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About Media Awareness Network
Introduction

The Before Playing sections include exercises and discussion prompts that can be used to prepare students for the individual chapters and to introduce some of the key concepts that will be raised in each chapter. The After Playing sections gives you an opportunity to extend students’ thinking and learning on the topics raised in the individual chapters.

The Post-Game Activities allow you to help students apply what they have learned in the tutorial to the real world.

The Handouts section contains all of the student handouts referred to in the tutorial as well as Online Tips for Younger Students and Online Tips for Parents which you may distribute before or after introducing the tutorial to the class.

The Related MNet Resources handouts provide information on other resources available through the Media Awareness Network.

Before the Game

If you would like more information on the types of online environments simulated in this tutorial, consult the Web Awareness for Teachers section of our Web site (http://www.media-awareness.ca/english/teachers/wa_teachers/):

- Internet 101 — Web Sites
- Internet 101 — E-mail
- Internet 101 — Instant Messaging
- Internet 101 — Social Networking and Virtual Environments
- Internet 101 — File-sharing
- Authenticating Online Information
  http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm
Chapter One: Authenticating Online Information

Before Playing

You may wish to survey students before this chapter on the following questions:

- If you need to find information (on either a school-related or personal topic), how are you most likely to find it? (Most students will answer “the Internet,” or a variation on it; some might mention the library or print sources such as magazines or an encyclopedia; others might mention friends, parents or teachers.)
- Media Awareness Network’s 2005 study Young Canadians in a Wired World found that students overwhelmingly prefer the Internet as a source of information. Why do you think that might be? (Convenience, ease of access, habit.)
- What are some of the topics you have recently looked for information for online? (Try to elicit a mix of school-related and personal topics.)
- What might be some of the issues or concerns that would arise from getting information online? (You may not be sure if the information is accurate, or if a source is trustworthy.)

Explain to students that in this chapter they will be dealing with the issue of finding and authenticating information online. Ask them to think about strategies they might use to determine if information or a source is reliable, and remind them that they always have access to their mentors in Live Speak for assistance.

After Playing

Online Hate

- Discuss with students how they reacted to Cole’s post: did they consider it to be hate speech and why, and what did they feel was the appropriate action to take. (In particular, why might alerting Mr. Billings to “Dunk a Danish Day” be considered the best option? Do they agree or disagree, and why?)
- Ask students if they have personally encountered hateful comments or materials on the Internet. (According to Media Awareness Network’s 2005 survey, Young Canadians in a Wired World, one in ten students had accessed a hate-related site either accidentally or on purpose.)
- If so, in what form were these messages delivered? (For example, was it flaming (where you make personal insults or disrespect a person) in a chat room, a gaming site or an instant message? Was it derogatory remarks presented as humour? Was it an e-mail message? Was it a Web site targeting a particular group of people?)
- How did they feel when they encountered it?
- What did they do about it?
Authority of Online Sources

→ Ask students what they do to find out if a Web site is a reliable source of information. (*If students suggest anything, their answers will probably relate to the site’s “feel” – does it seem amateurish? – or if the site belongs to an organization they feel is trustworthy.*)

→ Distribute the handout *Knowing What’s What and What’s Not: The Five Ws (and One “H”) of Cyberspace*, which can be found at the end of this guide. Go through the handout with the class. For each question, ask how they applied that question in analyzing the Web sites in the chapter.

Bias, Fact or Opinion?

In the world of Web research, one size does not fit all: whether a Web site is useful to students depends a lot on what they want to use it for. Are they writing a research paper? A persuasive essay? A short story?

Once they know what they will be doing, students can find out if the site is useful by considering the following questions:

1. What is the Web site’s purpose?
   - Is it to inform, entertain or persuade, or to sell something?
   - How do you know?

2. Who is behind the screen?
   - Has someone taken responsibility for what is written?
   - Is information about the author or organization clearly stated?
   - Are there links to detailed information about the author or organization?
   - Who links to the site? (*Go to a search engine such as AltaVista and search “link:” and the site’s URL, as in “link:www.media-awareness.ca.” Do not put a space between “link:” and the URL.*)

3. Is the information biased in any way?
   - Is there a connection between the author’s viewpoint and the organization he or she represents?
   - Is emotion a big part of what the site uses to try to persuade you?
   - Does the author use “loaded language” (words that get a strong emotional reaction) or make broad statements that are not supported by evidence?
   - Can the information be verified from other sources?
   - Does the site offer more than one point of view or links to other points of view?

4. Is the information up to date?
   - Is it important that information about your topic be up to date?
   - Does the site show when the information was created and last updated?
   - Do all the links still work?
Have students apply these questions to the Web pages they analyzed in this chapter. Then have them find three online sources on a topic of your choice. Instruct students to apply these questions to all three sources, to judge whether each Web page is reliable, unreliable or best used as a source of opinion.

**Online Scams and Hoaxes**

- Explain to students that there is one thing to keep in mind when considering if something is a scam: “When in doubt, doubt.” Nothing is really free on the Internet, and offers that look too good to be true probably are. What were the signs that the MyMusicMart IM was a phishing scam?
- Ask students what clues they used to determine the authenticity of the Keyboard crud, Snowmageddon and Denmark patenting snowmen messages. Have students visit the following Web sites and apply the techniques they’ve learned to determine whether or not the sites are legitimate:
  - All About Explorers (http://www.allaboutexplorers.com/)
  - Dihydrogen Monoxide (http://www.dhmo.org)
  - OncoLink (http://oncolink.upenn.edu/)
  - Tobacco Control Archives (http://www.library.ucsf.edu/tobacco/index.html)

**Using Search Engines to Find Online Information**

- Assign, or have students choose a research topic. Distribute the handout Online Search Worksheet. Direct students to find three different online sources of information on their topic and to report on each source using the handout. You may have students work alone or in pairs or groups.

**User-Created Encyclopedias**

- Ask students what clues were present in the “Hans Island” article on Collaborapedia that suggested it was an unreliable article and what additional information they had to find from other sites. How would they find the equivalent information about an actual Wikipedia article? Why was attaching a warning banner considered to be the best option? Do students agree or disagree and why?
- Distribute the Wikipedia Reliability Worksheet and have students evaluate the actual Wikipedia article on Hans Island (http://en.wikipedia.org/wiki/Hans_island.) Should it be considered a reliable source or not, and why? How could it be improved?
Chapter Two: Managing Your Reputation and Privacy Online

Before Playing

Teachers may wish to survey students before this chapter on the following questions:

- In what places or environments do you post or share material online? (Examples: social networking sites such as Facebook, blogs, cell phone photos, video-sharing sites, etc.)
- Of the things that you post online, what do you consider to be personal or private information? (Examples: address, phone number, photos, etc.)
- What (if anything) do you do to manage your privacy or reputation online?

Note: the term “friend” is used in this section in two different contexts. When using the standard definition of the word it is uncapitalized; when referring to a contact on a social networking site it is written with a capital F. (Friends are most often friends, but not always.)

An Online Profile: What the World Sees

Members’ profiles are the core element of social networking sites such as Facebook. That is the information that students choose to present to the other members of the site; depending on students’ choice of “privacy settings” on the site, some information is available only to Friends and some to the community at large.

