



LESSON PLAN

Level:	Grades 9 -12
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Duration:	1.5 - 2 hours plus evaluation activity

Online Relationships: Respect and Consent



This lesson is part of USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools:
<http://mediasmarts.ca/teacher-resources/digital-literacy-framework>.

Overview

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.

Learning Outcomes

Students will:

- Develop definitions of the concepts of “respect” and “consent” in relationships
- Explore how these concepts relate to digital technology and online relationships
- Make moral judgments relating to issues of consent in online relationships
- Learn how to take control when images of them are shared without their permission
- Create a collaborative media product

Preparation and Materials

Photocopy the following handouts:

- *Online Respect Scenarios*
- *Consent is...*
- *Know Your Rights!*
- *Exploring Consent: Assignment Sheet*



Read the following backgrounders:

- *Online Respect Scenarios: Teacher's Version*
- *Consent is...: Teacher's Version*

Optional:

Prepare to show the video *Tea Consent* <http://blog.students.ubc.ca/ubcfyi/2015/09/09/consent-its-simple-as-tea/>

Procedure

Begin by writing two headings on the board: “Treat other people the way you would want them to treat you” and “To understand someone, walk a mile in their shoes.” Ask students what they think they mean in terms of treating people with respect. Most students will probably agree that these are good general principles, but are they sometimes in conflict? For example, if I like broccoli I might cook a dinner with lots of broccoli for my friend (treating him the way I would like to be treated, since I like broccoli) without worrying about whether or not he likes broccoli. Let students discuss this for a few minutes and then suggest, if no students have, that the two aren't in conflict if we understand the first rule as meaning *Treat other people with respect*: we all want to be treated with respect, but to respect people we sometimes have to understand how they're different from us (such as recognizing that other people might not like broccoli as much as I do).

Now start a mind map by writing the word “respect” in the middle of the blackboard, or using it as the first word in a Mind Map utility such as [MindMup](#), [Coggle](#) or [MindMeister](#). (These services are listed for informational purposes only and do not constitute an endorsement by MediaSmarts.)

Make sure to explain that you're talking about respect in terms of how you *behave* towards people (or they behave towards you), not how you feel about someone. You might gain or lose respect for someone depending on what they do or things you learn about them (if you learned that someone was a really good guitarist, for example, you might gain more respect for them) but that that everyone deserves to be *treated* with respect at all times.

Use the hub-and-spoke structure of mind maps to push students to deeper and more detailed thought: What does the word “respect” mean for them? What are the behaviours they associate with respecting people or being respected?

Now start a new mind map beginning with the words “respect online”. What does respect mean for students in an *online context* or when using *digital technology*? What are examples of respectful and disrespectful behaviours in different contexts (games, social networks, photos, etc.)? How do we expect our friends to treat us respectfully online? Romantic partners? Family members? Strangers?

Distribute the handout *Online Respect Scenarios* and have students read through them and answer the questions. (Draw on the backgrounder *Online Respect Scenarios: Teacher's Version* in guiding the discussion.)

Start a new mind map on the board or screen. Ask students what issue all of the scenarios had in common. If students do not suggest it, point out that all of the scenarios dealt with questions of *consent*: the moral issue was that people were not able to clearly agree to what was happening. Have the class fill in the mind map with “consent online” at the centre. What does consent mean for students in an *online context* or when using *digital technology*? What are examples of granting, withholding or abusing consent in different contexts (games, social networks, photos, etc.)?



When do we expect our friends to ask for our consent before doing things online? Romantic partners? Family members? Strangers? Do boys and girls get different messages about consent? Is asking for consent seen as unmasculine? Is violating consent seen as masculine or rewarded behaviour? (Remind students of the scenario where Jay sent Lucas the link to the gross video: do boys often “prank” each other like that? Is there pressure to go along with it and be a “good sport”?)

Distribute the handout *Consent is...* and divide the class into seven groups. Each group will try to identify an aspect of the definition of consent based on one of the scenarios from two to seven (have them skip scenario one for now). When the groups have finished, have them propose their aspect of the definition to the rest of the class and discuss it. (Use the backgrounder *Consent is...: Teacher's Version* to help guide the discussion.)

Now distribute the handouts *Know Your Rights!* and *Exploring Consent: Assignment Sheet*. Explain to students that they will be working in groups (it's up to you whether or not to use the groups from before) to create short skits or videos that explore and explain one of the aspects of consent from the *Consent is...* exercise. If you want, you can show the video *Tea Consent* (<https://vimeo.com/128105683> or <https://www.youtube.com/watch?v=fGoWLS4-kU>) as an example of how to illustrate a concept relating to consent. (Be sure to preview the video to ensure that it will be appropriate for your class.)

