

January - June

2026



CALENDAR OF AWARENESS DAYS

Digital Media Literacy Resources
for the Classroom

JUMP TO MONTH:

JANUARY 2026

MARCH 2026

Fraud Prevention Month

Nutrition Month

SUN	MON	TUE	WED	THU	FRI	SAT
1 Zero Discrimination Day	2	3 World Wildlife Day 	4	5	6 Day of Unplugging	7
8 Women's Day	9	10	11	12	13 World Sleep Day 	14
15 World Consumer Rights Day	16	17	18	19	20 International Day of Happiness 	21 Day for the Elimination of Racial Discrimination
22	23	24	25	26	27 AI Literacy Day	28
29	30	31 Transgender Day of Visibility 				

APRIL 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
			1 April Fool's Day	2 Fact-Checking Day	3	4
5 Day of Conscience	6	7 World Health Day	8 Day of Pink	9	10	11
12	13	14	15	16	17	18
19	20	21 World Creativity and Innovation Day	22 Earth Day	23 World Book Day	24 Global Youth Service Day	25
26 World IP Day	27	28 Superhero Day	29	30		

MAY 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2 Free comic book day
3 World press freedom Day	4 Music Monday	5	6	7 Child & Youth Mental Health Day	8	9
Mental Health Awareness Week (May 4-10)						
Screen-Free Week (May 4-10)						
10	11	12	13	14	15 Day of Families	16 International Day of Living Together in Peace
Canadian Innovation Week (May 11-15)						
17 Day Against Homophobia, Transphobia and Biphobia	18	19	20	21 World Day for Cultural Diversity for Dialogue and Development	22	23
24	25	26	27	28	29	30
31 World No-Tobacco Day						

JUNE 2026

JANUARY 2026

Hobby Month

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
National Non-Smoking Week (Jan. 18-24)						Day of Education
25	26	27	28	29	30	31
Data Privacy Week (Jan. 26-Feb. 1)						

HOBBY MONTH

LESSON PLANS

Wacky Media Songs: Making and Remixing (Grades K-3)

This lesson series contains discussion topics and extension activities for teachers to integrate the TVOKids Originalseries Wacky Media Songs. This lesson focuses on enabling students to make media and use existing content for their own purposes. [Click here](#)

Editing Emotions (Grades 5-9)

Students learn about the history of film editing and how shot composition, juxtaposition of images and the use of rhythm and repetition in film editing can affect the emotional impact of a film. Students create their own film and/or storyboard. [Click here](#)

Put Your Best Face Forward (Grades 7-9)

In this lesson, students start by discussing the phenomenon of “selfies” and discuss issues of self-representation, body image and gender standards, and learn about “photoshopping” images. Finally, students apply what they have learned by modifying an image that is at least 50 years old to meet “selfie” standards. [Click here](#)

Art Exchange (Grades 9-12)

The purpose of the lesson is to facilitate and develop youth art as a form of community engagement and give students the opportunity to explore their experiences with privacy and equality in networked spaces. Students will be asked to develop an art project (mural, collage, recorded performances, face/body art, etc.) that they believe best reflects the issues that are important to them.

[Click here](#)

NATIONAL NON-SMOKING WEEK (JANUARY 18-24)

LESSON PLANS

Image Gap (Grades 5-8)

This lesson helps students understand how self-image can influence lifestyle choices. Students begin by identifying those qualities they admire most in peers, and by comparing their self-image with these qualities. They learn to identify self-image “problems” and develop positive strategies for dealing with these problems. [Click here](#)

Mirror Image (Grades 5-8)

In this lesson, students analyze their own body image and consider what they wish they could change. They discuss how smoking relates to body image, particularly for young women, and learn about the link between beauty and smoking. [Click here](#)



NATIONAL NON-SMOKING WEEK (CONT'D)

LESSON PLANS

Tobacco Labels (Grades 6-9)

In this lesson, students debate the effectiveness of health warning labels on tobacco products. [Click here](#)

Selling Tobacco (Grades 7-9)

In this lesson, students explore how tobacco advertising has evolved over the past sixty years. They begin by discussing advertising techniques used by the tobacco industry; and then they compare ads from the 1940s, '50s, '60s, '70s and '80s, with more recent tobacco advertising. [Click here](#)

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BELL LET'S TALK DAY (JANUARY 21)

LESSON PLANS

Finding balance in our digital lives (Grades K-3)

In this lesson, students look at the different ways in which we spend our free time and learn to find balance between active, learning and media activities. [Click here](#)

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Screen Stigma: Looking at Mental Illness in Popular Media (Grades 9-10)

Illness treatment in media. They read a prepared analysis of the portrayal of mental illness in a TV show popular with teens, then in a small group analyze another text of their choice. Finally, students create an annotated version of a scene or excerpt from a text in which they analyze and evaluate its portrayal of mental illness. [Click here](#)

Screen Stigma: Looking at Mental Illness in the News (Grades 9-10)

In this lesson, students learn about the ways in which news coverage of an event or issue can be biased, focusing on the aspects of the medium and industry that can lead to bias. They read an article that examines the coverage of mental illness in the news and then participate in an interactive activity that lets them compose their own article. Finally, students find and analyze a recent news story on a mental health topic and write a letter either praising or critiquing it. [Click here](#)

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INTERNATIONAL DAY OF EDUCATION (JANUARY 24)

LESSON PLANS AND MORE

New! Close Reading Media Across the Curriculum

The Close Reading Media Across the Curriculum program provides teachers with a comprehensive approach to fostering critical thinking skills at all grade levels, with particular attention to addressing misinformation, propaganda and hate through teaching students how to apply close reading skills to media.

[Click here](#)

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FAMILY LITERACY DAY (JANUARY 27)

LESSON PLANS

Teaching Media: Learning With Media (Grades 2-6)

In this lesson, students learn about media as a source of information, and how this information is presented from a particular point of view. [Click here](#)

Information sorting (Grades 4-6)

In this new lesson, students are introduced to the idea of using information sorting to determine whether sources are worth their attention and then to do critical close readings of those that are. After learning and identifying the differences and similarities between the two steps, they learn the characteristics of a reliable source and make a list of companion texts that can be used to determine if a source has those characteristics. [Click here](#)

Digital Skills for Democracy: Assessing online information to make civic choices (Grades 9-12)

In this activity, students think about the importance of making sure they have trustworthy information before they make a decision on a political or electoral issue; explore a series of scenarios designed to teach five strategies for verifying information: find the original, verify the source, check other information, read fact-checking articles, and turn to places you trust; and reflect on the impact of false and misleading information in politics. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet - Co-Viewing with your kids](#)



DATA PRIVACY DAY (JANUARY 28), DATA PRIVACY WEEK (JANUARY 26-FEBRUARY 1)

LESSON PLANS

Wacky Media Songs: Privacy and Security (Grades K-3)

This lesson focuses on essential skills for managing students' privacy, reputation and security online such as making good decisions about sharing their own content, understanding data collection techniques, protecting themselves from malware and other software threats, and being aware of their digital footprint. [Click here](#)

Privacy Pursuit: What is privacy? (Grades 2-3)

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. [Click here](#)

Privacy Pursuit: Protecting your privacy (Grades 4-5)

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. [Click here](#)

Winning the Cyber Security Game (Grades 5-8)

In this lesson students discuss their online experiences and learn how to minimize the potential risks that may be associated with them. Using the Cyber Security Tip Sheet, students explore the many tools and strategies that can be used to mitigate or prevent negative online experiences. Once they have reviewed these strategies and resources, students will extend and test their knowledge by playing a game in which they compete against other students to match a series of technological "Tools" to the "Risks" they can help to prevent. [Click here](#)

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. [Click here](#)

Online Marketing to Kids: Protecting Your Privacy (Grades 6-9)

This lesson introduces students to the ways in which commercial apps and websites collect personal information from kids and to the issues surrounding children and privacy on the Internet. [Click here](#)



DATA PRIVACY WEEK (CONT'D)

LESSON PLANS

The Privacy Dilemma (Grades 9-12)

Students learn the ways that the apps they use are designed to encourage them to share more information—both with other users and with the apps themselves. They are then introduced to the idea of persuasive design or “dark patterns” and investigate whether these are used to make it more difficult to opt out of data collection on popular apps. Finally, the class creates a “rogues’ gallery” to help them identify dark patterns when they encounter them. [Click here](#)

Secure Comics (Grades 9-12)

In this lesson, students read an interactive online comic that teaches them key concepts and skills relating to three cybersecurity topics: malware, passwords and privacy from geotracking devices. Following this, students research their own cybersecurity topics and learn how non-fiction comics are made in order to create their own Secure Comic. [Click here](#)

GAMES

Data Defenders (Grades 4-6)

Data Defenders is an interactive game that teaches children and pre-teens the concept of personal information and its economic value, and introduces them to ways to manage and protect their personal information on the websites and apps they enjoy. [Click here](#)

Click if You Agree (Grades 7-9)

Click if You Agree is an educational game that helps young people between the ages of 12 and 14 develop the skills and confidence to read privacy policies and terms of use instead of blindly clicking on the “I agree” button. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet - Protecting your privacy on commercial apps and websites](#)

[Types of surveillance techniques](#)

FEBRUARY 2026

Black History Month



BLACK HISTORY MONTH

LESSON PLANS

Bias and crime in media (Grades 7-12)

In this lesson students are introduced to the key media literacy concept that media are constructions that re-present reality and consider how representations of crime in news and entertainment media may influence how we perceive members of particular groups. [Click here](#)

First person (Grades 7-12)

In this lesson students consider diversity representation in games by identifying examples of diversity in the games they play and comparing their findings to statistics on diversity in the Canadian population. They then learn how media works can act either as mirrors (reflecting a person or group's identity or experience) or windows (giving insight into another group's experience) and analyze games to understand how their design features affect how they represent diversity. Finally, students "remix" a game design to make it act as a better mirror or window.

