

TELUS WISE® footprint

Discussion guide



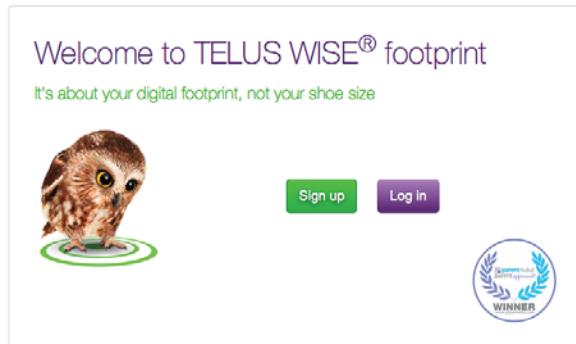
Getting started

The following guide has been developed by MediaSmarts and TELUS to support teachers, parents, coaches, community leaders and youth mentors in engaging Canadian kids in the [TELUS WISE footprint](#) challenge.

The guide provides discussion points and activities to help reinforce the digital literacy skills introduced in the videos, quizzes and comics in each section of the footprint challenge.



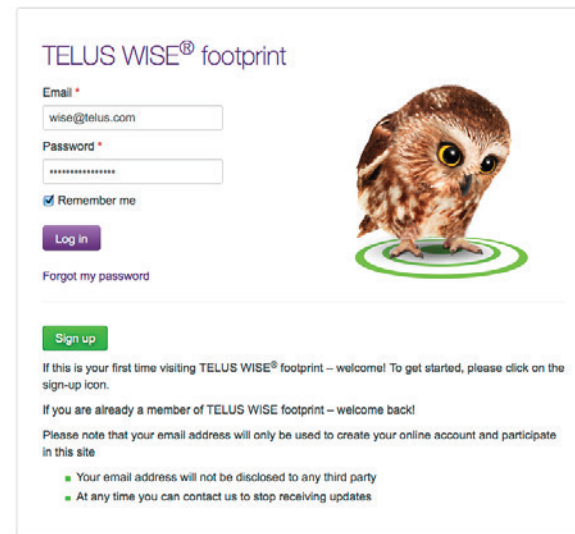
If your youth is new to TELUS WISE footprint



Before you begin please go to [TELUS WISE footprint](#) and sign up the youth you are taking through the footprint challenge.

Once registered on the site you will see a 'footprint challenge' icon in the center of the web page. Clicking on this icon will take you through the footprint challenge. Once the footprint challenge is completed you will be able to print a certificate of completion and participate in the giving back contest.

If your youth is already registered on TELUS WISE footprint



Log on to [TELUS WISE footprint](#) with the email address and password that was used to create your account. You can take the footprint challenge as many times as you want.

TELUS WISE footprint sections covered in this discussion guide

TELUS WISE footprint challenge

There are three parts to the TELUS WISE footprint challenge:

- Part 1: Make a good impression
- Part 2: Do the right thing
- Part 3: Keep safe

Each section starts with a video, followed by a series of questions. This discussion guide will step you through all of the sections of the quiz.

TELUS WISE comic strips

Four comic strips, reinforcing the important messages shared in the TELUS WISE footprint challenge.

Additional activities

MediaSmarts shares additional activities that you can engage youth in to learn more about keeping their digital footprint clean.



TELUS WISE footprint challenge

The footprint challenge

You probably use computers, tablets and smartphones at home and at school to access the Internet. Taking the footprint challenge is a fun way to bump up your knowledge to help you understand how to manage your digital footprint.



Remember a digital footprint isn't like a footprint in the sand or snow where it can be easily erased with an incoming wave or snowfall – when it comes to the Internet, once it's there it's permanent. Anything we post, tweet, or text leaves a trail we can't erase. Just Google your name and see if anything comes up – this is your digital footprint – and it grows over time so take this quiz and brush up on how to protect your digital footprint.

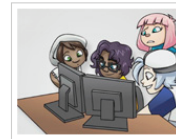
Just like real life, in our digital world, there are things we need to know when it comes to respecting and protecting ourselves and others – it's all about keeping our digital footprint clean.

There are 3 parts to the quiz

- Make a good impression
- Do the right thing
- Keep safe

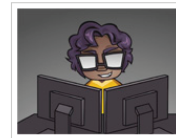
Once you've successfully completed all three parts of the quiz, you can print your certificate and give back to your school.

Have fun!