Have students create videos in the style of [Common Craft](#) videos. Depending on the time and technology available to you, you may want them to do video, music and editing at the same time (have them film in a single take while background music plays on speakers nearby) or using editing software such as Movie Maker or iMovie to edit the video and add music after filming.

Extension Activity: Show the videos to other classes or the school communities and have your students lead discussions about consent.

Depending on the tools your students are using, refer them to one of the following tutorials:

- iMovie for iOS (Mac): <https://www.apple.com/ca/support/ios/imovie/>
<http://computers.tutsplus.com/tutorials/how-to-create-a-movie-from-start-to-finish-with-imovie--mac-59638>
- iMovie for iPad: <https://www.apple.com/ca/support/mac-apps/imovie/>
<http://www.pcadvisor.co.uk/how-to/photo-video/beginners-guide-imovie-for-ipad-3504907/>
- Movie Maker: <http://windows.microsoft.com/en-ca/windows-vista/getting-started-with-windows-movie-maker>
<http://library.albany.edu/imc/pdf/WindowsLiveMovieMaker.pdf>



Online Respect Scenarios

1. Abigail's parents won't let her get an Instagram account so she asks her friend Jasmine if they can share hers. Jasmine doesn't really like the idea of sharing an account but she feels bad about Abigail being left out of all the stuff that happens on Instagram so she reluctantly says yes. When Abigail tries to log in to the account a week later she finds that Jasmine has changed the password. Abigail sends Jasmine a text asking for the new password, and when Jasmine doesn't answer she texts her again. Finally Jasmine gives her the new password.

Was what Abigail did right or wrong? Why? Would Jasmine have been right to say no? Why or why not? What could either have them done differently, or do now to make things better?

2. Jaime falls asleep on the bus on the way home from a hockey game. His friend Marc takes a picture of him leaning against the window and drooling and shares it with all his friends. The next day everybody is laughing at Jaime and he is mad at Marc for sharing the picture. Marc says it serves him right for falling asleep.

Was what Marc did right or wrong? Why? Was Jaime right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

3. Kelly is visiting her friend Grace to talk about a project they're doing together in school. Grace's father asks her to come and help with something so Kelly is left alone in Grace's room. As she works on the project on Grace's computer, she notices another file open. When she switches to it she sees that it's a bunch of poems that Grace has written. When Grace gets back and finds her reading the poems she gets mad at Kelly for reading them without asking. Kelly says that she Grace never told her not to read them.

Was what Kelly did right or wrong? Why? Was Grace right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

4. Jay sends his friend Lucas a link to a video and the message "Cool video, check it out!" Lucas follows the link and a really gross video plays. Lucas gets mad at Jay for making him watch it. Jay says that it was just a joke and Lucas should have a sense of humour.

Was what Jay did right or wrong? Why? Was Lucas right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

5. Anthony and Mia have been dating for four months. Mia notices that Anthony gets a lot of texts and starts to worry that other girls are texting him. She asks him to let her read his texts and he says no. She gets upset and says he doesn't trust her, and threatens to break up with him if he doesn't let her read his texts.

Was what Mia did right or wrong? Why? Was Anthony right to say no? Why or why not? What could either have them done differently, or do now to make things better?



6. Dylan is hanging out at Isaiah's house and asks Isaiah if he can use his computer for a minute to check his email – he's waiting to hear from his Mom and his phone is broken. Isaiah says OK and logs Dylan onto his computer. When he's done checking his email Dylan goes to a file-sharing site and downloads some songs he wanted. Isaiah gets mad at him because his parents have told him that if they ever catch him downloading music or videos illegally they'll cut off his Internet access.

Was what Dylan did right or wrong? Why? Was Isaiah right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

7. Zach and Natalie are in a band together. Whenever they practice they make a video to watch later, to see what they can do better, and if they like the video they upload it to YouTube. Tonight they played a new song but Zach had to leave early, before they could decide whether or not to upload it. Natalie really likes the song and wants her friends to hear it so she uploads it. When Zach finds out he gets mad because he made some mistakes while playing and doesn't want his friends, some of whom are professional musicians, to see it.

