Welcome to

MYWORLD
A digital literacy tutorial for secondary students

Teacher’s Guide

For Licensee Use Only – Do Not Publish Online

This project was made possible by financial contributions from:

Inukshuk Wireless Learning Plan Fund

TELUS®
# Table of Contents

## Introduction

- Getting Started  
- Technical Requirements  
- Rationale  
- Concept  
- Overview  
- Response Boxes  
- Curricular Fits

## Tips Before Starting

- Incorporating *MyWorld* Into Your Classroom Practice  
- Setting Up the Tutorial for Classroom Use  
- Time Allotment  
- Sequence  
- Worksheets

## Let's Play!

- Registration and Chapter Selection  
- Introductory Task  
- Chapter One: Authenticating Online Information  
  - Issues Addressed in this Chapter  
  - During the Chapter  
  - Chapter One Options and Scores  
- Chapter Two: Managing Your Reputation and Privacy Online  
  - Issues Addressed in this Chapter  
  - During the Chapter  
  - Chapter Two Options and Scores  
- Chapter Three: Dealing with Online Relationships  
  - Issues Addressed in this Chapter  
  - During the Chapter  
  - Chapter Three Options and Scores  
- Chapter Four: Acting Ethically Online  
  - Issues Addressed in this Chapter  
  - During the Chapter  
  - Chapter Four Options and Scores
## Evaluation and Reflection

Answer Sheets for *MyWorld* Quizzes 39

Introductory Task
  Topic: Using Live Speak 39

Chapter One
  Topic: Detecting Scams and Hoaxes 41
  Topic: Authenticating Web Sites 42
  Topic: Recognizing Hate Speech 43
  Topic: Investigating Sources 44
  Topic: Evaluating a Wiki Page 45

Chapter Two
  Topic: Privacy Settings and Friend Lists 46
  Topic: Tagging Photos 47
  Topic: Passwords 48
  Topic: Privacy Policies 49
  Topic: Targeted Advertising 50

Chapter Three
  Topic: Sexting and Oversharing 51
  Topic: Risky Online Behaviour 52
  Topic: Excessive Gaming and Internet Use 53

Chapter Four
  Topic: Illegal Downloading 54
  Topic: Free Music and Videos on the Internet 55
  Topic: Cyberbullying 56
  Topic: Plagiarism 57

Blog Entries 58
  Blog Entry Rubric 60
  Worksheet Answer Summary 61

## Handouts

- MyWorld: Chapter One Worksheet
- MyWorld: Chapter Two Worksheet
- MyWorld: Chapter Three Worksheet
- MyWorld: Chapter Four Worksheet

## About Media Awareness Network
Introduction

Getting Started

*MyWorld* is provided with extensive training presentations which walk you through each chapter in the tutorial. It is suggested that you begin by viewing the walkthrough for chapters you will be assigning to your students. This *Teacher’s Guide* includes detailed information on the different chapters and activities as well as assessment and evaluation tools.

The companion *Classroom Activities Guide* to *MyWorld* includes theoretical background, introductory activities, warm-up, and follow-up and extension activities for your students.

Technical Requirements

Teachers will need to have a working e-mail account to use *MyWorld* in a classroom setting so that students’ scores and blog posts can be sent to them.

*MyWorld* requires the following minimum hardware and software:

**Hardware Requirements:**
- Pentium II 450 MHz
- 128 MB RAM
- 960 x 600 display (minimum); 1024 x 768 display (recommended)

**Software Requirements:**
- Windows XP, Vista or 7 or Mac OS X v10.4 or later
- Flash Player 10*
- Internet Browser that supports Flash Player 10 (Firefox 2.0 or later, Internet Explorer 6 or later, Opera 9.5 or later, Google Chrome 2.0 or later, Safari 3 or later.)

*If you are running Flash Player 9*, the tutorial will appear to work at first but you will not be able to access most of the content. To find out which version of Flash is currently installed on your computer, go to a site that requires Flash such as www.cbc.ca and click on the Flash window with the mouse’s right button. At the bottom of the window that pops up it will read “About Adobe Flash Player” and then the version number.

*If you require an updated version of Flash player*, you may download it from [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/); if you have difficulty installing it on lab or classroom computers, see your school’s information technology co-ordinator.

**Other Requirements:**
- Speakers or headphones (one pair per student)

The tutorial functions best when Zoom is set to 100%. (To set Zoom level in both Internet Explorer and Firefox, select the View menu and then select Zoom.)
Rationale

The Internet has become a part of the daily lives of nearly everyone — including children. According to a 2009 study, 98 per cent of Canadian youth have access to the Internet at home. Adolescents and pre-adolescents are among the heaviest users of the Internet, as well as related digital media such as video games and cell phones.

Unfortunately, this high rate of Internet use does not necessarily come with similarly advanced levels of Internet literacy: young people often lack the skills they need to use the Internet in a safe, effective and responsible way.

Concept

*MyWorld*, an interactive tutorial for secondary students, aims to teach students essential Internet literacy skills through simulating young people’s online experiences. The tutorial is divided into four chapters, each of which focuses on a particular aspect of digital literacy: researching and authenticating online information, managing privacy and reputation, dealing with online relationships and using digital media in an ethical manner. In each chapter, students use a variety of online tools and environments — a search engine, a social networking site, and so on — to complete tasks that challenge their digital literacy skills. These tasks are based on issues youth encounter daily, relating to their friends, schoolwork and personal lives.

1 Ipsos Reid, 2009 *Inter@ctive Reid Report Fact Guide*, 2009.
Each chapter is a standalone section and can be completed separately; however, there are themes and narratives that connect the four chapters. Chapters are designed to be completed at a student's own pace. Tutorial information is provided as needed through the Live Speak function which provides the student with four mentors — a teacher and three peers — who give advice on a variety of topics.

In completing each chapter, some students will move at a faster pace than others. Because each task often has best, good, bad and worst options, students who finish a chapter early should be encouraged to play again to explore more of the game’s content (because student’s choices drive the action of the tutorial, they will only encounter the full content through multiple sessions). Key educational messages, however, are delivered upon completion of a single successful session.

For teens, who are confident — sometimes overconfident — in their online activities, the Internet is not a collection of discrete environments. They move seamlessly from window to window, multitasking and using tools such as Google, Wikipedia, Facebook and Flickr in tandem. For that reason MyWorld simulates not just individual online environments but teens' Internet experiences: a typical MyWorld task, for instance, might be delivered by instant message and then require a video chat with one of the student's mentors before calling upon the student to use a search engine to research a topic and then share what she's learned with peers through a post on a social networking site.

Overview

MyWorld is organized around a simulated computer desktop with five windows, each of which represents a separate online environment. Students navigate between these environments to complete the tasks involved in each chapter. Each environment is also represented by a small icon at the bottom right of the screen. Whenever something new appears in one of the environments, the icon that represents it will bounce, alerting students to check out the new content.

A brief description of the environments follows:

**Instant Mail:** This environment represents a cross between an e-mail and an instant messaging program. The student receives private messages through instant mail and in some cases has the opportunity to reply.

**SpaceFace:** This is the student’s profile on a social networking site similar to MySpace or Facebook. Like these sites, it has a variety of sections: the Billboard, where the student’s friends (and sometimes the student) post public messages; a Buddy List showing the student’s online “friends”; Photobooth, where the student and his or her friends post photos; and Privacy Settings, where the student can decide who can see what in their profile.

**Googolplex:** This environment is a search engine such as Google. When the student needs to find something or research a topic, search terms appear here; selecting a search term and clicking “Search” brings up the results of the search. One or more of the search results usually contains a link that will lead to a simulated Web site. The most significant simulated sites are:

- **Collaborapedia:** a user-generated encyclopedia like Wikipedia.
- **HooDat:** a combination of the actual Web sites pipl and Whois. HooDat provides the student with information about the author of a Web site and the site’s registry (who pays to keep it online).
• **MyMusicMart**: similar to *iTunes*, this site sells music online.
• **VidWow**: a video streaming site similar to *YouTube*.
• **Snoops**: inspired by the site *Snopes*, this site is devoted to exposing the truth about popular myths and hoaxes.
• **ThinkRay**: this is the official site of the popular (fictional) band, “ThinkRay.”

**Library**: Web sites found through *Googolplex* are placed in the student’s *Library* so they can be visited again later. In some cases, Mister Billings, the student’s teacher within the game, will also place sites directly in the *Library*. Once visited, sites remain in the *Library* for the rest of the chapter.

