Teacher's Guide

Table of Contents

Extension Activities

Resources

Role-Playing Exercise
Photos Galore
Do You Know?
Ethics and Empathy Toolbox
What to do if Someone is Being Mean to You Online
You Finish the Story!
Homework Handout

Introduction

The internet is a part of the daily lives of nearly everyone today—including children. According to MediaSmarts' study *Young Canadians in a Wireless World*, 99 percent of Canadian children have access to the internet outside of school. Social networks, messaging apps and video sharing sites are used by 70% of youth ages 12-16 weekly[1] with younger children participating more fully in the online world (half of students between 7 and 11 years old are using social media, even though users under 13 are not allowed to register on most sites)[2].

The good news though, is that not only are most kids *not* getting in trouble online, they're often being actively kind and thoughtful towards people they know. In fact, a Canadian study found that young people see themselves as kind both off- and online,[3] and most of young people's social interactions online are positive.[4] At the same time, MediaSmarts' research revealed that even though there is a tendency for youth to be supportive of their friends online, 32% were electronically bullied and 49% said they witnessed others being electronically bullied online[5].

What this suggests is that while youth generally recognize that they have certain responsibilities online – particularly to their friends – they need more guidance than they're getting about how to act *ethically* online. *Cyber Choices* has been created to help teach them this.

Concept

Cyber Choices is an interactive tutorial designed to teach students in grades 3-5 the essential **digital citizenship** skills they need to make safe, wise and responsible choices online. It does this by allowing students to guide characters through four stories that present them with **moral dilemmas** on a variety of online ethical issues. At key moments in each story students face **Decision Points** where they have to choose between two possible ways of resolving a situation. Because the tutorial's focus is on the power young people have to make **choices**, before students decide what to do they are given a list of **reasons** why they might choose one action or another, and then must sort out which reasons support which actions. Only when they have sorted the reasons successfully can they choose between the options and continue the story. This forces students to think carefully about their decisions and the possible reasons and consequences of each one.

1   Brisson-Boivin, K (2019). *Young Canadians: Pushing Back Against Hate Online*. MediaSmarts. Retrieved from https://mediasmarts.ca/sites/default/files/publication-report/full/young-canadians-online-hate.pdf

2   Media in Canada (July 14, 2023). "How Canada's youth are using social media". https://mtm-otm.ca/_files/NewsAlert/07-14-23.pdf

3   J. T. (2020). Kinder than we might think: How adolescents are kind. Canadian journal of school psychology, 35(2), 87-99.

4   Erreygers, S., Vandebosch, H., Vranjes, I., Baillien, E., & De Witte, H. (2017). Nice or naughty? The role of emotions and digital media use in explaining adolescents' online prosocial and antisocial behavior. Media psychology, 20(3), 374-400.

5   MediaSmarts. (2023). "Young Canadians in a Wireless World, Phase IV: Relationships and Technology - Online Meanness and Cruelty." MediaSmarts. Ottawa

Each of the four stories focuses on a different issue and can be completed separately. All of the stories have multiple endings which students reach based on the choices they make. Students are encouraged to play each story more than once in order to see how it might turn out differently if they make different choices.

Goals

Cyber Choices **is designed to teach and foster the following skills and qualities:**

A sense of *efficacy:* *Cyber Choices* helps students to become active online citizens by showing them that *what they do online matters* and has an effect on their own and others' lives, and by giving students a chance to play each story more than once in order to get the best result. Self-efficacy – believing that *you know what to do* in different situations and that *what you do makes a difference* – has been found to be a key factor in protecting youth from online risks and reducing the harm done when things go wrong online[5], as well as prompting youth to intervene when they witness online bullying.[6]

Ethical thinking: Though we sometimes talk about the online world as if it is separate from the offline world, the things we do there can have real consequences. *Cyber Choices* promotes students' ethical thinking by showing how the characters' online and offline worlds are *connected* and how the actions of characters in one world result in consequences in the other.

Empathy: In order to develop a sense of right and wrong we have to be able to put ourselves in another person's shoes. While empathy has many elements, one important part is what's called "perspective taking" – imagining what someone else is thinking or feeling – which has been shown to be a skill that improves with practice.[7] *Cyber Choices*

---

6   Chang, H. H., Wong, K. H., & Lee, H. C. (2022). Peer privacy protection motivation and action on social networking sites: Privacy self-efficacy and information security as moderators. Electronic Commerce Research and Applications, 54, 101176.

7   Clark, M., & Bussey, K. (2020). The role of self-efficacy in defending cyberbullying victims. Computers in Human Behavior, 109, 106340.

8   Hudnall, J. A., & Kopecky, K. E. (2020). The empathy project: a Skills-Development game: innovations in empathy development. Journal of Pain and Symptom Management, 60(1), 164-169.

promotes perspective-taking in three ways: first, it encourages students to imagine how each character feels about the situation she or he is in; second, it encourages students to reconsider their assumptions by showing them an online conflict from three different perspectives – the target, a witness and the perpetrator; and finally, at the end of each story students are asked how they think the characters felt about what happened and are given feedback on their choice.

The tutorial also prepares students to recognize and avoid *empathy traps*. Some or all of the things that would generally trigger empathy in us – a person's tone of voice, their body language, and their facial expression – can be absent when we interact with them online. This can lead us to say or do things that we wouldn't do offline.

Emotional regulation: Much online aggression happens when kids want to get back at someone they feel has done something bad to them or to their friends. To avoid and defuse conflict online, students need to be able to *identify* and *manage* their emotions. *Cyber Choices* teaches kids to think about how they're feeling so they can avoid responding to others when they're feeling anger or other "hot" emotions and to step away from online conflict until they've cooled down.

Resiliency: Because it's impossible to totally avoid negative experiences online, *Cyber Choices* helps students develop *coping strategies* that have been shown to work in reducing the impact of cyberbullying and other online risks.[9] The tutorial also encourages broader habits that contribute to resiliency by *encouraging students to fix their mistakes; to find different solutions to a problem;* and *to seek help* from peers, teachers and family members.

---

9   Brisson-Boivin, K, McAleese, S & Steeves, V (2020). *Young Canadians in a Wireless World, Phase IV: Talking to Youth and Parents about Online Resiliency*. MediaSmarts. Retrieved from https://mediasmarts.ca/sites/default/files/publication-report/full/report_ycwwiv_talking_youth_parents_online_resiliency.pdf

Setting up the Tutorial in Your Classroom

Technical Requirements

Cyber Choices requires the following minimum hardware and software:

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+ or Chrome SO
- 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)

Before the Tutorial

Incorporating *Cyber Choices* into Your Classroom

Cyber Choices is designed to allow flexibility in how you incorporate it into your classroom. Below are some suggested approaches which you can choose from based on the grade level of your class and the needs of your students. You may also wish to use a mix of different approaches, for instance completing one or more stories as a teacher-led activity and then allowing students to complete the remaining stories independently.

1. Teacher-led

If you have access to a data projector or interactive whiteboard, you can project *Cyber Choices* onto a screen and complete it as a class. In this approach, you or a student you designate will control the tutorial as the class collaborates in completing the different stories and activities. This approach is recommended for younger students.

2. Pair or Group Work

Depending on the number of computers available, students can complete *Cyber Choices* in pairs or groups, with each group member acting as a "group leader" for different stories. You may choose to use the worksheets so that students can demonstrate their learning as they complete the stories or as assessment or evaluation tools once they have completed the tutorial. Between stories, you may also choose to have students discuss their experiences as a class.

3. Remote Delivery

If some or all of your class is being delivered remotely, you may have students complete the stories on their own (or with their parents as homework) or share your screen and conduct a teacher-led session. You can have students complete the *Cyber Choices* homework handout to show their learning and reflection.

4. Hybrid

You can also use the *Cyber Choices* homework handout to have students complete some or all of the scenarios at home, then take up the questions and any extension activities you choose in class.

5. As Part of a Comprehensive Digital Literacy Unit

In addition to having students complete the tutorial using one of the approaches above, *Cyber Choices* could also be the centre of a comprehensive digital literacy unit. This Guide includes introductory and warm-up activities for each story, as well as discussion guides and reflection and extension activities. There are also extension activities that can be used after students have completed the entire tutorial and handouts, activities and tip sheets for students and parents.

Setting up the Tutorial for Classroom Use

Because this tutorial features audio components, students should use headphones in a classroom or lab setting.

Time Allotment

It will take most students about 30 minutes to play through one of a story's endings. It is recommended that you give students time to go through each story at their own pace, since the tutorial is designed to reward experimentation and exploring the multiple possible endings to each story that can be reached by making different decisions.

Some students will be faster at completing stories than others. Students who finish a story early should be encouraged to play again to explore more of the game's content (as students' choices affect the action of the tutorial, they will only encounter the full content through multiple sessions; however, whether or not students choose to do this, key educational messages are communicated upon completion of a single successful session).

Sequence

The stories in *Cyber Choices* can be completed in any order, and you may choose to have students only complete some of them. If you do plan to have students complete all of the stories it is suggested that you follow the order below.

Story 1: *To Share or Not to Share*

"To Share or Not to Share" is a largely standalone story and a good introduction to the tutorial's content and mechanics because it is somewhat shorter than the others.

One of the biggest ethical decisions young people have to make is how to handle other people's personal information. Because nearly all of the services and platforms youth use online are *networked*, every time a friend or contact posts something, they have to decide whether and how to share it. As well, youth may accidently share others' personal information when posting things of their own.

Having so much access to their peers' personal information puts young people in a position of constantly having to make ethical decisions about what and what not to share. Unfortunately, youth often ignore the ethical dimensions of this choice, expecting others to tell them if they *don't* want something to be shared.

Before the Story

Prepare students for this story by asking them to list the things that they share online. Do they share photos? Do they pass on links to favourite websites or videos? Do they ever give information to online polls or contests? Ask how they decide whether or not to share something online: what makes them want to share something (it's funny, they look good, etc.) and what might make them think twice about sharing?

Now ask students how they feel when something relating to them, such as a photo with them in it, is shared by someone else. How does it feel when a friend shares something? How about when their parents share it? Does it matter who sees it (for instance, if your parents see something that you only meant for your friends to see)?

During the Story

In this story, Sasha has to decide what to do about a photo that she really wants to post online but which her friend Max, who is also in the photo, does not want her to post. Should she respect his wishes? Does it matter if only her mother sees it and not any of their friends? If she makes a bad choice and hurts Max's feelings, what can she do to make things right?

There are five Decision Points in this story and three possible endings. Here are the Decision Points with the reasons correctly sorted:

1. Should Sasha ask Max before posting the photo, or post it without asking him?

SHOULD SASHA JUST POST MAX'S PHOTO ON PIXONE
OR ASK HIS PERMISSION FIRST?

Read what Sasha is thinking. Move each thought to the decision column that makes the most sense to you.

Move it to this "ASK MAX FIRST" column if you think that Sasha should ask Max before posting the photo.