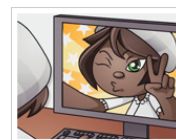
Make a good impression

Incomplete



Do the right thing

Incomplete



Keep safe

Incomplete

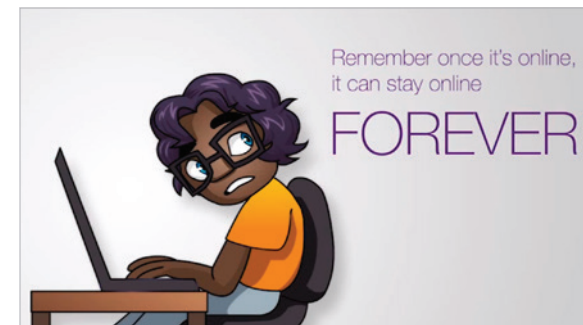
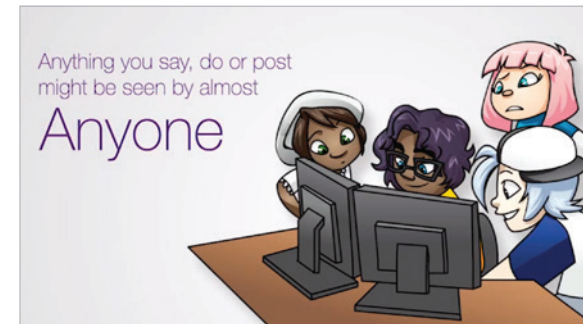


Part 1: Make a Good Impression

Discussion topics and questions

After watching the video and completing the quiz for this part of the TELUS WISE footprint challenge ask participants the following questions:

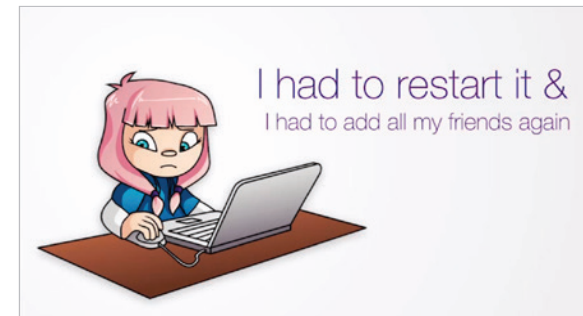
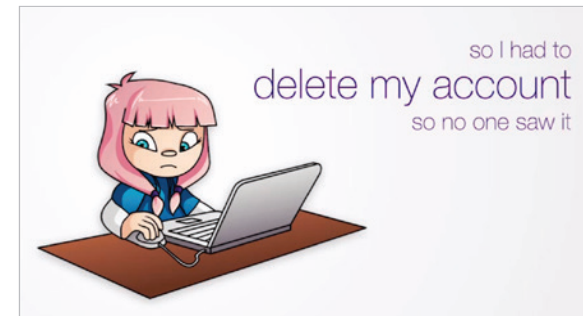
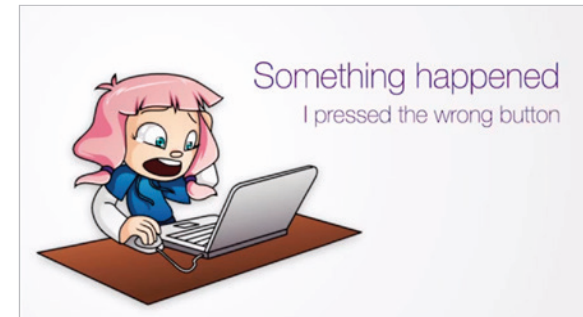
- What does it mean that “anything you say, do or post might be seen by almost anyone”? Do you think that’s true?
- What are some places you go to or things you do online that feel like they’re private? (This might include email or IMs; social network posts; photos or videos you only send to one person; activities you do on personal devices like phones or other small Internet-capable devices like iPod Touches; things we store on a cell phone or iPod — like photos or writing — that are never sent to anyone.)
- What are some ways that these might not be as private as you think they are? (Emails, IMs, photos or videos can be forwarded and shared; social network posts could be shared or seen by people you didn’t realize could see them; even things you never post or send that are stored on your device can be seen if someone gets access to your computer or your phone.)
- What are some of the things that a username or a profile photo tells people about who you are? (Depending on the words and images you use, these can tell people the kind of music you like, what sports you play, your favourite hobbies or where you live, but they can also give the wrong impression — or attract unwanted attention — if your username or profile photo gives the wrong idea about how old you are or seems to refer to inappropriate things such as sex, drinking or drugs. Pick a username or picture that will not get you unwanted attention, because you never know who may see it.)
- What types of things would you be mad about if somebody shared or posted them without your permission? What would you do about it?