Was what Natalie did right or wrong? Why? Was Zach right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

8. Tyler's friend Jacob sends him a photo of their friend Anna in a very skimpy bathing suit. Tyler doesn't know how Jacob got the photo. He mentions it to his friend Caleb, who he knows has a crush on Anna, and Caleb asks him to send him the photo. Tyler does. Later, Anna gets mad at Tyler for passing the photo around.

Was what Tyler did right or wrong? Why? Was Anna right to be mad? Why or why not? What could either have them done differently, or do now to make things better?



Online Respect Scenarios: Teacher's Version

1. Abigail's parents won't let her get an Instagram account so she asks her friend Jasmine if they can share hers. Jasmine doesn't really like the idea of sharing an account but she feels bad about Abigail being left out of all the stuff that happens on Instagram so she reluctantly says yes. When Abigail tries to log in to the account a week later she finds that Jasmine has changed the password. Abigail sends Jasmine a text asking for the new password, and when Jasmine doesn't answer she texts her again. Finally Jasmine gives her the new password.

Was what Abigail did right or wrong? Why? Would Jasmine have been right to say no? Why or why not? What could either have them done differently, or do now to make things better?

Abigail didn't necessarily do anything wrong asking for the password (though it is a very personal thing to ask for) but when Jasmine changed the password and then didn't answer Abigail's text she should have gotten the idea that Jasmine didn't really want to share the account. Now she should respect Jasmine's feelings and not use the account.

2. Jaime falls asleep on the bus on the way home from a hockey game. His friend Marc takes a picture of him leaning against the window and drooling and shares it with all his friends. The next day everybody is laughing at Jaime and he is mad at Marc for sharing the picture. Marc says it serves him right for falling asleep.

Was what Marc did right or wrong? Why? Was Jaime right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

Marc should not have shared the photo without Jaime's permission. If he thought Jaime wouldn't mind, he should have waited until Jaime was awake, showed him the photo and asked him if it was okay to share it. Marc should take the photo down, but most of Jaime's friends have already seen it.

3. Kelly is visiting her friend Grace to talk about a project they're doing together in school. Grace's father asks her to come and help with something so Kelly is left alone in Grace's room. She starts to use Grace's computer and sees a bunch of poems that Grace has written. When Grace gets back and finds her reading the poems she gets mad at Kelly for reading them without asking. Kelly says that she was bored and Grace never said not to use the computer.

Was what Kelly did right or wrong? Why? Was Grace right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

Kelly shouldn't have assumed that it was okay to use Grace's computer without asking. Grace expected Kelly to respect her privacy and not read anything without asking. Kelly could have asked if it was okay to use the computer and given Grace a chance to close anything she didn't want Kelly to see.



4. Jay sends his friend Lucas a link to a video and the message “Cool video, check it out!” Lucas follows the link and a really gross video plays. Lucas gets mad at Jay for making him watch it. Jay says that it was just a joke and Lucas should have a sense of humour.

Was what Jay did right or wrong? Why? Was Lucas right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

Jay shouldn't have told Lucas to watch the video without warning him that it was something gross. Different people react differently to different things and something that Jay finds funny might really gross Lucas out. Also, Lucas might have been watching it with his parents or a little brother or sister in the room! Jay should have given Lucas a clear idea of what was in the video before telling him to open it.

5. Anthony and Mia have been dating for four months. Mia notices that Anthony gets a lot of texts and starts to worry that other girls are texting him. She asks him to let her read his texts and he says no. She gets upset and says he doesn't trust her, and threatens to break up with him if he doesn't let her read his texts.

Was what Mia did right or wrong? Why? Was Anthony right to say no? Why or why not? What could either have them done differently, or do now to make things better?

Mia wasn't necessarily wrong to ask to see the texts, but when Anthony said no she should have accepted it. She was wrong to threaten to break up with him in order to force him to let her read the texts.

6. Dylan is hanging out at Isaiah's house and asks Isaiah if he can use his computer for a minute to check his email – he's waiting to hear from his Mom and his phone is broken. Isaiah says OK and logs Dylan onto his computer. When he's done checking his email Dylan goes to a file-sharing site and downloads some songs he wanted. Isaiah gets mad at him because his parents have told him that if they ever catch him downloading music or videos illegally they'll cut off his Internet access.

Was what Dylan did right or wrong? Why? Was Isaiah right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

Dylan shouldn't have assumed that having permission to do one thing – checking his email – meant that he had permission to do something else, particularly something like downloading music from a file-sharing site. While it's true that he didn't know how severely Isaiah's parents might punish him, he could have found out by asking Isaiah if it was okay to do it.