Common elements of a profile are a student’s name (in part or in full), age, gender, relationship status and address. Common but optional elements include a profile picture, other photos, and information about the student’s hobbies and interests.

Students may control their personal information in three ways. The first is through choosing what to include in their profile (whether to give their age, for instance, or their full address). The second is through use of the privacy settings, which makes some of the content available only to Friends. The final method is to post false or inaccurate information, creating partly or entirely fictional profiles.

Ask students what information they choose to include in their profiles. Is all of it accurate? Ask how many have made any changes to the default privacy settings? What information do they make available to everyone, and what do they make available only to Friends?

Explain to students that in this chapter they will be dealing with managing their privacy and reputations online. Ask them to think about strategies they might use to choose who sees what material they post and ways to avoid doing harm to their or their friends’ reputations.
After Playing

Privacy Management

Have students review their social networking profiles. (If they do not have profiles on any social networking sites, use the student’s profile from the tutorial.) Ask students to consider the following:

- Does this profile include any recognizable photos of them?
- Does it contain any personal data that could be used to identify them?
- Could someone they know offline identify them from this profile?
- Who would have access to this profile (Friends, networking site members, everybody)?
- Does this profile include any recognizable photos of their friends? If so, did they ask their friends’ permission to use the photos?
- Is there anything in this profile that they wouldn’t want their parents or teachers to see?

Privacy Settings

Ask students the following questions:

- What do privacy settings for profiles actually control?
- How should you set your privacy settings? Why?
- What information should you not post on a social networking site? Give at least three examples.
- What should you always consider before posting? Give at least three examples.
- How do you decide whether or not to make someone a Friend online? Mention at least two things you might consider.

When you’ve discussed these questions with the class, make a chart on the board with three headings:

- “Things nobody should see” (information that should be kept totally private).
- “Things only friends and/or your family should see” (information that should be restricted to your family and your real-world friends).
- “Things everybody can see” (information that can be made fully public).

Ask students which profile elements belong under each heading and discuss which is more important to them: protecting privacy, or having high visibility. What factors might influence this decision? Which aspects of privacy are most important to them, and why?

Based on what they’ve learned, discuss with the class what should be included in a “model” profile. What elements can make a profile personal and interesting, without giving up too much privacy?
**Tagging and Sharing Photos**

.pm Ask students if they have ever tagged or de-tagged a photo of themselves or of someone else.

.pm Distribute the handout *Jared’s Story* and ask students the following questions:

• What issues does the story raise? (*You should be able to identify at least three issues.*)
• How serious do you think the issues raised here are? Why? Which is the most serious and why?
• Does this case study seem relevant to your life, or the lives of students you know? Why or why not?

**Targeted Marketing**

.pm Ask students if they have ever encountered advertising online that seemed to have been tailored in some way to their interests or activities. In what context did it happen? Was it clear to them how they had been targeted?

.pm Distribute the handout *Jillian’s Story* and ask students the following questions:

• Briefly summarize the events in this case study and list the issues it raises around privacy. (*You should be able to identify at least three issues.*)
• How serious do you think the issues raised here are? Why? Which is the most serious and why?
• Does this case study seem relevant to your life, or the lives of students you know? Why or why not?

**Sharing and Oversharing**

.pm Discuss with students the decisions they may make about sharing things online. What are the possible ramifications? Ask students to think about Maya’s dilemma in this chapter. What could she have done to avoid being impersonated? (*Make sure to point out that students should not share passwords with friends, as Maya does in this chapter.*) What should she do now that she’s improved her reputation?

.pm Discuss with students the possible audiences for material they post online. Who might see it besides the intended audience? How might this happen? Ask students to give examples of situations where material they or someone they know, has been posted and seen by unintended audiences.
Chapter Three: Dealing with Online Relationships

Before Playing

Teachers may wish to survey students before this chapter on the following questions:

- How do you use the Internet to communicate with people? (*Examples may include using chat rooms, IM, and social networking sites such as Facebook.*)
- How is communicating with people online different from communicating offline?

☞ Ask students what they feel is their responsibility towards their friends. If they know a friend is in trouble, do they feel they ought to help the friend? Is this any different if the friend is online or offline? Why or why not?

Playing It Safe

☞ Ask students if they are ever worried or concerned about things they might encounter or that might happen to them online. Have they ever been warned by a teacher, a parent or a peer about online risks?

☞ Ask students if they or anyone they know has ever sent or posted a message, photo or video they later regretted. Why did they regret it? What happened as a result? What might they have done to prevent it from happening?

☞ Ask students if any of their online friends have ever posted something insulting, rude or hateful to someone else. Did they feel they ought to react? Why or why not? What (if anything) did they do about it?

☞ Ask students if they or anyone else they know has ever had a problem limiting the time they spend on the Internet or playing video games. If so, how did it happen? What suggested to them that it was a problem? Did it get resolved and how? What do students think is the best approach to keeping Internet or game time to a reasonable level?

☞ Ask students if anyone they know has ever become romantically involved with someone they met online. Did this seem like a good or a bad idea? Why or why not? What do students think might be the signs of an unhealthy online relationship?

After Playing

Sharing and Oversharing

☞ Discuss with students the decisions they may make about sharing things online. What are the possible ramifications?
Recognizing Risky Online Behaviour

Despite all the panic over “stranger danger”, youth are far more likely to be harassed online by peers or people they know offline. A study\(^1\) of youth who had been targeted by online sexual predators revealed that less than 10 per cent of sexual solicitations were initiated by adults older than 21 years of age; most came from people close to the age of their victims.

When it comes to online sexual exploitation, some youth are more at risk than others. Research indicates that 13- to 15-year-old girls are most vulnerable, particularly those who voluntarily place themselves in risky situations by engaging in online discussions with strangers, flirting and talking about sex online, and by publicly posting personal and intimate information in Web environments such as social networking sites.

It’s important to remember that young people who are most at risk online also tend to be those who are most at risk offline: they include youth who engage in harmful or risk-taking behaviours in the real world, youth who are experiencing physical or sexual abuse, youth who are experiencing mental health difficulties and youth who have relationship difficulties with parents or guardians.

- Ask students who they would go to if they had a problem online. Do they have any particular mentors? How do they decide who to ask about different issues?
- Ask students if anyone has ever asked for their advice about an Internet issue, or if they have ever been concerned about an online friend. What did they do about it?
- Ask students what they would do to help a friend if they thought he or she was involved in an unhealthy online relationship. Would they talk to them about it, talk to a trusted adult or both?

Caught in the Net

- Ask students to create a chart of the last seven days. For each of those days, have them record how much time they spent on the Internet (both at school and at home). Ask if they have, or anyone they know has, ever let their online life get in the way of their offline life. What are some reasons that this might happen? What are some things that can be done about it?
- Ask students how many have their own Internet-connected computer. Do they think that having it results in them spending more time online? Why or why not? (*MNet’s 2005 study Young Canadians in a Wired World found that having their own Internet connection doubled the time youth spent online.*)
- If you think it is appropriate, distribute the handout *Do I Spend Too Much Time Online?* and have students complete it. Since it is a self-quiz, rather than asking about students’ individual responses, you can take it up with general questions: What might make people spend a lot of time online? Do students feel that spending a lot of time online can be a problem? Why or why not? If it is a problem, what could be done to help people reduce their online time? (*Please remember that although it is based on current research on the issue of screen time, the questionnaire was not created by, or under the supervision of a mental health professional. It is not intended to replace an assessment or diagnosis by a qualified mental health professional should there be concerns.*)

Recognizing and Confronting Online Hate

Discuss with students how they reacted to the “Dunk a Dane” game and if they considered it to be hate speech and why.