Move it to this "POST WITHOUT ASKING" column if you think that she should post it without asking Max.

There may be reasons I don't know about why Max doesn't want others to see the photo.

I should get to decide who sees a picture with me in it.

I really want everybody to see the goal I scored.

It's best to ask permission before posting a photo of another person.

ASK MAX FIRST

POST WITHOUT ASKING

BACK   HOME

2. When Max asks her not to post the photos, should Sasha post it or not?

SHOULD SASHA JUST POST MAX'S PHOTO ON PIXONE OR NOT?

Read what Sasha is thinking. Move each thought to the decision column that makes the most sense to you.

Move it to this "POST THE PHOTO" column if you think that she should post the photo.

Move it to this "DON'T POST THE PHOTO" column if you think that she should not post it.

I don't want Max to be mad at me.

Max doesn't look bad in the photo.

I really want people to see the goal I scored.

Max asked me not to post it.

POST THE PHOTO

DON'T POST THE PHOTO

BACK   HOME

3. When Sasha decides not to post the photo, should she send it to her Mom or not?

4. When posting the photo gets Max in trouble, should Sasha delete it or tell Max she's sorry?

5.   When Sasha decides to post the photo, should she share it with everyone or just her friends?

Here are the possible endings:

1.   Sasha decided not to share the photo with anybody. How do you think she and Max felt about what she did?

    Sasha was disappointed that she couldn't share the photo with her mother, but she was happy she didn't hurt Max. Max was happy that Sasha respected his decision not to post the photo. (Score: 3)

2.   Sasha's friend Max didn't want anyone to see that picture. Sasha decided to delete it – but not until after people had seen it. How do you think everyone felt about how things turned out?

    Sasha felt bad because she didn't respect the choice Max made. Max is upset because Sasha shared the photo and the situation got him into trouble. (Score: 1)

3.   Sasha decided to say she was sorry to Max for sharing the picture. How do you think they felt about it?

    Sasha felt bad because, by posting the photo, she got Max into trouble. Max was pleased that Sasha apologized. (Score: 2)

After the Story

Have students compare their choices and the endings they reached. (Remember some students may have played the story several times and reached different endings.) Ask them which decisions they had to make and how they felt about them. Which choices were harder to make than others? Were the decisions Sasha made similar to ones they have had to make about sharing things? How were they similar or different? Which decisions turned out to be good choices and which turned out bad? How were they able to make things better after making bad choices?

Ask the students, does it matter whether Sasha or someone else took the photo? If Max's mother winds up seeing the photo, does it matter whether or not Sasha tried to limit who saw it (to just her friends, or just her own mother)? Will Sasha's choices affect her friendship with Max? How might her other friends treat her differently if they find out what happened?

Ask students to connect the scenario with their own experience:

- Have you experienced a situation similar to this before?
    - If so, how did you handle it?
    - Based on what you learned, how could you have handled it differently?

If you like, have students work in groups and make a list of things they can do to make sure they make good choices about sharing things online. A master list should include these items:

- Think about who else is in the photo with you
- Ask people before you share a photo with them in it
- Think about who might see the photo besides who you're sending it to or sharing it with
- Use Privacy Settings to control who can see what you share
- If somebody asks you not to post a photo, don't share it
- If someone asks you to take a photo down, take it down

Depending on your class, it is possible that not many of your students will have a smartphone. If that is the case, you can ask them:

- *Do any of your older siblings or other relatives have smartphones? What kinds of things do they share with them? Do you expect that phone might be passed down to you?*
- *Do your parents ever share photos of you? Have there ever been times when you wished they hadn't?*
- *What are some other things that you do share online? (For example, maps or games on platforms such as Minecraft or Roblox.) Are there things you have to be careful about sharing on those sites or when you're chatting or messaging with people online?*

Story 2: *Tame the Tyrannolaurus*

This story focuses on what it's like to be a witness to cyberbullying. The good news is that many youth who witness bullying try to help, with 61% of youth claiming they would defend a schoolmate and 89% would defend a close friend. Unfortunately, this number decreases to 37% of youth who would intervene in a situation involving cyberbullying to defend someone they did not know.[10] The strategies modeled in this story are based on MediaSmarts' research project *Young Canadians Experiences with Online Bullying*, which surveyed more than 800 young Canadians about their experiences with cyberbullying.[11]

Before the Story

Prepare students by asking if they've ever seen anyone being mean to someone online. (Make sure they include virtual worlds and online games, where much of the online conflict at this age takes place.) How did they feel when they saw it? Did they, or anyone else, do anything about it? (Let them know that two-thirds of Canadian students have done something to help someone being bullied online.) What are the different things that they might do to help that person?

During the Story

In this story, Violet has to decide what to do when her friend Laura is mean to Sameen, another player in their favourite game *UniSaurus Realms*. Should she tell Laura to stop being mean? Should she try to comfort Sameen? Should she try to mediate between the two of them? If she makes the wrong choice and makes things worse, what can she do to make things right?

10   Brisson-Boivin, K (2019) Pushing Back Against Hate Online. MediaSmarts. Retrieved from https://mediasmarts.ca/sites/default/files/publication-report/full/young-canadians-online-hate.pdf

11   Li, Joyce, Craig, Wendry, and Matthew Johnson. (2015) Young Canadians' Experiences with Electronic Bullying. MediaSmarts, Retrieved from https://mediasmarts.ca/sites/default/files/publication-report/full/young-canadians-electronic-bullying.pdf

There are six Decision Points in this story and seven possible endings. Here are the Decision Points with the reasons correctly sorted:

1. Is Laura really being mean to Sameen, or is what she's doing just part of the game?

2. When Violet wants to help Sameen, should she do it right now – when Laura is still around – or look for a chance to help him privately?

3. If Violet decides to help Sameen privately, should she go find him right away or talk to Laura first to tell her that what she did was wrong?

4. If Violet decides to help Sameen right away, should she try to resolve the situation by calming Laura down, or by helping Laura and Sameen work things out?

5. If Violet decides that what Laura is doing is just part of the game, should she keep playing the game, or log off and come back later when Laura's cooled off?

6. If Laura decides to keep playing, should she just do nothing, or help to get rid of Sameen so they can go on with the game?

Here are the possible endings:

1. Violet got Laura to think twice about being mean online, but she wasn't able to help Sameen feel better. How do you think each of them felt about how things turned out?

    Laura felt guilty for being mean to Sameen. Violet was happy that she had helped Laura calm down. But she was afraid that Sameen would still feel hurt by Laura's behaviour. (Score: 2)

2. Violet reached out to help someone who was being picked on online. How do you think each of them felt about how things turned out?

    Sameen was happy because Violet defended him and helped him feel better. Violet was happy because she had helped Sameen feel better. But she was afraid that Laura wouldn't understand and would get angry again the next time someone made a mistake. (Score: 3)

3. Violet tried to get Laura to think twice about being mean online, but she wasn't able to help Sameen feel better. How do you think each of them felt about how things turned out?

    Laura was still mad at Sameen. Violet was afraid that Laura would stay angry and Sameen would still feel hurt. (Score: 2)

4. Violet decided to walk away when someone was being picked on online. How do you think everyone felt about how things turned out?

    Laura was still angry. Violet was afraid that Laura would stay angry and Sameen would feel hurt. (Score: 1)

5. Violet decided to join in when someone was being picked on online. How do you think everyone felt about how things turned out?

    Laura was still mad at Sameen. Sameen was sad because Laura and Violet were mad at him. Violet was afraid that Laura would stay angry and Sameen would feel hurt. She felt embarrassed that she had helped Laura hurt him. (Score: 1)

6. Violet decided not to do anything when someone was being picked on online. How do you think everyone felt about how things turned out?

    Laura was still mad at Sameen. Sameen was sad because Laura and Violet were mad at him. Violet was afraid that Laura would stay angry and Sameen would feel hurt. (Score: 1)

After the Story

Have students compare their choices and the endings they reached. (Remember some students may have played the story several times and reached different endings.) Ask the students which decisions they had to make and how they felt about them. Which choices were harder to make than others? Which decisions turned out best for Violet, Sameen or Laura?

Ask students: is online meanness "just part of the game"? How can we draw the line between competing with someone in a game and being mean to them? Does it make a difference that Sameen had done something to annoy Laura first? Does it make a difference that Sameen is a new player, or that Violet thinks he may be younger than she and Laura are? What effect would it have on the game if everybody acted like Laura? Are there games people decide not to play because the players are too mean?

Ask students to connect the scenario with their own experience:

- Have you experienced a situation similar to this before?

    - If so, how did you handle it?

    - Based on what you learned, how could you have handled it differently?

If you like, you can have students work in groups and make a list of different things they can do to help someone who's a target of online meanness. Remind them that not every choice makes sense in every situation. A master list should include these items:

- Spend time with them online

- Spend time with them offline

- Tell the person who's being mean to stop

- Distract the person who's being mean

- Help them get away from the person who's being mean

- Help them tell an adult (a parent, a teacher, the people who run the website)

- Tell an adult for them

Story 3: *The Tale of Sameen the Wise*

This story happens at the same time as *Tame the Tyrannolaurus*, looking at the same events from the point of view of Sam (the player behind Sameen) and letting students see what it's like to be a target of cyberbullying. (Students do not have to have played *Tame the Tyrannolaurus* before playing this story.)

Before the Story

Prepare students by asking them whether they've ever had anyone do anything mean to them online. (Make sure they include virtual worlds and online games, where much of the online conflict at this age occurs.) How did they feel when it happened? What did they do about it? Did it work? (Let them know that three-quarters of Canadian students have never been mean to anyone online.) What are the different things that they might do to help someone who was a target of online meanness?

During the Story

In this story, Sam has to decide what to do when Laura is mean to him during his first time playing *UniSaurus Realms*. Should he run away and stop playing? Should he tell her how he feels, or try to laugh it off? Should he try to get back at her? Should he tell his big brother Aadan about what happened, or – when he finds out that Laura is a student at the same school as him – tell a teacher?

There are six Decision Points in this story and six possible endings. Here are the Decision Points with the reasons correctly sorted:

1. When Laura is mean to Sam, should he get Aadan to help him, or deal with this himself?

2. If he decides to deal with it himself, should Sam go to another part of *UniSaurus Realms* to get away from Tyrannolaurus, or should he stay and tell her how upset he is?

3. If he decides to leave the game, should Sam play with Aadan and tell him what happened, or tell him he doesn't want to play?

SHOULD SAMEEN PLAY WITH AADAN AND TELL HIM WHAT HAPPENED,
OR TELL HIM HE DOESN'T WANT TO PLAY?

Read what Sameen is thinking. Move each thought to the decision column that makes the most sense to you.

Move it to this "ASK AADAN FOR HELP" column if you think Sameen should tell him what happened.

Move it to this "TELL HIM HE DOESN'T WANT TO PLAY" column if you think Sameen should tell him he doesn't want to play.

Aadan will help me play better.

I might feel better if I talked to Aadan about it.

Aadan might think I'm too young to play this game.