7. Zach and Natalie are in a band together. Whenever they practice they make a video to watch later, to see what they can do better, and if they like the video they upload it to YouTube. Tonight they played a new song but Zach had to leave early, before they could decide whether or not to upload it. Natalie really likes the song and wants her friends to hear it so she uploads it. She doesn't think it's a big deal because they've uploaded so many other videos. When Zach finds out he gets mad because he made some mistakes while playing and doesn't want his friends, some of whom are professional musicians, to see it.

Was what Natalie did right or wrong? Why? Was Zach right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

Natalie and Zach had decided together each time they'd posted one of their previous videos. Just because they'd always decided to post them before, Natalie shouldn't have assumed that she could decide by herself this time. Zach was making his decision based on different factors (he cared more about his musicianship, while she cared more about how the song sounded overall) that she didn't take into account. She should have waited until they could decide together, and for now she should take down the video before anybody else sees it.

8. Tyler's friend Jacob sends him a photo of their friend Anna in a very skimpy bathing suit. Tyler doesn't know how Jacob got the photo. He mentions it to his friend Caleb, who he knows has a crush on Anna, and Caleb asks him to send him the photo. Tyler does. Later, Anna gets mad at Tyler for passing the photo around.

Was what Tyler did right or wrong? Why? Was Anna right to be mad? Why or why not? What could either have them done differently, or do now to make things better?

Because Anna was the person in the picture, she's the only one who could give anyone permission to share it. Just because somebody had shared it with Jacob, that didn't mean that Jacob had permission to share it with Tyler, or that Tyler had permission to share it with Caleb. Tyler should have told Anna about the picture and asked her if it was okay to share it.



Consent is...

Consent means to *agree* to something. A basic part of *respecting* people is to make sure you have their *consent* before you do anything with or to them.

Each of the scenarios you just considered looks at a different *aspect* or *element* of consent. The first scenario has been explained as an example. Go back to the other scenarios and think about what aspect or element of consent they each illustrate.

1. **Consent...** has to be *real*: Jasmine said yes when Abigail asked to share her Instagram account, but if Abigail had been paying attention to how Jasmine was acting she would have realized she didn't really want to do it. We can't read minds, but we can pay attention to how other people are feeling: if we think they don't really *want* to consent, we can either ask them if they really mean it or else act as if they haven't consented until we're sure.
2. **Consent...**
3. **Consent...**
4. **Consent...**
5. **Consent...**
6. **Consent...**
7. **Consent...**
8. **Consent...**



Consent is...: Teacher's Version

Consent means to *agree* to something. A basic part of *respecting* people is to make sure you have their *consent* before you do anything with or to them.

Each of the scenarios you just considered looks at a different *aspect* or *element* of consent. The first scenario has been explained as an example. Go back to the other scenarios and think about what aspect or element of consent they each illustrate.

1. **Consent...** has to be *real*. Jasmine said yes when Abigail asked to share her Instagram account, but if Abigail had been paying attention to how Jasmine was acting she would have realized she didn't really want to do it. We can't read minds, but we can pay attention to how other people are feeling: if we think they don't really *want* to consent, we can either ask them if they really mean it or else act as if they haven't consented until we're sure.
2. **Consent...** has to be *conscious*. Jaime couldn't consent to having Marc take or share the picture because he was asleep. Anytime you're not able to consciously make a decision – because you're asleep, if you're intoxicated (drunk or on drugs), or if you're below the legal age of consent for certain activities, you cannot give consent, and nobody should do anything to you that requires your consent.
3. **Consent...** has to be *active*. Kelly should not have assumed that it was okay to look at Grace's computer just because Grace didn't say not to. It's not enough to say "you never said no": a person has to say "yes" to anything that requires consent. If the word "yes" isn't used then they have to show consent very clearly in some other way (see "consent has to be real" above).
4. **Consent...** has to be *informed*. Lucas couldn't give real consent to watching the video because he had no idea what it was about. You don't need to know every detail, but you have to have a clear idea of what you're consenting to. And don't assume you know what's important to other people: you may not need to know whether there's nuts in something before consenting to eat it, but someone with a nut allergy does!
5. **Consent...** has to be *freely given*. If you can't say "no", you can't say "yes": Anthony didn't feel free to say no to Mia because he was worried she would break up with him if he did. If you pressure or threaten someone to get them to do something, or if you have power over them for some reason (like an employer and an employee), then they can't give you genuine consent.
6. **Consent...** has to be *specific*. Giving consent to *one* thing doesn't mean giving consent to any other thing, even if they are connected: Isaiah gave Dylan permission to use his computer to check his email, but not anything else – and certainly not something that could damage Isaiah's computer or get him in trouble.
7. **Consent...** has to be given *every time*. Zach had always agreed before when he and Natalie talked about posting their videos, but that doesn't mean she didn't have to ask this time too. Everyone has a right to change their mind, and to be asked for consent every time.
8. **Consent...** is a right that *never goes away*. Just because Anna sent the photo to someone, that person still had to get her consent before sending it to anyone else. Even if she *had* given that person consent, anyone else who received the photo still had to get *her* consent before sharing it with anyone else.