[Click here](#)

Who's telling my story? (Grades 9-12)

In this lesson students learn about the history of blackface and other examples of majority-group actors playing minority-group characters such as White actors playing Asian and Aboriginal characters and non-disabled actors playing disabled characters. [Click here](#)

MORE INFORMATION AND RESOURCES

Diversity and Media Toolbox

A comprehensive suite of resources for teachers, students, law enforcement representatives and the general public, that explores issues relating to stereotyping, bias and hate in mainstream media and on the Internet. The program, which includes professional development tutorials, lesson plans, interactive student modules and background articles, is divided into two distinct but complementary topic areas: media portrayals of diversity and online hate. [Click here](#)

[Tip sheet - Talking to kids about racial stereotypes](#)

[Diversity in Media: Racial and cultural diversity](#)



EATING DISORDER AWARENESS WEEK (FEBRUARY 1-7)

LESSON PLANS

Body image and social media: Escaping the comparison trap (Grades 9-12)

In this lesson, students consider the ways in which social media may prompt them to compare themselves with others, and the impacts that can have on body image and self-esteem. They analyze how the features, algorithms and culture of the social networks they use may affect them and will produce “paper prototypes” of redesigned social media apps that promote more healthful use. Finally, students reflect on how they can change how they use the existing apps to be more like their redesigned versions. [Click here](#)

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THE SUPER BOWL (FEBRUARY 8)

LESSON PLANS

Favourite Sports and Athletes: Introduction to Sports Media (Grades K-3)

This lesson develops a beginning awareness by students of how they feel towards, and respond to, different sports, and how the media represents athletics. [Click here](#)

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Violence in Sports (Grades 3-7)

In this lesson, students explore the gratuitous use of violence in televised sports. [Click here](#)

Kids, Alcohol and Advertising: Messages About Drinking (Grades 4-8)

In this lesson, students look at the different groups in our society that deliver messages to the public about drinking and consider the influence of each of these groups on the attitudes and perceptions of young people. Beginning by brainstorming words or ideas associated with the word “beer,” the class develops a mind map of people and organizations that deliver messages to us about alcohol and drinking and the different messages that each provides. [Click here](#)

Gender Messages in Alcohol Advertising (Grades 7-10)

In this lesson, students think critically about culturally inherited gender stereotypes, and explore how stereotypes about men and women are promoted and reinforced through the images and messages in alcohol ads. [Click here](#)

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SEXUAL HEALTH WEEK (FEBRUARY 8-14)

LESSON PLANS

That's Not Cool: Healthy and Respectful Relationships Online (Grades 7-8)

In this lesson, students begin by considering one of five scenarios that illustrate unhealthy relationship behaviours relating to digital media: pressuring others to share private content, cyberstalking, harassment and abuse of trust. [Click here](#)

Reality Check: Getting the Goods on Science and Health (Grades 9-12)

In this lesson, students start by considering the wide range of science and health information they are likely to encounter in news or through social media. They read an article on a scientific topic to help them understand the particular challenges of verifying science and health information and then use an educational computer game to practice skills in critically reading health and science stories. Finally, students compile a list of reliable sources they can turn to for verifying health and science stories. [Click here](#)

Online Relationships: Respect and Consent (Grades 9-12)

In this lesson, students use mind maps to explore concepts of “respect” and “consent” in an online context. They consider a wide range of scenarios that shed light on different aspects of consent relating to digital media and draw on those to create a detailed definition. Finally, students create an “explainer” video in which they illustrate one of the aspects of consent. [Click here](#)

Relationships and Sexuality in the Media (Grades 11-12)

In this lesson, students learn to question media representations of gender, relationships and sexuality. Students analyze the messages communicated by their favourite media types and then contrast it with their own experience. [Click here](#)

MORE INFORMATION AND RESOURCES

[Finding and evaluating health and science information](#)

[Tip sheet: Getting the goods on health and science](#)



SAFER INTERNET DAY (FEBRUARY 11)

LESSON PLANS

Rules of the game (Grades K-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. [Click here](#)

Behaving Ethically Online: Ethics and Empathy (Grades 4-6)

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. [Click here](#)

Calling out versus calling in: Helping youth respond to casual prejudice online (Grades 6-8)

This lesson introduces students to the idea of “calling in” – reaching out to someone privately with the assumption that they didn’t mean to do any harm – and explores how this idea can be applied both to casual prejudice online and when responding to stereotyping and other negative representations in media. [Click here](#)

Behaving Ethically Online: Ethics and Values (Grades 7-8)

In this lesson, students consider how we come to hold values and how they affect our behaviour, especially online. [Click here](#)

GAMES

A Day in the Life of the Jos (Grades 6-8)

In this game, students help the brother and sister team Jo and Josie with situations they encounter online as they go about a typical day in their lives. The modules are represented as five days in the lives of Jo and Josie, covering topics that research has identified as being important for youth. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet – Do the right thing](#)

[Tip sheet – Think Before you Share](#)

My Voice is Louder Than Hate

My Voice is Louder Than Hate is a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities. [Click here](#)





DAY OF WOMEN AND GIRLS IN SCIENCE (FEBRUARY 11)

LESSON PLANS

Do Sharks Love Ice Cream? (Grades 7-9)

In this lesson, students learn how science news articles are written and how to read them with a critical eye. They analyze elements such as peer review, correlation, and bias, and then write a science article based on an actual press release.

[Click here](#)

WORLD RADIO DAY (FEBRUARY 13)

LESSON PLANS

False Friends: How influencers persuade you (Grades 4-8)

This lesson is designed to help students understand how online influencers and creators can make us feel strongly about certain ideas by creating parasocial relationships. [Click here](#)

Governance of Television and Radio Communications in Canada (Grades 11-12)

This lesson introduces students to the organizations of the Canadian broadcasting industry, and to the codes, guidelines and issues relating to violence, ethics, representation, advertising and the accuracy of news in television and radio programming. [Click here](#)

MORE INFORMATION AND RESOURCES

[Audio media](#)

VALENTINE'S DAY (FEBRUARY 14)

LESSON PLANS

Behaving Ethically Online: Ethics and Empathy (Grades 4-6)

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. [Click here](#)



VALENTINE'S DAY (CONT'D)

LESSON PLANS

That's Not Cool: Healthy and Respectful Relationships Online (Grades 7-8)

In this lesson, students begin by considering one of five scenarios that illustrate unhealthy relationship behaviours relating to digital media: pressuring others to share private content, cyberstalking, harassment and abuse of trust. [Click here](#)

Online Relationships: Respect and Consent (Grades 9-12)

In this lesson, students use mind maps to explore concepts of “respect” and “consent” in an online context. They consider a wide range of scenarios that shed light on different aspects of consent relating to digital media and draw on those to create a detailed definition. [Click here](#)

Relationships and Sexuality in the Media (Grades 11-12)

Students learn to question media representations of gender, relationships and sexuality. After a brief “myth busting” quiz about relationships in the media and a reminder of the constructed nature of media products, the teacher leads the class in an analysis of the messages about gender, sex and relationships communicated by beer and alcohol ads. [Click here](#)

RANDOM ACTS OF KINDNESS DAY (FEBRUARY 17)

LESSON PLANS

Wacky Media Songs: Ethics and Empathy (Grades K-3)

This lesson focuses on students' social-emotional skills and empathy towards others as well as their ability to make ethical decisions in digital environments when dealing with issues such as cyberbullying. [Click here](#)

Wacky Media Songs: Community Engagement (Grades K-3)

This lesson focuses on students' ability to influence positive social norms in online spaces and to speak out as active, engaged citizens. [Click here](#)

Behaving Ethically Online: Ethics and Empathy (Grades 4-6)

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. [Click here](#)



RANDOM ACTS OF KINDNESS DAY (CONT'D)

LESSON PLANS

Calling out versus calling in: Helping youth respond to casual prejudice online (Grades 6-8)

This lesson introduces students to the idea of “calling in” – reaching out to someone privately with the assumption that they didn’t mean to do any harm – and explores how this idea can be applied both to casual prejudice online and when responding to stereotyping and other negative representations in media.

[Click here](#)

Behaving Ethically Online: Ethics and Values (Grades 7-8)

In this lesson, students consider how we come to hold values and how they affect our behaviour, especially online. [Click here](#)

Impact! How to Make a Difference When You Witness Bullying Online (Grades 7-9)

In this lesson, students discuss reasons why they might be reluctant to intervene when they witness cyberbullying and identify ways that they can help without making things worse. [Click here](#)

Introduction to online community engagement (Grades 9-12)

Students are introduced to civic education through a series of activities which will ask them to work together to engage with their larger communities through curiosity, conversation and creation. Current events happening at the neighbourhood, municipal or federal level will act as starting points for each activity.

[Click here](#)

Digital outreach for community engagement (Grades 9-12)

This lesson asks students, in groups, to take their issue and solution to the streets. In order to enact real change through action for the benefit of the larger community, each chosen topic will need to be exposed to and understood by other members of the community. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet - Do the right thing](#)

[Tip sheet - Establishing a positive
presence online](#)

My Voice is Louder Than Hate

My Voice is Louder Than Hate is a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities. [Click here](#)



WORLD DAY OF SOCIAL JUSTICE (FEBRUARY 20)

LESSON PLANS

Calling out versus calling in: Helping youth respond to casual prejudice online (Grades 6-8)

This lesson introduces students to the idea of “calling in” – reaching out to someone privately with the assumption that they didn’t mean to do any harm – and explores how this idea can be applied both to casual prejudice online and when responding to stereotyping and other negative representations in media.