- Do you think it's true that "it's not that hard to find out who someone really is online"? What are some of the ways that a person might find you out if you're trying to hide who you are? (Participants may offer a technical solution like sending a request to the website, but most of the time we know who someone is by social cues: if somebody's mean to you online, pretty often it's somebody who also is mean to you offline.)

Explain that the story at the end of the video (the one starting with "I remember four or five years ago...") is a true story. Then ask:

- How could the person have prevented this? (She probably shouldn't have written the "not true and bad" post to begin with, but it was pressing that button and posting it before she had a chance to think about it that made the problem worse. Some possible ways of preventing this include: taking a "cool-down" break before responding to anything that makes you angry; talking to someone in person instead of online if they make you mad; and writing out a draft of what you want to say on a computer, or on paper, to make sure you have time to think it over before you post it.)
- Do you think the girl in the video over-reacted by posting this? Why or why not?
- Do you think her solution worked? (Probably — as long as she deleted her account before anybody saw it. It's a drastic solution though!)
- What were some other things she could have done to make things better? (She could have posted an apology, and apologized directly to the person or people her post was aimed at. She also could have talked to them face-to-face to apologize and work out what was making her mad.)

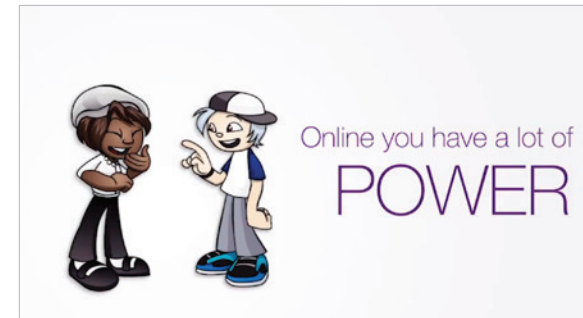


Part 2: Do the Right Thing

Discussion Topics and Questions

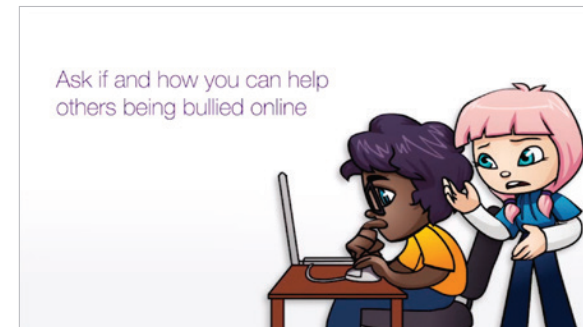
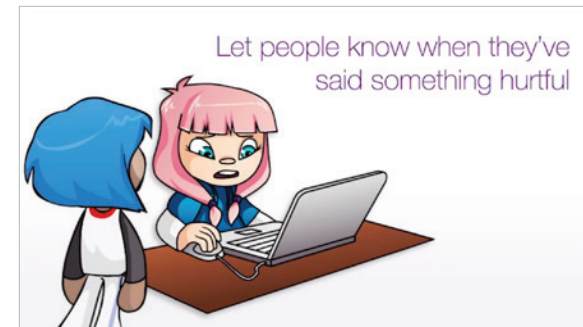
After watching the video and completing the quiz for this part of the footprint challenge ask participants the following questions.

- What does it mean to say that “when you’re online, you have a lot of power”? What kinds of power do you have when you’re online, and how is that different from when you’re offline? (It’s not that different — you can affect how other people feel offline, too — but what you do online can last longer, reach more people and have more effects that you didn’t intend.)
- It’s easy to see how sharing something like an embarrassing photo could hurt somebody, but how might you hurt someone by tagging a photo with their name? (You could hurt their reputation if the photo shows them doing something or being somewhere they don’t want other people to know about.)
- Can you think of other reasons why a person might ask someone to de-tag a photo? (Beyond posting things that are embarrassing, people may not want their names tagged on images for the sake of their own privacy, so it’s respectful to ask permission from your friends before doing this.)
- A lot of people feel that downloading or copying something isn’t as bad as stealing it. Why do you think that is? (There isn’t a physical object that you’re taking away; there’s very little feeling of risk or danger, compared to stealing a physical object, so it doesn’t feel as serious.)
- If you’re not actually taking something away when you make a copy, what makes it wrong? (Artists and other creators deserve to make money for their work. Even if money isn’t the main reason why someone makes something, it’s probably a significant one — or at least necessary for them to be able to make more. A lot of artists give away some or all of their work for free, but it’s the artist’s right to control what is done with his or her work.)



