decision:** How can Josie keep from being impersonated on social media?

**4. 2:30 p.m. Issue: Building a positive brand**

After Careers class, Josie wants to make sure that her "digital footprint" sends the right message to universities or potential employers.

**Decision:** How can Josie make the best possible impression online?

**5. 5:25 p.m. Issue: Dealing with pressure to share personal content**

Jo's friend wants an embarrassing photo of Jo for a project he is doing.

**Decision:** What should Jo do to make sure the photo stays private if he shares it with his friend?

**Additional resources on the issues addressed in this (Privacy and Reputation) module:**

Research: *Young Canadians Speak Out: A Qualitative Research Project on Privacy and Consent*  
[https://mediasmarts.ca/sites/default/files/publication-report/full/report\\_young\\_canadians\\_speak\\_out.pdf](https://mediasmarts.ca/sites/default/files/publication-report/full/report_young_canadians_speak_out.pdf)

Article: *Privacy Issues*  
<http://mediasmarts.ca/digital-media-literacy/digital-issues/privacy/privacy-issues>

Lesson: *Privacy Pursuit: My Privacy, Your Privacy*  
<https://mediasmarts.ca/teacher-resources/privacy-pursuit-my-privacy-your-privacy>

Workshop: *Half Girl, Half Face*  
<http://mediasmarts.ca/digital-media-literacy/e-tutorials/half-girl-half-face-workshop>

Lesson: *Your Online Resume*  
<http://mediasmarts.ca/teacher-resources/your-online-resume>

Tip Sheet: *Building your brand: Establishing a positive presence online*  
<http://mediasmarts.ca/tipsheet/building-your-brand-establishing-positive-presence-online-tip-sheet>

Lesson: *Getting the Toothpaste Back in to the Tube*  
<https://mediasmarts.ca/teacher-resources/getting-toothpaste-back-tube-lesson-online-information>

## October 22: Other People's Pictures (Privacy Ethics)

This module addresses four key topics relating to privacy ethics:

- Sharing other people's photos
- Copyright ethics
- Sharing others' personal information
- Sharing others' content

### Decision points during the scenario:

**1. 9:32 a.m. Issue: Sharing other people's photos**

Josie took lots of great photos at the butterfly show. One she took of Sofia is really funny, but she's not sure if Sofia would want everyone to see it.

**Decision:** Should Josie share the photo?

**2. 11:34 a.m. Issue: Copyright (in the context of classwork)**

Jo and Matt are doing a presentation and need some photos. Jo needs to make sure that it's okay to use the photos he wants.

**Decision:** How can Jo find out if he can use these photos for class?

**3. 2:15 p.m. Issue: Sharing others' personal information**

When Jo's looking online he finds a blog full of poems by his friend Ben. They're all really sad and Jo is worried that Ben might be depressed.

**Decision:** How should Jo respond to what he's read on Ben's blog?

**4. 4:47 p.m. Issue: Sharing others' content (focus on authorship and ownership)**

Josie really wants her friends to see the video that she and Cindy made of their band, but Cindy doesn't want her to publish it just yet.

**Decision:** Does Josie have the right to post the video without Cindy's consent?

**5. 8:05 p.m. Issue: Sharing others' content (focus on obtaining consent before sharing potentially harmful content)**

Jo and his friends are playing video games when he gets sent a picture of their friend Jay singing on an old talent show. He knows that everyone would get a kick out of seeing it.

**Decision:** Is it okay to share an old video that might embarrass Jay?

**Additional resources on the issues addressed in this (Privacy Ethics) module:**

Article: *Privacy Ethics*

<https://mediasmarts.ca/digital-media-literacy/digital-issues/privacy/privacy-ethics>

Lesson: *That's Not Cool: Healthy and Respectful Relationships Online*

<http://mediasmarts.ca/teacher-resources/thats-not-cool-healthy-respectful-relationships-online>