Ask students if any have personally encountered hateful comments or materials on the Internet.

If so, in what form were these messages delivered? (For example, was it flaming in a chat room, a gaming site or an instant message? Was it derogatory remarks presented as humour? Was it an e-mail message? Was it a Web site targeting a particular group of people?)

Ask students why hate groups use the Internet to spread their messages. (Compared with more costly and labour-intensive methods of producing and distributing ideology through pamphlets placed in school yards or mailboxes, the Internet provides cheap and easy publication and distribution. It has the potential to reach a global audience of millions of people of all ages; it permits hate organizations to network with like-minded groups and individuals; it helps them reach young people without their parents knowing – through online music, games, message boards, etc. In addition, the global nature of the Internet makes it difficult to enforce the laws of one country on a Web site that's hosted in another country.)

What might be some of the disadvantages of using the Internet to promote hatred? (Hate-mongers rely on misinformation, which can be easily and openly challenged in a Web environment – that is, if you conduct a search for a hate organization, your search results are likely to produce a mix of sites that support and sites that challenge its ideology. In addition, the same technology that permits hate-mongers to network also permits those who are opposed to hate to connect and unite.)

Distribute the handouts Propaganda Techniques on Hate Sites and Propaganda Worksheet. Go through the Propaganda Techniques on Hate Sites handout with the class and then distribute or project the handout Hate Propaganda and have students complete the worksheet.

- If you wish, you may have older students visit one of the actual Hate sites listed below:

  Stormfront  
  [http://www.stormfront.org](http://www.stormfront.org)

  Canada First  
  [http://updates.canadafirst.net/](http://updates.canadafirst.net/)

  Martin Luther King (Stormfront)  
  [www.martinlutherking.org](http://www.martinlutherking.org)

  Aryan Nations  

  American Renaissance  
  [http://www.amren.com](http://www.amren.com)
Chapter Four: Acting Ethically Online

Before Playing

Behind the Screen

⇒ Ask students about their experiences communicating online:

- Have you ever been surprised at how people have reacted to comments that you’ve made during an online conversation? (Instruct students to write their responses on the sheet of paper, next to their virtual Friends’ names.)
- What caused this miscommunication? (Have students record their responses to this question as well.)
- Has this ever happened while you have been chatting online with friends whom you know from school?

⇒ Ask students what the differences are between talking to someone in person and talking to someone online. (Possible responses: no facial expression, no tone of voice, identity is sometimes unclear, etc. The differences basically boil down to two factors, which you can write on the board: “You can’t see them” and “They can’t see you.”)

⇒ Have students discuss the consequences or effects of these two factors. You can record their contributions on the board under each heading. Ask students whether each consequence or effect is positive or negative, and mark each one with a “+” or “-“.

After Playing

Understanding Intellectual Property Issues

⇒ Ask students if they can think of any examples of things that might be intellectual property. If students have trouble making suggestions, provide this list and ask which of the following they think might be intellectual property:

- A novel?
- A film script?
- A joke?
- A recipe?
- A character in a TV show?
- A painting?
- The lyrics to a song?

All of these are intellectual property. Explain that what we usually mean by property – physical things which we own – is called real property to distinguish it from intellectual property. In some cases a thing can be both intellectual and real property: the novel and the painting, for instance, are both intellectual property and real property. However, there doesn’t need to be any real property for intellectual property to exist: a recipe or a joke can be intellectual property even if they’re never written down.
Ask students why the idea of intellectual property might exist in law. Who benefits from it? (*The owners of the property.*) Why does society in general benefit from the concept of intellectual property? (*Giving creators control of their property encourages them to create more.*)

Point out to students that copyright does not only benefit established artists and large corporations; it protects all creators of intellectual property from having their work reproduced or adapted without their permission. As an example you may display the handout *You Thought We Wouldn't Notice?* Or direct students to the Web site of the same name <http://youthoughtwewouldntnotice.com>. (*Please note that not all language and images on this site are appropriate for class. Use with caution.*)

Discuss with students the ideas of the *public domain* and *Creative Commons* licences, both of which are explained in the tutorial. Discuss the relative advantages and disadvantages of using material in the public domain or under a Creative Commons licence.

For a thorough explanation of Creative Commons, see the slideshow available at <http://www.slideshare.net/thecleversheep/creative-commons-what-every-educator-needs-to-know-presentation>.


**Cyberbullying**

Return to the list of positive and negative effects of online communication. Ask students why people might be more likely to be bullies online than offline. (*Anonymity, lack of accountability, and a lack of empathy because they can’t see the target are likely responses.*)

Ask students why it might be worse to be bullied online than offline. (*More witnesses, the bully can be anonymous, hurtful messages or images can persist indefinitely, worldwide distribution, etc.*)

Ask students why targets of online bullying are likely to become bullies themselves. (*Possible answers are that the ease of bullying online makes getting revenge on a bully seem attractive, and that a target might want to take his or her frustration out on others.*)

Discuss with students what targets of bullying should and shouldn’t do. (*They should never argue back and should never bully others. Review the steps taught in the chapter: Stop talking to the bully. Block the bully from contacting them again. Talk to a parent, teacher or another responsible adult. Save a record of the bullying incident.*)

What should witnesses to cyberbullying do? (*Speak up. Confront the bully. Report the bullying to a responsible adult.*) How can online communities and communities that provide Internet access such as schools and libraries create a climate of “zero tolerance for bullying”?
Plagiarism

- Ask students if they consider the activities listed below to be "entirely wrong," "somewhat wrong," "not wrong but against the rules" or "not wrong at all". Compare the results to the answers given by participants in the Common Sense Media poll:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entirely wrong</th>
<th>Somewhat wrong</th>
<th>Against the rules but not wrong</th>
<th>Not wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting answers to homework questions off the Internet</td>
<td>35%</td>
<td>28%</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>Copying text from Web sites and turning it in as part of your own work</td>
<td>58%</td>
<td>20%</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Downloading an entire assignment from the Internet and turning it in as your own work</td>
<td>64%</td>
<td>17%</td>
<td>11%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: Common Sense Media, 2009.

- If the results of your poll are significantly different from those in the Common Sense Media poll, ask students why that might be. Point out that these were students ages 13-18 who participated in an anonymous online poll.

- Ask students to consider what makes someone more or less likely to plagiarize an assignment. Are there some assignments that are more or less likely to be plagiarized? What could teachers do to make students less likely to plagiarize their work?

- Ask students what the difference is between quoting something and plagiarizing it. (As an analogy, you can compare it to doing a cover version of a song and claiming the same song as your own.) Is there a clear line between the two, or are there some grey areas?
Post-Game Activities

These activities can be used once the entire tutorial has been completed to help extend students’ thinking on the topics and issues raised and make connections between the tutorial content and their daily lives.

Web Site Analysis

Direct students to a Web site that might be used as an information source. Distribute the handout *Evaluating Online Information* and instruct students to analyze the Web site using the criteria in the handout. Ask students to judge, overall, what the site might be useful for and why. You may have students work alone or in pairs or groups. You may wish to instruct different groups to analyze different sites.