[Click here](#)

PushBack: Engaging in Online Activism (Grades 7-9)

This lesson explores how young people can use online media for activism on issues that matter to them. [Click here](#)

Digital Skills for Democracy: Assessing online information to make civic choices (Grades 9-12)

Students think about the importance of making sure they have trustworthy information before they make a decision on a political or electoral issue; explore a series of scenarios designed to teach five strategies for verifying information: find the original, verify the source, check other information, read fact-checking articles, and turn to places you trust; and reflect on the impact of false and misleading information in politics. [Click here](#)

Reality Check: We Are All Broadcasters (Grades 9-12)

Students consider the ways in which our own biases can prevent us from being objective. They then learn ways to recognize and account for our biases and practice these by playing an interactive online game. Finally, students learn about how public service campaigns can change social norms and create their own PSA to promote ethical sharing of online information. [Click here](#)



WORLD DAY OF SOCIAL JUSTICE (CONT'D)

LESSON PLANS

Shaking the Movers: Youth Rights and Media (Grades 9-10)

Students will discuss the concept of human rights and then learn how these ideas led to the drafting of the United Nations Convention on the Rights of the Child. They then consider five particular Articles of the Convention and, in groups, discuss how these relate to their media use. Students debate which Articles are most important to their media experiences and defend their choices to the class.

[Click here](#)

Online Propaganda and the Proliferation of Hate (Grades 10-12)

In this lesson students learn about the ways that propaganda techniques are used to promote hatred and intolerance online.

[Click here](#)

MORE INFORMATION AND RESOURCES

[Speak Up! Your guide to changing the world, online and off](#)

WORLD THINKING DAY (FEBRUARY 22)

LESSON PLANS

Is That a Fact? (Grades 4-8)

Students learn the difference between facts and opinions, and distinguish between opinions that are entirely subjective and ones that can be supported by facts. They then learn how to construct and evaluate arguments.

[Click here](#)

Information Sorting (Grades 4-8)

Students are introduced to the idea of using information sorting to determine whether sources are worth their attention and then to do critical close readings of those that are.

[Click here](#)

Recognizing Emotional Appeals (Grades 4-8)

Students learn how we can be persuaded by emotional appeals as well as by arguments. After identifying emotionally charged words, they find them in an article and analyze their persuasive effect.

[Click here](#)



WORLD THINKING DAY (CONT'D)

LESSON PLANS AND MORE RESOURCES

New! Close Reading Media Across the Curriculum

The Close Reading Media Across the Curriculum program provides teachers with a comprehensive approach to fostering critical thinking skills at all grade levels, with particular attention to addressing misinformation, propaganda and hate through teaching students how to apply close reading skills to media.

[Click here](#)

Critical Thinking Across the Curriculum Workshop

This self-directed workshop provides teachers with a comprehensive approach to fostering critical thinking skills at all grade levels, with particular attention to addressing online misinformation and online hate through teaching critical thinking. The workshop looks at exactly what critical thinking is and why we need to teach it; explores how we can teach students how to think critically, including looking at different ways of approaching it for different parts of the curriculum; and finally, looks at how we can get students – and ourselves – to switch to using better shortcuts to critical thinking. [Click here](#)

FREEDOM TO READ WEEK (FEBRUARY 22 - 28)

LESSON PLANS

Free Speech and the Internet (Grades 10-12)

Students learn about the inherent tension within democratic societies between freedom of expression and freedom from hatred. They also learn how Canada has addressed these issues within the Criminal Code of Canada, the Canadian Charter of Rights and Freedoms and human rights legislation in Canada, then discuss different methods that platforms could use to moderate hate speech. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet: Getting the goods ethically](#)

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PINK SHIRT DAY (FEBRUARY 26)

LESSON PLANS AND GAMES

Cyber Choices (Grades 3-5)

Cyber Choices is an interactive game designed to help students develop the skills and habits they need to make safe and responsible choices online. Delivered in an engaging online comic-book format, Cyber Choices lets students explore four different stories that cover key issues such as making good choices about their own and others' personal information, dealing with cyberbullying (as both a target and a witness) and managing online conflict.

[Click here](#)

Classroom resources to counter cyberbullying (Grades 5-12)

To help educators address this issue in their classrooms, MediaSmarts has developed a series of lessons, in English and in French, to give students a better understanding of the ethical and legal implications of cyberbullying and to promote positive Internet use. Intended to support and enhance school-based anti-bullying and empathy-building programs.

[Click here](#)

Impact! How to Make a Difference When You Witness Bullying Online (Grades 7-9)

In this lesson, students discuss reasons why they might be reluctant to intervene when they witness cyberbullying and identify ways that they can help without making things worse. [Click here](#)

First, Do No Harm: Being an Active Witness to Cyberbullying (Grades 9-12)

Students consider how difficult and complicated it can sometimes be to do the right thing. Students are asked to consider whether they agree with a number of widely-held moral principles and then are asked to consider a moral dilemma in which a number of moral principles are in conflict. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet: Not reacting to cyberbullying can hurt as much as cyberbullying](#)

[Tip sheet: Some reactions hurt more than you think](#)

[Tip sheet: What stars as a joke can end up hurting someone](#)

[Tip sheet: What to do if someone is mean to you online](#)

[Tip sheet: When you react the right way to cyberbullying you can turn things around](#)

MARCH 2026

Fraud Prevention Month
Nutrition Month

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1 Zero Discrimination Day	2	3 World Wildlife Day 	4	5	6 Day of Unplugging	7
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15 World Consumer Rights Day	16	17	18	19	20 International Day of Happiness 	21 Day for the Elimination of Racial Discrimination
22	23	24	25	26	27 AI Literacy Day	28
29	30	31 Transgender Day of Visibility 				

FRAUD PREVENTION MONTH

Wacky Media Songs: Privacy and Security (Grades K-3)

This lesson focuses on essential skills for managing students' privacy, reputation and security online such as making good decisions about sharing their own content, understanding data collection techniques, protecting themselves from malware and other software threats, and being aware of their digital footprint. [Click here](#)

Winning the Cyber Security Game (Grades 5-8)

In this lesson students discuss their online experiences and learn how to minimize the potential risks that may be associated with them. Using the Cyber Security Tip Sheet, students explore the many tools and strategies that can be used to mitigate or prevent negative online experiences. Once they have reviewed these strategies and resources, students will extend and test their knowledge by playing a game in which they compete against other students to match a series of technological "Tools" to the "Risks" they can help to prevent. [Click here](#)

Secure Comics (Grades 9-12)

In this lesson, students read an interactive online comic that teaches them key concepts and skills relating to three cybersecurity topics: malware, passwords and privacy from geotracking devices. Following this, students research their own cybersecurity topics and learn how non-fiction comics are made in order to create their own Secure Comic. [Click here](#)

MORE INFORMATION AND RESOURCES

[Cyber Security Consumer Tip Sheet](#)

[Cyber Security: Spam, Scams, Frauds and Identity Theft](#)

NUTRITION MONTH

Adversmarts: Introduction to Food Advertising Online (Grades K-1)

Students are introduced to the idea of online advertising and look at the ways that marketers create immersive and appealing online environments that draw and hold children's attention. [Click here](#)



NUTRITION MONTH (CONT'D)

LESSON PLANS

Eating under the rainbow (Grades 1-3)

In order to give children a perspective on the lure of snack-food advertisements, it's important that they understand where snacks can fit into a healthy diet. Once they have an understanding of where snack food fits into their lives, they can begin to deconstruct the ads themselves. [Click here](#)

Adversmarts: Understanding Food Advertising Online (Grades 2-3)

Students are introduced to the idea of online advertising and look at the ways that marketers create immersive and appealing online environments that draw and hold children's attention. [Click here](#)

Healthy Food Web (Grades 2-3)

Students consider the role of snack foods in a healthy diet. The teacher then guides them on a tour of popular sites aimed at children, where the class identifies and classifies the advertising encountered there and looks at how the food products being advertised fit – or don't fit – in the food groups found in the Canada Food Guide. [Click here](#)

Junk food jungle (Grades 4-6)

This lesson familiarizes children with the nutritional value of foods advertised on television and in magazines. [Click here](#)

Looks good enough to eat (Grades 5-7)

This lesson looks at food photography and the different techniques used by food stylists to make foods look appealing in advertisements. [Click here](#)

GAMES

Co-Co's AdverSmarts: An Interactive Unit on Food Marketing on the Web

This interactive unit is designed to help kids between the ages of 5 and 8 recognize the marketing techniques used on commercial websites that target children. [Click here](#)



ZERO DISCRIMINATION DAY (MARCH 1)

LESSON PLANS

Just a joke? Helping youth respond to casual prejudice (Grades 6-8)

Students analyze media representations of relational aggression, such as sarcasm and put-down humour, then consider the ways in which digital communication may make it harder to recognize irony or satire and easier to hurt someone's feelings without knowing it. [Click here](#)

PushBack: Engaging in Online Activism (Grades 7-9)

This lesson explores how young people can use online media for activism on issues that matter to them. [Click here](#)

Facing Online Hate (Grades 8-12)

This portal page includes background articles, a PD tutorial, guide and seven classroom lesson plans for educators to address online hate. [Click here](#)

MORE INFORMATION AND RESOURCES

[**Tip sheet: Talking to kids about casual prejudice online**](#)

[**Tip sheet: Talking to kids about hate in media**](#)

My Voice is Louder Than Hate

My Voice is Louder Than Hate is a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities. [Click here](#)

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WORLD WILDLIFE DAY (MARCH 3)

LESSON PLANS

So many choices! (Grades K-3)

This lesson introduces the students to the first steps in finding information on the internet. [Click here](#)

Mixed Signals: Verifying Online Information (Grades 7-9)

Students examine two websites about unlikely animals and learn how to effectively evaluate online sources. They then create a fake website that demonstrates the misleading signals that are often mistakenly taken as signs of reliability. [Click here](#)



WORLD WILDLIFE DAY (CONT'D)

LESSON PLANS

Do Sharks Love Ice Cream? (Grades 7-9)

Students learn how science news articles are written and how to read them with a critical eye. They analyze elements such as peer review, correlation, and bias, and then write a science article based on an actual press release. [Click here](#)