Tip Sheet: *Think Before You Share*

<http://mediasmarts.ca/tipsheet/think-you-share>

Lesson: *Online Relationships: Respect and Consent*

<http://mediasmarts.ca/teacher-resources/online-relationships-respect-consent>

Lesson: *Up, Up and Away?™*

<http://mediasmarts.ca/lessonplan/up-and-away>

Tip Sheet: *Getting the Goods Ethically*

<http://mediasmarts.ca/tipsheet/getting-goods-ethically>

## October 28: Fool Me Once... (Authenticating Online Information)

This module addresses five key topics relating to authenticating online information:

- Getting information from social media
- Authenticating crowd-sourced information such as Wikipedia
- Recognizing bias and loaded language
- Recognizing commercial content
- Authenticating videos

### Decision points during the module:

**1. 7:55 a.m. Issue: Getting information from social media**

Josie sees a message in her social media feed that school is cancelled because of the weather.

**Decision:** How can Josie find out if this information is correct before sharing it with her friends?

**2. 10:22 a.m. Issue: Authenticating wikis**

Jo and Annie have found an article in an online encyclopedia. It sounds kind of silly to Jo and he knows that anyone can edit articles like these.

**Decision:** How can Jo find out whether or not the article is reliable?

**3. 2:20 p.m. Issue: Recognizing bias and loaded language**

Josie and Matt are writing an essay on school uniforms. Josie finds a site that looks like it might be a good source of information, but she's not sure.

**Decision:** How can Josie tell whether or not the website is biased?

**4. 4:15 p.m. Issue: Recognizing commercial content**

Josie is sent a link to a diet blog boasting dramatic "before" and "after" results.

**Decision:** How can Josie find out if the blog's author is giving an honest recommendation?

**5. 6:15 p.m. Issue: Authenticating videos**

Jo receives a video from Ben of a skateboarder doing some unbelievable tricks.

**Decision:** How can Jo find out if the stunts are real or not?

**Additional resources on the issues addressed in this (Authenticating Online Information) module:**

Lesson: *Break the Fake: Verifying Information Online*

<http://mediasmarts.ca/teacher-resources/break-fake-lesson-plan-verifying-information-online>

Lesson: *Taming the Wild Wiki*

<http://mediasmarts.ca/lessonplan/taming-wild-wiki-lesson>

Lesson: *Bias in News Sources*

<http://mediasmarts.ca/lessonplan/bias-news-sources-lesson>

Lesson: *I Heard It 'Round the Internet: Authenticating Sexual Health Information*

<https://mediasmarts.ca/lessonplan/i-heard-it-round-internet-sexual-health-education-and-authenticating-online-information>

Lesson: *Authentication Beyond the Classroom*

<http://mediasmarts.ca/teacher-resources/authentication-beyond-classroom>

Lesson: *Mixed Signals: Verifying Online Information*

<https://mediasmarts.ca/teacher-resources/mixed-signals-verifying-online-information>

## ANSWER KEY TO ALL THE DECISIONS IN THE GAME

### October 2 – Defusing the Drama (Cyberbullying)

#### 9:08 a.m. Spreading Rumours

Double-check by texting to Sofia first. **BEST ANSWER: (2/2 points)**

Tell just one person by texting Jo. **PASSABLE ANSWER: (1/2 points)**

Spread the good news by posting on Cindy's wall. **POOR ANSWER: (0/2 points)**

#### 11:10 a.m. Witnessing Bullying

Post a funny comment. **POOR ANSWER: (0/2 points)**

Flag the video to report it to the site and text BEN to support him. **BEST ANSWER: (2/2 points)**

Post a comment telling Jay to take the video down. **PASSABLE ANSWER: (1/2 points)**

#### 2:26 p.m. Embarrassing Photos

Post it right away on the school's yearbook page. **POOR ANSWER: (0/1 points)**

Send it to his friends for a laugh, but not put it in the yearbook. **POOR ANSWER: (0/1 points)**

Email Principal Simpkin to make sure he finds it funny too. **BEST ANSWER: (1/1 points)**