Rules for Internet Use

Most schools, and many households, have rules about proper Internet use. While teachers and parents may feel out of their depth in this area, these rules can help: research has shown that having a rule about meeting online acquaintances in person, for instance, cuts the chances of that happening in half; and having rules about inappropriate Web sites reduces the chances of young people visiting those sites by two-thirds.

- Ask students how many have household rules about Internet use. Have students list some of them and discuss why they might be good rules.

- Ask students why it might be a good idea to have rules. Discuss with students what rules might be good to apply to home and classroom Internet use. Ask them what rules should be made about:
  - giving out personal information (address, telephone number, real name, gender, age)
  - responding to stranger contact
  - meeting online Friends offline
  - accepting Friend requests on social networking sites
  - downloading files
  - sending photos or other files
  - responding to upsetting messages
  - encountering unpleasant or inappropriate material
  - sharing passwords
  - setting up online accounts (on webmail services, social networking sites, etc.)
  - limiting time spent online
  - sharing a computer with siblings, parents or classmates
  - determining appropriate and inappropriate online destinations

- Have students draft a list of the rules they think are most important.
Handouts
Protecting Students’ Privacy on the Internet

Techniques for Obtaining Personal Information

Here are some of the strategies that companies use to try to get students to give up their privacy online:

- **online registration forms** that ask young people to sign up to become club members or access “fun” areas on a site
- **quizzes and surveys** which are used to find out about the preferences and attitudes of young consumers
- **contests** in which young people are required to give out personal information to enter or win prizes
- **e-cards** where young people are asked to submit friends’ e-mail addresses to a Web site so that the company can send e-cards and greetings to those friends
- **cookie files** that track young people when they enter a site and record the areas they visit. (These files can be used by marketers to create customer profiles and deliver customized information to young Web site visitors.)

Privacy Policies

Privacy policies outline the privacy terms and conditions of a particular Web site. When students read a site’s privacy policy, they need to be able to identify:

- what information about site visitors is being collected or tracked, and how this information will be used
- how parents can change or delete any data that has been collected about their children
- whether the privacy policy follows the industry guidelines for selling to, and collecting data from, children on the Internet
- what methods are being used to ensure that children need their parents’ permission before giving out any personal information online
- how site visitors can contact and/or find out more about the company hosting the Web site
## Do I Spend Too Much Time Online?

Too much of anything can be bad. Take a look at the sentences below and see whether any are true for you. If they are, you should think about whether or not you spend too much time online.

Is it true that …

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I get angry or annoyed if I can't get online.</td>
</tr>
<tr>
<td>2.</td>
<td>I often lose track of time when I'm online.</td>
</tr>
<tr>
<td>3.</td>
<td>I spend most of my free time online.</td>
</tr>
<tr>
<td>4.</td>
<td>I have more friends online than offline.</td>
</tr>
<tr>
<td>5.</td>
<td>I use online activities to avoid things I should be doing offline.</td>
</tr>
<tr>
<td>6.</td>
<td>I sometimes give up sleep to be online.</td>
</tr>
<tr>
<td>7.</td>
<td>I forget about or skip other things (homework, time with parents or friends, meals, etc.) so I can be online.</td>
</tr>
<tr>
<td>8.</td>
<td>I am often late for things because I am online.</td>
</tr>
<tr>
<td>9.</td>
<td>I often spend time online to make myself feel better about other things in my life.</td>
</tr>
<tr>
<td>10.</td>
<td>I often think about being online when I'm offline.</td>
</tr>
<tr>
<td>11.</td>
<td>I have lied to someone about being online or about how much time I spend online.</td>
</tr>
<tr>
<td>12.</td>
<td>I have tried to cut back on how much time I spend online.</td>
</tr>
</tbody>
</table>
Knowing What’s What and What’s Not: The Five Ws (and One “H”’) of Cyberspace

The old formula used by police, journalists, and researchers – Who, What, When, Where, Why, and How – can be applied in cyberspace to help identify credible online information sources.

Ask yourself:

**WHO** is the source of the information?

- Has someone taken responsibility for the content of this Web site?
- Is information about the author or organization clearly stated?
- Are there any links to in-depth information about the author or organization?
- Can you contact the company or author through a real world postal address or phone number?
- Can you confirm that the company or author is a credible, authoritative source of information?
- Can you verify the authority of any of the site's content that is attributed to other sources?

**WHAT** are you getting?

- Is the information biased in any way?
- Does the site rely on loaded language or broad, unsubstantiated statements?
- Is emotion used as a means of persuasion?
- Does the site offer more than one viewpoint?
- Are there links to other or alternative viewpoints?
- Does the site’s information seem thorough and well organized?
- Does the site clearly state the topics it intends to address?
- Does it follow through on the information it has promised?
- Does the information seem complete and consistent?
- Is the information well written and easy to understand?
- Does the site offer a list of further in-depth resources or links to such resources?
- What is the copyright status of material found on the site?
When was the site created?

- Is it important that the information you’re looking for be absolutely current?
- Is a reference date provided to show when the material was put online, or when it was last updated?
- Do the links work?

Where are you?

Learn to deconstruct a Uniform Resource Locator (better known as a URL, or “site address”). Let’s use the Media Awareness Network URL as an example:

http://www.media-awareness.ca/english/teachers/index.cfm

The “http” notation indicates that this is a hypertext document (as most online documents are). The “www” is short form for “World Wide Web,” where all Web sites reside.

media-awareness.ca

The second part of a URL contains the domain name of the person or organization hosting the Web site – in this case, media-awareness. The “.ca” which follows indicates that the site is hosted by a Canadian organization.

english/teachers/index.cfm

The last section maps out the pathway of directories and sub directories leading to the page you are on. For this particular page on the Media Awareness Network site, “english/” indicates that you are on the English part of the site. The final URL entry (“teachers”) indicates the name of the page or document you have arrived at. “cfm” indicates the code or format the page was created in (in this case, Cold Fusion Markup).

Sometimes you might see a “user” reference or tilde (~) symbol in a subdirectory, followed by a name. This indicates that you may be on a personal Web page that is hosted by an ISP (Internet Service Provider).

The type of organization behind a Web site can give some clues to its credibility.
.gov  In the US, .gov applies to federal departments. In Canada, provincial governments use .gov followed by a provincial or territorial abbreviation and .ca.

.gc  The federal government in Canada uses .gc in its domain name and in the domain names of many of its departments, such as Industry Canada and Canadian Heritage. However, some government Web sites, such as the Canadian Human Rights Commission (www.chrc-ccdp.ca), opt for just .ca.

.ca  The Canadian Internet Registration Authority (CIRA) is the non-profit corporation responsible for overseeing and keeping a registry of the " .ca " Internet country code domain for Canada. Schools, educational organizations, libraries, museums, and some government departments may be registered under a 2-digit country-of-origin code, such as .ca, .uk or .au. However, it's important to remember that any Canadian organization can obtain a .ca domain.

.edu  The United States originally created .edu to indicate American colleges and universities offering 4-year degree programs. Most Canadian universities tend to use .ca.