GAMES

Break the Fake Quiz (Grades K-3)

See if you can tell which of these animal images are real and which are fake!
[Click here](#)

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GLOBAL DAY OF UNPLUGGING (MARCH 6)

LESSON PLANS

Digital Media Experiences are Shaped by the Tools We Use: The Disconnection Challenge (Grades 7-12)

Students consider the role of technology and media in their lives and then spend a week either tracking or limiting their media use. They then share their experiences and discuss how the ways that digital media tools are made may cause us to use them differently (or simply more often). Finally, students draw on those insights to create a mindful media use plan. [Click here](#)

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INTERNATIONAL WOMEN'S DAY (MARCH 8)

LESSON PLANS

The girl in the mirror (Grades 7-9)

Students look at how gender stereotyping may discourage young women from becoming involved in politics. [Click here](#)



INTERNATIONAL WOMEN'S DAY (CONT'D)

LESSON PLANS

Suffragettes and iron ladies (Grades 10-12)

This lesson considers how the media portrays women in politics. Students explore capsule biographies of female political leaders, from ancient times to current events – crafted from snippets of media coverage such as newspapers, magazines, TV news and encyclopedias – to understand bias in how female politicians are portrayed. [Click here](#)

MORE INFORMATION AND RESOURCES

[Gender representation: Women working in media](#)

[Gender representation: The Economics of gender stereotyping](#)

[Gender representation: Resisting stereotypes and working for change](#)

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WORLD SLEEP DAY (MARCH 13)

LESSON PLANS

Finding balance in our digital lives (Grades K-3)

Students look at the different ways in which we spend our free time and learn to find balance between active, learning and media activities. [Click here](#)

Game Time (Grades 4-6)

Students consider the positive aspects of video games as well as the ways in which games may take time away from other activities they enjoy. Students are introduced to the idea of balancing game and screen time with other parts of their lives and learn about the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing. [Click here](#)



WORLD SLEEP DAY (CONT'D)

LESSON PLANS

Digital Media Experiences are Shaped by the Tools We Use: The Disconnection Challenge (Grades 7-12)

Students consider the role of technology and media in their lives and then spend a week either tracking or limiting their media use. They then share their experiences and discuss how the ways that digital media tools are made may cause us to use them differently (or simply more often). Finally, students draw on those insights to create a mindful media use plan. In an optional extension activity, they interview other students for a video exploring their experiences and reflections over the course of the project. [Click here](#)

Dealing With Digital Stress (Grades 9-12)

In this lesson, students reflect on the ways in which digital media can cause stress. Through a series of role-playing exercises, they consider how social media can cause stress by making us compare the highlights of others' lives to the lowlights of our own, and practice strategies for coping with digital stress. [Click here](#)

MORE INFORMATION AND RESOURCES

[Video: Defeating digital distraction](#)

WORLD CONSUMER RIGHTS DAY (MARCH 15)

LESSON PLANS AND GAMES

Data Defenders (Grades 4-6)

Data Defenders is an interactive game that teaches children and pre-teens the concept of personal information and its economic value, and introduces them to ways to manage and protect their personal information on the websites and apps they enjoy. [Click here](#)

Privacy Rights of Children and Teens (Grades 9-12)

In this lesson, students are introduced to the privacy principles that inform the Alberta and BC Personal Information Protection Acts, Québec's An Act Respecting the Protection of Personal Information in the Private Sector and the students' federal Personal Information Protection and Electronic Documents Act (PIPEDA) relating to personal information collection online. They learn ways to find out what personal information may or has been collected by platforms that they use, how to limit data collection about themselves, and the various forms of recourse that are available to them if they feel an organization is not respecting their rights. [Click here](#)



INTERNATIONAL DAY OF HAPPINESS (MARCH 20)

LESSON PLANS

The Price of Happiness (Grades 9-12)

In this lesson students answer a brief questionnaire related to self-image, self-esteem, and advertising, and then work as groups to create and act in mock television commercials that parody advertising techniques. [Click here](#)

Body image and social media: Escaping the comparison trap (Grades 9-12)

In this recently published lesson, students consider the ways in which social media may prompt them to compare themselves with others, and the impacts that can have on body image and self-esteem. They analyze how the features, algorithms and culture of the social networks they use may affect them and will produce “paper prototypes” of redesigned social media apps that promote more healthful use. Finally, students reflect on how they can change how they use the existing apps to be more like their redesigned versions. [Click here](#)

MORE INFORMATION AND RESOURCES

[Video: Escaping the comparison trap](#)

[Tip sheet: 10 Tiny Ways You Can Make the World a Better Place Today](#)

INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION (MARCH 21)

LESSON PLANS

Just a joke? Helping youth respond to casual prejudice (Grades 6-8)

Students analyze media representations of relational aggression, such as sarcasm and put-down humour, then consider the ways in which digital communication may make it harder to recognize irony or satire and easier to hurt someone’s feelings without knowing it. [Click here](#)

Facing Online Hate (Grades 8-12)

This portal page includes background articles, a PD tutorial, guide and seven classroom lesson plans for educators to address online hate. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet: Talking to kids about casual prejudice online](#)

[Tip sheet: Talking to kids about hate in media](#)

[Diversity in media: Racial and cultural diversity in news media](#)



INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION (CONT'D)

MORE INFORMATION AND RESOURCES

My Voice is Louder Than Hate

My Voice is Louder Than Hate is a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities. [Click here](#)

Diversity and Media Toolbox

A comprehensive suite of resources for teachers, students, law enforcement representatives and the general public, that explores issues relating to stereotyping, bias and hate in mainstream media and on the internet. The program, which includes professional development tutorials, lesson plans, interactive student modules and background articles, is divided into two distinct but complementary topic areas: media portrayals of diversity and online hate. [Click here](#)

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AI LITERACY DAY (MARCH 27)

LESSON PLANS

Understanding artificial intelligence (AI) tools (Grades 6-12)

How do algorithms work? How can we tell if something was made with AI? How can we make sure that algorithms are used fairly? [Click here](#)

Interacting with AI (Grades 7-9)

Can a chatbot be a friend? How can we use chatbots in a safe and ethical way? [Click here](#)

Unpacking the Black Box: Explaining Algorithms and AI (Grades 9-12)

Students learn about algorithms and AI, how they work, how they impact our lives on the internet, and ethical considerations. The lesson begins with a class discussion on algorithms. Students will discuss how AIs reinforce real-world biases, the difficulties in identifying how AIs make decisions, what information algorithms use to make choices, and how that information impacts the types of decisions AIs make. [Click here](#)

AI LITERACY DAY (CONT'D)

MORE INFORMATION AND RESOURCES

[Addressing AI in the Classroom: Tips for Teachers](#)

[Guide: What is AI?](#)

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TRANSGENDER DAY OF VISIBILITY (MARCH 31)

LESSON PLANS

Transgender Representations in TV and Movies (Grades 9-12)

Students are introduced to concepts of gender identity and gender expression and learn about common portrayals of trans people in movies and TV shows. Students then draw on this analysis to imagine trans characters and allies in different TV and movie genres. Finally, students consider the question of whether it's more important for characters from marginalized communities to be represented in media more often or if it's more important that those portrayals be positive and accurate. [Click here](#)

Miscast and seldom seen (Grades 9-12)

In this lesson students consider how well their favourite TV shows, movies and video games reflect the diversity of Canadian society. [Click here](#)

MORE INFORMATION AND RESOURCES

Diversity and Media Toolbox

A comprehensive suite of resources for teachers, students, law enforcement representatives and the general public, that explores issues relating to stereotyping, bias and hate in mainstream media and on the Internet. The program, which includes professional development tutorials, lesson plans, interactive student modules and background articles, is divided into two distinct but complementary topic areas: media portrayals of diversity and online hate. [Click here](#)

[Diversity in media: 2SLGBTQ+ Representation in the Media](#)

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APRIL 2026

SUN	MON	TUE	WED	THU	FRI	SAT
			1 April Fool's Day 	2 Fact-Checking Day 	3	4
5 Day of Conscience	6	7 World Health Day	8 Day of Pink	9	10	11
12	13	14	15	16	17	18
19	20	21 World Creativity and Innovation Day	22 Earth Day 	23 World Book Day 	24 Global Youth Service Day	25
26 World IP Day	27	28 Superhero Day 	29	30		



APRIL FOOL'S DAY (APRIL 1), INTERNATIONAL FACT-CHECKING DAY (APRIL 2)

LESSON PLANS

Break the Fake: What's in the frame? (Grades K-2)

Students are introduced to the idea that what they see in media can be deceptive. They explore the idea that media are “framed” by their creators and consider what parts of the world are left out of the frame. [Click here](#)

Break the Fake: What's real online? (Grades 3-5)

Students are introduced to the challenges of identifying what is real and what is fake online. After learning some simple steps to verify online information they create a poster that communicates the importance of questioning and double-checking online content. [Click here](#)

Break the Fake: Verifying information online (Grades 6-9)

Students participate in a workshop that teaches them four quick, easy steps to verify online information. After practicing these four steps they create a PSA aimed at teaching one of these steps and spreading the message that it is necessary for everyone to fact-check information we see online every time we are going to share it or act on it. [Click here](#)

Do Sharks Love Ice Cream? (Grades 7-9)

In this lesson, students learn how science news articles are written and how to read them with a critical eye. They analyze elements such as peer review, correlation, and bias, and then write a science article based on an actual press release.

[Click here](#)

Consensus or Conspiracy? (Grades 9-12)

In this lesson, students learn the definition of scientific consensus and distinguish it from conventional wisdom. They explore how consensus is formed and how new data can lead to it changing. Students then use digital tools to identify the consensus on a topic. Next, students learn how fringe theories can do harm and learn the characteristics of a conspiracy theory.