#### 3:18 p.m. Witnessing Bullying

Stand up to it by posting to the group. **PASSABLE ANSWER: (1/2 points)**

Sign out before anyone knows he's there. **POOR ANSWER: (0/2 points)**

Send Matt a private message of support. **BEST ANSWER: (2/2 points)**

#### 7:08 p.m. Target of Bullying

Tell her team to mute and ignore Blue Leader. **BEST ANSWER: (2/2 points)**

Tell Blue Leader that she won't let anyone insult Jo that way. **POOR ANSWER: (0/2 points)**

Tell her team to trash-talk Blue Leader right back. **POOR ANSWER: (0/2 points)**

## October 6 – Who's Watching Me Now? (Data Privacy)

### 9:15 a.m. Data Mining

Give fake answers to the questions. **POOR ANSWER: (0/2 points)**

Change his privacy settings to limit what data apps are allowed to collect from his account. **BEST ANSWER: (2/2 points)**

Create a new account and use that to take the quiz. **PASSABLE ANSWER: (1/2 points)**

### 11:14 a.m. Closing Online Accounts

Write to the company to get them to close the account. **PASSABLE ANSWER: (1/2 points)**

Go into Account Settings to close the account. **POOR ANSWER: (0/2 points)**

Check the Terms of Service to find out how to close his account. **BEST ANSWER: (2/2 points)**

### 4:15 p.m. Geolocation Tracking

Turn off the GPS so they can't track her that way. **BEST ANSWER: (2/2 points)**

Uninstall the Red Eye Café app so it can't track her. **PASSABLE ANSWER: (1/2 points)**

Turn off the Wi-Fi on her phone so they can't track her with that. **POOR ANSWER: (0/2 points)**

### 5:25 p.m. Phishing Scams

Click on the link and make sure it takes him to the right Web address. **POOR ANSWER: (0/2 points)**

Go to the Alien Legacy website to make sure this is legit. **BEST ANSWER: (2/2 points)**

Just delete the email. **PASSABLE ANSWER: (1/2 points)**

### 7:20 p.m. Targeted Ads

Delete her browser history. **POOR ANSWER: (0/2 points)**

Use a search engine that doesn't track or gather data. **(BEST ANSWER: 2/2 points)**

Use her browser's Private mode. **PASSABLE ANSWER: (1/2 points)**



## October 16 – Think before you share (Privacy and Reputation)

### 8:45 a.m. Controlling Audiences

Show the photo to his friends on his phone. **BEST ANSWER: (2/2 points)**

Use privacy settings when he posts the photo so that only his friends can see it. **PASSABLE ANSWER: (1/2 points)**

Post the photo using a “disappearing photo” app. **POOR ANSWER: (0/2 points)**

### 10:15 a.m. Unwanted Photos

Report the photo to the social network. **PASSABLE ANSWER: (1/2 points)**

Put a comment on the photo telling Cindy to take it down. **POOR ANSWER: (0/2 points)**

Message Cindy privately and ask her to take the photo down. **BEST ANSWER: (2/2 points)**

### 12:15 p.m. Online Impersonation

Always remember to log out of her accounts when she's done. **BEST ANSWER: (2/2 points)**

Change her password right away. **PASSABLE ANSWER: (1/2 points)**

Check her privacy settings to make sure they're as high as possible. **POOR ANSWER: (0/2 points)**

### 2:30 p.m. Digital Footprints

Make sure to post about things she does that will make a good impression. **BEST ANSWER: (2/2 points)**

Just close her account. **POOR ANSWER: (0/2 points)**

Make sure everything she posts is at the maximum privacy level. **PASSABLE ANSWER: (1/2 points)**

### 5:25 p.m. Pressure to Share Personal Content

Blur his face in the photo before sending it. **POOR ANSWER: (0/2 points)**

Tell Nate he's just not comfortable sharing it. **BEST ANSWER: (2/2 points)**

Set the privacy levels so that only Nate can see it. **PASSABLE ANSWER: (1/2 points)**

## October 22 – Other People's Pictures (Privacy Ethics)

### 9:32 a.m. Photo-Sharing

Message Sofia or talk to her to ask if it's OK to post the photo. **BEST ANSWER: (2/2 points)**

Tag Sofia so that she can see it right away and tell Josie if she doesn't like it. **POOR ANSWER: (0/2 points)**