**Live Speak** is a simulated video chat system (using pre-recorded video) which allows the student to ask four “mentor” characters questions on a variety of topics. Each mentor has different skills and interests that can help the student decide if they would be a good person to ask for advice on a particular topic. At first, students may find the relevant quizzes by trial and error; make sure they know that there’s no harm in clicking on a video to see if it’s the right one. The videos are organized into several clips, with each answering various questions, so that the student can choose to only view the parts she thinks she needs to learn about. The clip titles will appear to the left of the screen; **make sure students know that they must click on each title to view that clip**. A written version of each video is also available by clicking “Transcript.”
When the student views a video that is relevant to their current task, a quiz on the video’s content becomes available. If there is a quiz, the student may take it by clicking “Hit the Quiz!” (with or without viewing the relevant video.) **Passing the quiz provides the student with more possible actions within the game.** For a complete list of quiz questions with answers, see “Answer Sheets for MyWorld Quizzes” on page 39. Some videos are relevant to tasks in more than one chapter; **make sure students know that if they are completing multiple chapters they may view videos more than once.**

The Live Speak mentors are:

*Mr. Billings*: a teacher who is the student’s source on issues such as authenticating online information and copyright. Mr. Billings also frequently communicates with the student through instant messages, giving assignments for the student to complete.

*JT*: An older student, JT provides the student with advice on technical issues, such as how to identify the author behind a Web site.

*Karen*: One of the student’s peers, Karen is a guide to ethical issues such as dealing with hate speech and cyberbullying.

*Cousin Mario*: Mario is a family friend who has recently left home to go to university. He offers an experienced voice on some of the issues particular to youth such as excessive Internet use or game playing and online plagiarism.

The Restart Button allows students to restart or leave a chapter. Clicking on this icon will bring up three options: to return to the chapter’s opening screen by clicking “Yes,” to return to where the student was previously by clicking “No,” and to return to the chapter selection screen by clicking “Exit Chapter.” Clicking either “Yes” or “Exit Chapter” will cause the tutorial to forget everything the student has done except entering her name and e-mail address.

**Response Boxes**

The tutorial also communicates with the student directly through Response boxes, which give feedback on the player’s choices and occasionally provide context or background information. **Make sure students know to read the Response boxes carefully, as they often give instructions that are essential to completing the next task.**

The Response boxes also give a score based on the student’s choices and actions for each task. The student gets a summary of their scores twice in each chapter in the form of scorecards. In some cases tasks are paired so that a low score will cause students to skip the following task; these skipped tasks are reported as a zero score in the scorecards. Scores are e-mailed twice in each chapter to the e-mail addresses entered at the beginning of the tutorial: once halfway through and the second at the end. (*Media Awareness Network does not see or store e-mails or e-mail addresses.*) This allows students to complete a chapter over two sessions if necessary, without having to repeat tasks. Each chapter also ends with a reflection activity in which the student is asked to write a blog post (a short essay) on their experiences. The blog is then e-mailed to the student and her teacher.
Curricular Fits

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

Specific Curricular Outcomes

MyWorld addresses a number of curricular outcomes by helping students to:

- identify the purpose of and audience for a variety of media texts
- express opinions about ideas, issues and/or experiences presented in media texts and give evidence from the texts to support their opinions
- identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning
- identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view and (where appropriate) suggest how a more balanced view might be presented
- identify who produces various media texts, the reason for their production, how they are produced and how they are funded
- demonstrate an understanding that different media texts reflect different points of view and that some texts reflect multiple points of view
- determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden the understanding of a topic or an issue
- expand practices that provide safety for themselves and others (for example, by developing guidelines for the safe use of technology/chat lines)
- assess the personal significance of having limitless access to information provided by communication networks, such as the Internet

A full list of curricular outcomes addressed by this tutorial, organized by province and territory, is available on the Media Awareness Network Web site at: http://www.media-awareness.ca/english/catalogue/products/descriptions/myworld_curricular.cfm.
Tips Before Starting

Incorporating *MyWorld* Into Your Classroom Practice

*MyWorld* is designed to allow flexibility in incorporating it into classroom practice. Below are some suggested approaches; which you choose is up to you, based on the grade level of your class and students’ particular needs. You may also choose to use a mix of different approaches, for instance completing one or more chapters as teacher-led activities and then allowing students to complete the remaining chapters independently.

1. **Teacher-led**

   If you have access to a data projector or interactive whiteboard, you may choose to project *MyWorld* onto a screen and complete it as a whole-class activity. In this approach, you or a student you designate, will control the tutorial as the class collaborates in completing the different chapters and activities. This approach is recommended for use with younger students. (If you wish to assess or evaluate students’ learning, you may follow the tutorial with the worksheets included in this Guide.)

2. **Pair or Group Work**

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

   If you have a limited number of computers available you may also wish to draw on the pre- and post-chapter activities contained in the *MyWorld Classroom Activities Guide*, which allow you to extend students’ learning in an offline context.

3. **At Home**

   If classroom time or Internet-connected computers are limited, you may choose to have students complete some or all of the tutorial at home. Students can access *MyWorld* directly from the Media Awareness Network licensed resources site, using the student login credentials provided to you by your school administrator. You may track students’ achievement through the chapter scorecards e-mailed to you; as well, you may choose to use the worksheets to have students demonstrate their learning as they complete the chapters or as assessment or evaluation tools once they have completed the tutorial.

4. **As Part of a Comprehensive Digital Literacy Unit**

   In addition to having students complete the tutorial using one of the approaches above, you may choose to make *MyWorld* the centre of a comprehensive digital literacy unit. The *MyWorld Classroom Activities Guide* includes introductory and warm-up activities relating to each chapter, as well as discussion guides and reflection and extension activities. There are also extension activities that can be used after students have completed the entire tutorial and handouts, activities and tip sheets for students and parents.
Setting Up the Tutorial for Classroom Use

When covered by a valid licence agreement, you can access MyWorld directly from the Media Awareness Network licensed resources site, using the login credentials provided to you by your school administrator. No software needs to be installed.

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

*Please note that the MyWorld loading screen contains flashing images. If any of your students are prone to seizures you should load the tutorial before the students use it.*

Time Allotment

Each chapter is expected to take 30-60 minutes to complete, with additional activities (warm-ups, discussions, extension activities, etc.) being an additional 30-60 minutes per chapter.

It is recommended that you give students time to complete each chapter at their own pace, since the tutorial is designed to reward experimentation and trying tasks more than once. It is also recommended that no more than two of the chapters be completed in a single day, to allow time for students to reflect on and internalize what they have learned and for the pre- and post-game activities.

In completing each chapter, some students will be faster than others. Because each task often has best, good, bad and worst options, students who finish a chapter early should be encouraged to play again to explore more of the game’s content (as students’ choices affect the action of the tutorial, they will only encounter the full content through multiple sessions; however, whether or not students choose to do this, key educational messages are communicated upon completion a single successful session).

Sequence

The MyWorld chapters are designed to be completed in any order. As well, you may choose to have students complete only some of the chapters, as each chapter is self-contained.

Worksheets

Worksheets based on the quizzes in each chapter are provided at the end of this guide. These can be used to evaluate student progress through the chapters, by having students do them as they work through the chapters or as quizzes when chapters have been completed.
Let’s Play!

Registration and Chapter Selection

Once the tutorial has finished loading students are asked to enter their first and last name, their e-mail address and their teacher’s e-mail address. This information will be retained until the tutorial is closed or reloaded (student accounts are not retained between sessions and must be re-established each time the student accesses the tutorial).

Next, students are given a short introductory text to read, followed by a choice of which chapter to complete. Once a chapter has been selected, students are introduced to the topics that will be covered. Students then have a choice between starting the chapter at the beginning (by clicking “OK”) or jumping straight to the second part of the chapter (by clicking “Skip to final task”). This option is provided for students who are completing chapters in multiple sessions: if they have already finished the first part of a chapter, this allows them to skip directly to the second part.

Tips

- Make sure that students have entered the two e-mail addresses correctly. Scoring for the chapters and the final reflection activities is sent via e-mail, so it is very important that correct e-mail addresses are entered.
- Be certain that students are clear on which chapter or chapters they are to complete in any particular session.
- Make sure that students understand the function of the “Skip to final task” button and do not click it inadvertently.