Explain that the story that starts with “A lot of people...” is a true story.
Then ask:

- Do you think it's true that people “hide behind the screen” to do and say mean things?
- Why do you think people may do things online that they wouldn't do offline? (For example, it's harder to feel sympathy for someone when you can't see their face to know how they are feeling; things we do online can also feel less real because of the distancing effect of the screen — it may feel like you're watching a video or playing a game, instead of interacting with real people; and it can also feel like there aren't any consequences to what we do online because people may not know who you are.)
- If someone says something mean to you online, do you think it's a good idea to talk to them about it in person? (That can be one of the most effective ways of dealing with online conflict — especially when it's a simple misunderstanding; as well, having a face-to-face conversation can help someone understand how what they said or did made you feel. But when things are more serious — or you don't feel comfortable having a face-to-face conversation, it's a good idea to talk to and get advice from an adult you trust.)
- Can anyone suggest different ways you can stand up for someone if they are the target of mean behaviour online? (Depending on the circumstances, there are many different ways to respond. A good start is privately asking the person being targeted if they want you to do anything public: sometimes just letting them know you're on their side is enough. You can also talk to the person who's being mean privately, instead of confronting them in public, so that they don't feel like people are ganging up on them. Before you do anything you can also talk to an adult you trust about what would be the best response.)



Part 3: Keep Safe

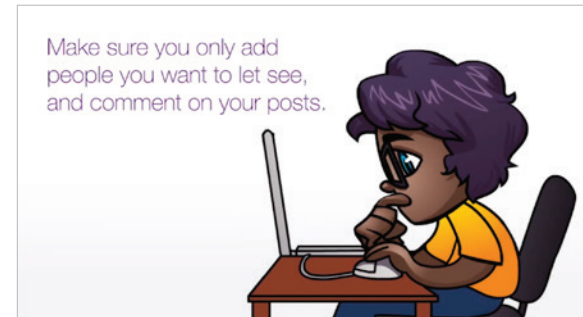
Discussion Topics and Questions

After watching the video and completing the quiz for this part of the footprint challenge ask participants the following questions.

- Do you agree that “most of the time, people are pretty nice to each other online”? If not, why do you disagree? Can you think of any places or situations online where people often don't get along?

Explain that the story in the video that starts with “A girl I know...” is a true story. Then ask:

- Do you think the girl who posted the picture did it to be mean? Why or why not? If so, do you think she felt like she had a good reason? What might that reason have been? Do you think any of those reasons would have made what she did okay? Why or why not? (A lot of the time people do things that hurt other people because they don't think about what might happen, maybe because they think it's funny and assume everyone else will as well or because they're mad at somebody and want to get back at them. A lot of the time it's hard to figure out exactly whose “fault” it is when people get into fights and drama online. Those are all good reasons to forgive someone for doing something that made you upset, but that doesn't make the thing they did okay.)
- Have you ever heard about something like this happening to anyone you know? If so, what did they do about it?
- In the story in the video, what do you think was worse — the girl's friend posting the photo, or the other people posting nasty things about it? Why?
- Have you ever been in a situation where you defended or helped someone out online? Without naming anyone, can you describe the situation and what you did? Did it work?



- Do you think the girl who told the story did the right thing by asking her friend to take down the picture? (This is one of the most common things people do when there's a photo, video, etc. out there that they don't like, and it usually works. It's always good to start with the idea that the other person didn't mean any harm by what they did.)
- Do you think the girl's friends did a good thing by flooding their friend's page with positive comments instead of attacking the people who originally posted the picture or made the mean comments?
- Are there times where defending someone in a situation like this might make things worse? (Sometimes it can actually make an embarrassing situation more public, and when there's drama between two people it can make things get more serious if their friends start taking sides.)
- How can you decide whether or not to defend somebody? (When things happen online, it's always a good idea to talk to the person privately first, to let them know that you're on their side and then ask if they want you to stand up for them publicly. If you want to help but aren't sure what to do, asking an adult that you trust is another good way to help you figure out how best to respond.)
- If you use any social networks like Facebook, have you checked out your privacy settings? If so, how did you decide what settings to use? Do you think privacy settings are a good way of controlling who sees the things you post? (Remember that privacy settings don't keep people from sharing or copying things you post.)
- How many of you share your passwords to things like social network accounts? What are some reasons you might share a password? What are some of the risks of sharing your password with a friend or a boyfriend/girlfriend? (If you get in a fight or break up, they'll have access to things you'd rather keep private.)