[Click here](#)

Information Sorting (Grades 4-8)

Students are introduced to the idea of using information sorting to determine whether sources are worth their attention and then to do critical close readings of those that are. [Click here](#)



APRIL FOOL'S DAY, INTERNATIONAL FACT-CHECKING DAY (CONT'D)

LESSON PLANS

Break the Fake: Becoming a Fact-Checker (Grades 10-12)

This lesson is designed to help students determine the validity of information that is presented to them on the internet. After reviewing a series of evaluation techniques for online resources, students create videos that fact-check real and true claims. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet: Authentication 101](#)

[Tip sheet: Authentication and citizenship](#)

[Tip Sheet: Correcting disinformation](#)

[Tip sheet: Critical thinking vs. disinformation](#)

[Video: How to spot a deepfake](#)

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INTERNATIONAL DAY OF CONSCIENCE (APRIL 5)

LESSON PLANS

Wacky Media Songs: Ethics and Empathy (Grades K-3)

This lesson focuses on students' social-emotional skills and empathy towards others as well as their ability to make ethical decisions in digital environments when dealing with issues such as cyberbullying. [Click here](#)

Behaving Ethically Online: Ethics and Empathy (Grades 4-6)

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. [Click here](#)

Behaving Ethically Online: Ethics and Values (Grades 7-8)

In this lesson, students consider how we come to hold values and how they affect our behaviour, especially online. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip Sheet: Think before you share](#)



WORLD HEALTH DAY (APRIL 7)

LESSON PLANS

Finding balance in our digital lives (Grades K-3)

In this lesson, students look at the different ways in which we spend our free time and learn to find balance between active, learning and media activities. [Click here](#)

Screen Stigma: Looking at Mental Illness in Popular Media (Grades 9-10)

Students begin by viewing a slideshow that explores common stereotypes of mental illness and mental illness treatment in media. They read a prepared analysis of the portrayal of mental illness in a TV show popular with teens, then in a small group analyze another text of their choice. Finally, students create an annotated version of a scene or excerpt from a text in which they analyze and evaluate its portrayal of mental illness. [Click here](#)

Screen Stigma: Looking at Mental Illness in the News (Grades 9-10)

In this lesson, students learn about the ways in which news coverage of an event or issue can be biased, focusing on the aspects of the medium and industry that can lead to bias. They read an article that examines the coverage of mental illness in the news and then participate in an interactive activity that lets them compose their own article. Finally, students find and analyze a recent news story on a mental health topic and write a letter either praising or critiquing it. [Click here](#)

Reality Check: Getting the Goods on Science and Health (Grades 9-12)

In this lesson, students start by considering the wide range of science and health information they are likely to encounter in news or through social media. [Click here](#)

Dealing with digital stress (Grades 9-12)

In this lesson, students reflect on the ways in which digital media can cause stress. Through a series of role-playing exercises, they consider how social media can cause stress by making us compare the highlights of others' lives to the lowlights of our own, and practice strategies for coping with digital stress. [Click here](#)



DAY OF PINK (APRIL 9)

LESSON PLANS

Calling out versus calling in: Helping youth respond to casual prejudice online (Grades 6-8)

This lesson introduces students to the idea of “calling in” – reaching out to someone privately with the assumption that they didn’t mean to do any harm – and explores how this idea can be applied both to casual prejudice online and when responding to stereotyping and other negative representations in media.

[Click here](#)

Just a joke? Helping youth respond to casual prejudice (Grades 6-8)

Students analyze media representations of relational aggression, such as sarcasm and put-down humour, then consider the ways in which digital communication may make it harder to recognize irony or satire and easier to hurt someone’s feelings without knowing it. [Click here](#)

PushBack: Engaging in Online Activism (Grades 7-9)

This lesson explores how young people can use online media for activism on issues that matter to them. [Click here](#)

Transgender Representations in TV and Movies (Grades 9-12)

Students are introduced to concepts of gender identity and gender expression and learn about common portrayals of trans people in movies and TV shows. Students then draw on this analysis to imagine trans characters and allies in different TV and movie genres. Finally, students consider the question of whether it’s more important for characters from marginalized communities to be represented in media more often or if it’s more important that those portrayals be positive and accurate. [Click here](#)

Miscast and seldom seen (Grades 9-12)

In this lesson students consider how well their favourite TV shows, movies and video games reflect the diversity of Canadian society. [Click here](#)

Who’s telling my story? (Grades 9-12)

In this lesson students learn about the history of blackface and other examples of majority-group actors playing minority-group characters such as White actors playing Asian and Indigenous characters and non-disabled actors playing disabled characters. [Click here](#)



DAY OF PINK (CONT'D)

LESSON PLANS

Bias in news sources (Grades 9-12)

Students are introduced to the key media literacy concept that media contain ideological messages and have social and political implications in considering why it is particularly important to consider possible bias in news reporting. [Click here](#)

MORE INFORMATION AND RESOURCES

[Diversity in media: 2SLGBTQ+ Representation in the Media](#)

Diversity and Media Toolbox

A comprehensive suite of resources for teachers, students, law enforcement representatives and the general public, that explores issues relating to stereotyping, bias and hate in mainstream media and on the Internet. The program, which includes professional development tutorials, lesson plans, interactive student modules and background articles, is divided into two distinct but complementary topic areas: media portrayals of diversity and online hate. [Click here](#)

My Voice is Louder Than Hate

My Voice is Louder Than Hate is a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities. [Click here](#)

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WORLD CREATIVITY AND INNOVATION DAY (APRIL 21)

LESSON PLANS

Wacky Media Songs: Making and Remixing (Grades K-3)

This lesson focuses on enabling students to make media and use existing content for their own purposes. [Click here](#)

Reading media (Grades 5-9)

In this new lesson, students are introduced to the idea of “reading media” through a medium’s rules of notice and the maker’s framing choices of what to include and what to emphasize. After a modeled and then guided introduction to these ideas, students analyze a work to identify how it uses rules of notice and framing and consider what meaning these choices communicate. [Click here](#)



WORLD CREATIVITY AND INNOVATION DAY (CONT'D)

LESSON PLANS

Editing Emotions (Grades 5-9)

In this lesson, students learn about the history of film editing and how shot composition, juxtaposition of images and the use of rhythm and repetition in film editing can affect the emotional impact of a film. [Click here](#)

Art Exchange (Grades 9-12)

The purpose of the lesson is to facilitate and develop youth art as a form of community engagement and give students the opportunity to explore their experiences with privacy and equality in networked spaces. Students will be presented with several scenarios related to experiences of privacy and (in)equality in networked spaces and how young people have used art to advocate for change. Students will be asked to develop an art project (mural, collage, recorded performances, face/body art, etc.) that they believe best reflects the issues that are important to them. [Click here](#)

Digital Storytelling for Community Engagement (Grades 9-12)

In groups, students will create a Digital Story which addresses a topic, theme or issue that is affecting them. All stages of production will be covered, including research, storyboarding their idea into a visual organizational layout, practicing capturing quality photographs and interviews, and finally weaving their Digital Story into a finished project using computer editing software. [Click here](#)

Making Media for Democratic Citizenship (Grades 11-12)

In this five- or six-day unit, students create a video podcast to present balanced, unbiased perspectives on global development issues. They voice their perspectives through the language, codes and conventions of a visual medium. [Click here](#)

MORE INFORMATION AND RESOURCES

[**Tip Sheet: Is your screen use creative?**](#)



INTERNATIONAL MOTHER EARTH DAY (APRIL 22)

LESSON PLANS

Earth Day: Maps as Media (Grades 4-6)

Students are introduced to Earth Day and the theme of “Green Cities”. After listening to a short presentation on the concept of a “green city” and elements that constitute a green city, students participate in an activity where they count the number of parks on a map of their city or neighbourhood. Maps are then analyzed as a medium as students discuss how they are created, things they can and can’t show, and their effectiveness at communicating environmental information. [Click here](#)

Beyond Media Messages: Media Portrayal of Global Development (Grades 7-12)

In this three-day unit, students assess media coverage of natural disasters and their aftermath. Students explore how sensationalism plays a role in determining what is newsworthy, and how that can distort our perception of issues in developing nations. [Click here](#)

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WORLD BOOK AND COPYRIGHT DAY (APRIL 23), WORLD INTELLECTUAL PROPERTY DAY (APRIL 26)

LESSON PLANS

Stay on the Path: Scavenger hunt (Grades 5-6)

In this lesson, students apply their searching and critical thinking skills to learn how to find legitimate online sources for downloading and streaming movies, music and videos. [Click here](#)

Up, Up and Away? ™ (Grades 7-8)

In this lesson students encounter the key concepts of intellectual property, learning the difference between copyright and trademark and coming to understand how these affect how media products are created and sold. [Click here](#)

Secure Comics (Grades 9-12)

In this lesson, students read an interactive online comic that teaches them key concepts and skills relating to three cybersecurity topics: malware, passwords and privacy from geotracking devices. Following this, students research their own cybersecurity topics and learn how non-fiction comics are made in order to create their own Secure Comic. [Click here](#)



WORLD BOOK AND COPYRIGHT DAY AND WORLD INTELLECTUAL PROPERTY DAY (CONT'D)

LESSON PLANS

Remixing media (Grades 10-12)

In this lesson, students examine different types of remixes – from works created by editing a single text to ones that draw inspiration from existing texts – in order to develop a definition of “remix.” They learn about the legal considerations in making remixes under the Copyright Act, consider ethical issues around remixing, and develop a code of best practices for remixing. Students will also consider the differences between remixes that are primarily creative versus those that are done for purposes of criticism, and create their own critical remix. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet: Getting the goods ethically](#)

[Media issues: Intellectual property](#)

[Fair Dealing for media education](#)

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GLOBAL YOUTH SERVICE DAY (APRIL 25)

LESSON PLANS

Wacky Media Songs: Community Engagement (Grades K-3)

This lesson series contains discussion topics and extension activities for teachers to integrate the TVOKids Original series Wacky Media Songs. This lesson focuses on students’ ability to influence positive social norms in online spaces and to speak out as active, engaged citizens. [Click here](#)

Behaving Ethically Online: Ethics and Empathy (Grades 4-6)

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. [Click here](#)

PushBack: Engaging in Online Activism (Grades 7-9)

This lesson explores how young people can use online media for activism on issues that matter to them. [Click here](#)



GLOBAL YOUTH SERVICE DAY (CONT'D)

LESSON PLANS

Introduction to online community engagement (Grades 9-12)

Students are introduced to civic education through a series of activities which will ask them to work together to engage with their larger communities through curiosity, conversation and creation. Current events happening at the neighbourhood, municipal or federal level will act as starting points for each activity.