Introductory Task

Each chapter starts with a brief introductory task which introduces the game and explains how it works.

After reading a short introduction to the topics to be explored, students receive an instant message from Mr. Billings, directing them to the Live Speak environment. (The Live Speak icon at bottom right will bounce to direct students to that environment.) When students click on Mr. Billings’ name they get a short video which explains how to use Live Speak to get advice on issues that arise in the game. They also learn the importance of passing quizzes to successfully complete chapters.

Because the chapters can be done as standalone modules, this introduction is repeated at the beginning of each chapter.

Tips

- If the pace of the video is too fast for students, encourage them to read the transcript (by clicking “Transcript”) so they can read the text version at their leisure.
- Because this task introduces concepts essential to success in the tutorial, teachers may wish to walk the entire class through it.
If students are going to be doing more than one chapter, explain that they will have this introduction at the start of each one. (If they’ve already completed the introduction in previous chapters they can skip the videos and go right to the quiz.)
Chapter One: Authenticating Online Information

Chapter One focuses on the challenges students encounter in authenticating and evaluating Internet content: rumours, advertisements, hoaxes and hate material.

Issues Addressed in this Chapter

Online Hate

When Media Awareness Network asked students in Grades 7 to 11 about hate sites, 7 per cent had visited one by accident in the previous year and another 5 per cent reported having done so on purpose.1 (As hate sites often disguise their true nature, it's likely that even more students have accessed hate sites without realizing it). MyWorld illustrates the fact that hate groups actively target youth and use them to disseminate hateful content.

Online Scams

The Internet has proven to be fertile ground for con and scam artists. E-mail allows them to reach many more targets than ever before. As well as money, scammers try to get personal information from their targets, which they can sell to advertisers or other scammers.

Reliability of Online Content

Just like journalists, students wanting to use a research source must ask six key questions: Who is the source? What are they getting? When was the site created? Where is the site hosted? Why are they using the Internet in general, and this site in particular, for their research? How can they tell whether the information on the site is reliable? While youth are aware of these concerns, few have learned how to judge reliability of online information, instead judging a site based on ease of access, quality of graphics or past experience (even if it hasn’t proven to be reliable).2

As well, students often do not understand the difference between facts and opinions, nor do they consider reasons why a source might be giving them biased or misleading information.

User-Created Encyclopedias

Wikipedia is one of the most popular sources of information for students. Because of its collaborative nature, however — every one of its millions of articles is created, and can be modified or updated, by its users — its reliability is often in question. Some teachers have ruled it out entirely as a research source, but if you know where to look, each article contains information to help users judge whether or not it is a reliable source.

1 Media Awareness Network, Young Canadians in a Wired World, 2005.
<http://www.media-awareness.ca/english/research/YCWW/index.cfm>

During the Chapter

Tasks:

1. **Issue: Hate speech**
The student’s friend Cole posts an announcement on SpaceFace about Dunk a Danish Day, an event taking place the next day in which students will throw water balloons full of cold coffee on students of Danish extraction.

   **Task:** The student must decide whether or not Cole’s post is hate speech and decide how to respond to it.

2. **Issue: Authority of online sources**
The student’s friend Blake posts a link on SpaceFace to a Web site titled Doctor Robert’s Medical Advice, which warns about the danger of “keyboard crud,” and asks whether he should be worried.

   **Task:** The student must find out whether Doctor Robert is a legitimate medical authority and decide how to advise Blake.

3. **Issue: “Phishing” scams**
The student receives an instant message from MyMusicMart, promising extra music purchase credits if she logs in by clicking on the included link.

   **Task:** The student must find the real MyMusicMart site and avoid being caught by a “phishing” scam.

4. **Issue: Advertising sites**
The student’s friend Blake posts a link to a Web site that warns of the danger of “snow bombs.” Closer examination shows that the site was created by a company to promote its “Snowmageddon” snow shelters.

   **Task:** The student must judge the reliability of the “Snowmageddon” site and decide how to advise Blake.

5. **Issue: Online hoaxes**
The student receives an instant message from her friend Maya, asking her to forward a chain letter protesting Danish efforts to patent snowmen.

   **Task:** The student must find out the truth behind the chain letter and decide how to respond to Maya.

6. **Issue: Using search engines to find online information**
The student receives an Instant Message from Mr. Billings instructing her to research the current conflict between Canada and Denmark.

   **Task:** The student must choose an effective search string to find the information.
**Final Task: Authenticating online sources**

The student must evaluate the reliability of the *Collaborapedia* article on Hans Island, the point of contention between Canada and Denmark, by visiting the site’s Article History as well as *Snoops* and the personal blog of Johnny Canuck, one of the article’s main contributors.

**Skills Taught and Modelled**

- Thinking critically
- Performing Web searches
- Reading and analyzing Web pages
- Analyzing authorship
- Recognizing and confronting hate material
- Recognizing scams and hoaxes
- Using online sources for school assignments

**Tips**

- In addition to passing quizzes, other actions (such as researching topics on Googolplex) will activate new options. Before clicking on the first options they are given, students should explore the interface to see if there are other activities they can do to bring up more choices before making a decision. (Students may be required to visit more than one environment to complete a particular task.)

- Scoring for a particular option may also change depending on what the student has done. (For example, the student will receive a score of 0 for telling Blake right away that Dr. Robert either is or is not a reliable information source. If she conducts a search on Dr. Robert to substantiate her opinion before replying, then she will get a score of 1 if she tells Blake he can trust this source.)

- Remind students not to jump to conclusions in the final task; students can fail this task by choosing either to use or not use the *Collaborapedia* article as a source without further investigation.

- The *MyWorld Classroom Activities Guide* has exercises that can be used to expand on classroom discussions about user-created encyclopaedias as well as links to other Media Awareness Network resources on this topic.
# Chapter One Options and Scores

This list includes all the possible options students are presented with in Chapter One and the score that is assigned to each choice. In the chart, *Initial Options* refers to choices initially available to the student; *Additional Options* refers to other choices that may be activated by the student’s actions; and *Trigger for Additional Options* explains what students need to do to bring up additional choices.

<table>
<thead>
<tr>
<th>Task</th>
<th>Initial Options</th>
<th>Additional Options</th>
<th>Trigger for Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to Dunk a Dane Post</td>
<td>Forward (Score 0)</td>
<td>Reply to Cole (Score 1)</td>
<td>View video: “Recognizing hate speech” (Karen)</td>
</tr>
<tr>
<td></td>
<td>Delete (Score 1)</td>
<td>Notify Mr. Billings (Score 2)</td>
<td></td>
</tr>
<tr>
<td>Respond to question about Keyboard Crud</td>
<td>Reply Yes (Score 0)</td>
<td>Search for “Doctor Robert” (Score 1)</td>
<td>View video: “Investigating sources” (JT)</td>
</tr>
<tr>
<td></td>
<td>Reply No (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate Doctor Robert</td>
<td>Reply Yes (Score 1)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Reply No (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive phishing scam message</td>
<td>Click on link (Score 0)</td>
<td>Search for “MyMusicMart” (Score 1)</td>
<td>View video: “Detecting scams &amp; hoaxes” (JT)</td>
</tr>
<tr>
<td>Respond to question about snow shelters</td>
<td>Reply Yes (Score 0)</td>
<td>Search for “Snowmageddon” (Score 1)</td>
<td>View video: “Authenticity of Web sites” (Mr. Billings)</td>
</tr>
<tr>
<td></td>
<td>Reply No (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate Snowmageddon page</td>
<td>Reply Yes (Score 0)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Reply No (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reply to chain letter about snowman hoax</td>
<td>Forward (Score 0)</td>
<td>Reply (Score 2)</td>
<td>View video: “Detecting scams &amp; hoaxes” (JT)</td>
</tr>
<tr>
<td></td>
<td>Delete (Score 1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Final Task

In the Final Task for Chapter One students can only progress from one task to the next if they choose the best option. If students select “Use as Source”, “Do Not Use” or “Use as Background” on the first task in this section — evaluating a *Wikipedia* article — and not the best answer, which is “View Article History”, they will finish the Chapter at that point.