I don't want to tell Aadan that I've made a dumb mistake.

ASK AADAN FOR HELP

TELL HIM HE DOESN'T WANT TO PLAY

BACK   HOME

4. If Sam decides to tell Laura how he feels, should he try to get back at her or talk to her about what she did?

DO YOU THINK SAMEEN SHOULD TRY TO GET BACK AT LAURA,
OR TALK TO HER ABOUT WHAT SHE DID AND HOW HE FELT?

Read each sentence. Move each one to the column that you think makes the most sense, like this:

To the left column (Get revenge) if you think Sameen should try to get back at her in the game.

To the right column (Talk to Laura) if you think Sameen should talk to Laura about what she did and how it felt.

She should be punished for being so mean to me.

Laura might stop being mean if I tell her how she made me feel.

If no one tells Laura she's doing something wrong, she won't stop being mean.

Laura might stop being mean if she understood how people feel when they're bullied.

GET REVENGE

TALK TO LAURA

BACK   HOME

5. If Sam decides to talk to Laura about what she did, should he try to make a joke to get her to forget about it, or tell her how she made him feel?

6. If Sam decides to tell Aadan what happened, should he talk to a teacher about what Laura did, or should he just talk to Aadan about it?

Here are the possible endings:

1. Sam decided not to do anything about being picked on in *UniSaurus Realms*. Aadan knew something was wrong, but Sam didn't want to talk to him about it. How do you think they felt about how things turned out?

   Sameen was sad because he couldn't keep playing Unisaurus Realms. Aadan was worried about Sameen because he knew something had happened to him online. (Score: 1)

2. Sam decided to try to get even with Laura for being mean to him. How do you think they felt about what happened?

   Sameen felt sad because getting back at Laura didn't change anything and she was even madder at him. Laura was very upset with Sameen because he destroyed her castle. (Score: 1)

3. Sam decided to try to make a joke out of Laura being mad at him. How do you think he felt about how things turned out?

   Sameen is happy that Laura isn't angry anymore. (Score: 2)

4. Sam told Laura how she had made him feel. Laura found out that what she said hurt him a lot more than she thought it would. How do you think they felt about how things turned out?

   Sameen was happy to find out that Laura didn't really want to hurt him. Laura felt guilty because she realized she hurt someone without really meaning to. (Score: 3)

5. Sam talked to Aadan about Laura being mean to him. How do you think they felt about how things turned out?

   Sam was happy because Aadan listened to him and helped him to feel better. Aadan was happy that he was able to help his little brother. (Score: 3)

6. Sam and Aadan decided to tell a teacher that Laura was mean to Sam. How do you think they felt about how things turned out?

   Sameen was happy that he talked to someone he could trust. (Score: 3)

After the Story

Have students compare their choices and the endings they reached. (Remember some students may have played the story several times and reached different endings.) Ask which decisions they had to make and how they felt about them. Which choices were harder to make than others? Which decisions turned out best for Sam and for Laura and Aadan?

Ask students: Does it make a difference that Laura hadn't known how much it would hurt Sam's feelings when she said "we don't want to play with you"? Would this situation have happened differently if they had been offline (for instance, if Laura and Violet had been playing a game in the schoolyard and Sam had wanted to play)? Was it okay for Sam to destroy Laura's castle to get back at her, or is that just as bad as what she did to him?

If students have already played *Taming the Tyrannolaurus*, ask them what they learned from playing this story that they didn't know before and whether it changed how they thought about anything in that story.

Ask students to connect the scenario with their own experience:

- Have you experienced a situation similar to this before?

  - If so, how did you handle it?

  - Based on what you learned, how could you have handled it differently?

If you like, have students work in groups and make a list of different things they can do when they're a target of bullying online. Remind them that not every choice makes sense in every situation. A master list should include these items:

- Don't fight back

- Tell a friend or sibling

- Tell an adult

- Walk away from the situation

- Tell the person how you feel

- Remind yourself that they are the ones doing something wrong

You can also distribute the handout *What to Do if Someone Is Mean To You Online*, which contains the same information.

Story 4: *To Fix a Friendship*

This story happens after *Tame the Tyrannolaurus* and *The Tale of Sameen the Wise*, and shows how Laura tries to repair her online reputation and learn to control her temper. It also challenges students to extend their empathy by stepping into the shoes of someone who had bullied someone. Students do not need to have played either of the previous stories to play *To Fix a Friendship*.

At the same time as we address bullying by fostering empathy and teaching ethical thinking, we can teach kids a variety of techniques to manage "hot" emotional states – not only those that are negative, but also positive emotions such as happiness or excitement – that may increase the likelihood of making bad decisions.

To Fix a Friendship also introduces students to the idea of their "digital brand" and shows how all of the things they've said and done online can affect how people see them. Students learn how to assess their online brand and to protect and repair it if necessary.

Before the Story

Ask students if anyone has ever done anything that made them mad online. How did it feel? Was it different from when people make them mad offline? What did they do about it? Have they ever made choices they regret because they were mad or feeling another strong emotion?

During the Story

There are seven Decision Points in this story and seven possible endings. Here are the Decision Points with the reasons correctly sorted:

1. Should Laura try to get people to stop being mad at her, or figure out what she should do when people make her mad?

2.   If she decides to try to fix her online reputation, should Laura start by taking down all of the mean stuff she said about people, or should she just start saying nicer things?

3.   If she decides to try to delete the bad things she said, should Laura try to delete every mean thing she said, or should she just close her online accounts and start over?

4. When Aadan does something that makes her mad, should Laura tell him that she's mad at him, or should she find someone who can help her learn to cool down?

5. When Max gets mad at Laura, should she tell him how she feels, or stop and see if she's mad before saying anything?

6.   If Laura stops and finds out that she's feeling mad, should she cool down by getting offline and going outside, or should she have someone else read what she's going to say before she posts it?

7.   When Laura's reply makes things worse between her and Max, should she talk to him in person or just log off?

Here are the possible endings:

1.   Laura deleted all of the mean things she ever said to anyone. How do you think she felt about how things turned out?

      Laura was happy she had improved her online reputation, but she was afraid she would still say mean things the next time someone annoyed her. (Score: 2)

2.   Laura decided she had to start over and close all her online accounts. How do you think she felt about how things turned out?

      Laura felt sad having to delete her character. She was afraid she would still say mean things the next time someone annoyed her. (Score: 1)

3.   Laura tried to be nicer online, but she lost her temper when things didn't go her way. How do you think she felt about how things turned out?

      Laura was angry when Aadan got what she wanted, and she was sad that she couldn't control herself. (Score: 1)

4.   Laura decided to wait for a while before telling Max how she felt. How do you think they felt about how things worked out?

      Laura was happy because she was able to calm down and not make things worse with Max. Max was pleased because Laura apologized. (Score: 3)

5.   Laura decided to talk to Violet before she said anything to Max. How do you think they felt about how things turned out?

      Laura was happy that things didn't get worse with Max. Violet was happy she could help Laura calm down. (Score: 3)

6.   When Laura got in a fight with Max online, she decided to leave before things got worse. How do you think they felt about how things turned out?

      Laura was happy that she didn't make things worse, but worried that Max would still be mad at her. Max was still mad at her when she logged off. (Score: 2)

7.   When Laura and Max had a fight, she decided to talk to him in person instead of online. How do you think each of them felt about how things turned out?

      Laura was happy that she and Max were able to work things out rather than making things worse. Max was happy that Laura apologized for being mean to him. (Score: 3)

After the Story

Have students compare their choices and the endings they reached. (Remember some students may have played the story several times and reached different endings.) Ask which decisions they had to make and how they felt about them. Which choices were harder to make than others? Which decisions turned out best for Laura, Violet, Max and Aadan?

Ask students: When Laura got into a fight with Max it was about something she had done, and when she got into a fight with Aadan it was about something he had done to her. Does that make a difference? What are Laura's friends going to think about her if she keeps acting like this? Will they want to play *UniSaurus Realms* if more people act like Laura? (Let them know that three-quarters of Canadian students have never been mean to anyone online.)

If students have already played *Tame the Tyrannolaurus* and/or *The Tale of Sameen the Wise*, ask them what they learned from playing this story that they didn't know before and whether it changed how they thought about anything in either of those stories.

Ask students to connect the scenario with their own experience:

- Have you experienced a situation similar to this before?
    - If so, how did you handle it?
    - Based on what you learned, how could you have handled it differently?

If you like, you can have students work in groups and make a list of different things they can do when something that happens online gets them angry. A master list should include these items:

- Take a second to listen to your body. Is your heart racing? Do you feel tense? You're probably feeling a "hot" emotion and need to give yourself time to cool down before you make any decisions.

- Remember that when you're online you can't always tell how someone else is feeling or whether they're joking or not. Always start by assuming the best.

- Talk to someone about how you're feeling before you do anything.

- Get up and do something physical before you do anything.

- Remember that it's okay to *feel* angry – but it's not usually a good idea to *act* on something when you are angry.

Assessment and Evaluation

Evaluation Activity: *You Finish the Story!*

The three *You Finish the Story* comics (page 53) present moral dilemmas with no easy answer. Print or project one or more of the comics and have students come up with a positive ending. You can have students use the comic panel grid provided or finish it as a skit, a written story or a video.

You can also have students use online comics makers to complete them. Here are some resources for making comics online:

Pixton Edu https://edu.pixton.com/educators/

PanelJam https://www.paneljam.com/

StoryboardThat https://www.storyboardthat.com/

You can find other comics making resources at https://alternativeto.net/tag/comic-maker/.

Remind students that there is **no right answer** to these dilemmas: what matters is how carefully they have **considered the issues** and how clearly they have **communicated their thinking**.

Evaluation/Reflection Activity

Have students complete the *Cyber Choices* handouts after finishing each story. Each page contains reflections questions that encourage students to think about the choices each character made, to consider the results of those choices, and to make connections between the story and their own lives.

Curricular Connections

Cyber Choices addresses a wide variety of curricular needs, including Information Technology, Language Arts, Social Studies and Health.

Specific Curricular Outcomes:

Cyber Choices addresses a number of curricular outcomes by helping students to:

- Identify moral and ethical approaches when using various mediums of technology

- Demonstrate passive, aggressive and assertive behavioural strategies for use in dealing with cyber bullies

- Connect personal experiences with those seen in oral, print and media texts

- Develop personal opinions about characters and the circumstances they encounter in a variety of texts including media

- Listen to others to understand and explain their perspectives, while comparing them to your own

- Express personal ideas and opinions, then respond to others'

- Identify the point of view in a text and demonstrate an awareness of the opinions not being expressed

- Demonstrate an awareness of the needs and feelings of others

- Discuss why and how stereotyping, discrimination, and pressures to conform can emerge and how that affects an individual

- Awareness of consequences of technological choices

- Identify risks to certain situations involving technology, as well as how to manage them

- Recognizing cyberbullying and know how to deal with it

- Identify how differences in context, perspectives and voice influence meaning in texts

- Identify and apply strategies that promote mental well-being

Specific curricular outcomes addressed by this tutorial for each province and territory can be found on MediaSmarts' website .