.org .com .net

Back in the early days of the Web, .org indicated a wide assortment of groups, including non-profit organizations; .com indicated commercial organizations; and .net was intended for organizations directly involved in Internet operations, such as Internet service providers.

Now, anyone can apply for and use these letters in their domain names. For example, the YWCA Web site in Oakville ends with .com, in Vancouver, it ends with .org; and in Montreal it ends with .ca.

WHY are you here?

Before you saddle up and ride out into cyberspace, it's a good idea to stop and consider whether or not the Internet is even the best place to go. Ask yourself:

- Can I get the information faster offline?
- Does the online material I'm finding suit my needs?
- Am I able to verify this information?
When in doubt, doubt. Scepticism should be the rule of thumb on the Net.

Apply the Five Ws of cyberspace to the Web sites you visit.

Double-check your facts and sources – and then check them some more!

Use Meta-Web information searches to assess the credibility of Web sites. This can be done by entering the author’s name into a search engine to conduct a quick background check. Or you can find which sites link to a specific site by going to a search engine like Alta Vista and entering a “link”: command in the “Search” box, followed by the page’s URL.
# Online Search Worksheet

Fill in the blanks below for three different sources of information on your topic.

**Source #1**

Title of Web site: ________________________________

Web address: ________________________________

How you found it (e.g., Google, Wikipedia):

________________________________________________________________________

Search words or phrase you used to find it (remember to use Boolean operators):

________________________________________________________________________

Three key facts (to be checked against other sources):

1. ________________________________
2. ________________________________
3. ________________________________

**Source #2**

Title of Web site: ________________________________

Web address: ________________________________

How you found it (e.g., Google, Wikipedia):

________________________________________________________________________

Search words or phrase you used to find it (remember to use Boolean operators):

________________________________________________________________________

Three key facts (to be checked against other sources):

1. ________________________________
2. ________________________________
3. ________________________________
Source #3

Title of Web site:  ________________________________________________________________

Web address:  ________________________________________________________________

How you found it (e.g., Google, Wikipedia):
__________________________________________________________________________

Search words or phrase you used to find it (remember to use Boolean operators):
__________________________________________________________________________

Three key facts (to be checked against other sources):

1.  ________________________________________________________________

2.  ________________________________________________________________

3.  ________________________________________________________________
Evaluating Online Information

To decide if the information on a Web site is useful to you, first consider what you will be doing with the information. Are you writing a research paper? A persuasive essay? A short story?

Once you know what you will be doing, you can find out if the site is useful by considering the following questions:

1) **What is the Web site’s purpose?**

   Is it to inform, entertain, persuade or sell something?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________

   How do you know?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________

2) **Who is behind the screen?**

   Has someone taken responsibility for what is written there?

   Is information about the author clearly stated?

   Are there links to detailed information about the author or organization?

   Who links to the site? (Go to *AltaVista* and search “link:” and the site’s URL, as in “link:www.media-awareness.ca.”)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
3) **Is the information biased in any way?**

Is there a connection between the author’s viewpoint and the organization he or she represents?

Is emotion a big part of what the site uses to try to persuade you?

Does the author use "loaded language" (words that get a strong emotional reaction) or make broad statements not supported by evidence?

Can the information be verified from other sources?

Does the site offer more than one point of view, or links to other points of view?

4) **Is the information up to date?**

Is it important that information about your topic be up to date?

Does the site show when the information was created and last updated?

Do all the links still work?

5) **What purpose would you use this information for, and why?**

Check each possible purpose for which you feel the site would be appropriate, and briefly explain why you think so.

☐ A research report

☐ A news article

☐ A persuasive essay

☐ An ad campaign
Wikipedia 101

Wikipedia Principles


- **Wikipedia is an encyclopedia**: it collects existing information, instead of reporting on new discoveries or research, and tries to be as accurate as possible. As an encyclopedia it's meant to be an introduction on each subject, so articles should provide references to more detailed sources.

- **Wikipedia has a neutral point of view**: it does not take sides in an issue. It tries to give as full a picture of each topic as possible, providing multiple points of view when necessary.

- **Wikipedia is free content**: anyone can edit a Wikipedia article, and anyone can copy a Wikipedia article so long as what they're using it for non-commercial purposes.

- **Wikipedia has a code of content**: users should respect each other even when they disagree. Users should assume "good faith" in dealing with other users; in other words, assume that other people sincerely believe in their point of view and aren't just trying to start an argument, and assume that other people might have a point, even if they disagree with you.

- **Wikipedia has few rules, and users are encouraged to be bold**: it's easy to track and reverse changes, so if you think you can improve an article, go for it.

Cleanup Banners

Cleanup banners are placed at the top of Wikipedia articles to show that there may be a problem with the article. Any user can place a banner if they think there is an issue that should be addressed.

Common banners include:

- **The neutrality of this article is disputed**: the article may not take a neutral point of view.

- **The factual accuracy of this article is disputed**: some or all of the article may be untrue.

- **This needs copy editing for grammar, style, cohesion, tone or spelling**: there are problems with the writing of the article.

- **This may contain material not appropriate for an encyclopedia**: most often this means that it contains opinions or "original research" (a new theory or discovery).

- **This article only describes one highly specialized aspect of its associated subject**: the article is too specific, covering only part of the topic.

- **This article requires authentication or verification by an expert**: the article needs to be verified by someone who's an expert in the subject.

- **This article or section needs to be updated**: the article is out-of-date.

- **This is missing citations or needs footnotes**: not everything in the article is supported by references to other sources.
Because *Wikipedia* is an encyclopedia, everything in it should be based on information from other sources. These sources should be listed at the bottom of the article, linked to the part of the article; if they're online sources there should be links to them.

Remember that a *Wikipedia* article is only as good as its sources, so if you're going to trust an article you have to be sure you can trust the sources as well.

**Rating Scale**

Each *Wikipedia* article is given a *rating*, which you can see on the *Discussion page* (click on the "Discussion" tab at the top of the page). A complete explanation of this rating scale can be found at [http://en.wikipedia.org/wiki/Wikipedia:Version_1.0_Editorial_Team/Assessment](http://en.wikipedia.org/wiki/Wikipedia:Version_1.0_Editorial_Team/Assessment). The ratings are based on the evaluation of *Wikipedia* users, most often those involved in *Assessment teams* dealing with a particular topic. A list of these teams can be found at [http://en.wikipedia.org/wiki/Category:WikiProject_assessments](http://en.wikipedia.org/wiki/Category:WikiProject_assessments). The rating tells you something about how complete and reliable the article is:

- **Stub**: covers only the most basic information.
- **Start**: an incomplete article, without external sources.
- **C**: a reasonably complete article with some major issues such as gaps or incomplete sources.
- **B**: a complete article with reliable sources but where the writing or structure can be improved.
- **GA**: an article that is broad enough to be complete, has many reliable sources, is entirely neutral and has gone a fairly long time without major edits.
- **A**: a GA-class article that is also well-written in terms of style and structure.
- **FA**: an article that is good enough in terms of accuracy, completeness, sources, structure and writing to be held up as an example of what a good *Wikipedia* article should be.

**Discussion Page**

The *Discussion page* (click the tab at the top of the article) is where users record their opinions about what changes should be made to an article. If there are any problems with the article, they'll usually be discussed here.