<table>
<thead>
<tr>
<th>Task</th>
<th>Initial Options</th>
<th>Additional Options</th>
<th>Trigger for Additional Options</th>
</tr>
</thead>
</table>
| Find information about conflict between Canada and Denmark | Search: “Canada Denmark” (Score 0)  
Search: “Canada Denmark Conflict” (Score 1)  
Search: “What is the cause of the conflict between Canada and Denmark?” (Score 0) | None | None |
| Evaluate a Wikipedia article | Use as Source (Score 0)  
Do Not Use (Score 0) | Use as Background (Score 0)  
View Article History (Score 1) | View video: “Evaluating a Wiki page” (Cuzn Mario) |
| Evaluate a Wikipedia article | Use as Source (Score 0)  
Do Not Use (Score 1)  
Use as Background (Score 1) | Search for “Johnny Canuck” (Score 1) | Visit Article History |
| Investigate authority of a source | Use as Source (Score 0)  
Do Not Use (Score 1)  
Use as Background (Score 0) | Visit Snoops page (Score 2) | Search for “Johnny Canuck” and visit Johnny Canuck’s blog |
| Recognize a hoax | Use as Source (Score 0)  
Do Not Use (Score 1)  
Use as Background (Score 0) | Flag as Unreliable (Score 2) | Visit Snoops page |
Chapter Two: Managing Your Reputation and Privacy Online

Chapter Two focuses on the challenges students encounter in managing their privacy and reputation online.

Issues Addressed in this Chapter

Privacy and Social Networking Sites

A 2009 Ipsos Reid study\(^1\) found that 76 per cent of Canadians ages 12-17 had social networking profiles online. A 2007 study\(^2\) found that of youth with profiles, roughly two-thirds limited access to their profiles in some way, and just under half said that they gave false information somewhere in their profile.

Nevertheless, it is clear that young people do not use social networking sites just to keep in touch with offline friends: half of the social networking site users in the 2007 survey said they used the sites to find new friends. One-third of those said they had been contacted online by strangers (not necessarily through social networking sites) and a quarter said they felt scared or uncomfortable because of the contact.

Young people, therefore, are being pulled in two directions: their desire to use social networking sites to make new friends and their fear of unwelcome stranger contact. In most cases (65%), the teens surveyed said they had responded to the stranger contact by deleting or ignoring it. However, if students do not manage their private information carefully, simply ignoring unwelcome contacts may not be sufficient.

Reputation Management

Permanence of online information is another concern. Any material posted is almost certain to persist somewhere, and is quite likely to be publicly available. For that reason, young people (and all Internet users generally) must be very careful about what they choose to post online. It’s important for students to be aware that anything made available online in any way — posted to a social networking site, sent in an e-mail or even sent by cell phone — can be copied and circulated. Many employers and universities routinely search applicants’ Internet histories.

Privacy Settings

One of the most important tools in managing one’s privacy and reputation are privacy settings. Nearly all social networking services allow users to customize their privacy settings to determine who sees what. However, these settings are often complicated and hard to access, and the default values are typically weighted towards less privacy rather than more.

Youth should be encouraged to select their privacy settings carefully, paying particular attention to:

- who can see their profile information
- who can see photos that they post
- who can view their contact information

---

1 Ipsos Reid, 2009 Inter@ctive Reid Report Fact Guide, 2009.
Photo Tagging

Another privacy concern addressed in this chapter is the ability of users to tag photos by attaching someone’s name to it. Anyone may tag anyone else in a photo; when you are tagged, you and anyone on your Friend list is notified unless you have specified otherwise in your privacy settings. Tags may also be removed from a photo, a process called de-tagging; it is important that youth know that they can remove their own name from photos tagged by someone else as well as removing any tags they have placed on photos themselves.

Privacy Policies

All Web sites that require users to provide personal information have privacy policies. These policies inform users of what information will be gathered and what will be done with it afterwards (for example, sites should disclose if users’ information will be given or sold to third parties). Many sites — especially those aimed at youth — use the sale of personal information as a revenue source, so it’s important that young people understand what they are agreeing to when they register. A related issue is targeted marketing, in which a user’s actions on a site are tracked in order to facilitate more accurate advertising. Privacy policies often give users the opportunity to opt out of targeted marketing, but the default is nearly always to opt in.

During the Chapter

Tasks:

1. Issue: Using privacy settings in social networking sites and other environments
   The student has the option to choose the privacy settings in SpaceFace. This is an unannounced task which can be done at any time before the Evaluation task.

   Task: With no prompting, the student must select the best privacy settings to manage her personal information.

2. Issue: Tagging photos
   The student’s friend Hailey posts an embarrassing photo “tagged” with the student’s name.

   Task: The student must learn how to tag and detag photos.

3. Issue: Creating strong passwords
   The student is asked to reset her MyMusicMart password.

   Task: The student must create a strong password.

   How to create a strong password:
   - Use more than six characters (e.g. “scoops”)
   - Use a mix of lower- and upper-case letters (e.g. “Scoops”)
   - Use non-letter characters (numbers and punctuation marks) (e.g. “Sc00p$”)
4. **Issue: Using privacy settings in photo-sharing sites**  
   A friend of the student accidentally posts an embarrassing photo.  
   
   **Task:** The student must use the privacy settings to avoid inadvertently sharing content online.

5. **Issue: “Friendvertising” and privacy policies**  
   The student receives an Instant Message from her favourite band, asking her to fill out a survey in support of efforts to protect polar bear habitats.  
   
   **Task:** The student must read and recognize an unsatisfactory privacy policy.

6. **Issue: Targeted marketing**  
   The student reads the MyMusicMart privacy policy and must decide whether to opt in to or out of their targeted marketing survey.  
   
   **Task:** The student must avoid participating in targeted marketing.

7. **Issue: Managing Friend requests in social networking sites**  
   The student receives a Friend request from her mother.  
   
   **Task:** The student must decide how to accept her mother’s Friend request while maintaining control of her privacy.

**Final Task: Becoming aware of your online presence**

Maya, one of the student’s friends, asks for her help in securing her SpaceFace account after someone else logs into it and pretends to be her. The student must apply all of the privacy management skills she has learned earlier in the chapter as well as figure out how Maya’s password was exposed.

**Skills Taught and Modelled**

- Protecting personal data
- Managing Friend lists
- Using privacy settings
- Creating strong passwords
- Understanding privacy policies
- Becoming aware of “friendvertising” and targeted marketing
- Managing photos and videos online
- Understanding the permanence and replicability of materials posted online
- Becoming aware of your online presence
Tips

- This chapter contains an **unannounced task** of changing the student’s privacy settings. This can be done at any time before the Final Task by clicking on “Privacy Settings” in SpaceFace, but the student is never specifically directed to do so. Because there are no prompts, some students may be surprised to find that they received a score of 0 on this when they receive their Scorecard.

- Students who fill out the survey in the fifth task at the Think Ray site’s privacy policy will not have the opportunity to read the MyMusicMart privacy policy and opt into or out of targeted advertising.

- When students are called upon to create a new password for their MyMusicMart accounts in Task 3, the bouncing Live Speak icon will lead them to JT’s password video. There may be some confusion because there is no quiz for this video. This is because it is possible to complete this task successfully without viewing the video, though it will still be helpful for students who have difficulty in creating a strong password.

- Unlike in the first part of the chapter, the tasks that make up the Final Task do not have to be completed in any particular order; the student must draw on her knowledge of privacy and reputation issues to identify all of the things that can be done to help Maya before she signs out of Maya’s account.

- Students may be required to visit more than one environment in the course of completing a particular task.
Chapter Two Options and Scores

This list includes all the possible options students are presented with in Chapter Two and the score that is assigned to each choice. In the chart, *Initial Options* refers to choices initially available to the student; *Additional Options* refers to other choices that may be activated by the student’s actions; and *Trigger for Additional Options* explains what students need to do to bring up additional choices.