Extension Activities

You can use these activities to extend students' learning about the skills and issues addressed in *Cyber Choices.*

1. Role-Playing

The following scenarios introduce students to moral dilemmas that are more challenging than those in the *You Finish the Story!* task, so they are a good way to extend student learning. Each of the three scenarios sets out a moral dilemma for students to consider. Students must finish the story and consider the situations in the form of a comic or a story (written, told or dictated), skit, or similar media. (Handout versions of these scenarios are found in the *Handouts* section of this guide.) Remind students that there is **no right answer** to these dilemmas: what matters is how carefully they have **considered the issues** and how clearly they have **communicated their thinking**.

Scenario A:

Laura has played *UniSaurus Realms* lots of times and Sam is playing for the first time. Laura sees Sam's character appear in the game and attacks him, but because Sam is still learning the game, he can't defend himself and his character dies. His character reappears in the same place a few seconds later and Laura kills his character again. When his character reappears again, he says to Laura (over the game's chat channel) "Stop shooting at me, I'm still learning the game."

Questions:

- Do you think what Laura did in the scenario was OK? What made it OK or not OK? Does it make a difference that Sam was just learning the game?

- How do you think it would make you feel if someone did to you what Laura did to Sam? Do you think you would want to keep playing the game with Laura?

- Do you think what Laura is doing should be against the rules of the game? Why or why not?

- Do you think other players should stop Laura from doing what she's doing? Why or why not?

- Do you agree with the principle that you should "treat others the way you'd like them to treat you"? How do you think it applies in this situation?

Now decide what happens after Sam says "Stop shooting at me." Make sure to think about these questions:

- Should Laura apologize?
- Should Sam put up with what Laura is doing so he can play the game?
- What's the best way that Laura and Sam can solve their problem?

Scenario B:

Sasha likes to upload videos of herself playing soccer, and Max often leaves nasty comments on the videos. Sasha finds a computer in the school lab where Max has left his *PixOne* account logged in, so she can post or delete anything she wants on his account.

- What should Sasha do? Why?

- How do you think Max would feel if Sasha sent nasty messages while pretending to be him, changed his password or locked him out of his account?

- Does it make a difference that Max was doing something that was allowed by the rules and Sasha is thinking about doing something that isn't?

- Do you agree with the idea that *two wrongs don't make a right*? How do you think it applies in this situation?

Now decide what happens after Max finds out that Sasha has locked him out of his account:

- Does the fact that Max has said and done mean things to Sasha in the past have an effect on whether what she did was right or wrong?

- How might what Sasha did (pretending to be Max and sending nasty messages, etc.) affect people besides the two of them?

- What's the best way they can solve their problem?

2. Mask Making

Tell students, "Today we are going to make masks to represent your online identity. Think about online avatars that you use in places like online games or virtual worlds, or invent one that you would like to use."

Have students make their masks. Once their masks have been created, have them think of a name for their avatar. Ask them to write down the avatar's likes, dislikes and personality traits.

Wearing their masks, have students mingle and introduce themselves to one another in character as their avatar. Once they have done this, instruct students to return to their seats and initiate the following discussion:

- Let's talk about your avatar. Is its personality similar or different to yours?

- How did you feel when you were going around the room as your avatar? Did you behave differently than you would have if you had just been going around the room as yourself?

- For those of you who have used avatars on the internet, is your avatar like you or different?

- What kinds of things does your avatar do that are like you?

- What kinds of things does it do that are different?

Explain that avatars are lots of fun, but they can also complicate online relationships because of the "identity layers" they add.

3. Coat of Arms

Give each student a piece of paper and some things to draw with. (If you want you can provide them with a template like this one: http://karenswhimsy.com/public-domain-images/coat-of-arms-template/images/coat-of-arms-template-3.pdf) Have them think of four things about themselves that they are proud of: personality traits (such as kindness or courage), skills or achievements and then draw a symbol to represent each thing on their coat of arms. Now have them think about whether their social network profiles and other online activities reflect the same positive things as their coat of arms.

4. Angel On My Shoulder

Break students into groups of three. Have them perform a skit where one student tells a story (real or imagined) about a time when she or he had to make a decision about protecting their privacy, keeping safe or doing the right thing online. The other two students play the "angel" and "devil" on her or his shoulders, who try to convince them to make the right or wrong choice. (This can help to understand how tempting it can sometimes be to do the wrong thing!)

5. Photos Galore

For this activity, you will need a few camera-enabled cell phones.

- Print out copies of the handouts *Photos Galore* and *Do You Know?*
- Arrange for students to bring camera-enabled cell phones to the class.

1. In small groups, have students take photos of each other, either posed or informal snapshots. Once this is done, have each student select a photo that they would like to share with friends. (This can be a photo of themselves or a group shot.)

2. Ask the students to complete, on their own, the questions on the *Photos Galore* handout and then discuss everyone's answers together.

3. Ask the students to think about the steps involved from the time they took the photo to sending it to others or posting it online. Key discussion point: *Did anyone think to ask permission from the friend(s) in the photo before distributing or posting it?*

4. Review the *Do You Know?* handout with everyone, encouraging the students to reflect upon and discuss the key points.

Resources

MediaSmarts Resources

Raising Ethical Kids For a Networked World Tutorial

The *Raising Ethical Kids For a Networked World* tutorial – which can be used by both parents and teachers -- examines some of the moral dilemmas that kids face in their online activities and shares some strategies to help them build the social and emotional intelligence that's needed to support ethical decision making – and build resiliency if things go wrong. The tutorial focuses on respect for: people's personal information by not oversharing; people's feelings by not participating in bullying or being a passive bystander; and intellectual property by understanding copyright and plagiarism.

https://mediasmarts.ca/digital-media-literacy/e-tutorials/raising-ethical-kids-networked-world

Website Sections:

Cyberbullying

The internet is a social medium made up of communities, cliques, and groups. While this is usually positive, sometimes people engage in intimidation or harassment. This section explores the myths and realities of cyberbullying and offers tips for adults to help young people who are involved in it.

http://mediasmarts.ca/cyberbullying

Online Ethics

This section introduces important concepts that impact our ethical behaviour, such as ethical development, empathy and laws, rules and personal morality. Then we explore how these ethical concepts affect the ways that young people behave online as well as the opportunities they represent for developing digital literacy skills.

http://mediasmarts.ca/digital-media-literacy/digital-issues/online-ethics

Privacy

Despite what many adults believe, privacy matters to youth. Teaching kids about privacy, ethics and digital citizenship can give youth the agency to control their personal information and avoid embarrassing or harming themselves and others with their online actions.

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

Interactive Resources:

MediaSmarts has produced a number of free online interactive resources that focus on various aspects of internet literacy.

Privacy Pirates: An Interactive Unit on Online Privacy

(Ages 7 to 9)

This tutorial introduces children, ages 7-9, to the concept of online privacy and teaches them to distinguish between information that is appropriate to give out and information better kept private – and to recognize how this may change in different contexts.

http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9

For Parents:

DigitalSmarts: Explore Online Parenting
The DigitalSmarts program is a series of eight hour-long workshops designed to teach important everyday digital skills. *Explore Digital Parenting* looks at managing kids' screen time, helping to keep your kids safe online, and setting household internet rules.
https://mediasmarts.ca/digital-media-literacy/e-tutorials/digitalsmarts

Parenting the Digital Generation
Kids today are going online at younger ages – which means that parents have to get involved in their digital lives much sooner than they used to. Although you may sometimes feel out of your depth when it comes to technology, as a parent you have an important role to play in helping your kids safely navigate the online spaces and activities they enjoy. This workshop looks at the various activities kids love to do online and offers tips and strategies for everything from Facebook privacy settings, online shopping, cyberbullying, to protecting your computer from viruses.
https://mediasmarts.ca/digital-media-literacy/e-tutorials/parenting-digital-generation

The Parent Network: Social Media and Your Kids Workshop
Understanding the connected world of kids and teens can be challenging for parents because adults don't communicate online in the same way and are not necessarily using the same social media. Even more challenging is the reality that there's always something new coming around the corner.
https://mediasmarts.ca/digital-media-literacy/e-tutorials/parent-network-social-media-your-kids-workshop

Digital Citizenship Guide for Parents
Being a parent has never been easy, but it can be even more challenging once your kids are using the internet. Even if you're not up on the latest technologies and platforms, though, you have an important role — maybe the most important — in your kids' online lives. This guide will prepare you for the conversations you need to have with kids when they first start using digital devices, as they grow and their online activities change, and when things go wrong.
https://mediasmarts.ca/sites/default/files/guides/digital-citizenship-guide.pdf

Lesson Plans:

MediaSmarts hosts Canada's largest collection of free online lesson plans for digital and media literacy, available in both English and French. The following is a sample of relevant lessons and series of lessons:

Internet Time Capsule
(K– Grade 3)
In this lesson students learn about the concept of "time capsules" and then apply the idea by selecting time capsule contents to represent both the time they live in and their own lives and tastes. They then extend this idea to online content, making a "time capsule" of any online content connected to them.
https://mediasmarts.ca/teacher-resources/internet-time-capsule

Rules of the Game
(K– Grade 3)
In this lesson students consider the importance of the written and unwritten rules that make it possible to learn and play together, online and offline.
https://mediasmarts.ca/teacher-resources/rules-game

Introduction to Cyberbullying — Avatars and Identity
(Grades 5 and 6)
In this lesson, students are provided with opportunities to explore the idea of online identities and to discuss the importance of using empathy and common sense when talking to others online.
http://mediasmarts.ca/lessonplan/introduction-cyberbullying-avatars-and-identity-lesson

Introducing the Internet
(Grades 4 to 6)
This series of lessons introduces students to the concepts and functions of the internet.