Limit who can see the photo by posting it with privacy settings set to Friends. **PASSABLE ANSWER: (1/2 points)**

### 11:34 a.m. Copyright

Find out who took the photos and give them credit. **PASSABLE ANSWER: (1/2 points)**

Find photos that don't need permission. **BEST ANSWER: (2/2 points)**

Use what he wants and just say where he found them. **POOR ANSWER: (0/2 points)**

### 2:15 p.m. Sharing Others' Personal Information

Talk to Ben privately to tell him he's worried. **BEST ANSWER: (2/2 points)**

Leave a comment on Ben's blog to try to cheer him up. **POOR ANSWER: (0/2 points)**

Send a link to the blog to Ben's teacher and tell him he's worried about Ben. **PASSABLE ANSWER: (1/2 points)**

### 4:47 p.m. Sharing Others' Content

Set the video to Unlisted and send links to just a few people. **PASSABLE ANSWER: (1/2 points)**

Publish the video – it belongs to her too. **POOR ANSWER: (0/2 points)**

Wait 'til she's sure it's okay with Cindy to post the video. **BEST ANSWER: (2/2 points)**

### 8:05 p.m. Sharing Others' Content

Share it on his social networks so everyone can see it. **POOR ANSWER: (0/2 points)**

Double-check with Jay to make sure it's okay to share. **BEST ANSWER: (2/2 points)**

Just show the picture on his phone to the friends that he's with. **PASSABLE ANSWER: (0/2 points)**

## October 28 – Fool Me Once... (Authenticating Online Information)

### 7:55 a.m. Sharing News or Facts

Message Cindy to see if she's serious. **POOR ANSWER: (0/2 points)**

Do an image search of the photo to make sure it's legit. **BEST ANSWER: (2/2 points)**

Check the date to make sure it was posted today. **PASSABLE ANSWER: (1/2 points)**

### 10:22 a.m. Authenticating Wikis

Check the Talk page to see what people have been saying about the article. **BEST ANSWER: (2/2 points)** Teacher note: for classes unfamiliar with Wiki Talk pages, please see the lesson [\*Taming the Wild Wiki\*](#) linked in the resources on page 16.

Check the "View History" section to see if any changes have been made. **PASSABLE ANSWER: (1/2 points)**

Just read it carefully – Jo's smart, he can tell if it's legit. **POOR ANSWER: (0/2 points)**

### 2:20 p.m. Recognizing Bias

Double-check to see if she can find two other sites that say the same thing. **POOR ANSWER: (0/2 points)**

Read carefully to look for examples of bias and loaded language to see if this is a balanced source. **BEST ANSWER: (2/2 points)**

Do a search to find out if the author is reliable. **PASSABLE ANSWER: (1/2 points)**

### 4:15 p.m. Recognizing Commercial Content

Do a search for "Skinny Milkshake diet" to see if this is for real. **PASSABLE ANSWER: (1/2 points)**

Ask everyone she knows if they've ever tried the diet. **POOR ANSWER: (0/2 points)**

Take a look at the rest of the blog to see if she gets paid to mention products. **BEST ANSWER: (2/2 points)**

### 6:15 p.m. Authenticating Videos

Send the link to people on his skateboarding forum and see what the people there think. **POOR ANSWER: (0/2 points)**

Check out the person who posted it to see if he looks legit. **PASSABLE ANSWER: (1/2 points)**

Check out a hoax-busting site like Snopes to see if there's any info there. **BEST ANSWER: (2/2 points)**

## POST-ACTIVITY QUIZZES

*A Day in the Life of the Jos* is accompanied by a series of mini-quizzes (one for each day in the game) that can be completed once students have finished a particular day. Each quiz includes five multiple-choice questions that should take only a few minutes to complete.

Like the main game, the quizzes are in HTML5 and can be accessed from the same page as the game. If you would like students to submit their scores, they will need to make a screen capture and print or email it to you. See [www.take-a-screenshot.org](http://www.take-a-screenshot.org) for information on how to take a screen capture on any device or browser.