<table>
<thead>
<tr>
<th>Task</th>
<th>Initial Options</th>
<th>Additional Options</th>
<th>Trigger for Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage privacy settings</td>
<td>Select Friends (Score 1)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Select Friends of Friends (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select Everyone (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embarrassing photo of student posted</td>
<td>Send angry IM (Score 0)</td>
<td>Remove photo tag (Score 2)</td>
<td>View video: “Tagging photos” (Karen)</td>
</tr>
<tr>
<td></td>
<td>Send polite IM (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change password</td>
<td>Weak password (Score 0)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Medium password (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong password (Score 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s friend posts an embarrassing photo</td>
<td>Delete photo (Score 1)</td>
<td>Send IM to friend (Score 2)</td>
<td>View video: “Privacy settings &amp; friend lists” (Cuzn Mario)</td>
</tr>
<tr>
<td></td>
<td>Forward photo (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Initial Options</td>
<td>Additional Options</td>
<td>Trigger for Additional Options</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Receive survey request from band</td>
<td>Fill out survey (Score 0, skip to Mom’s Friend request below)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Read Privacy Policy (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read band site’s privacy policy</td>
<td>Post a negative message about the band (Score 0)</td>
<td>Send a complaint to the band (Score 1)</td>
<td>View video: “Agreeing to privacy policies” (Mr. Billings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask for help complaining about the band (Score 2)</td>
<td></td>
</tr>
<tr>
<td>Read MyMusicMart’s privacy policy</td>
<td>None</td>
<td>Opt in to targeted marketing (Score 0)</td>
<td>View video: “Targeted advertising” (Mr. Billings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opt out of targeted marketing (Score 1)</td>
<td></td>
</tr>
<tr>
<td>Get a Friend request from Mom</td>
<td>Accept (Score 1)</td>
<td>Accept as Limited Friend (Score 1)</td>
<td>View video: “Privacy settings &amp; friend lists” (Cuzn Mario)</td>
</tr>
<tr>
<td></td>
<td>Ignore (Score 0)</td>
<td>Block (Score 0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Task**

The student may end the chapter at any time by clicking “Log Out” in *SpaceFace*. Therefore, it is possible that the student may only complete some of the Tasks below.
<table>
<thead>
<tr>
<th>Task</th>
<th>Initial Options</th>
<th>Additional Options</th>
<th>Trigger for Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Maya's photo privacy settings</td>
<td>Just Me (Score 2)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Friends (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friends of Friends (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Everyone (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage Maya’s online identity</td>
<td>Post angry message (Score 0)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Post self-pitying message (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post explanatory message (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discover how Maya was impersonated</td>
<td>Search for “Maya Vangelis”</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Learn about scam application</td>
<td>None</td>
<td>Block Apps (Score 1)</td>
<td>Visit MyMusicMart site</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter Three: Dealing with Online Relationships

Chapter Three focuses on managing online relationships, including topics such as recognizing risky online behaviour in peers, excessive Internet use or gaming, “sexting” and dealing with hateful comments by friends.

Issues Addressed in this Chapter

Sharing Photos

Digital photos and camera-equipped cell phones have made it easier than ever for youth to take and share pictures of themselves and their friends. As well, tagging photos (as seen in Chapter Two) makes it simple for young people to find each other’s photos. Unfortunately, they do not always make wise choices when it comes to taking, sharing or tagging pictures.

One recent phenomenon is sexting, in which a person sends a suggestive, nude or semi-nude photo to someone else. These photos are most often sent to romantic partners (or in some cases to prospective romantic partners) but the photos may end up being seen by people other than the intended recipient. A 2009 study on sexting found that while only 4 per cent of teens surveyed had sent suggestive photos, 15 per cent had received them, which implies that the photos were being copied or forwarded by the recipients or others who had access to the photos.1

Excessive Gaming and Internet Use

Young people are some of the biggest consumers of media, and digital media such as cell phones, the Internet and video games are no exception. In fact, the interactive nature of digital media can make it even harder for young people to moderate their use. While most doctors do not use the term “addiction” when discussing excessive use of these media, there is no question that it can have negative effects on young peoples’ physical activity,2 sleep and schoolwork.

There is no easy way to determine if someone’s media habits are unhealthy, and it is normal for young people to throw themselves into a new activity for a period of a few weeks. The only reliable guide is to look at whether the activity is having negative effects on other things in their lives such as their health, their relationships with friends and family and their schoolwork.

Online Gambling

According to one study, one in 10 high school students have gambled for money online.3 More frequently, however, students are gambling on so-called practice sites. While students may not believe that this is “real” gambling since no money changes hands, these sites are designed to train them to become gamblers, using tricks such as making it easier to win. Gambling addiction is a widespread problem, and many experts believe young people are more likely to become addicted than adults.

Online Sexual Solicitation

One of the biggest concerns parents have about their children being online is the possibility of their becoming victims of sexual solicitation and exploitation. In reality, youth are more likely to be sexually solicited or harassed online by other youth than by adult strangers. A recent study by the Berkman Center for Internet and Society at Harvard University found that rather than all youth being equally at risk, it is specific behaviours that some youth consciously engage in that place them more at risk. As well, few perpetrators disguise their identity, their age or their intentions; and their victims are usually willing participants in the relationship. This means that a strategy for preventing online sexual solicitation and exploitation needs to focus less on messages about not talking to strangers (though this remains good advice) but rather on how to recognize unhealthy online relationships, whether their own or their peers’.

Researchers have identified a number of behaviours associated with being a victim of online sexual solicitation; the more of these behaviours a youth engages in, the greater the risk of receiving sexual solicitations. While participating in social networking sites or posting material online is not a risk factor, posting personal information such as one’s phone number or personal e-mail is. Other online behaviours identified as being risky include sending personal information and interacting with people you don’t know, having unknown people on a “buddy” or contact list, talking to strangers about sex, seeking out pornography, being rude or aggressive towards others, using the Internet to embarrass or harass others, and downloading images from file-sharing tutorials. Aside from risky behaviours, there are other factors that make an individual more at risk: for instance, the vast majority of victims are teens, and of those most victims are either girls or boys who are gay or questioning their sexuality. Being a victim of previous sexual abuse also increases the risk of being victimized online.

Responsibility Towards Peers

It is important for youth to understand that they have the same responsibility to act when one of their online friends is in trouble as they do if one of their offline friends is in trouble. Rather than ignoring or encouraging unhealthy or dangerous behaviour, youth need to be empowered to take positive action. For instance, in March 2009 a Montreal university student saw disturbing messages in a forum on the Newgrounds Web site, suggesting that the youth who wrote the messages was planning to burn down his school. The student called the police (using an Internet phone service) and the arson was prevented. In another case, a British teenager was saved from a drug overdose when the American girl he was chatting with on Facebook called the police and the British Embassy.

Explain to students that in this chapter they will be learning how to manage online relationships and the signs of unhealthy online behaviours. Ask them to think about what might be the warning signs of an unhealthy online relationship or a worrying behaviour such as excessive Internet use.

During the Chapter

Tasks:

1. **Issue: Understanding the risks of posting photos online**
   The student is sent a racy photo of her friend Maya that should have stayed private.

   **Task:** The student must advise Maya on how to avoid over-sharing online.

2. **Issue: Recognizing risky online behaviour**
   The student is asked by Mr. Billings to develop a profile of a youth at risk of sexual solicitation online.

   **Task:** the student must show an understanding of the risk factors of online sexual solicitation as well as developing profiles of its victims and perpetrators. The correct matches are below:

<table>
<thead>
<tr>
<th>Who is at risk?</th>
<th>What are the warning signs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenagers</td>
<td>Talking about sex online</td>
</tr>
<tr>
<td>Girls</td>
<td>Participating in chat rooms</td>
</tr>
<tr>
<td>Boys who are gay or questioning their sexuality</td>
<td>Posting sexy photos of yourself</td>
</tr>
<tr>
<td>Victims of sexual abuse</td>
<td>Having friends who do high-risk activities</td>
</tr>
<tr>
<td></td>
<td>Being in conflict with parents</td>
</tr>
<tr>
<td></td>
<td>Sending contact info to someone you don't know</td>
</tr>
<tr>
<td></td>
<td>Harassing or embarrassing other people online</td>
</tr>
</tbody>
</table>

3. **Issue: Excessive Internet use and online gambling**
   The student receives a message from her friend Maya, who is concerned that her boyfriend Blake is becoming addicted to an online gambling site.

   **Task:** The student must choose how to respond in order to help Blake deal with his gambling.
4. **Issue: Managing others’ private information**
   The student uploads a photo of her friend Cole taken at a party.

   **Task:** The student must choose whether or not to tag Cole’s photo.

5. **Issue: Recognizing online hate**
   The student’s friend Cole shares a link to an online game re-enacting “Dunk a Dane Day” (as seen in Chapter One).

   **Task:** The student must decide how to respond to Cole’s post.

6. **Issue: Confronting online hate**
   The student visits the Web site of the company behind the “Dunk a Dane Day” game.