- ***Understanding the Internet, Lesson One: Using the Internet***
  This lesson helps students explore their own experiences with online activities, build a common vocabulary of online-related terminology, and identify purposes and methods of online interactions from the user's perspective.
  https://mediasmarts.ca/teacher-resources/understanding-internet-lesson-1-using-internet

- ***Understanding the Internet Lesson Two: Pathways and Addresses***
  In this lesson, students gain a greater understanding of how messages are sent and received over the internet.
  https://mediasmarts.ca/teacher-resources/understanding-internet-lesson-2-pathways-addresses

- ***Understanding the Internet, Lesson Three: Build Understanding***
  This lesson lets students identify and classify their own interactions with the internet, and engages them in a collaborative critical thinking activity that will have them examine the internet from a variety of perspectives.
  https://mediasmarts.ca/teacher-resources/understanding-internet-lesson-3-build-understanding

- ***Understanding the Internet, Lesson Four: Communication and Social Media***
  In this lesson, students compare and contrast a variety of online social networking platforms, and build an understanding of how they work to share messages. They reflect on basic online rules and explore concepts of safety and privacy when accessing and sharing information online.
  https://mediasmarts.ca/teacher-resources/understanding-internet-lesson-4-communication-social-media

Behaving Ethically Online: Ethics and Empathy
(Grades 4 to 6)
In this lesson, students are introduced to the idea that "hot" emotional states such as anger or excitement can make it harder for them to control how they act. They also discuss the concept of empathy and look at the ways in which digital communication can make it harder to feel empathy for other people. Students then read scenarios that each look at two sides of an online conflict and consider how to resolve them, using their discussion to build a list of tools for emotional management and conflict resolution online. Finally, students create a media product that explains and reminds them of one of those tools.
http://mediasmarts.ca/teacher-resources/behaving-ethically-online-ethics-empathy

Getting the Toothpaste Back into the Tube: A Lesson on Online Information
(Grades 6 to 8)
In this lesson, students watch a short video that compares getting rid of personal information online to getting toothpaste back into a tube. After a short discussion of how visual analogies like this work, students discuss the meaning of the video (that information online is permanent.) They then read a series of short scenarios that help them identify four further principles of information online: that it can be copied, that it can be seen by unintended audiences, that it can be seen by larger audiences than intended, and that it becomes searchable.
https://mediasmarts.ca/teacher-resources/getting-toothpaste-back-tube-lesson-online-information

Privacy Pursuit

(Grades 2 to 9)

This series of lessons introduces students to the concepts and functions of the internet.

- ***Privacy Pursuit: What is Privacy?***
  (Grades 2-3)
  In this lesson, students draw connections between their existing concepts of privacy and how it applies to the internet and networked devices, then learn essential vocabulary relating to privacy. They then consider some scenarios in which children encounter privacy risks and draw on those to develop a list of "dos" and "don'ts" for using networked devices.
  https://mediasmarts.ca/privacy-pursuit-what-privacy

- ***Privacy Pursuit: Protecting Your Privacy***
  (Grades 4-5)
  In this lesson, students review what the word "privacy" means in an online context and learn key privacy-related vocabulary. They explore different privacy risks and then learn practical techniques and strategies to manage and protect their privacy. Students then demonstrate their understanding of these strategies by illustrating them. Finally, students revisit material from earlier in the lesson and consider how their actions might put *other* people's privacy at risk.
  https://mediasmarts.ca/teacher-resources/privacy-pursuit-protecting-your-privacy

- ***Privacy Pursuit: The Value of Privacy***
  (Grades 6-7)
  In this lesson, students learn how their personal information is key to how most of the "free" apps and platforms they use make money. They learn practical strategies and tools for managing their privacy and plan how these can be used to limit what audiences have access to their personal information.
  https://mediasmarts.ca/teacher-resources/privacy-pursuit-value-privacy

- ***Privacy Pursuit: My Privacy, Your Privacy***
  (Grades 7-8)
  In this lesson, students start by considering the permanence of online content. They review privacy strategies and privacy risks and analyze how likely and severe different privacy risks are. They then consider how their actions and decisions can affect others' privacy and develop a list of "Dos and Don'ts" for managing both their own and others' privacy.
  https://mediasmarts.ca/teacher-resources/privacy-pursuit-my-privacy-your-privacy

Guide:

Wacky Media Songs

TVOKids Original Series *Wacky Media Songs* inspires kids from 6-10 to get curious about digital media literacy...to get curious about digital media literacy all while singing along to the catchiest, coolest tunes. Each song is a wacky, fun-filled number that explores advertising, the internet, social media and much more.

Here are a few suggested videos and discussion topics:

Privacy Please. It's really important to be safe online just like in real life! It inspired Ava to write a song about it. Sing along with Ava and find out how you can protect your privacy online.

Before the video, ask: Do you ever play games or do anything else online where there are people you don't know in real life? If so, do your kids know what to do if someone they don't know sends them a message?

After the video, ask: Why is it a bad idea to let people online know things like your home address or phone number? (You want to be able to choose how they can contact you.)

Why is it important to keep passwords private? (Your password is your key to any online account. If someone else had it, they could pretend to be you and even lock you out of your own account!)

What would you do if somebody you didn't know messaged you online?

Guess Who? Ava's got some special co-stars in her song: the AVA-tars! An avatar is a kind of online mask that can protect your real identity. It gives you lots more privacy and helps keep you safe online. Sing along with Ava and her AVA-tars!

Before the video, ask: Do you know the word "avatar"? If not, what do you think it means? If so, have you made any avatars? How did you decide how it should look?

After the video, ask: Why might you want to use an avatar and a nickname instead of your real picture and name when you're online? What are some ways you could tell the difference between a computer character and another player's avatar when you're playing an online game?

Let's Connect! Just like in real life, when we connect with online friends, it's important to show respect. Let's keep a positive attitude and not be rude! Make sure you feel safe and treat others well, and the fun will never end!

Before the video, ask: What are some ways that talking to people online is different from talking to them offline (in real life)?

After the video, ask: Think about a time when something that happened online was misunderstood – either by you or by someone else. How can we avoid hurting people's feelings by mistake? Since we can't see people's facial expressions or hear their tone of voice online, what can we do to find out how they're feeling? How can we be more clear about how we're feeling?

End it Now! Bullying in real life or online is always wrong! If it happens to you or a friend, it's important to speak up and tell someone you trust about it. That's how we can help end cyberbullying once and for all!

Before the video, ask: Have you ever seen anyone being mean to someone online? What happened? Do you think it hurts when it happens to someone?

After the video, ask: What can you do if someone is mean to you online? (Tell a parent, guardian or teacher.) What can you do if you see someone being mean to someone else? (Contact them privately to tell them you think what's happening isn't okay, and ask if there's anything you can do to help. You can also tell a parent, a guardian, or a teacher.)

Check Before You Post! Uh oh. Ava posted a wacky pic of herself that her friends shared with everyone so now even her school's principal saw it! We can't control who will share our content with others and once it's out there, we can't take it back. It's always best to check with a grown up before posting!

Before the video, ask: Have you ever shared anything online that you with you hadn't? Has anyone else shared something about you that you wish hadn't been shared?

After the video, ask: When you share something online with friends, who else might see it? What should you do before you share anything online? What would you like me to do before I share any pictures of you online?

For a complete list of the Wacky Media Songs, as well as discussion prompts and activities to accompany them, see https://mediasmarts.ca/teacher-resources/wacky-media-songs-parent-springboards

Think Before You Share
This tip sheet helps youth make good decisions about sharing their own and their friends' content online. As well as English and French it is available in Ojibwe, Cree, Inuktitut and Arabic.
https://mediasmarts.ca/tipsheet/think-you-share

First, Do No Harm: How to be an active witness
When students see or hear bad things happening online, they have a lot of power to make things better – or worse. This tip sheet helps students see that there is always something they can do when they witness cyberbullying.
https://mediasmarts.ca/teacher-resources/first-do-no-harm-how-be-active-witness-tip-sheet

Related Resources

Activities to Build Social and Emotional Skills in Elementary Students:
From Project Happiness, this nine-part series includes social and emotional learning curriculum for elementary school students.
http://www.edutopia.org/blog/sel-for-elementary-school-randy-taran

CASEL:
CASEL's mission is to help make social and emotional learning an integral part of education from preschool through high school.
http://www.casel.org/

Wits:
WITS is an evidence-based program that helps schools and families prepare children to deal with bullying.
http://www.witsprogram.ca/

Handouts

Role-Playing Exercise

Read these two comics and decide which one you want to finish. Before you decide what happens next, read the questions that go with the story. Make sure that you've thought about those questions before you decide what happens next.

Scenarios

Scenario A:

Laura has played *UniSaurus Realms* lots of times and Sam is playing for the first time. Laura sees Sam's character appear in the game and attacks him: because Sam is still learning the game, he can't defend himself and his character dies. His character reappears in the same place a few seconds later and Laura kills his character again. When his character reappears again, he says to Laura (over the game's chat channel) "Stop shooting at me, I'm still learning the game."

Questions:

- Do you think what Laura did in the scenario was OK? What made it OK or not OK? Does it make a difference that Sam was just learning the game?

- How do you think it would make you feel if someone did to you what Laura did to Sam? Do you think you would want to keep playing the game with Laura?

- Do you think what Laura is doing should be against the rules of the game? Why or why not?

- Do you think other players should stop Laura from doing what she's doing? Why or why not?

- Do you agree with the principle that you should "treat others the way you'd like them to treat you"? How do you think it applies in this situation?

Now decide what happens after Sam says "Stop shooting at me." Make sure to think about these questions:

- Should Laura apologize?

- Should Sam put up with what Laura is doing so he can play the game?

- What's the best way that Laura and Sam can solve their problem?

Scenario B:

Sasha likes to upload videos of herself playing soccer, and Max often leaves nasty comments on the videos. Sasha finds a computer in the school lab where Max has left his *PixOne* account logged in, so she can post or delete anything she wants on his account.

- What should Sasha do? Why?

- How do you think Max would feel if Sasha sent nasty messages while pretending to be him, changed his password or locked him out of his account?

- Does it make a difference that Max was doing something that was allowed by the rules and Sasha is thinking about doing something that isn't?

- Do you agree with the idea that two wrongs don't make a right? How do you think it applies in this situation?

Now decide what happens after Max finds out that Sasha has locked her out of his account:

- Does the fact that Max has said and done mean things to Sasha in the past have an effect on whether what she did was right or wrong?
- How might what Sasha did (pretending to be Max and sending nasty messages, etc.) affect people besides the two of them?
- What's the best way they can solve their problem?

Photos Galore

1. You have chosen a picture to share with friends. Why did you pick the one you did? What is it about the photo that appeals to you?

2. Let's say you decide to share the photo with friends using your cell phone.

    • Who would you send it to?

    • How soon after you've taken it would you send it?

    • Would you add a comment with it?

    • What comment would you add?

    • If the photo is of someone else, or a group, would you include their names with the photo?

3. Let's say you want to post it on your social network account.

    • Would you retouch the photo before posting it? If yes, what would you retouch?
    Would you tag anyone in the photo? (Where you identify the people in photos you post and link to their profiles from the image)

    • Who would be able to see the photo once you've posted it? (Who has access to your page?)

Do You Know?

Here are a few things you need to keep in mind if you are thinking about posting photos online.

Think About the Future

With many companies and universities now using online searches to find out more about potential employees and students, you might be risking future opportunities if you aren't careful about what you post today. Five years from now an embarrassing photo or blog entry could come back to haunt you, which is why you also should *always* ask for permission before posting somebody else's picture online.

Online Content is like a Tattoo: It's Forever!

Deleting information doesn't necessarily mean it's gone: websites and apps will often keep back-up copies of anything that's posted. In fact, "Your stuff" usually doesn't belong to you. Once it's posted the rights often belong to them, which means they can reuse it wherever – and whenever – they choose – even if you have deleted it!

Control? What Control?