**History Page**

The *History page* (click the tab at the top of the article) records all changes that have been made to the article and who made them.
Wikipedia Reliability Worksheet

Article title:

Answer the following questions to see how reliable a Wikipedia article is.

1) Start with the main page. Does it have any cleanup banners that have been placed there to indicate problems with the article? (A complete list is available at http://en.wikipedia.org/wiki/Wikipedia:Template_messages/Cleanup.)

Any one of the following cleanup banners means the article is an unreliable source:

- This article or section has multiple issues.
- This article may require cleanup to meet Wikipedia’s quality standards.
- The neutrality of this article is disputed.
- The factual accuracy of this article is disputed.
- This needs copy editing for grammar, style, cohesion, tone or spelling.
- This may contain material not appropriate for an encyclopedia.
- This article only describes one highly specialized aspect of its associated subject.
- This article requires authentication or verification by an expert.
- This article or section needs to be updated.
- This article may not provide balanced geographical coverage on a region.
- This is missing citations or needs footnotes.
- This article does not cite any references or sources.

2) Read through the article and see if it meets the following requirements:

- Is it written in a clear and organized way?
- Is the tone neutral (not taking sides)?
- Are all important facts referenced (you're told where they come from)?
- Does the information provided seem complete or does it look like there are gaps (or just one side of the story)?
3) Scroll down to the article’s References and open them in new windows or tabs. Do they seem like reliable sources? (For help in determining the general reliability of a source, check out the Knowing What’s What and What’s Not: The 5 Ws (and 1 “H”) of Cyberspace handout.)

**Reliable references:**

**Possibly unreliable references:**

**Definitely unreliable references:**

4) Click on the Discussion tab. How is the article rated on the Rating Scale (Stub, Start, C, B, GA, A, FA)? What issues around the article are being discussed? Do any of them make you doubt the article’s reliability?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

5) Based on the above questions, give the article an overall ranking of Reliable, Partially Reliable or Unreliable.

- You may use a Reliable article as a source (but remember that even if a Wikipedia article is reliable, it should never be your only source on a topic!)
- You may use a Partially Reliable article as a starting point for your research, and may use some of its references as sources, but do not use it as a source.
- You should not use an Unreliable article as a source or a starting point. Research the same topic in a different encyclopedia.

*How did you rank this article (Reliable, Partially Reliable or Unreliable)? Give at least three reasons to support your answer.*

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
FOUR STEPS TO STOP CYBERBULLYING

STOP: Don’t try to reason or talk to someone who is bullying you.

BLOCK: Use the block sender technology to prevent the person from contacting you again.

TALK: Tell a trusted adult, inform your school, use a help line, and report it to the police.

SAVE: Save any instant messages or e-mails you receive from the bully, or capture any comments that have been posted on the Web.
Online Tips for Students

- Talk with your teacher and parents about rules for going online.
- If an e-mail or a message ever scares you or makes you feel uncomfortable, tell your parents or teacher right away.
- Tell your parents if an online Friend ever asks you to meet him or her offline. Tell an adult if that same person contacts you again online.
- Save a copy of any instant messaging (IM) conversations or e-mails that seem strange or make you feel uncomfortable.
- Do not answer e-mails or IM messages that upset you or make you feel uncomfortable. Ignore them, and then tell an adult about them.
- As much as possible, keep your personal information to yourself.
- Select privacy settings that will allow you to show only what you want to who you want.
- Post only things that you don't mind other people knowing about you.
- Don’t give out personal information on a Web site until your parents have read the site’s privacy policy.
- Never give out anyone else’s personal information online.
- Keep two separate e-mail accounts: a "personal" account for people who know you offline, and a "public" e-mail address on a service like Gmail or Hotmail to use with online Friends or when you have to register for something.
- Don’t download files unless you’re sure you can trust the source.
- Never give out your passwords, even to friends.
- When in doubt, doubt. If something you find online doesn’t feel right, it probably isn’t.
- Don’t send mean messages or e-mails, even as a joke.
Online Tips for Parents

• Help your children draft a list of rules for Internet use that you can all agree on.

• Keep any Internet-connected computer in a public area of your home.

• Help guide your children to safe parts of the Web.

• Tell your children not to give out any personal information without your permission.

• Instruct your children to tell you about any messages or e-mails they get, or any Web sites they encounter, that frighten them or make them uncomfortable in any way.

• Encourage your children to be responsible and ethical Internet users. Tell them never to send insulting, harassing or hateful messages or e-mails, even as a joke.

• Explain to your children that actions online can have consequences. Photos can be altered, copied and reproduced; arguments and misunderstandings can spin out of control; and people can even be charged under the Criminal Code for their actions online.

• Don’t “flip out” if your children access something inappropriate – this is bound to happen, so just talk to them about it.

• Don’t cut your children off from the Internet. This may lead them to not tell you when things go wrong.

• Encourage your children to be skeptical. Tell them “When in doubt, doubt.”

• Make sure you know and understand the Web sites and services your children use.

• Ask your children about their online Friends. Don’t treat them any differently than you would their offline friends – just get to know them.

• Pay attention to how much time your children are spending on the computer. Large amounts of time online and sudden changes in online habits can both be signs that something is wrong.

• Go to your children’s favourite Web sites and read their privacy policies. Make sure the policies explain what data the sites collect, what the hosts of the sites do with the data, and how you can control what is done with that data.
Jared’s Story

Jared, a Grade 9 student, is surprised on Monday morning to be called into the principal’s office. He’s even more surprised when the principal tells him he’s being suspended because of photos that were posted online.

It all started at a party that weekend. Someone took a picture (with a camera phone) of Jared drinking a can of something – it’s impossible to read the label – and posted it on a photo-sharing site, captioned with “Jared gets his drunk on.” Other people in the party photos are clearly drinking beer, so when the principal saw the photos he decided to suspend everyone in them that he recognized. He also decided to take Jared off the Student Council for setting a bad example.

Jared objects to this: there’s no proof that he was drinking in the photo, and he didn’t write the caption. Besides, what he does outside of school shouldn’t affect his school life. The principal points out that teachers are expected to behave themselves outside of school – the school board recommends that teachers not even have Facebook profiles, and some teachers in other cities have lost their jobs because of things they’ve posted – so it’s fair to hold students to the same standard.

When he gets home, Jared looks for the photo online. He finds it, but can’t remove it; because it was posted anonymously he can’t even ask the person who posted it to remove it. He also finds out that the photo was tagged with his full name: it’s the first thing that comes up when he does a Google search for himself. He wonders if it will still be online when he starts applying for universities or looking for a job.

Jared’s mother is furious when she hears about the suspension. She’s angry at Jared for going to the party, but also angry at the school and at whoever posted the photo. She contacts the company that runs the photo-sharing site and asks them to remove it, but they say they don’t have any legal reason to interfere with one of their users’ accounts. She makes Jared phone everyone who was at the party and ask if they were the ones who posted the photo. Finally his friend Mark – who wasn’t suspended, because he wasn’t in any of the photos – admits that he did it and agrees to take down the photos. Jared’s mother then does another Google search for Jared’s name, and the picture is gone. When she does an image search, though, the photo and caption still appear in the search results.
Jillian’s Story

Jillian, a Grade 12 student, does most of her shopping online. So much of her time is taken up by her classes, extracurricular activities, and the part-time job she has to save money for university that she just doesn’t have time to set foot in a mall or a store. Besides, online shopping is so convenient! She can order clothes, cosmetics and especially books. In fact, every time she goes to Congo.com they have a page of recommended books for her. She’s impressed by how good their recommendations have been, and they just seem to get more accurate the more books she buys.