   **Task:** The student must identify elements of hate propaganda on a Web site in order to convince the site’s Internet Service Provider to take it down. Correct answers are below:

<table>
<thead>
<tr>
<th>Site content</th>
<th>Propaganda technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of their savage climate...</td>
<td>Pseudo-science</td>
</tr>
<tr>
<td>Defend Christian England</td>
<td>Religion</td>
</tr>
<tr>
<td>Fjord-rats</td>
<td>Name-calling</td>
</tr>
<tr>
<td>Maple-leaf logo</td>
<td>Patriotic symbolism</td>
</tr>
<tr>
<td>Canada Under Attack</td>
<td>Scare tactics</td>
</tr>
<tr>
<td>Defend Hans Island</td>
<td>Nationalism</td>
</tr>
<tr>
<td>A Danish company copyrighted Lego</td>
<td>Misinformation</td>
</tr>
<tr>
<td>Dunk the Dane</td>
<td>Dehumanizing</td>
</tr>
</tbody>
</table>

**Final Task:** Recognizing risky online behaviour and the signs of an unhealthy online relationship, and taking action to help a friend online

The student receives a Friend request from “Harley,” who turns out to be her friend Hailey’s alter ego. The student must evaluate Hailey’s social networking page to see if she meets the profile of a youth who is at risk of sexual solicitation.
Correct answers are below:

<table>
<thead>
<tr>
<th>Harley's Profile</th>
<th>Risk factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purity Quiz</td>
<td>Talking about sex online</td>
</tr>
<tr>
<td>Chatterbox app</td>
<td>Participating in chat rooms</td>
</tr>
<tr>
<td>Harley's profile picture</td>
<td>Having a provocative avatar</td>
</tr>
<tr>
<td>Brianna and Danielle's pictures</td>
<td>Having friends who do high-risk activities</td>
</tr>
<tr>
<td>Harley's Billboard</td>
<td>Being in conflict with parents</td>
</tr>
<tr>
<td>Chat with Mark</td>
<td>Sending contact info to someone you don’t know</td>
</tr>
</tbody>
</table>

**Skills Taught and Modelled**

- Understanding the risks of oversharin online
- Managing others' online information
- Recognizing and identifying risky online behaviour
- Recognizing the signs of excessive gaming and Internet use
- Recognizing and confronting online hate
- Understanding the nature of exploitative online relationships
- Learning to take action to help friends when they need it

**Tips:**

- In the second and sixth tasks, make sure students read the instructions carefully. (In both cases the instructions are always available by clicking on the “Instructions” tab. In particular, students might not immediately be aware that in the second task **not all items need to be matched**; the items listed under “Items that are not matches” on page 27 do not need to be placed anywhere. Also, in the second task students may not immediately grasp the difference between “Who is at risk?” (the kinds of people who are most at risk of sexual solicitation online) and “What are the warning signs?” (the factors that suggest a particular person is at increased risk of sexual solicitation online).
- Unlike in other chapters, there is only one genuine task in the Final Task: matching elements of Harley’s profile to the risk factors for online sexual solicitation. However, the elements of Harley’s profile are **only made available once the student has visited them**, so students have to really think about where to look to decide if Hailey is truly at risk. In particular, the Chat with Mark is only made available once the student has visited Mark’s profile through the Buddies tab, and the Chatterbox app is only available once the student has clicked on that on Harley’s Applications page.
- Students should be reminded that they may be required to visit more than one environment in the course of completing a particular task.
Chapter Three Options and Scores

This list includes all the possible options students are presented with in Chapter Three and the score that is assigned to each choice. In the chart, Initial Options refers to choices initially available to the student; Additional Options refers to other choices that may be activated by the student’s actions; and Trigger for Additional Options explains what students need to do to bring up additional choices.

<table>
<thead>
<tr>
<th>Task</th>
<th>Initial Options</th>
<th>Additional Options</th>
<th>Trigger for Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hailey posts a racy photo of Maya</td>
<td>Delete (Score 1)</td>
<td>Forward (Score 0)</td>
<td>View video: “Sexting and oversharing” (Karen)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Notify Maya (Score 2)</td>
<td></td>
</tr>
<tr>
<td>Develop a profile of a youth at risk</td>
<td>Score 1</td>
<td>Score 2</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Score 2</td>
<td>Score 3</td>
<td>None</td>
</tr>
<tr>
<td>Maya is worried about Blake’s online gambling</td>
<td>IM to Maya (Score 0, skip to Cole’s photo below)</td>
<td>IM to Blake (Score 1)</td>
<td>View video: “Excessive gaming and Internet use” (Cuzn Mario)</td>
</tr>
<tr>
<td>Student is worried about Blake’s online gambling</td>
<td>None</td>
<td>Supportive IM to Blake (Score 1)</td>
<td>Visit Blake's profile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical IM to Blake (Score 0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IM to Maya (Score 1)</td>
<td></td>
</tr>
</tbody>
</table>
### Final Task

The student must visit the different parts of Harley’s profile to gather information on whether or not she is in an unhealthy relationship.

<table>
<thead>
<tr>
<th>Task</th>
<th>Initial Options</th>
<th>Additional Options</th>
<th>Trigger for Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uploads a photo of Cole at a party</td>
<td>Delete (Score 1)</td>
<td>Tag (Score 0) Notify Cole (Score 2)</td>
<td>View video: “Tagging photos” (Karen)</td>
</tr>
<tr>
<td>Cole posts a link to “Dunk a Dane” game</td>
<td>Add to profile (Score 0) Leave approving comment (Score 0) Leave neutral comment (Score 0)</td>
<td>Leave critical comment</td>
<td>View video: “Recognizing hate speech” (Karen)</td>
</tr>
<tr>
<td>Visit “Dunk a Dane” game maker’s site</td>
<td>Close site (Score 0) Complain to ISP (Score 1)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Complain about “Dunk a Dane” game maker</td>
<td>None</td>
<td>Complain to ISP: (Score 0-3)</td>
<td>View video: “Investigating sources” (JT)</td>
</tr>
</tbody>
</table>

### Task Initial Options Additional Options Trigger for Additional Options

<table>
<thead>
<tr>
<th>Task</th>
<th>Initial Options</th>
<th>Additional Options</th>
<th>Trigger for Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate Harley’s online behaviour</td>
<td>Score 1 Score 2 Score 3</td>
<td>None</td>
<td>Visiting her Billboard, Photos, Chatterbox and Mark’s Profile all add items to the matching columns game</td>
</tr>
<tr>
<td>Help a friend online</td>
<td>IM to Hailey (Score 1) Log out (Score 0)</td>
<td>IM to Mr. Billings (Score 2)</td>
<td>Visit Mark’s Profile</td>
</tr>
</tbody>
</table>
Chapter Four: Acting Ethically Online

Chapter Four focuses on questions of online ethics including intellectual property issues, plagiarism and cyberbullying.

Issues Addressed in this Chapter

Whose Property?

Intellectual property can be a difficult concept for kids to grasp. When something is being offered for free, it is not immediately obvious that taking it may be wrong. It’s important for students to realize that artists of all kinds (writers, musicians, filmmakers, etc.) depend on copyright to make a living from their work.

At the same time, students should be aware of situations where copyright is not absolute. To begin with, they should understand the concept of the public domain (works whose copyright has expired or were never under copyright). As well, some artists choose to release their work under a limited copyright (Creative Commons) which allows people to do some things that would normally be prohibited under copyright. Finally, students and teachers should understand their rights under Fair Dealing (Fair Use in the United States) with regard to copyrighted materials.

Plagiarism and Citation of Online Sources

Thanks to the Internet, plagiarists have easy access to material from which to copy, and more importantly, technology has fostered attitudes that make plagiarism seem acceptable to students. As well, many students genuinely don't understand the notion of plagiarism. The general anonymity of online life and of information sources such as Wikipedia contribute to this problem. If plagiarism is theft, as it's traditionally been viewed, how can you steal something that has no owner? Studies¹ have shown that many students (36%) do not consider plagiarizing an entire essay from the Internet to be a major offense, and a significant number (19%) do not even consider it to be cheating.

Although many methods exist for detecting plagiarism, it’s important to educate youth about why plagiarism actually deprives students of the chance to learn essential skills. Students also need to be taught how to cite sources correctly (and online sources in particular) so that they know they can use other people’s work — so long as they give clear credit.

Cyberbullying

Note: this tutorial largely uses the terms “bully” and “victim” because these are the terms most used by youth. However, you should make it clear to students that being a bully is not an inherent quality: individuals may be perpetrators of bullying acts, but in many cases perpetrators are also victims of bullying as well.