TELUS WISE comic strips

Important to note: Comic strips can be viewed by selecting the Comics tab. You will be able to view the first comic strip Tough Love before starting the TELUS WISE footprint challenge. Each of the remaining three comic strips can be viewed after each part of the footprint challenge is completed.

TELUS WISE[®] footprint comic strips

Check out our comic strips for a fun way to learn how you and your friends can keep your digital footprint clean.

Tough love



Getting into character



Owned



Saving face



Contact us at wise@telus.com if you have any ideas for new comic strips.

Tough Love

Discussion Topics and Questions

- How many people here play games online? If you do, have you ever seen people get mad at any other players?
- What is it about playing games that can get people mad? (A lot of people take competing in games really seriously. Games where you build a character or a reputation over time can be even worse because you feel like you've put so much into it. Also, all the things that make it hard to feel empathy when we're connecting with people online — the absence of tone of voice or body language, the distancing effect of the screen — apply to games as well.)
- Violet (the girl with the pink hair) is surprised when Laura calls her a bully. Do you think it's possible to bully someone without meaning to or knowing you did?
- In this story, Violet thought she was just “smack-talking” with another player. What made her feel like a bully and feel bad about it? (When she found out that the other player Samir was a lot younger than she was.)
- What is it about games and other digital media that makes something like this more likely? (When we're online we don't always know exactly who we're talking to. Something you say or do may hurt their feelings more than you expect.)
- In the story, Violet apologizes to Samir's parents when she finds out what she's done. Do you think that was the right thing to do? Why or why not? What are some other things she could have done, and what would have been the good or bad points of them? (For example, she might have blamed somebody else for it, but that would probably have made her feel worse and might have backfired — it's usually not that hard to find out who someone is online.)



Role-playing exercise

Select two participants. Tell participant A to imagine that she is an experienced player of an online game and tell participant B to imagine that she is playing for the first time.

Participant A sees participant B appear in the game and attacks: participant B, who is still learning the game, is unable to defend herself and her character dies. Her character reappears in the same place a few seconds later and participant A kills the character again.

When her character reappears again, she says to participant A (over the chat channel) “Stop shooting at me, I’m still learning the game.”

- **Ask participant A:** Do you think what you did in the scenario was OK? What made it OK or not OK? Does it make a difference that participant B was just learning the game?
- **Ask participant B:** How do you think it would make you feel if that happened? Do you think you would want to keep playing the game with participant A?

Now have participants A and B role-play the conversation after participant B says “Stop shooting at me.” Pause every now and then to ask the rest of the class what they think:

- Should participant A apologize?
- Is participant B being too sensitive?
- Does it matter if what participant A is doing is against the rules of the game?
- Does it matter if what participant A is doing isn’t against the rules of the game, but is considered to be “bad sport” by most players?
- What’s the best way they can solve their problem?

Getting Into Character

Discussion Topics and Questions

- In the comic, why was Laura able to do things to Violet's character? (Violet gave TJ her password so that he could log on as her, but he forgot to log off.)
- How many of you have ever shared your password? Who have you shared it with? (Friends, boy/girlfriends, parents.) What are some other things that might go wrong if you share a password? (For example, people may impersonate you, share things that were supposed to stay private or find out things that you didn't want them to know.)
- Are there times when you should share your password? (For example, if your parents ask for your password you should probably give it to them, but you can ask them to only use it if they think it's a real emergency.)
- In the story, Violet wants to hack into Laura's account to get back at her. Why is that a bad idea? (A lot of the time, fighting back when you're mad at someone online will make the conflict worse. Also, hacking into Laura's account is probably against the rules of the game, and it might get Violet kicked out.)
- Why is it a better idea to report what Laura did to a game administrator? (The administrator may have the power to fix it, and making a complaint creates a "paper trail" that will show what actually happened.)



Role-playing exercise

Select two participants. Tell participant A to imagine that she likes to upload videos of herself doing an activity like dancing or skateboarding tricks, and that participant B often leaves nasty comments on the videos. Then tell her to imagine that she finds a computer in the school lab where participant B has left his Facebook account logged in (or a similar service — if participants are too young for Facebook, start by asking them what social networks or other online communities they use).