When she has a little time to relax, Jillian likes to flake out and read cheesy magazines. She was able to get a cheap subscription to her favourite ones through Congo.com, and she’s signed up to be able to read more for free online. The only problem is that lately she’s started getting all kinds of junk mail, both spam and postal mail. She’s even getting telemarketing calls at home, and spam text messages on her cell phone! She asks her mother about it and her mother says the magazine publisher probably sold her name to other companies.

Jillian starts thinking about all of the advertising she sees when she’s online. She’d never noticed before how much the advertisers seem to know about her – she’s always seeing ads for dating services that promise to introduce her to boys in her town, for instance. Even when she goes to Web sites that have nothing to do with shopping, they’re full of banner ads and pop-ups for the kinds of things she buys online. As an experiment, she decides to add “Skateboarding” to her list of hobbies on her social networking profile. Sure enough, within hours she’s seeing ads for skate magazines on the Web sites she visits.

She decides to go to Congo.com and read their privacy policy. It says that they won’t give out her personal information if she doesn't want them to, but she has to say she doesn’t want them to, and they never asked when she signed up for her account. It also says that they have no control over what the companies that actually print the books and magazines will do with her information. It also says that they may gather information about her from other sites to improve their recommendations to her.

Jillian isn’t sure what to do. She doesn’t want to stop using Congo.com, or take down her social networking profile, but she feels uncomfortable giving out any more personal information. She worries, too, when she sees her younger sister signing up for Web sites she visits. A lot of them also have surveys that ask for more personal information about yourself and your family. By the time she is Jillian’s age, how much will advertisers know about her?
Propaganda Techniques on Hate Sites

The term propaganda refers to persuasive techniques that attempt to influence the opinions, emotions, attitudes and/or behaviour of a group of people. Through propaganda, hate groups manipulate words, images and associations to elicit feelings of superiority in their members and to exploit insecurities and fears to demonize "others." On Web sites created by hate organizations, the following propaganda techniques are commonly used. These techniques may be combined to maximize the effectiveness and reach of hate messages.

Name Calling

Hate groups play with words and language to frame themselves or their views in the best possible light. Old-fashioned name calling is used to dehumanize groups considered inferior and to justify prejudicial beliefs.

Symbols and Imagery

Hate groups understand the power of symbols as a quick way to unite those who share an ideology, so symbols frequently appear on hate-based Web pages. In order to legitimize their organizations, it's not unusual for hate groups to co-opt mainstream symbols such as the Celtic cross, crowns and pagan runes.

Religion

Many hate organizations – even those with no religious affiliations – use scripture and religious terminology to give the impression that their claims are sanctioned by God. For example, the head of a white supremacist organization might refer to himself as a "pastor," or group objectives might be referred to as "commandments."

Pseudo-Science

Use of science or medicine is another way for hate groups to "borrow" authority. This borrowing might include citing studies and academic works, or presenting ideology in pseudo-scientific language. Often, hate groups will present the works and research of like-minded organizations and individuals as unbiased, credible fact.

Nationalism

When white power organizations refer to "nationalism" or "citizenship," it's usually in the context of "protecting" the white population from perceived threats from non-white immigrants. Hate groups also use positive associations with nationalism – loyalty, nobility, heritage and advocacy – to inspire people to "join the cause."

Scare Tactics

Some hate sites use fear-mongering to fuel beliefs that a particular group presents a danger to society. Examples include linking groups to crime, terrorism or disease.

De-Humanizing

The ultimate goal of most hate groups is to dehumanize their targets — to portray them as the “other” in order to justify hating and mistreating them.
## Propaganda Worksheet

List examples of these propaganda techniques:

<table>
<thead>
<tr>
<th>Propaganda Technique</th>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Calling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbols and Imagery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pseudo-Science</td>
<td></td>
<td></td>
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Hate Propaganda

Identify the purpose of the propaganda and the propaganda techniques used on each of the following Web pages. (Remember – a combination of techniques may be used on one page.)
4. The Revisionist claim: Official state policy towards the Jews in the Third Reich was emigration, not extermination.

It is true that Hitler Germany wanted to remove the Jews from the German people’s “sphere of influence.” The country was at war: a war largely seen as having been instigated by international banking Jewry, and Jews were seen as a corrupting influence, not only financially but also racially and culturally.

A common word that was used was “parasites.” (Know that, in America, a National Socialist is commonly referred to as “virus bag.” If you want to know what modern persecution and demonization of unwanted people looks like, try this cartoon.) http://www.web.spc.org/~winemdl/r/zf.html

Hitler Germany was adamant in not wanting Jews to be part of Germany because they were held to be harmful to the fabric of an ethnically cohesive society as it was woven by Hitler. The Führer wanted Jews “out of his face.” He was not fond of them.

But that is where the story stops. The Talmudic twist and gerrisons some of these people still go through, when “emigration” and “evacuation” of Jews suddenly become code words for “extermination,” is amazing.

All of this was covered in the Zündel trial in the minutest detail and has been laid to rest forever in the transcripts of those trials, now permanent documents in the Canadian judicial law library. A little basic research would have gone a long way for Hatrav.

The Hamer Forensic speech, to be even more specific, was the subject of lengthy analysis in both the Toronto Zündel trials. Most detail can be gleaned in studying the testimony of German police scientist Udo Wedendy and Dr. Robert Frankenstein in the 1993 trial and in the testimony of Browning, Frankenstein British historian David Irving and Mark Weber in the second, 1995, trial. (Again, the reference here is the Klauskirch book: Did the Million Really Die?)

Time and again, the Holocaust Perpetrator Lobby counts on the naivete of the reader who is not likely to check on the facts and fine tune his thinking on what was meant by “evacuation” and “emigration.”

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The concepts expressed in this document are protected by the basic human right to freedom of speech, as guaranteed by the First Amendment of the Constitution of the United States, confirmed by the U.S. Supreme Court as applying to the Internet context on June 20, 1997.

Ernst Zundel needs your support
You Thought We Wouldn’t Notice?

This site is dedicated to exposing theft of intellectual property belonging to independent artists.

Source: http://youthoughtwewouldntnotice.com

Original watercolour by Seniorita Polyester
(http://senioritapolyester.com.ar/)

Wallet sold by Mundo Illustrato

Original brooch by Made by White
(http://www.madebywhite.com)

Brooch sold by TopShop
Related
MNet Resources
Interactive Resources

Media Awareness Network has produced a number of free online interactive resources that focus on various aspects of Internet literacy.

- **Jo Cool or Jo Fool: Interactive Module and Quiz on Critical Thinking for the Internet**  
  (Ages 11 to 13)  
  This interactive online game takes students through a series of mock sites that test how savvy their Internet surfing skills are. The game ends with an online quiz that gives students an even more in-depth level of information.  