As with the choices in the game itself, some answers to the questions in the quizzes are better than others. Below are the best possible answers to each of the questions.

### Quiz 1 (October 2)

**Question 1:** Josie gets a message that Cindy has a crush on Brian and she really wants to share the news with SOMEONE. **What's the most important thing to keep in mind when you are deciding to share personal stuff about someone else online?**

**Best answer is number 3:** It's OK to share if you check first with the person being talked about in the message.

**Question 2:** Jo comes across a funny video that could totally embarrass Ben. He isn't sure whether to join in the fun or defend Ben. **When you see people being mean online, what should you do?**

**Best answer is number 2:** Talk privately to the person being targeted to let them know you support them.

**Question 3:** Jo finds a funny photo of his principal that he wants to post in the school yearbook. **What "golden rule" should you follow when dealing with other people's photos?**

**Best answer is number 3:** Always ask the people in a photo before using or sharing it with anyone.

**Question 4:** Jo witnesses others bullying his friend Matt, but they say they are only joking. **What's the most important thing to remember when you think that joking and teasing are going too far online?**

**Best answer is number 4:** There's always something you can do to help someone who's the target of mean behaviour online.

**Question 5:** In an **online** game, a player on the other team starts insulting Jo. **What should you do if you see racist, sexist or harassing attacks in online games?**

**Best answer is number 2:** Ignore them and report them to a moderator or another adult who can help. If you feel safe, tell them politely that that isn't acceptable behaviour.

## Quiz 2 (October 6)

**Question 1:** Jo wants to do a quiz on his social media feed. **Why should you think twice before doing a quiz online?**

**Best answer is number 3:** Online quizzes are often just a sneaky way for companies to get your personal information.

**Question 2:** Jo has to read the Terms of Service to find out how to completely close an old game account. **What do you need to know about Terms of Service before clicking “I agree”?**

**Best answer is number 1:** Terms of Service are a binding contract between you and the company.

**Question 3:** Josie turns off the GPS on her phone so she won't get messages from nearby stores. **When does it make sense to turn the GPS on?**

**Best answer is number 3:** When you're using an app (like a map or a ridesharing app) that needs to know where you are.

**Question 4:** Jo gets a message that looks like it's from a video game company, but it turns out to be a scam. **Why shouldn't you click on links that are sent to you in emails or messages?**

**Best answer is number 2:** The link could lead to a phishing or malware site.

**Question 5:** After using the family's computer, Josie gets a message from Jo saying that he saw ads online based on what Josie was searching for. She was kind of embarrassed – that search should have been private. **How does what you search for affect which ads you see?**

**Best answer is number 2:** Search engines use your searches to decide what to advertise to you.

## Quiz 3 (October 16)

**Question 1:** Jo takes a photo while riding his bike and wants to share it without getting into trouble. **Why can't you rely on disappearing-photo apps to keep something totally private?**

**Best answer is number 2:** Someone who receives a photo can always make a copy of it.

**Question 2:** Josie finds an embarrassing photo of herself online and wants it taken down. **Why is it usually best to ask the poster directly if you want a photo taken down?**

**Best answer is number 1:** People will usually do it if you ask politely.

**Question 3:** Josie learns the hard way that she should log out of her social networks. **Why is it important to log out of your social networks when you're done using them?**

**Best answer is number 4:** Someone who uses the same device after you can access your account.

**Question 4:** Josie starts to think about her "digital footprint" in an assignment for Careers class. **Why is it important to have an online presence that paints a positive picture of you?**

**Best answer is number 3:** Universities and employers often check your social network accounts when you apply for school or jobs.