- **Ask participant A:** What should she do? Why?
- **Ask participant B:** How would you feel if participant A sent nasty messages while pretending to be you, changed your password or locked you out of your account?

Now have participants A and B role-play a conversation after participant B finds out that participant A has locked her out of her account. Pause every now and then to ask the other participants what they think:

- Does the fact that participant B has said and done mean things to participant A in the past have an effect on whether her actions are right or wrong?
- How might what participant A is doing (sending nasty messages, etc.) affect people other than the two of them?
- Does it make a difference that participant B was doing something that was allowed by the rules and participant A was doing something that wasn't? (Unless they're really bad — like racist language or threats — making negative comments on a video is allowed; pretending to be someone else on Facebook isn't.)
- Do you agree with the idea that two wrongs don't make a right? How do you think it applies in this situation?
- What's the best way they can solve their problem?

Owned

Discussion Topics and Questions

- Why did the video get taken down from the site?
(The band used part of a song that was under copyright, which was detected by a program that recognizes copyrighted content.)
- Was what Max did really wrong, or just against the rules of the site?
(By using the song without a permission or licence, he wasn't being respectful towards the band that created it.)
- What did TJ do to get the video back up on the site?
(He asked the band for permission to use the song.)
- What else could he have done?
(Some answers will probably be a variation on "give credit to the original band." Explain that while giving credit is important, it's not enough: for most uses you need permission from the person who owns the copyright.)
- A lot of famous musicians use parts of other songs in their work. Why is what Max did in the story different?
(Some musicians draw on songs or other music that are freely available in the "public domain". This is music that doesn't belong to anybody, either because it's very old or because the creator decided to give up copyright: most folk songs and classical music fall under public domain. When musicians use other people's music that is still under copyright, like when hip-hop musicians use samples of more modern music in their songs, they pay for the right to do it.)



Role-playing exercise

Select two participants. Tell participant A to imagine that she is a musician who makes videos of herself playing her songs and uploads them to a video-sharing site. She discovers that participant B has taken one of her songs and used it as background music for a video game that he has created and is selling online.

- **Ask participant A:** How do you think you would feel? What would you do about it?
- **Ask participant B:** Why might you think it was OK to use participant B's music without permission?

Now have participants A and B role-play a conversation after participant A finds out that participant B has used her songs in the game. Pause every now and then to ask the rest of the group what they think:

- Does it make a difference that participant A wasn't charging any money for her music? Does it make a difference that participant B is charging money for her game?
- If participant B gives participant A credit and the game is successful, participant A's music might reach a lot more people than it does through her videos. Would that make it OK? Is it more important than the idea that participant A should get to control what's done with something she created?
- What's the best way they can solve their problem?

Saving Face

Discussion Topics and Questions

- Since Sasha wanted people to see her photo, why was she upset about what Max did with it? (He did it without her permission, and it did it in a way that changed the context — making it look like he was making fun of her.)
- When Sasha posted the photo, her privacy settings were set to “public,” which means that anybody who uses her social network (not just her friends) could see it. Did Max’s actions really make it any more public than it already was? (Not really — there are a lot more people on sites like Facebook than at Sasha’s school — but what he did might have brought the photo to more people that she knew.)
- Have you ever known anyone who had a picture or video shared that they didn’t want shared? What are some examples of things that people might not want shared? (Photos or other things that are embarrassing or otherwise private; things that might get you in trouble with your parents, teachers or friends.)
- What are some of the reasons people might share things that are meant to stay private? (As a joke or a prank, to hurt or get even with someone, to boast or show off to your friends, or because sharing it benefits you even though it hurts someone else.)
- Is it different to share something if it was partly public to begin with? For example, if it was posted on Facebook for friends to see, but not fully public? (It might not be as bad, but it’s still not respecting the person whose photo it is: she made a decision to only share it with some people, so it’s wrong to let other people see it.)



Role-playing exercise

Select two participants. Tell participant A to imagine that she took a photo in which she looked really good, but in which participant B's hair is standing up in an embarrassing way. She knows that participant B will be upset if she shares the picture and will say no if she asks if it's okay, but because they had their arms over each other's shoulders there's no way to crop participant B out of the picture.

- **Ask participant A:** Should she post it? Is there anything she can do to make it less bad?
- **Ask participant B:** How would she feel when she found out about it? Is there anything she wishes participant A might have done?