[Click here](#)

Digital outreach for community engagement (Grades 9-12)

This lesson asks students, in groups, to take their issue and solution to the streets. In order to enact real change through action for the benefit of the larger community, each chosen topic will need to be exposed to and understood by other members of the community. [Click here](#)

MORE INFORMATION AND RESOURCES

[Building your brand: Establishing a positive presence online](#)

[Digital Citizenship: Empathy and community](#)

[Digital Citizenship: Using technology for good](#)

SUPERHERO DAY (APRIL 28)

LESSON PLANS

Comic Book Characters (Grades 5-7)

In this lesson, students learn how shapes are used in character design in comics and animation and look at how male and female characters are depicted in comic books. [Click here](#)

Villains, Heroes and Heroines (Grades 3-6)

This lesson introduces students to some of the myth-building techniques of television by comparing super heroes and super villains from television to heroes and villains in the real world and by conveying how violence and action are used to give power to characters. Students will also explore the use of stereotypes in the world of TV heroes and villains. The lesson begins with a discussion about villains. [Click here](#)



SUPERHERO DAY (CONT'D)

LESSON PLANS

The Hero Project: Authenticating Online Information (Grades 4-8)

Students are introduced to Internet search skills through researching a personal hero. By focusing on the early parts of the research process, students learn to select well-defined topics, ask relevant research questions and select effective keywords.

[Click here](#)

Up, Up and Away?™ (Grades 7-8)

In this lesson students encounter the key concepts of intellectual property, learning the difference between copyright and trademark and coming to understand how these affect how media products are created and sold. [Click here](#)

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MAY 2026

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2 Free comic book day
3 World press Freedom Day	4 Music Monday 	5	6	7 Child & Youth Mental Health Day	8	9
						Mental Health Awareness Week (May 4-10)
						Screen-Free Week (May 4-10)
10	11	12	13	14	15 Day of Families	16 International Day of Living Together in Peace
						Canadian Innovation Week (May 11-15)
17 Day Against Homophobia, Transphobia and Biphobia	18	19	20	21 World Day for Cultural Diversity for Dialogue and Development	22	23
24	25	26	27	28	29	30
31 World No-Tobacco Day						

FREE COMIC BOOK DAY (MAY 2)

LESSON PLANS

Comic Book Characters (Grades 5-7)

Students learn how shapes are used in character design in comics and animation and look at how male and female characters are depicted in comic books.

[Click here](#)

Reading media (Grades 5-9)

In this new lesson, students are introduced to the idea of “reading media” through a medium’s rules of notice and the maker’s framing choices of what to include and what to emphasize. After a modeled and then guided introduction to these ideas, students analyze a work to identify how it uses rules of notice and framing and consider what meaning these choices communicate. [Click here](#)

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In this lesson, students read an interactive online comic that teaches them key concepts and skills relating to three cybersecurity topics: malware, passwords and privacy from geotracking devices. Following this, students research their own cybersecurity topics and learn how non-fiction comics are made in order to create their own Secure Comic. [Click here](#)

MORE INFORMATION AND RESOURCES

Visual media: Comics

WORLD PRESS FREEDOM DAY (MAY 3)

LESSON PLANS

Looking at News (Grades 2-5)

The newspaper offers a fun and useful tool to learn about the workings of print media. In this lesson, students learn basic information about newspaper journalism through guided class discussion and group and individual activities. Topics include the front page, what’s inside the paper, how to find information, and what elements make up a newspaper story. [Click here](#)

Writing the News (Grades 6-9)

In this lesson, students will write a news article for the school newspaper. The lesson begins with a discussion about freedom of speech and the important role it plays in journalism. Next, students will learn how to create news articles by developing ‘lead paragraphs’ and by using the ‘inverted pyramid’ model. Once this is done, they will be given time during class to select topics, conduct research, write their articles and proof read and peer edit their own and other’s works. [Click here](#)



WORLD PRESS FREEDOM DAY (CONT'D)

LESSON PLANS

Networked News: Understanding and Curating Your Digital News Feed (Grades 7-12)

Students will focus on how to understand and actively curate their digital news feeds to counteract the tendency for algorithms or single viewpoints to create a distorted perception of reality. Students begin by defining "news" as a genre and distinguishing its essential elements and tropes from related sub-genres like opinion and documentary. [Click here](#)

The Citizen Reporter (Grades 9-12)

This lesson begins with a brief history of citizen journalism and a discussion of just what it is. Students are introduced to the key media literacy concept that media are constructions that represent reality and consider how the traditionally «white» makeup of Canadian journalism might affect the content of Canadian news. They then discuss the effects of the increasing ability of ordinary citizens to cover, broadcast and comment on news and compare mainstream news sources and citizen journalism in terms of accuracy, completeness and diversity representation. [Click here](#)

Framing the news (Grades 9-12)

Students consider the idea that a news source can be "accurate but misleading" through the concept of framing. Students learn about the different ways that news stories may be framed, identify examples of framing in a news story, then find and evaluate examples of framing in news stories on a particular issue. [Click here](#)

The Front Page (Grades 9-12)

This lesson begins by helping students to identify and understand the different aspects of news outlets. Using these skills, students will then collect and identify news stories and categorize them according to subject matter. [Click here](#)

Reality Check: News you can use (Grades 11-12)

Students consider the meanings of the term "fake news" and learn facts about the news industry that will help them recognize legitimate sources of news. They use an educational computer game to learn how to track a news story to its original source before evaluating its reliability, then practice the same skills "in the wild" with actual news stories. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet: News you can use](#)

[General information: News](#)



MENTAL HEALTH AWARENESS WEEK (MAY 4-10), NATIONAL CHILD & YOUTH MENTAL HEALTH DAY (MAY 7)

LESSON PLANS

Finding balance in our digital lives (Grades K-3)

In this lesson, students look at the different ways in which we spend our free time and learn to find balance between active, learning and media activities. [Click here](#)

Screen Stigma: Looking at Mental Illness in Popular Media (Grades 9-10)

Students begin by viewing a slideshow that explores common stereotypes of mental illness and mental illness treatment in media. They read a prepared analysis of the portrayal of mental illness in a TV show popular with teens, then in a small group analyze another text of their choice. Finally, students create an annotated version of a scene or excerpt from a text in which they analyze and evaluate its portrayal of mental illness. [Click here](#)

Screen Stigma: Looking at Mental Illness in the News (Grades 9-10)

In this lesson, students learn about the ways in which news coverage of an event or issue can be biased, focusing on the aspects of the medium and industry that can lead to bias. They read an article that examines the coverage of mental illness in the news and then participate in an interactive activity that lets them compose their own article. Finally, students find and analyze a recent news story on a mental health topic and write a letter either praising or critiquing it. [Click here](#)

Dealing With Digital Stress (Grades 9-12)

In this lesson, students reflect on the ways in which digital media can cause stress. Through a series of role-playing exercises, they consider how social media can cause stress by making us compare the highlights of others' lives to the lowlights of our own, and practice strategies for coping with digital stress. [Click here](#)

MORE INFORMATION AND RESOURCES

[Video: Dealing with digital distraction](#)



SCREEN-FREE WEEK (MAY 4-10)

LESSON PLANS

Finding balance in our digital lives (Grades K-3)

In this lesson, students look at the different ways in which we spend our free time and learn to find balance between active, learning and media activities. [Click here](#)

Game Time (Grades 4-6)

Students consider the positive aspects of video games as well as the ways in which games may take time away from other activities they enjoy. Students are introduced to the idea of balancing game and screen time with other parts of their lives and learn about the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing. [Click here](#)

Digital Media Experiences are Shaped by the Tools We Use: The Disconnection Challenge (Grades 7-12)

Students consider the role of technology and media in their lives and then spend a week either tracking or limiting their media use. They then share their experiences and discuss how the ways that digital media tools are made may cause us to use them differently (or simply more often). [Click here](#)

MUSIC MONDAY (MAY 4)

LESSON PLANS

Wacky Media Songs: Making and Remixing (Grades K-3)

This lesson series contains discussion topics and extension activities for teachers to integrate the TVOKids Original series Wacky Media Songs. This lesson focuses on enabling students to make media and use existing content for their own purposes. [Click here](#)

Stay on the Path: Scavenger Hunt (Grades 4-6)

In this lesson, students apply their searching and critical thinking skills to learn how to find legitimate online sources for downloading and streaming movies, music and videos. [Click here](#)

Popular music and music videos (Grades 9-12)

Popular Music and Music Videos is part of a three-lesson unit designed to introduce students to the concept of popular culture and the role that it plays in their lives. [Click here](#)

MORE INFORMATION AND RESOURCES

[Audio media: Music](#)



CANADIAN INNOVATION WEEK (MAY 11-15)

LESSON PLANS

Wacky Media Songs: Making and Remixing (Grades K-3)

This lesson series contains discussion topics and extension activities for teachers to integrate the TVOKids Original series Wacky Media Songs. This lesson focuses on enabling students to make media and use existing content for their own purposes. [Click here](#)

Understanding artificial intelligence (AI) tools (Grades 6-12)