As more and more of young people’s social lives move online, the darker side of social interactions move online as well. In addition to being a popular medium of communication, the Internet offers a number of advantages to online bullies: the prospect of anonymity, instant and widespread communication, a large pool of witnesses, and the ability to bully without having to look the target in the eye.

About one-third of young people have been targets of cyberbullying, and according to young people themselves, this number is rising: 81 per cent of those surveyed by Canadian cyberbullying researcher Dr. Shaheen Shariff said that it had increased over the past year.

Things are rarely clear-cut in the world of cyberbullying. Most students who reported being bullied online (85%) had also been bullied offline, and a third of those who admitted to bullying someone online had themselves been victims.

During the Chapter

Tasks:

1. **Issue: Understanding intellectual property issues**
   The student is asked to find music for a class project that can legally be posted to the school’s Web site.

   **Task:** The student must find music whose copyright status allows it to be used in a publicly posted video.

2. **Issue: Responding to hate, bullying and other inappropriate content in video-sharing sites**
   The student’s friend Cole posts a video depicting anti-Danish bullying.

   **Task:** The student must decide how to respond to hate content on a video-sharing site.

3. **Issue: Inappropriate publication of private material**
   The student’s friend Maya posts love poetry written by her ex-boyfriend Blake.

   **Task:** The student must advise Blake on how to respond to Maya’s bullying.

4. **Issue: Bullying and peer culture**
   The student’s friend Cole posts a link to Hate Page, a site that invites users to vote for people they hate.

   **Task:** The student must decide how to respond to a peer culture that normalizes bullying.

5. **Issue: Plagiarism and citation of online sources**
   The student receives an assignment from Mr. Billings to research how girls and boys bully in different ways.

   **Task:** The student must find and select a legitimate source of online information.

---


2 Dr. Shaheen Shariff, *Cyber-Bullying: Issues and Solutions for the School, the Classroom and the Home*, 2008.

6. **Issue: Intellectual property rights**  
The student's anti-bullying video is posted to a video sharing site without her permission.  

**Task:** The student must track down who posted the video and ask to be given credit.

7. **Issue: Impact of anonymity on behaviour**  
The student's friend Hailey receives harassing messages after installing a tutorial that encourages anonymous comments.  

**Task:** The student must advise Hailey on how to respond to anonymous bullying.

8. **Issue: Countering cyberbullying**  
The student receives an assignment from Mr. Billings to develop an anti-cyberbullying code of conduct.  

**Task:** The student must identify what steps must be taken, and what actions must be avoided, in order to stop cyberbullying. Correct answers are as follows:

<table>
<thead>
<tr>
<th>I promise to:</th>
<th>I promise not to:</th>
<th>No matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak out against bullying</td>
<td>Reply to bullies</td>
<td>Make Friend requests</td>
</tr>
<tr>
<td>Encourage my friends to make this pledge</td>
<td>Laugh at bullying</td>
<td>Talk to my friends online</td>
</tr>
<tr>
<td>Talk to my friends if I think they're being bullied</td>
<td>Forward hurtful messages or photos</td>
<td>Help my friends with their homework</td>
</tr>
<tr>
<td>Save anything a bully sends me</td>
<td>Make public anything that should stay private</td>
<td>Post photos online</td>
</tr>
<tr>
<td>Talk to my parents or another adult if I'm bullied</td>
<td>Send nasty messages or make nasty comments</td>
<td>IM my friends</td>
</tr>
<tr>
<td>Block all contact with bullies</td>
<td>Use someone else's password without permission</td>
<td>Comment on videos</td>
</tr>
<tr>
<td>Think about what I say before I say it</td>
<td>Make someone scared</td>
<td>Call or IM someone all the time</td>
</tr>
</tbody>
</table>
**Final Task: Dealing with and countering cyberbullying**

The student’s friend Hailey is a target of anonymous bullying, and the student must advise her on how to respond as well as help her deal with a Web site set up to harass her.

**Skills Taught and Modelled**

- Understanding intellectual property
- Using copyright, public domain and Creative Commons material appropriately
- Using research sources appropriately
- Citing and paraphrasing online and other sources
- Recognizing and confronting online hate
- Dealing with and countering cyberbullying

**Tip**

- The first task in this chapter is unique in that there are two relevant videos and quizzes. Students can view either or both videos to obtain equally good results.
Chapter Four Options and Scores

This list includes all the possible options students are presented with in Chapter Four and the score that is assigned to each choice. In the chart, Initial Options refers to choices initially available to the student; Additional Options refers to other choices that may be activated by the student’s actions; and Trigger for Additional Options explains how students can activate the additional options.

<table>
<thead>
<tr>
<th>Task</th>
<th>Initial Options</th>
<th>Additional Options</th>
<th>Trigger for Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find music for school video</td>
<td>Buy song from MyMusicMart (Score 0)</td>
<td>Download song from file-sharing site (Score 0)</td>
<td>File-sharing and Creative Commons: view video “Free music &amp; videos on the Internet” (JT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use Creative Commons song (Score 1)</td>
<td>Public domain: view video “Illegal downloading” (Mr. Billings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use public domain song (Score 1)</td>
<td></td>
</tr>
<tr>
<td>Cole posts a link to an anti-Danish video</td>
<td>Close page (Score 0)</td>
<td>Flag video as inappropriate</td>
<td>View video: “Recognizing hate speech” (Karen)</td>
</tr>
<tr>
<td></td>
<td>Leave approving comment (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leave critical comment (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maya posts one of Blake’s love poems</td>
<td>Suggest ignoring it (Score 1)</td>
<td>Suggest logging in to Maya’s account (Score 0)</td>
<td>View video: “Cyberbullying” (Karen)</td>
</tr>
<tr>
<td></td>
<td>Suggest taking revenge (Score 0)</td>
<td>Suggest blocking Maya (Score 1)</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Initial Options</td>
<td>Additional Options</td>
<td>Trigger for Additional Options</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Cole posts “Hate Page” link</td>
<td>Vote for Mr. Billings (Score 0)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Vote for Hailey (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vote for Denmark (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggest boycott (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find information on bullying</td>
<td>Select essay mill (Score 0, skip to stolen video below)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Select legitimate source (Score 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quote and cite information on bullying</td>
<td>Copy (Score 0)</td>
<td>Paraphrase without citation (Score 0)</td>
<td>View video: “Plagiarism” (Cuzn Mario)</td>
</tr>
<tr>
<td></td>
<td>Quote without citation (Score 0)</td>
<td>Paraphrase with citation (Score 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quote with citation (Score 1)</td>
<td></td>
</tr>
<tr>
<td>Discover someone has posted student’s video without permission</td>
<td>Leave neutral comment (Score 1)</td>
<td>Send negative message (Score 0)</td>
<td>View video: “Investigating sources” (JT)</td>
</tr>
<tr>
<td></td>
<td>Leave negative comment (Score 0)</td>
<td>Send polite message (Score 1)</td>
<td></td>
</tr>
<tr>
<td>Hailey gets negative comments through “Naked Truth” survey</td>
<td>Leave negative comment (Score 0)</td>
<td>Tell Hailey to uninstall the survey (Score 1)</td>
<td>View video: “Privacy settings &amp; friend lists” (Cuzn Mario)</td>
</tr>
<tr>
<td></td>
<td>Tell Hailey to ignore it (Score 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop an anti-bullying code of conduct</td>
<td>Score 1</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Score 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Final Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insulting photo of Hailey posted</td>
<td>Leave negative comment (Score 0)</td>
</tr>
<tr>
<td></td>
<td>Tag photo (Score 0)</td>
</tr>
<tr>
<td></td>
<td>Leave supportive comment (Score 1)</td>
</tr>
<tr>
<td></td>
<td>Send supportive IM (Score 1)</td>
</tr>
<tr>
<td>Hailey receives harassing messages</td>
<td>Tell Hailey to reply (Score 0)</td>
</tr>
<tr>
<td></td>
<td>Tell Hailey to ignore messages (Score 1)</td>
</tr>
<tr>
<td></td>
<td>Tell Hailey to block senders (Score 2)</td>
</tr>
<tr>
<td>Hailey asks further advice</td>
<td>Tell Hailey to delete messages (Score 0)</td>
</tr>
<tr>
<td></td>
<td>Tell Hailey to save messages (Score 1)</td>
</tr>
<tr>
<td></td>
<td>Tell Hailey to save messages and talk to her parents (Score 2)</td>
</tr>
<tr>
<td></td>
<td>Tell Hailey to save messages, talk to her parents and call the police</td>
</tr>
<tr>
<td></td>
<td>(Score 0)</td>
</tr>
<tr>
<td>Student learns about Hailey Hate House Web site</td>
<td>Send angry message to anonymous sender (Score 1, skips to final task)</td>
</tr>
<tr>
<td></td>
<td>Tell Hailey to ignore it (Score 0, skips to final task)</td>
</tr>
<tr>
<td></td>
<td>Visit HooDat (Score 1)</td>
</tr>
<tr>
<td>Discover identity of anonymous bullies</td>
<td>Send message to bullies (Score 1)</td>
</tr>
<tr>
<td></td>
<td>Send message to all friends (Score 0)</td>
</tr>
<tr>
<td></td>
<td>Tell Hailey bullies’ identities (Score 1)</td>
</tr>
<tr>
<td></td>
<td>Report bullies to ISP (Score 2)</td>
</tr>
<tr>
<td></td>
<td>Expose bullies in public (Score 0)</td>
</tr>
<tr>
<td>Confront bullying</td>
<td>Post anti-bullying petition (Score 1)</td>
</tr>
<tr>
<td></td>
<td>Log out (Score 0)</td>
</tr>
</tbody>
</table>
Evaluation and Reflection