Now have participants A and B role-play a conversation after participant B finds out that participant A posted the photo. Pause every now and then to ask the other participants what they think:

- Is participant B right to feel angry? Why or why not?
- How might what participant A did hurt participant B in the future? Do you think it might make participant B's friends treat her differently, or act differently around her?
- Does it make a difference if participant A only shares it with people who don't know participant B?
- If participant A says it's her right to do whatever she wants with her own photo, is that more important than participant B's right to not be embarrassed?
- Do you agree with the principle that you should "treat others the way you'd like them to treat you"? How do you think it applies in this situation?
- What's the best way they can solve their problem?

Activities

Here are some fun activities that you can use to introduce or extend the content of the videos, quizzes and comics.

Hidden Agenda

This is a quick game about protecting your password. One participant pretends to be a celebrity (this can be a real person they choose, someone they invent, or a “famous” version of themselves) and the other is interviewing them for a talk show. Tell the celebrity that the interviewer has a hidden agenda, but nothing else. Only tell the interviewer their hidden agenda for the game, which is to make the celebrity do the following things:

- Tell their full birthday
- Tell their childhood pet’s name
- Tell their mother’s maiden name
- Tell their favourite colour
- Say a particular word that you have chosen (make it something unusual, like “guava” or “Wisconsin”)

Although getting the ‘celebrity’ to say an unusual word was just for fun, the other pieces of information that the interviewer was looking for are types of information that are commonly used in passwords and security questions that are used online. Once the game has finished, explain to participants that even if you have a secure password that’s hard to guess it doesn’t do you any good if you share it with people; as well, you should be careful about giving out personal information that you might be asked to give to replace a lost password, like the other items above, since if someone else knows it they can pretend to be you and “replace” your password.

Coat of Arms

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

Angel On My Shoulder

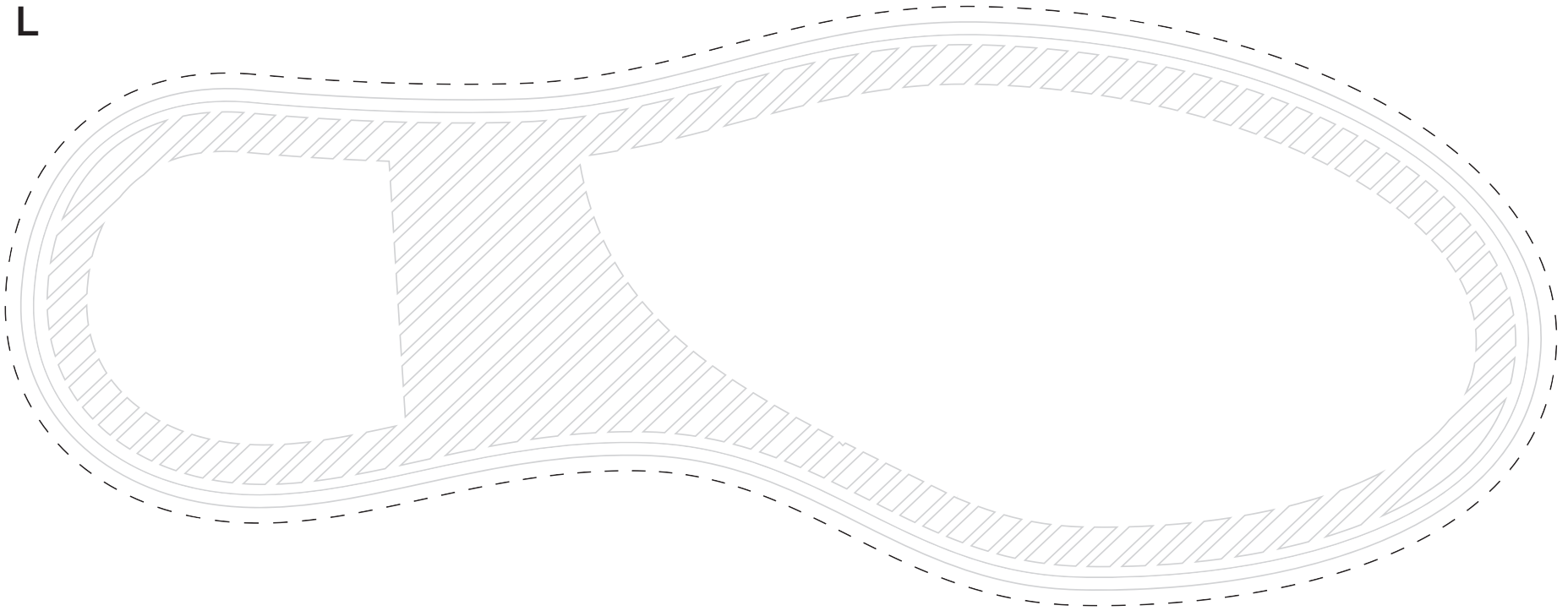
Break participants into groups of three. Have them perform a skit where one participant tells a story (real or imagined) about a time when she had to make a decision about protecting her privacy, keeping safe or doing the right thing online. The other two participants play the “angel” and “devil” on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