How do algorithms work? How can we tell if something was made with AI? How can we make sure that algorithms are used fairly? [Click here](#)

Interacting with AI (Grades 7-9)

Can a chatbot be a friend? How can we use chatbots in a safe and ethical way? [Click here](#)

Art Exchange (Grades 9-12)

The purpose of the lesson is to facilitate and develop youth art as a form of community engagement and give students the opportunity to explore their experiences with privacy and equality in networked spaces. Students will be presented with several scenarios related to experiences of privacy and (in)equality in networked spaces and how young people have used art to advocate for change. [Click here](#)

Digital Storytelling for Community Engagement (Grades 9-12)

In groups, students will create a Digital Story which addresses a topic, theme or issue that is affecting them. All stages of production will be covered, including research, storyboarding their idea into a visual organizational layout, practicing capturing quality photographs and interviews, and finally weaving their Digital Story into a finished project using computer editing software. [Click here](#)

Making Media for Democratic Citizenship (Grades 11-12)

In this five- or six-day unit, students create a video podcast to present balanced, unbiased perspectives on global development issues. They voice their perspectives through the language, codes and conventions of a visual medium. [Click here](#)



INTERNATIONAL DAY OF FAMILIES (MAY 15)

LESSON PLANS

Introducing TV Families (Grades 2-5)

This lesson encourages children to explore the differences between their real families and TV families by imagining how their own families might be portrayed on a television show. [Click here](#)

Comparing Real Families to TV Families (Grades 2-5)

Students learn how the media construct reality by studying the families portrayed on television, and comparing them to the real-life families they know: their own, and those of their peers. [Click here](#)

The Constructed World of Media Families (Grades 4-6)

In this lesson, students identify the differences between media families and real families by analyzing the conventions used by various types of TV shows media and by comparing the problems and actions of media families to real world families. [Click here](#)

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INTERNATIONAL DAY OF LIVING TOGETHER IN PEACE (MAY 16)

LESSON PLANS

Rules of the Game (Grades K-3)

Students consider the importance of the written and unwritten rules that make it possible to learn and play together, online and offline. [Click here](#)

Behaving Ethically Online: Ethics and Empathy (Grades 4-6)

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. [Click here](#)

PushBack: Engaging in Online Activism (Grades 7-9)

This lesson explores how young people can use online media for activism on issues that matter to them. [Click here](#)

Behaving Ethically Online: Ethics and Values (Grades 7-8)

Students consider how we come to hold values and how they affect our behaviour, especially online. [Click here](#)



INTERNATIONAL DAY OF LIVING TOGETHER IN PEACE (CONT'D)

LESSON PLANS

Digital Storytelling for Community Engagement (Grades 9-12)

In groups, students will create a Digital Story which addresses a topic, theme or issue that is affecting them. All stages of production will be covered, including research, storyboarding their idea into a visual organizational layout, practicing capturing quality photographs and interviews, and finally weaving their Digital Story into a finished project using computer editing software. [Click here](#)

Digital Outreach for Community Engagement (Grades 9-12)

This lesson asks students, in groups, to take their issue and solution to the streets. In order to enact real change through action for the benefit of the larger community, each chosen topic will need to be exposed to and understood by other members of the community. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet - Do the right thing](#)

[Tip sheet - Establishing a positive presence online](#)

INTERNATIONAL DAY AGAINST HOMOPHOBIA, TRANSPHOBIA AND BIPHOBIA (MAY 17)

LESSON PLANS

Calling out versus calling in: Helping youth respond to casual prejudice online (Grades 6-8)

This lesson introduces students to the idea of “calling in” – reaching out to someone privately with the assumption that they didn’t mean to do any harm – and explores how this idea can be applied both to casual prejudice online and when responding to stereotyping and other negative representations in media. [Click here](#)

Just a joke? Helping youth respond to casual prejudice (Grades 6-8)

In this lesson, students analyze media representations of relational aggression, such as sarcasm and put-down humour, then consider the ways in which digital communication may make it harder to recognize irony or satire and easier to hurt someone’s feelings without knowing it. Students then consider how humour may be used to excuse prejudice and discuss ways of responding to it. [Click here](#)



INTERNATIONAL DAY AGAINST HOMOPHOBIA, TRANSPHOBIA AND BIPHOBIA (CONT'D)

LESSON PLANS

PushBack: Engaging in Online Activism (Grades 7-9)

This lesson explores how young people can use online media for activism on issues that matter to them. [Click here](#)

Facing Online Hate (Grades 8-12)

The Facing Online Hate portal page includes background articles, a PD tutorial, guide and seven classroom lesson plans for educators to address online hate. [Click here](#)

Transgender Representations in TV and Movies (Grades 9-12)

In this lesson, students are introduced to concepts of gender identity and gender expression and learn about common portrayals of trans people in movies and TV shows. Students then draw on this analysis to imagine trans characters and allies in different TV and movie genres. Finally, students consider the question of whether it's more important for characters from marginalized communities to be represented in media more often or if it's more important that those portrayals be positive and accurate. [Click here](#)

Miscast and seldom seen (Grades 9-12)

In this recently updated lesson, students consider how well their favourite TV shows, movies and video games reflect the diversity of Canadian society. [Click here](#)

Bias in news sources (Grades 9-12)

In this recently updated lesson, students consider the meaning of the words “bias” and “prejudice” and consider how bias may be found even at the level of individual words due to connotation. Students are introduced to the key media literacy concept that media contain ideological messages and have social and political implications in considering why it is particularly important to consider possible bias in news reporting. [Click here](#)

MORE INFORMATION AND RESOURCES

[Diversity in media: 2SLGBTQ+ Representation in the Media](#)

My Voice is Louder Than Hate

My Voice is Louder Than Hate is a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities. [Click here](#)



INTERNATIONAL DAY AGAINST HOMOPHOBIA, TRANSPHOBIA AND BIPHOBIA (CONT'D)

MORE INFORMATION AND RESOURCES

Diversity and Media Toolbox

The Diversity and Media Toolbox is a comprehensive suite of resources for teachers, students, law enforcement representatives and the general public, that explores issues relating to stereotyping, bias and hate in mainstream media and on the Internet. The program, which includes professional development tutorials, lesson plans, interactive student modules and background articles, is divided into two distinct but complementary topic areas: media portrayals of diversity and online hate. [Click here](#)

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WORLD DAY FOR CULTURAL DIVERSITY FOR DIALOGUE AND DEVELOPMENT (MAY 21)

LESSON PLANS

Unpacking privilege (Grades 7-12)

Students are introduced to the idea of “privilege” in relation to diversity and how it applies to media. They then look at a checklist of media related privileges to help them understand the concept. [Click here](#)

Beyond Media Messages: Media Portrayal of Global Development (Grades 7-12)

In this three-day unit, students assess media coverage of natural disasters and their aftermath. Students explore how sensationalism plays a role in determining what is newsworthy, and how that can distort our perception of issues in developing nations. [Click here](#)

Celebrities and world issues (Grades 7-12)

In this four-day unit, students will examine the role of popular culture celebrities in creating awareness of world issues. Students will debate whether celebrity involvement is important and positive, or whether such involvement brings too much attention to the celebrities themselves, overshadowing the central messages of a campaign, organization, program or issue. [Click here](#)

Who's telling my story? (Grades 9-12)

Students learn about the history of blackface and other examples of majority-group actors playing minority-group characters such as white actors playing Asian and Indigenous characters and non-disabled actors playing disabled characters. [Click here](#)



WORLD DAY FOR CULTURAL DIVERSITY FOR DIALOGUE AND DEVELOPMENT (CONT'D)

MORE INFORMATION AND RESOURCES

[Media issues: Privilege in the media](#)

[Media issues: Racial and cultural diversity](#)

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WORLD NO-TOBACCO DAY (MAY 31)

LESSON PLANS

Image Gap (Grades 5-8)

This lesson helps students understand how self-image can influence lifestyle choices. Students begin by identifying those qualities they admire most in peers, and by comparing their self-image with these qualities. They learn to identify self-image “problems” and develop positive strategies for dealing with these problems. [Click here](#)

Mirror Image (Grades 5-8)

In this lesson, students analyze their own body image and consider what they wish they could change. They discuss how smoking relates to body image, particularly for young women, and learn about the link between beauty and smoking. [Click here](#)

Tobacco Labels (Grades 6-9)

In this lesson, students debate the effectiveness of health warning labels on tobacco products. [Click here](#)

Selling Tobacco (Grades 7-9)

In this lesson, students explore how tobacco advertising has evolved over the past sixty years. They begin by discussing advertising techniques used by the tobacco industry; and then they compare ads from the 1940s, '50s, '60s, '70s and '80s, with more recent tobacco advertising. [Click here](#)

Gender and Tobacco (Grades 7-9)

In this lesson, students explore gender-related influences on smoking. [Click here](#)

Thinking Like a Tobacco Company (Grades 7-9)

In this lesson, students learn how the tobacco industry targets the needs, wishes and desires of young people in order to sell cigarettes. [Click here](#)

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JUNE 2026

International Men's Health Month
 National Indigenous History Month
 Pride Month

S U N	M O N	T U E	W E D	TH U	F R I	S A T
	1 Global Day of Parents	2	3	4	5 World Environment Day	6
7	8 Best Friends Day	9 Archives Day	10	11	12	13
14	15	16	17	18 Day for Countering Hate Speech	19	20
21 Selfie Day Word Music Day	22	23	24	25	26	27 Canadian Multiculturalism Day
28	29	30 Social Media Day 				



INTERNATIONAL MEN'S HEALTH MONTH

LESSON PLANS

TV Dads: Immature and Irresponsible? (Grades 6-8)

Students explore the nature of stereotypes by looking at the negative image of the TV dad as presented in situation comedies (sitcoms) and advertisements. [Click here](#)

Learning gender stereotypes (Grades 8-9)