Know Your Rights!

Everyone has rights, online and offline. Whoever you are, you **always** have a right to...

Be treated with respect. If someone hurts, insults or scares you, tries to control what you do, pressures you to do things you don't want to do or tries to keep you away from friends and family, you don't have to put up with it. Those things are **never** okay.

Say yes or no. You have the right to give or *not give* consent for what's done to you, whether that's sharing photos of you, accessing your online accounts or reading or posting things that you made. You have a right to say no to your friends, too: a lot of boys say they feel pressured by their friends to do things that are abusive, like sharing sexual photos their girlfriends sent them. It can be hard to stand up to this pressure, but you have to think about how much giving in could hurt you and your partner.

Change your mind. Don't blame yourself for things that you may have done, like giving your partner your password or letting them have sexual photos of you. **Nothing you can do** gives someone the right to abuse you. Plus, there are lots of other ways that an abusive partner might get their hands on things like that.

Get help. Talk to friends, parents, teachers, or other adults you trust. If someone has threatened violence, either online or offline, you should contact the police. If there's nobody you can or want to talk to in person, you can call a helpline like Kids Help Phone (1-800-668-6868) or visit their website (<http://www.kidshelpphone.ca/>).

Help a friend. If you think a friend is getting involved in an unhealthy relationship – as a victim, an abuser, or both – talk to them about it. If that doesn't help, you can talk to their parents, a teacher or another adult you trust. Don't be part of the abuse by forwarding or sharing any embarrassing or sexual material that's being spread around.

Improve the climate. Call people out when they say or do things that make it seem like relationship violence is okay or like someone may have "deserved" to be a victim. Sending someone a sexual photo does **not** mean it's okay to share or spread it.

Help! Someone posted or shared a photo of me without my consent!

Don't panic! There's a lot that you can do to fix things.

1. You can start by **asking the person who shared it to take it down or stop sharing it**. Kids report that this works more often than not!
2. Ask the service or platform where it was shared to take it down. If you're under 18, they may be required by law to take it down, but most have a policy of taking down any photos that were shared without the subject's permission.



3. Do a reverse image search with a service like [TinEye \(www.tineye.com\)](http://www.tineye.com) or [Google \(https://support.google.com/websearch/answer/1325808?hl=en\)](https://support.google.com/websearch/answer/1325808?hl=en) to see if the photo has been posted anywhere else. If it has, repeat step 2.
4. In Canada, it's a criminal offense "to share intimate images without the consent of the person in the image." If that describes what's happened to you, you may want to talk to a lawyer, report it to CyberTip (<https://www.cybertip.ca/app/en/report>) or contact the police. The police have the power to force someone to take down and stop spreading the image. Don't worry! No youth in Canada have ever been charged for sending consensual sexts, so it's very unlikely that you'll be charged unless you shared the photo and it included someone other than you who did not give his or her consent.
5. No matter what, talk to somebody! If you can't talk to your parents, talk to a friend or a helpline like Kids Help Phone. Having a photo shared without your consent – even if it's just an embarrassing one – is really stressful, and you shouldn't have to deal with it alone.



Exploring Consent: Assignment Sheet

For this activity, you will be preparing a video that explains and illustrates *one* of the aspects of consent that we've discussed in class. When your audience has seen your video, they should clearly understand this aspect of consent.