Follow My Trail

Have the youth think about an important message they’ve learned from the footprint challenge that they would like other kids to know about protecting their digital footprint. Once they’ve decided, have them decorate and post their message on the footprint below.

Footprints can then be posted in the room or around the school or community centre.

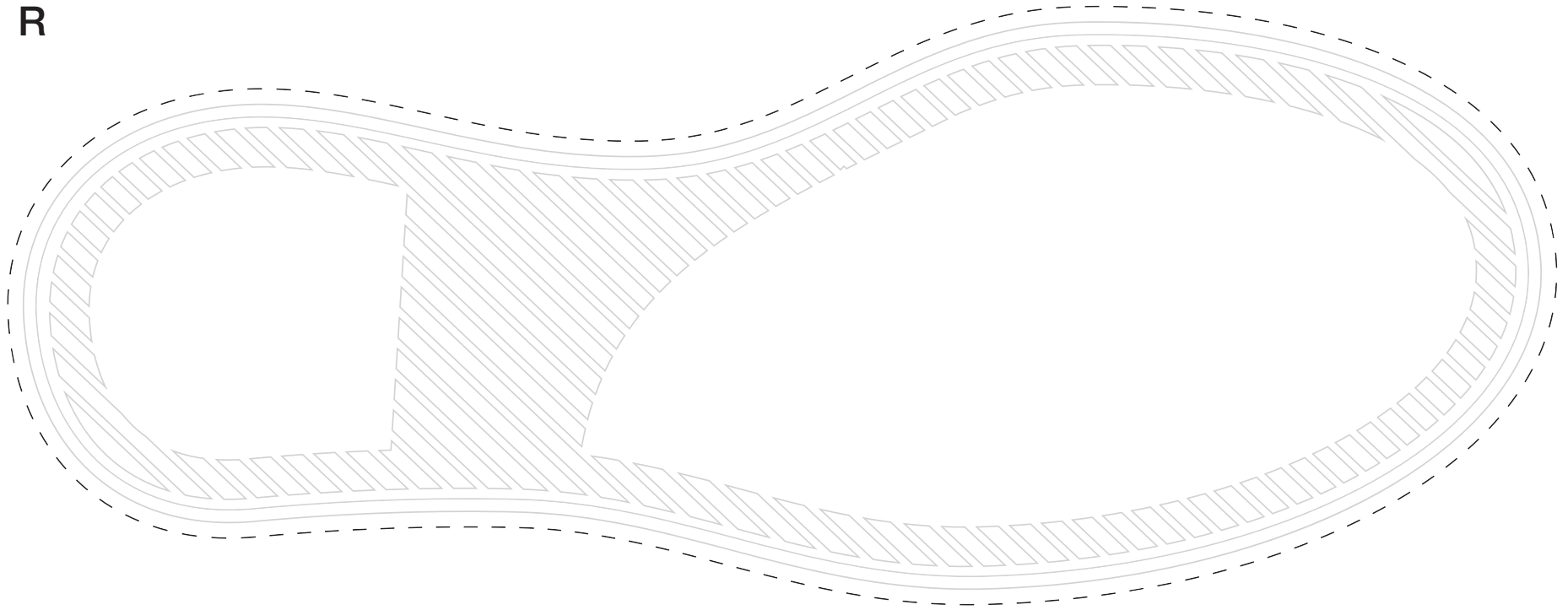
L



Think about an important message you've learned from the footprint challenge that you would like other kids to know. Write and decorate your message on the footprint above.



R



Think about an important message you've learned from the footprint challenge that you would like other kids to know. Write and decorate your message on the footprint above.



Further information

If you have any questions or would like to share ideas on how to evolve the TELUS WISE program please contact us at wise@telus.com.

For resources for parents and adults on how to keep your family safe online please visit telus.com/wise