Once content is posted online, you no longer have any control over it. Millions of people can download it and pass it along, keeping that picture of your bad hair day online and in circulation potentially forever. Even password-protected pages are not secure.

Tagging Images

Instagram and other photo-sharing services let members "tag" photos. This is where you can identify the people in the photos you post and link to their profiles from the image. Tagged photos of you from other people's pages will become part of your profile unless you position your privacy settings to block this.

If you want a photo removed from someone else's page you have to ask the person who posted it to do this.

Ethics and Empathy Toolbox

Here are some tips to help you avoid empathy traps online:

- Remember that the people we talk to and play with online are real people. Even if you don't know them offline, try to imagine a person sitting next to you before you say or type anything.

- Don't respond right away. When something happens that gets you upset, take some time to let the first rush of anger or fear fade away.

- If you can, talk things out in person rather than online. Remember that other people can't tell how *you're* feeling online either, so it's easy for drama to blow up.

- Talk to your friends and family about how you're feeling. Kids consistently say that just having someone listen to them is one of the most effective ways of dealing with online conflict. If you can't talk to someone you know, you can turn to helplines like Kids Help Phone.

- Don't ask your posse to back you up. Research suggests that getting the same message over and over again – even if it's from your friends taking your side in an argument – can make angry feelings a lot more intense. It can also make the drama spread and turn into a much bigger conflict.

- Keep an eye on how *you're* feeling! It's hard to make good decisions when we're mad, scared or embarrassed. If your heart is racing or you're feeling tense, it's time to get offline for a while.

What to do if Someone is Being Mean to You Online

Don't fight back.

A lot of times a bully is looking to get a rise out of you, and fighting back just gives them what they want. Sometimes they're hoping that you'll fight back so that they can get **you** in trouble!

It can be hard to tell if you've hurt someone's feelings online. If you're not sure that somebody was being mean to you on purpose, start by talking to them in person -- where you can see and hear each other -- and see if you can work things out.

When something happens that gets you upset, take some time to let the first rush of anger or fear fade away. It's hard to make good decisions when you're mad, scared or embarrassed. If your heart is racing or you're feeling tense, it's time to get offline for a while. Sometimes it can be useful to go outside and do something active to help you get it out of your system.

Save the evidence.

If somebody is being mean to you online, make sure that you have a record of it. If it's something that was sent directly to you, make sure to save it. If it's something that can be deleted (a tweet, a status update, etc.) get a screenshot.

If it happens more than once, start a journal that records what's happening. Include as many details as you can: where and when it happened, everything you know about the person doing it, anything you did (or didn't do) and how it made you feel.

Talk to somebody.

If someone is being mean to you online it's okay to talk to your friends or someone in your family about it. Kids who've been bullied say what other people did that helped the most was just to spend time with them and listen to them. If there's no one you can talk to offline, you can contact Kids Help Phone and talk to one of their trained counsellors.

You should also **report** what's happening if:

- it's making you feel scared
- it's making you not want to go to school or do things you enjoy (like playing your favourite game because someone is being mean to you there)
- you can't stop thinking about it
- if the person has said they're going to hurt you or publish something that would hurt or humiliate you

You can report it to the people who run the place where it's happening: sites like Facebook, YouTube and Twitter have "reporting" buttons to help you do this.
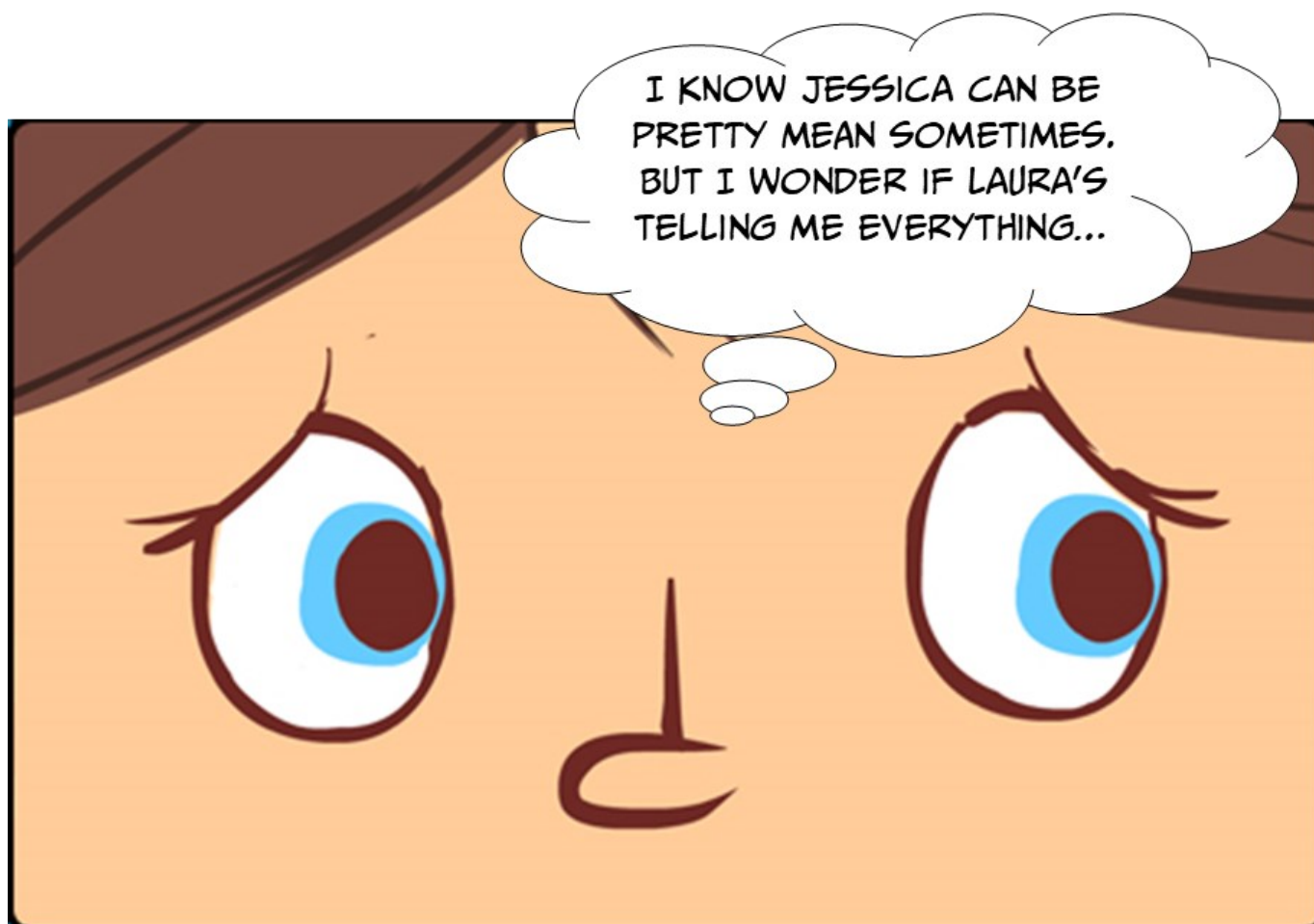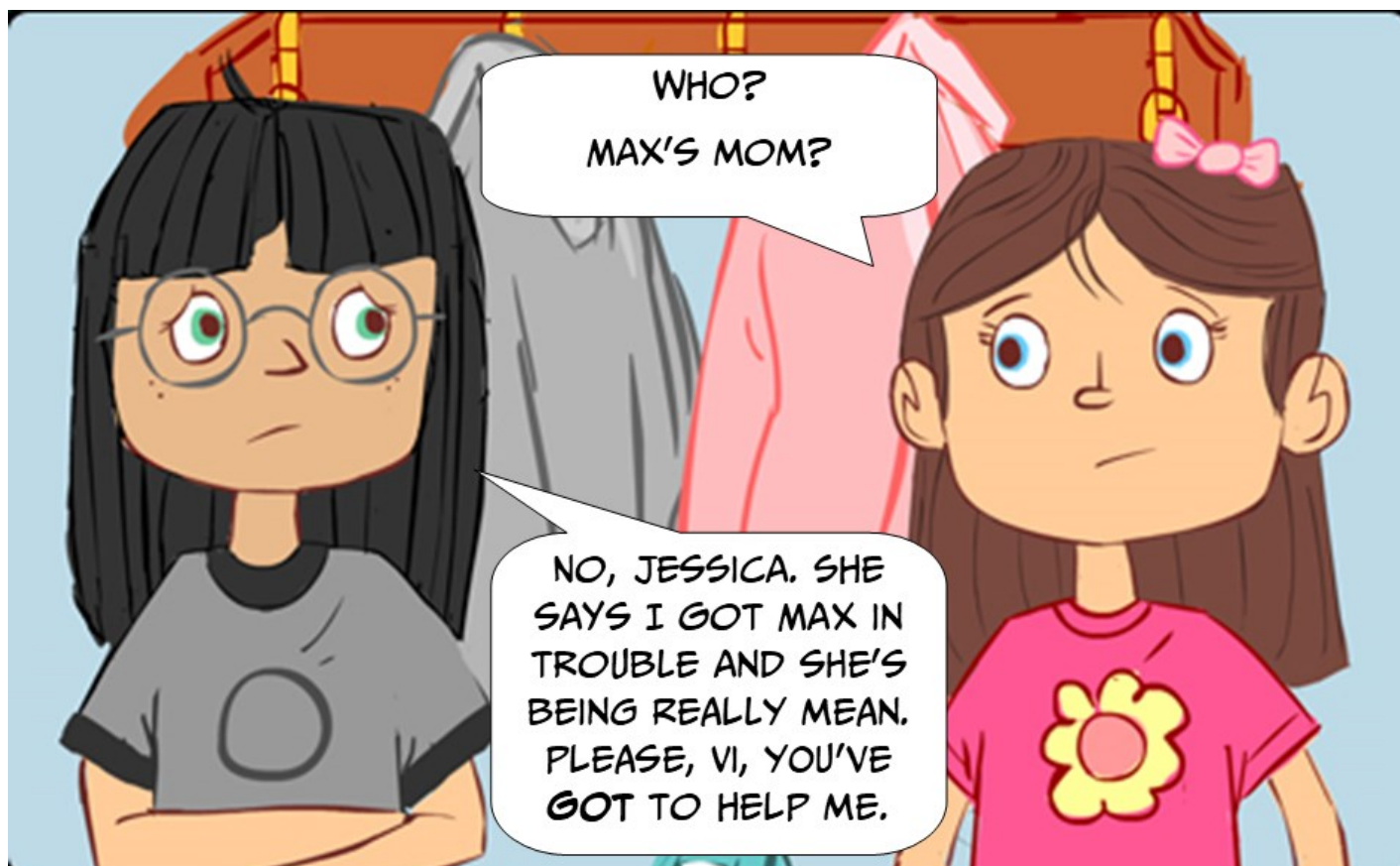
You can also talk to your parents, to a teacher, or to another adult you trust.

If you can't talk to an adult for any reason and the person is threatening to hurt you physically or is blackmailing you (threatening to do something like post embarrassing photos if you don't do what they say) you can also go straight to your local police.