Follow these steps:

1. Do a mind map (like the ones we did in class) around the aspect of consent you're exploring. Think about all the different situations where it comes up (especially online) and things that can make it complicated or hard to understand.
2. Have a brainstorming session to think about the best ways to get the concept across in a short (1-2 minute) "explainer" video. You can watch some of the following videos for inspiration:
 - How to Make a Common Craft Style Video (Mr. Fogle, SVSD, HMS)
<https://www.youtube.com/watch?v=oCl1zoxs3Zo>
 - History Common Craft Video
<https://www.youtube.com/watch?v=L9JUe4DsYFA>
 - The Age of Exploration Common Craft Style
<https://www.youtube.com/watch?v=mAsMUnFGvDQ>
 - Life Cycle of a Frog
<https://www.youtube.com/watch?v=tSmX3EPEorM>
3. Create a script or storyboard (comic book-style plan of shots) to prepare for your video.
4. Make a list of the images, words and backdrops you will need then draw or find and print them. Find some music that you think is appropriate for your video.
5. Do a "dry run" of your video where you move the words and images around the backdrop while your narrator reads the script and the music plays. Have someone time it to make sure it's the right length.
6. Go back to your script or storyboard and make any changes you might need after the dry run.
7. Film and edit your video!



Assessment Task Rubric: Explainer Video

	Learning Expectations	Achievement
<p>Use</p> <p>Skills and competencies that fall under “use” range from basic technical know-how – using computer programs such as word processors, web browsers, email, and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources, such as search engines and online databases, and emerging technologies such as cloud computing.</p>	<p><i>Ethics and Empathy:</i> demonstrate an advanced sense of suitable behaviour, finely tuned to media context, audience and legal provisions</p> <p><i>Privacy and Security:</i> use communications platforms effectively to reach selected audiences</p> <p><i>Digital Health:</i> assess and reduce/avoid technology related threats to his/her health</p> <p><i>Making and Remixing:</i> communicate information and ideas effectively to multiple audiences using a variety of media and formats exhibit leadership as a digital citizen use digital media to be part of a community</p>	<p>Insufficient (R) Beginning (1) Developing (2) Competent (3) Confident (4)</p>
<p>Understand</p> <p>Understand includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us.</p> <p>Understand also prepares us for a knowledge economy as we develop information management skills for finding, evaluating and effectively using information to communicate, collaborate and solve problems.</p>	<p><i>Ethics and Empathy:</i> show understanding of the concepts of ethical behaviour and online ethics understand the dynamics of online cruelty and how it affects all of the people involved</p> <p><i>Privacy and Security:</i> understand the concept of privacy in their everyday lives and as it relates to using the Internet understand the concepts of persistence, replicability and searchability in networked technologies</p> <p><i>Digital Health:</i> think critically about the risks and responsibilities of developing relationships with people online demonstrate awareness of how he/she and others represent themselves online and the relationship between online and offline selves</p> <p><i>Making and Remixing:</i> select and use applications effectively and productively (e.g. chooses the most appropriate technologies according to the task) understand the potential of digital devices and resources for her/his schoolwork</p>	<p>Insufficient (R) Beginning (1) Developing (2) Competent (3) Confident (4)</p>

	Learning Expectations	Achievement
<p>Understand (continued)</p>	<p><i>Making and Remixing (continued):</i></p> <p>understand the different purposes and contexts of digital image editing</p> <p>understand how meaning is produced through multimedia (text, images, audio, video) and how culture is produced through the Internet and social media in particular</p> <p>understand the legal and ethical dimensions of respecting creative work</p> <p>show an understanding of the forms and techniques of the medium and genre:</p> <ul style="list-style-type: none"> • the chosen topic, issue, and solution are clear • the product displayed an insight into a topic and opinion 	
<p>Create</p> <p>Create is the ability to produce content and effectively communicate through a variety of digital media tools. It includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video and sound; and to effectively and responsibly engage with user-generated content such as blogs and discussion forums, video and photo sharing, social gaming and other forms of social media.</p> <p>The ability to create using digital media ensures that Canadians are active contributors to digital society.</p>	<p><i>Ethics and Empathy:</i></p> <p>understand his/her responsibility to protect the privacy of others when posting information about them online</p> <p><i>Privacy and Security:</i></p> <p>understand the benefits of sharing information online and the potential risks of sharing inappropriate information</p> <p><i>Digital Health:</i></p> <p>demonstrate awareness of the different pressures teens face when it come to editing, posting, and commenting on photos online</p> <p><i>Making and Remixing:</i></p> <p>contribute to project teams to produce original works or solve problems</p> <p>interact, collaborate, co-construct content, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>effectively apply the forms and techniques of the medium and genre:</p> <ul style="list-style-type: none"> • script is clear and concise and illustrates assigned topic clearly • graphic elements are well-chosen and well-integrated • manipulation of graphic elements is smooth and confident • narration was recorded clearly • the chosen music is a good fit for the topic and mood 	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>