- **Allies and Aliens: A Mission in Critical Thinking**  
  (Ages 12 to 13)  
  This animated module takes students on a mission from Planet Earth to assess the varying degrees of prejudice, misinformation and hate propaganda on the "Galactic Web."  
Lesson Plans

Media Awareness Network hosts Canada’s largest collection of free online lesson plans, available in both English and French. The following is a sample of relevant lessons and lesson series:

Cyberbullying

Classroom Resources to Counter Cyberbullying: Lessons on Cyberbullying for Grades 5 to 12
http://www.media-awareness.ca/english/resources/educational/lessons/cyberbullying.cfm

Cyberbullying: Encouraging Ethical Online Behaviour comprises the following:

- **Understanding Cyberbullying - Virtual vs. Physical Worlds**
  (Grades 7 and 8)
  In this lesson, students explore the concept of cyberbullying and learn how the attributes associated with online communication may fuel inappropriate or bullying behaviour.

- **Cyberbullying and the Law**
  (Grades 7 and 8, and Grades 9 to 12 (two lessons))
  In these lessons, secondary and middle school students learn about and discuss the legal aspects of cyberbullying.
  Grades 7 and 8: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyber_bullying/cyberbullying_law1.cfm

- **Cyberbullying and Civic Participation**
  (Grades 7 and 8)
  This lesson allows students to explore the concept of civic participation in the creation of Canadian laws through a study of the consultation process found in the Canada Gazette.

- **Promoting Ethical Behaviour Online — Our Values and Ethics**
  (Grades 7 to 9)
  In this three-part lesson, students learn about online privacy and ethical behaviour by exploring their digital footprints to better understand how their online interactions may not be as anonymous as they think they are.
Authentication and Evaluation of Online Information

Deconstructing Web Pages
(Grades 7 to 10)
In this lesson, students apply the *The Five Ws (and one “H”) of Cyberspace* to sources of information they find online. Assuming the role of a student researching a science project, students must authenticate the information in an online article about the artificial sweetener Aspartame.


(Grades 10-11)
This lesson is designed to help students determine the validity of information that is presented to them on the Internet.


Taming the Wild Wiki
(Grades 7-9)
In this lesson, students are introduced to *Wikipedia*, the user-edited online encyclopedia, and given an overview of its strengths and weaknesses as a research source.


Deconstructing Web Pages
(Grades 7-10)
In this lesson, students apply the "5W's of Cyberspace" to sources of information they find online.


Finding and Authenticating Online Information on Global Development Issues
(Grades 7-12)
In this lesson, students learn strategies for using the Internet effectively to research global development issues. Students discover how to determine truth and accuracy of online information and learn effective ways to obtain balanced sources of information.

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/global_development/authenticating_online_info.cfm

ICYouSee: A Lesson in Critical Thinking
(Grades 8-10)
In this lesson, students use a Web-based activity to analyze Web resources.

I heard it 'round the Internet: Sexual health education and authenticating online information
(Grades 7-9)
In this lesson, students will consider the use of the Internet as a research tool and learn how to use search engines more effectively. They then apply these newfound skills to investigating popular myths about sexuality and contraception.

Online Hate

Thinking About Hate
(Grades 8-10)
This lesson helps students develop critical thinking skills to authenticate online information and to recognize bias and hatred on the Internet.

Challenging Hate
(Grades 10-12)
In this lesson students learn how the Internet can be used to facilitate the promotion of tolerance and respect.

Free Speech Versus the Internet
(Grades 10-12)
In this lesson students learn about the propaganda techniques commonly used on Web sites that promote hatred or intolerance.
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/online_hate/free_speech_lesson.cfm

Propaganda Techniques on Hate Sites
(Grades 10-12)
In this lesson students learn about the propaganda techniques commonly used on Web sites that promote hatred or intolerance.
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/online_hate/propaganda_lesson.cfm

Understanding Online Hate
(Grades 10-12)
In this lesson students explore the wide variety of ways in which hateful material may be encountered on the Internet.
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/online_hate/understanding_hate_lesson.cfm
Online Privacy

Online Marketing to Kids: Protecting Your Privacy
(Grades 6 to 9)
This lesson introduces students to the ways in which commercial Web sites collect personal information from kids and to the issues surrounding children and privacy on the Internet.

Online Marketing to Kids: Strategies and Techniques
(Grades 6 to 9)
This lesson introduces students to the online marketing techniques used by marketers to target children on the Internet.

Privacy and Internet Life
(Grades 7-8)
This lesson makes students aware of online privacy issues, primarily those relating to giving out personal information on social networking Web sites such as Facebook.
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/privacy/privacy_internet_life.cfm

Who Knows? Your Privacy in the Information Age
(Grades 8-10)
In this lesson, students explore issues relating to privacy through a series of activities, surveys and quizzes.

The Privacy Dilemma
(Grades 9-12)
In this lesson students consider and discuss the trade-offs we all make on a daily basis between maintaining our privacy, and gaining access to information services.
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/privacy/privacy_dilemma.cfm

Privacy in the Information Age
(Grades 11-12)
This unit is designed to help students develop a critical awareness about privacy and the security of personal information.
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/privacy/privacy_in_the_info_age.cfm
Professional Development (Licensed Resource)

MyWorld is supported by its companion professional development resource the Web Awareness Workshop Series. The Web Awareness Workshop Series includes five professional development (PD) workshops that provide a comprehensive program to help teachers of Grades K to 12 understand and address cyberbullying issues, online safety, marketing, privacy and information authentication. The workshops include Web-based self-directed tutorials, PowerPoint slides with speaking notes, workshop guides, Webographies and participant handouts – a package of tools that allow educators to manage their own PD activities and facilitate PD workshops on these topics for their colleagues. Accessed online, the five workshops are:

- Cyberbullying: Encouraging ethical online behaviour
- Safe Passage: Teaching kids to be safe and responsible online
- Kids for Sale: Online privacy and marketing
- Fact or Folly: Authenticating online information
- Growing with the Net: A developmental approach to children’s Internet use (Ages 4-12)

The Web Awareness Workshop Series is available through a licensing arrangement. A list of current licensees is available on the MNet Web site at: http://www.media-awareness.ca/english/catalogue/products/licencees/wa_education_licensees.cfm. If you are not covered by a current licence agreement and would like more information on the workshops or to preview the workshops, contact: licensing@media-awareness.ca.
About Media Awareness Network

Media Awareness Network (MNet) is a Canadian, non-profit centre for media and digital literacy. MNet’s vision is to ensure that young people have the critical thinking skills to engage with media as active and informed digital citizens.

Media Awareness Network:

- offers hundreds of free media and digital literacy resources, including classroom ready lesson plans, online educational games for kids, and background information on media and digital literacy, all of which are available on the MNet Web site http://www.media-awareness.ca/english/index.cfm.

- provides professional development (PD) resources and training. MNet’s PD resources are available through a licensing arrangement to provincial/territorial departments, school districts and boards, libraries, post-secondary institutions, and individual schools.

- conducts research. Young Canadians in a Wired World Phase II, the most comprehensive and wide-ranging research of its kind in Canada, examines the Internet activities and attitudes of more than 5,200 students in Grades 4 to 11.

- hosts Media Literacy Week, the first week of November each year, in partnership with the Canadian Teachers’ Federation. The purpose of the week is to promote media literacy as a key component in the education of young people, and to encourage the integration and the practice of media education in Canadian homes, schools and communities. Visit the Media Literacy Week Web site at http://www.medialiteracyweek.ca for more information on this event.

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