YOU FINISH THE STORY!
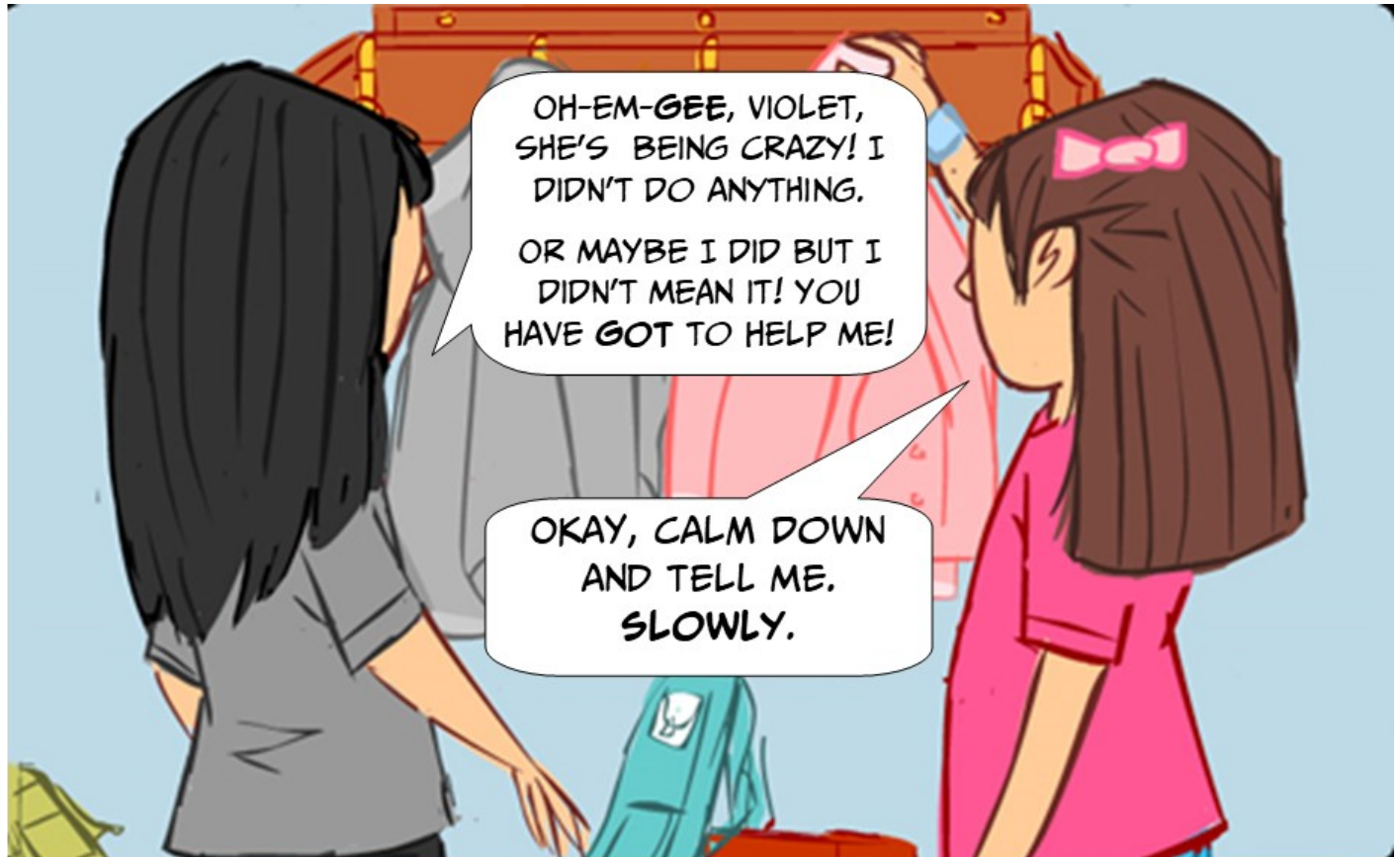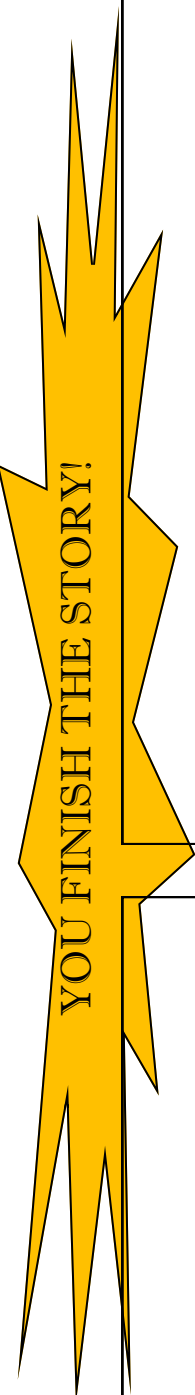
YOU FINISH THE STORY!

YOU FINISH THE STORY!