**Question 5:** Jo's friend Nathan wants a photo of Jo wearing a costume that's kind of embarrassing. **Why is cropping or blurring your face not enough to keep something like that private?**

**Best answer is number 4:** People who already know you will probably recognize you even without seeing your face.

### Quiz 4 (October 22)

**Question 1:** Josie wants to post a funny photo of her friend, but she isn't sure if her friend would want others to see it. **When you take a photo of someone else, how should you best decide what to do with it?**

**Best answer is number 3:** Check with the person or people in the photo before sharing it.

**Question 2:** Jo and Matt want to use some photos they've found online for a presentation in class. **What's the best way to find photos, videos or music that you know for sure is OK to use?**

**Best answer is number 1:** Search for resources that are under a Creative Commons licence or in the public domain.

**Question 3:** Jo comes across some posts by his friend Ben that have him worried that Ben might be depressed. **What's the best way to help a friend while still respecting their privacy?**

**Best answer is number 1:** Talk to your friend privately before you do anything else.

**Question 4:** Josie and Cindy made a video together. Josie wants to share it but Cindy doesn't. **When you create something with other people, why should you make sure it's OK with them before using or sharing it?**

**Best answer is number 3:** According to copyright law in Canada, all creators must agree on what is being done with (or to) their creation.

**Question 5:** Someone finds a funny video of Jay online and sends it to Jo. Jo really wants to share it. **If a photo or a video is already online for everyone to see, what is the most important reason why you still need to ask the people in it for permission to share it?**

**Best answer is number 2:** The person who made it and/or the people who are in it may not want lots more people to see it.

## Quiz 5 (October 28)

**Question 1:** Josie gets some important news from her friend on her social media page but isn't sure if it's real. **Why should you double-check your facts before sharing something online?**

Best answer is number 4: People might make important decisions based on it.

**Question 2:** Jo and his friend want to use an article from Wikipedia for a research project. **Why is it a good idea to check the "Talk" page before using articles from sites like Wikipedia?**

Best answer is number 2: The Talk page is where the article's rating is posted.

**Question 3:** Josie and her friend are doing research for an essay and aren't sure if a website they want to use is legitimate because it seems to be biased. **Why does it matter if an article is biased, so long as the facts are right?**

Best answer is number 3: It means that the author is trying to persuade you.

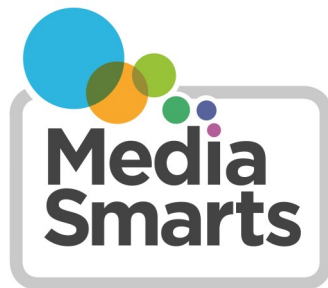
**Question 4:** Josie comes across a weight-loss blog that promotes a diet milkshake. **What's the best way to tell if someone is giving their honest opinion about a product or whether they are secretly promoting it?**

Best answer is number 4: Do a search on the author's website or social media pages to see if they spend a lot of time promoting products.

**Question 5:** Jo gets sent a video by a friend and wants to find out whether or not it's real. **What is one of the best ways to tell if a video is fake?**

Best answer is number 3: Search for the video on a hoax-checking website.

## ABOUT MEDIASMARTS



Canada's Centre  
for Digital Media  
Literacy

MediaSmarts is a Canadian non-profit centre for digital and media literacy. MediaSmarts' vision is that young people have the critical thinking skills to engage with media as active and informed digital citizens.

MediaSmarts:

- offers hundreds of free media literacy resources, including classroom ready lesson plans, online educational games for kids, and background information on media literacy, all of which are available on the MediaSmarts website <http://mediasmarts.ca>.
- provides professional development (PD) resources and training. MediaSmarts' PD resources are available through a licensing arrangement to provincial/territorial departments, school districts and boards, libraries, post-secondary institutions, and individual schools.
- conducts research. *Young Canadians in a Wireless World* (YCWW) is Canada's longest running, and most comprehensive research study on young people's attitudes and behaviours regarding the internet, surveying over 20,000 parents, teachers, and students since 2000. MediaSmarts completed and published Phase IV of YCWW in 2022-2023. The findings reports can be viewed at: <https://mediasmarts.ca/research-and-evaluation/young-canadians-wireless-world>.
- hosts *Media Literacy Week* in partnership with the Canadian Teachers' Federation. The purpose of the week is to promote media literacy as a key component in the education of young people, and to encourage the integration and the practice of media education in Canadian homes, schools, and communities. Visit the *Media Literacy Week* website at <https://mediasmarts.ca/media-literacy-week> for more information on this event.

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