The objective of these lessons is to encourage students to develop their own critical intelligence with regard to culturally inherited stereotypes, and to the images presented in the media - film and television, rock music, newspapers and magazines. [Click here](#)

Advertising and male violence (Grades 11-12)

To make students aware of the ways in which male violence is used and promoted in advertising. [Click here](#)

MORE INFORMATION AND RESOURCES

[Gender representation: Men and masculinity](#)

NATIONAL INDIGENOUS HISTORY MONTH

INFORMATION AND RESOURCES

[Diversity in Media: Indigenous Peoples](#)

PRIDE MONTH

LESSON PLANS

PushBack: Engaging in Online Activism (Grades 7-9)

This lesson explores how young people can use online media for activism on issues that matter to them. [Click here](#)

Transgender Representations in TV and Movies (Grades 9-12)

In this lesson, students are introduced to concepts of gender identity and gender expression and learn about common portrayals of trans people in movies and TV shows. Students then draw on this analysis to imagine trans characters and allies in different TV and movie genres. Finally, students consider the question of whether it's more important for characters from marginalized communities to be represented in media more often or if it's more important that those portrayals be positive and accurate. [Click here](#)

PRIDE MONTH (CONT'D)

LESSON PLANS

Miscast and seldom seen (Grades 9-12)

In this recently updated lesson, students consider how well their favourite TV shows, movies and video games reflect the diversity of Canadian society. [Click here](#)

Who's telling my story? (Grades 9-12)

Students learn about the history of blackface and other examples of majority-group actors playing minority-group characters such as White actors playing Asian and Indigenous characters and non-disabled actors playing disabled characters. [Click here](#)

MORE INFORMATION AND RESOURCES

Diversity and Media Toolbox

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Diversity in media: 2SLGBTQ+ Representation in the Media

GLOBAL DAY OF PARENTS (JUNE 1)

LESSON PLANS

Introducing TV Families (Grades 2-5)

This lesson encourages children to explore the differences between their real families and TV families by imagining how their own families might be portrayed on a television show. [Click here](#)

Comparing Real Families to TV Families (Grades 2-5)

In this lesson, students learn how the media construct reality by studying the families portrayed on television, and comparing them to the real-life families they know: their own, and those of their peers. [Click here](#)

The Constructed World of Media Families (Grades 4-6)

In this recently updated lesson, students identify the differences between media families and real families by analyzing the conventions used by various types of TV shows media and by comparing the problems and actions of media families to real world families. [Click here](#)



WORLD ENVIRONMENT DAY (MAY 5)

LESSON PLANS

Wacky Media Songs: Community Engagement (Grades K-3)

This lesson series contains discussion topics and extension activities for teachers to integrate the TVOKids Original series Wacky Media Songs. This lesson focuses on students' ability to influence positive social norms in online spaces and to speak out as active, engaged citizens. [Click here](#)

PushBack: Engaging in Online Activism (Grades 7-9)

This lesson explores how young people can use online media for activism on issues that matter to them. [Click here](#)

Introduction to Online Community Engagement (Grades 9-12)

Students often feel detached from the political arena, and this lesson plan we have designed is to help inspire curiosity and action with your secondary students due to the very real connection between early civic engagement and citizens that are active and engaged with politics for their lifetime. [Click here](#)

MORE INFORMATION AND RESOURCES

[Speak Up! Your guide to changing the world, online and off](#)

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BEST FRIENDS DAY (JUNE 8)

GAMES AND MORE RESOURCES

Cyber Choices (Grades 3-5)

Cyber Choices is an interactive game designed to help students in grades 3 to 5 develop the skills and habits they need to make safe and responsible choices online. Delivered in an engaging online comic-book format (with accompanying audio to support developing readers), Cyber Choices lets students explore four different stories that cover key issues such as making good choices about their own and others' personal information, dealing with cyberbullying (as both a target and a witness) and managing online conflict. [Click here](#)

[Tip sheet: Not reacting to cyberbullying can hurt as much as cyberbullying](#)

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INTERNATIONAL ARCHIVES DAY (JUNE 9)

LESSON PLANS

The Hero Project: Authenticating Online Information (Grades 4-8)

Students are introduced to internet search skills through researching a personal hero. By focusing on the early parts of the research process, students learn to select well-defined topics, ask relevant research questions and select effective keywords.

[Click here](#)

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INTERNATIONAL DAY FOR COUNTERING HATE SPEECH (JUNE 18)

LESSON PLANS

Calling out versus calling in: Helping youth respond to casual prejudice online (Grades 6-8)

This lesson introduces students to the idea of “calling in” – reaching out to someone privately with the assumption that they didn’t mean to do any harm – and explores how this idea can be applied both to casual prejudice online and when responding to stereotyping and other negative representations in media.

[Click here](#)

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Just a joke? Helping youth respond to casual prejudice (Grades 6-8)

Students analyze media representations of relational aggression, such as sarcasm and put-down humour, then consider the ways in which digital communication may make it harder to recognize irony or satire and easier to hurt someone’s feelings without knowing it. [Click here](#)

Facing Online Hate (Grades 8-12)

This portal page includes background articles, a PD tutorial, guide and seven classroom lesson plans for educators to address online hate. [Click here](#)

MORE INFORMATION AND RESOURCES

[Tip sheet: How to push back against hate online](#)

[Tip sheet: Spotting hate propaganda](#)

[Digital issues: Online hate](#)

My Voice is Louder Than Hate

My Voice is Louder Than Hate is a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities. [Click here](#)

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INTERNATIONAL DAY FOR COUNTERING HATE SPEECH (CONT'D)

MORE INFORMATION AND RESOURCES

[Tip sheet: How to push back against hate online](#)

[Tip sheet: Spotting hate propaganda](#)

[Digital issues: Online hate](#)

My Voice is Louder Than Hate

My Voice is Louder Than Hate is a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities. [Click here](#)

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WORLD MUSIC DAY (JUNE 21)

LESSON PLANS

Wacky Media Songs: Making and Remixing (Grades K-3)

This lesson series contains discussion topics and extension activities for teachers to integrate the TVOKids Original series Wacky Media Songs. This lesson focuses on enabling students to make media and use existing content for their own purposes. [Click here](#)

Stay on the Path: Scavenger Hunt (Grades 4-6)

In this lesson, students apply their searching and critical thinking skills to learn how to find legitimate online sources for downloading and streaming movies, music and videos. [Click here](#)

Popular music and music videos (Grades 9-12)

Popular Music and Music Videos is part of a three-lesson unit designed to introduce students to the concept of popular culture and the role that it plays in their lives. [Click here](#)

MORE INFORMATION AND RESOURCES

[Audio media: Music](#)

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SELFIE DAY (JUNE 21)

LESSON PLANS

Put Your Best Face Forward (Grades 7-9)

In this lesson, students start by discussing the phenomenon of “selfies” and serve as experts in advising the teacher on the standards by which the “best” selfies are judged. They then discuss a number of statements taken from interviews with youth that highlight issues of self-representation, body image and gender standards, and learn about “photoshopping” images. Finally, students apply what they have learned by modifying an image that is at least 50 years old to meet “selfie” standards. [Click here](#)

Body image and social media: Escaping the comparison trap (Grades 9-12)

Students consider the ways in which social media may prompt them to compare themselves with others, and the impacts that can have on body image and self-esteem. [Click here](#)

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CANADIAN MULTICULTURALISM DAY (JUNE 27)

LESSON PLANS

Unpacking privilege (Grades 7-12)

Students are introduced to the idea of “privilege” in relation to diversity and how it applies to media. [Click here](#)

Miscast and seldom seen (Grades 9-12)

In this lesson students consider how well their favourite TV shows, movies and video games reflect the diversity of Canadian society. [Click here](#)

Diversity and media ownership (Grades 9-12)

Students are introduced to the media literacy key concepts that “media are created to re-present reality” and “media are influenced by commercial considerations” and apply them to the question of diversity representation in media. [Click here](#)

First person (Grades 9-12)

Students consider diversity representation in video games by identifying examples of diversity in the games they play, comparing their findings to statistics on diversity in the Canadian population. [Click here](#)



CANADIAN MULTICULTURALISM DAY (CONT'D)

LESSON PLANS

Who's telling my story? (Grades 9-12)

Students learn about the history of blackface and other examples of majority-group actors playing minority-group characters such as White actors playing Asian and Indigenous characters and non-disabled actors playing disabled characters. [Click here](#)

MORE INFORMATION AND RESOURCES

[Media Issues: Diversity in media](#)

Diversity and Media Toolbox

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SOCIAL MEDIA DAY (JUNE 30)

LESSON PLANS

Behaving Ethically Online: Ethics and Empathy (Grades 4-6)

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. [Click here](#)

Communication and Social Media (Grades 4-6)

Students will compare and contrast a variety of online social networking platforms and build an understanding of how they work to share messages. They will reflect on basic online rules and explore concepts of safety and privacy when accessing and sharing information online. [Click here](#)

Introduction to online community engagement (Grades 9-12)

Students are introduced to civic education through a series of activities which will ask them to work together to engage with their larger communities through curiosity, conversation and creation. Current events happening at the neighbourhood, municipal or federal level will act as starting points for each activity. [Click here](#)



SOCIAL MEDIA DAY (CONT'D)

LESSON PLANS

Digital outreach for community engagement (Grades 9-12)

This lesson asks students, in groups, to take their issue and solution to the streets. In order to enact real change through action for the benefit of the larger community, each chosen topic will need to be exposed to and understood by other members of the community. [Click here](#)

GAMES

#ForYou: The Algorithm Game (Grades 9-12)

In this lesson, students play the educational card game #ForYou: A Game About Algorithms and use it as a prompt to learn about and discuss the role that algorithms, data collection, and machine learning play in their lives. After playing, they analyze the game as an example of a serious game and then design their own serious game to communicate some of what they have learned in the lesson.

[Click here](#)