YOU FINISH THE STORY!
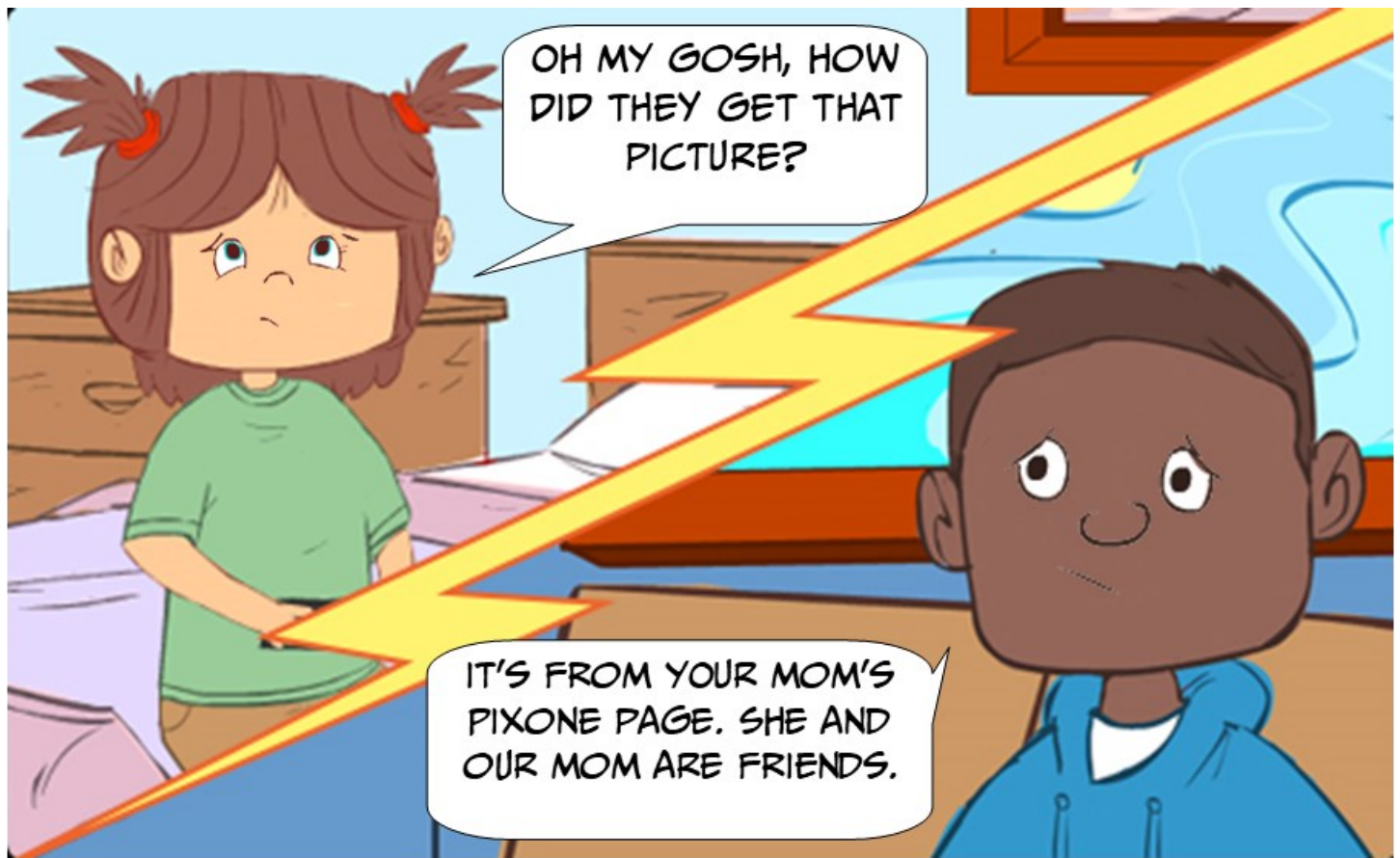
YOU FINISH THE STORY!
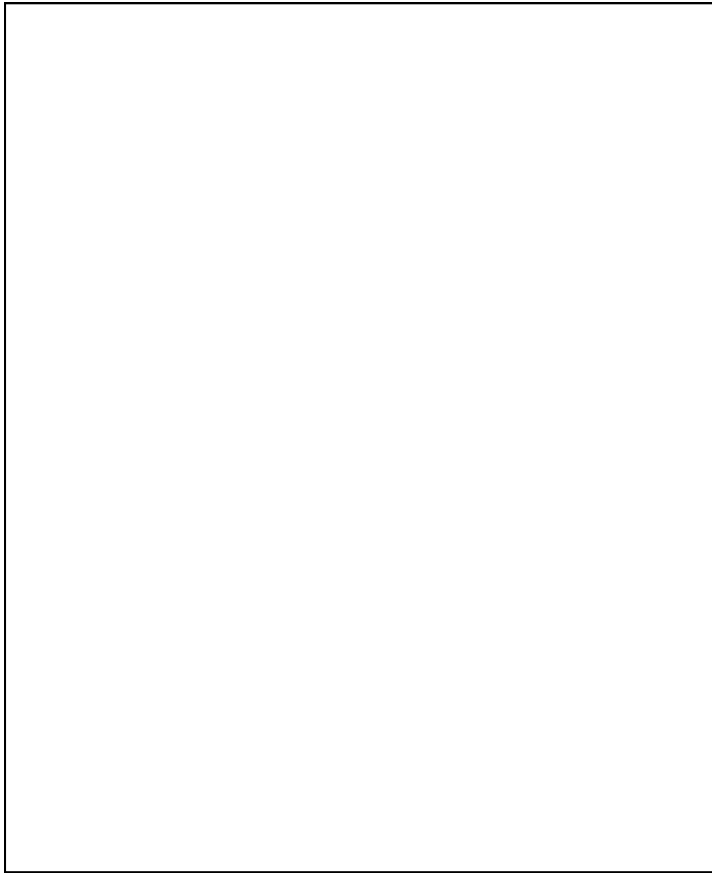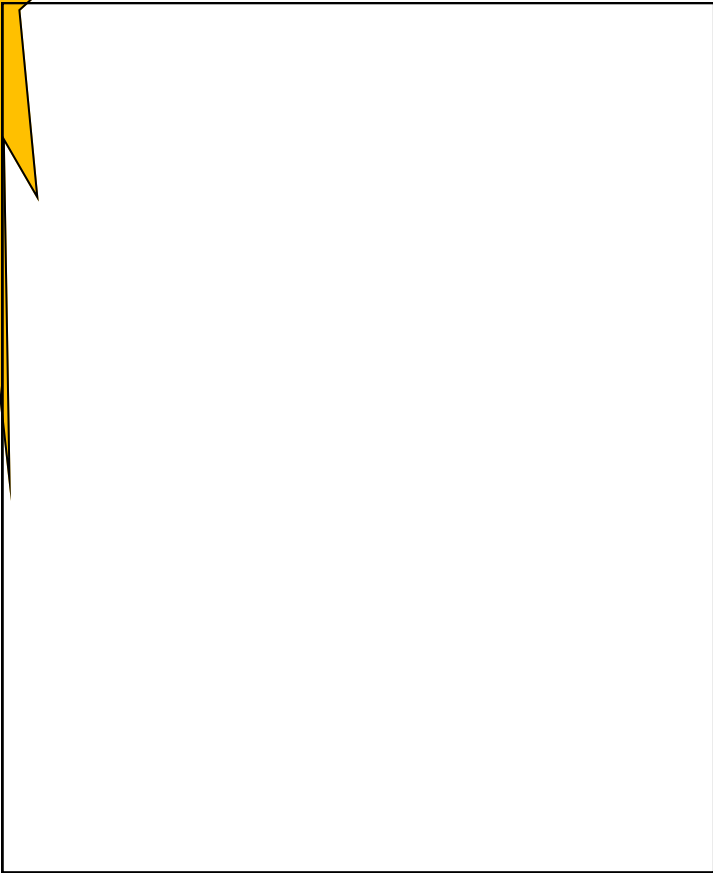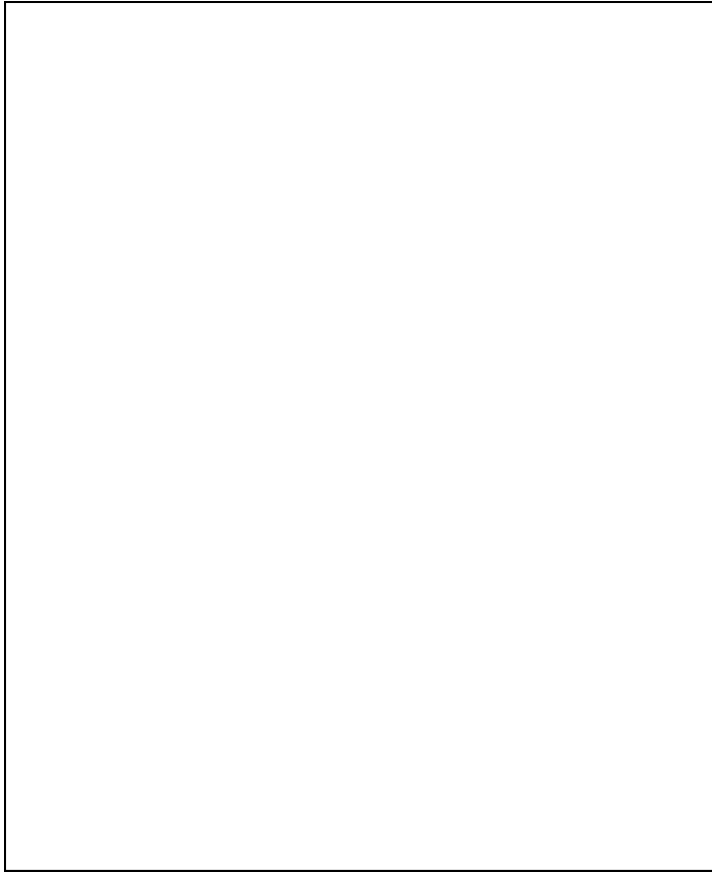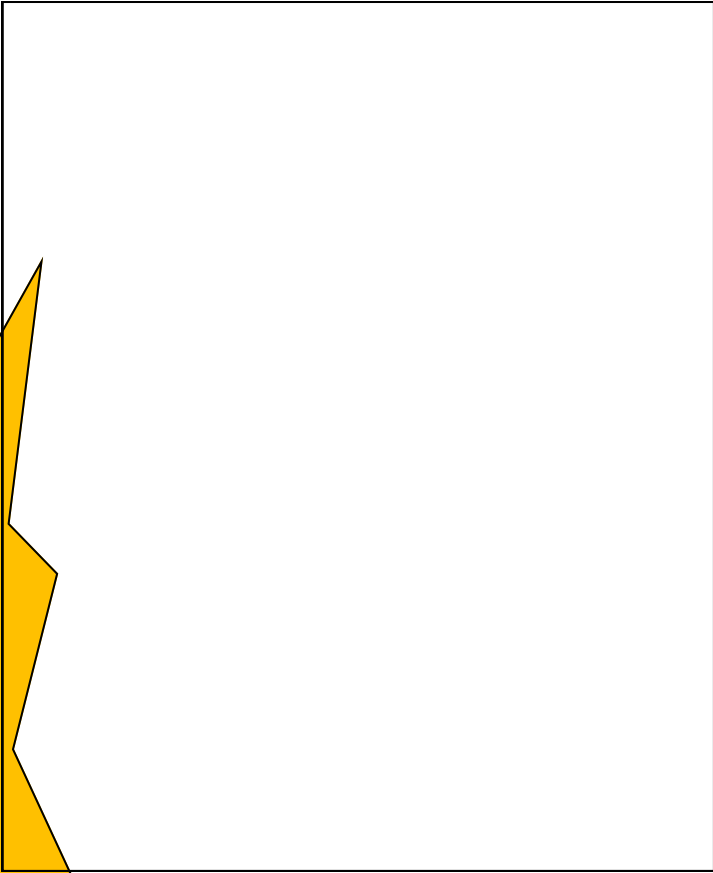
Cyber Choices

Help each character decide what to do in their social media dilemma. Just like in real life, the choices you make will change the outcome. Unlike real life, you can play again to see what the outcome is if you make different choices.

TO SHARE OR NOT TO SHARE?

How do you feel when you can't share a photo you really like? Do you sometimes have doubts about sharing a photo with your group of friends?

TAME THE TYRANNOLAURUS

How do you feel when you see one of your friends being mean to someone else?

THE TALE OF SAMEEN THE WISE

People are sometimes mean to others in an online game. Have you had this happen to you, or seen it happen to others?

TO FIX A FRIENDSHIP

How does it feel, trying to rebuild your good online reputation? Laura must decide what to do when all her friends are mad at her because of what she did and said.

TO SHARE OR NOT TO SHARE?

How do you feel when you can't share a photo you really like? Do you sometimes have doubts about sharing a photo with your group of friends?

Name _____

Teacher _____

1. Which choices did you make the first time?

   _____
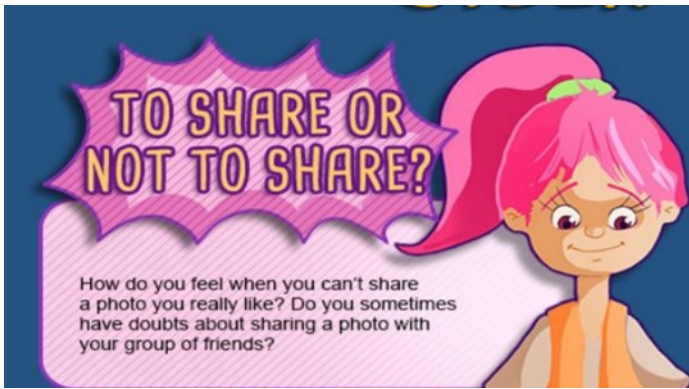
2. How did you feel about those choices?

   _____

3. Which choices were harder to make than others?

   _____

4. Have you ever had to make choices like the ones Sasha made?

   _____

5. How were your choices like Sasha's? How were they different?

   _____

6. Which choices turned out to be good ones?

   _____

7. Which choices turned out to be bad ones?

   _____

8. How was Sasha able to make things better after making bad choices?

   _____

1. Which choices did you make the first time?

   _____

2. How did you feel about those decisions?

   _____

3. Which choices were harder to make than others?

   _____

4. Which choices turned out best for Violet? How about Sameen? Which turned out best for Laura?

   _____

5. How can we draw the line between playing against someone in a game and being mean to them?

   _____

6. Does it make a difference that Sameen had done something to annoy Laura first?

   _____

7. Does it make a difference that Sameen is a new player? Does it make a difference that Violet thinks he may be younger than she and Laura are?

   _____

8. What effect could it have on the game if everybody acted like Laura?

   _____

THE TALE OF SAMEEN THE WISE

People are sometimes mean to others in an online game. Have you had this happen to you, or seen it happen to others?

Name _____

Teacher _____

1. Which choices did you make the first time?

   _____

2. How did you feel about those decisions?

   _____

3. Which choices were harder to make than others?

   _____

4. Which choices turned out best for Sam? How about Laura? Which choices turned out best for Aadan?

   _____

5. Does it make a difference that Laura didn't know how much it would hurt Sam's feelings when she said "We don't want to play with you"?

   _____

6. Do you think this would have happened differently if they had been offline, like playing at recess?

   _____

7. Was it okay for Sam to destroy Laura's castle to get back at her, or is that just as bad as what she did to him?

   _____

TO FIX A FRIENDSHIP

How does it feel, trying to rebuild your good online reputation? Laura must decide what to do when all her friends are mad at her because of what she did and said.

Name _____

Teacher _____

1. Which choices did you make the first time?

   _____

2. How did you feel about those decisions?

   _____

3. Which choices were harder to make than others?

   _____

4. Which choices turned out best for Laura? How about for Violet? For Max? For Aadan?

   _____

5. When Laura got into a fight with Max, it was about something she had done. When she got into a fight with Aadan, it was about something he had done to her. Does that make a difference? Why?

   _____

6. What might Laura's friends think about her if she keeps acting like this?

   _____

7. Will they want to play UniSaurus Realms if more people act like Laura?

   _____

About MediaSmarts

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

MediaSmarts:

- offers hundreds of free media and digital literacy resources, including classroom ready lesson plans, online educational games for kids, and background information on media and digital literacy, all of which are available on 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 for all iterations of this research 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. Media Literacy Week is an annual national campaign to promote digital and media literacy, with activities and events taking place in classrooms, libraries, museums and community groups from coast to coast. Visit https://mediasmarts.ca/media-literacy-week for more information on this event.

Contact Information:

MediaSmarts
205 Catherine Street, Suite 100
Ottawa, Ontario CANADA
K2P 1C3
Telephone: 613-224-7721

Fax: 613-761-9024
Email: info@mediasmarts.ca
Web: http://mediasmarts.ca