Answer Sheets for MyWorld Quizzes

The Live Speak videos that provide students with information are accompanied by quizzes to test their learning. Below are the quizzes for each chapter with correct answers identified.

Introductory Task

Topic: Using Live Speak

1. How do you know when to come to Live Speak?
   a) You'll get a message from Mr. Billings
   b) The Live Speak icon will bounce
   c) The screen will flash red

   B is correct

2. Who are your Live Speak contacts?
   a) People who can give you advice
   b) People who will ask you for advice
   c) People who will try to sell you things

   A is correct

3. What should you do after getting advice from your Live Speak contact?
   a) Go back to another part of MyWorld
   b) Watch it again
   c) Take the quiz (if there is one)

   C is correct
4. What score do you need to pass the quiz?
   a) Fifty per cent
   b) Eighty per cent
   c) A hundred per cent

   **B is correct**

5. What usually happens when you pass a quiz?
   a) There are new things you can do to solve your problem
   b) You get a certificate
   c) You gain a level

   **A is correct**
Chapter One

**Topic: Detecting Scams and Hoaxes**

1. A phishing scam will try to hook you through...
   a) Your e-mail account
   b) Your webcam
   c) Downloaded files

   **A is correct**

2. If you get an e-mail with a Web link to your bank in it, you should...
   a) Follow the link and log into your account
   b) Follow the link and check it out before you log in
   c) Delete the e-mail

   **C is correct**

3. If you visit a Web site often, you should...
   a) Type in the Web address every time
   b) Type the name into a search engine every time
   c) Bookmark it

   **C is correct**

4. Before giving personal information to any online business, you should...
   a) Check the Web address to make sure it’s the real one
   b) Check the Web address and do a search to make sure they’re legit
   c) Check the Web address and check out the site to make sure it looks okay

   **B is correct**

5. Before you believe anything you read on the Internet, you should...
   a) Find two other reliable sources that say the same thing
   b) Look it up in an offline source, like an encyclopedia
   c) Ask your friends and see what they think

   **A is correct**
**Topic: Authenticating Web Sites**

1. Why should you consider a Web site's purpose before deciding whether to trust it?
   
   a) It helps you know if they're telling the truth
   
   b) It helps you know if they're giving you both sides of the story
   
   c) It helps you know who actually created the site

   *B is correct*

2. What's the difference between facts and opinions?
   
   a) Facts are things most people believe and opinions are things just a few people believe
   
   b) Facts are things that are true and opinions are things that are false.
   
   c) Facts are things that are true and opinions are things that people believe, which may or may not be true

   *C is correct*

3. If you're looking at a Web site's links, you should consider...
   
   a) Who they link to and who links to them
   
   b) Who they link to
   
   c) Who links to them

   *A is correct*

4. Which of the following is an example of loaded language?
   
   a) "Dogs have been known to bite children."
   
   b) "It's important to consider the safety of your children when choosing a dog."
   
   c) "You may have a killer in your home."

   *C is correct*

5. Who can use a dot-org address?
   
   a) Anyone
   
   b) Only non-profit organizations
   
   c) Only non-profit organizations and political parties

   *C is correct*
**Topic: Recognizing Hate Speech**

1. Hate propaganda tries to make you feel like…
   - a) You’re superior to another group
   - b) You’re inferior to another group and should fear them
   - c) You’re superior to another group and so it’s okay to do whatever you want to them
   
   **C is correct**

2. To try to convince you, hate groups will often…
   - a) Use made-up “facts” they say are based on science or religion
   - b) Use logical arguments based on legitimate science
   - c) Provide you with unbiased information and invite you to make up your own mind
   
   **A is correct**

3. A “stealth site” is:
   - a) A site that is hard to find
   - b) A site that pretends not to be a hate site but really is
   - c) A site that helps hate groups keep from being found
   
   **B is correct**

4. Hate groups use national symbols (the maple leaf, the stars and stripes, etc.) to…
   - a) Show what country they’re based in
   - b) Make it seem like if you disagree with them you don’t love your country
   - c) Make it seem like they’re part of the government
   
   **B is correct**

5. What should you do when you run into hate speech online?
   - a) Ignore it and leave the site right away
   - b) IM your hacker friends and organize an attack on the site
   - c) Leave comments to show you disagree and notify the site’s administrator or Internet Service Provider
   
   **C is correct**
**Topic: Investigating Sources**

1. Which is true?
   a) You can be anybody on the Internet
   b) It is hard to find out who somebody is on the Internet
   c) It’s not hard to find who somebody is on the Internet, if you know where to look

   **C is correct**

2. To know if a Web site is reliable, you should start by looking for:
   a) A table of contents, a link list, and an e-mail address
   b) A postal address, an e-mail address and a phone number
   c) A phone number, a site map and an FAQ

   **B is correct**

3. A site’s registry information is:
   a) Whether it’s included in the International Web Page registry
   b) Who pays to keep it online
   c) Whether it’s registered as an authority on its subject

   **B is correct**

4. How are “deep Web” search sites like *pipl* different from regular search engines?
   a) They search online databases and other places search engines don’t go
   b) They update their content constantly
   c) They specialize in finding photos of people

   **A is correct**

5. When you do a search on someone, you’re looking to find out…
   a) If they are a doctor or a scientist
   b) If people generally agree that they’re a reliable source
   c) If they really exist, and that people agree they’re a reliable source

   **C is correct**
**Topic: Evaluating a Wiki Page**

1. Sites like Wikipedia are different from traditional encyclopedias because:
   a) They're on the Web
   b) Their articles are written by their users
   c) They're free

   **B is correct**

2. A “banner” on a Wikipedia article shows that:
   a) There are some problems with the article
   b) It’s a particularly good article
   c) The article is related to a current news story

   **A is correct**

3. With any encyclopedia article, you want to make sure that:
   a) It isn’t biased, it tells the whole story, and it includes pictures
   b) It tells the whole story, its facts are right, and it’s based on original research
   c) It gives citations for all its facts, it tells the whole story and it isn’t biased

   **C is correct**

4. An article’s History page records:
   a) The history of the article’s subject
   b) The changes that have been made to the article
   c) Who has used the article as a source

   **B is correct**

5. If you think a Wikipedia article isn’t reliable, you can:
   a) Send an e-mail to the article’s author
   b) Write a letter complaining to the moderator
   c) Add a banner to flag the article as unreliable

   **C is correct**
Chapter Two

Topic: Privacy Settings and Friend Lists

1. Privacy settings let you:
   a) Decide whether people know you’re online or not
   b) Decide who can see what on your profile
   c) Decide who can send you a Friend request

   B is correct

2. “Friends of Friends” is a bad choice as a default setting because:
   a) You don’t know who all your friends’ friends are
   b) You might want people who aren’t friends with your friends to see your profile
   c) You don’t necessarily like all of your friends’ friends

   A is correct

3. You should accept Friend requests only from people who…
   a) Send you a Friend request
   b) You already know well
   c) Let you view their profile first

   B is correct

4. The best default privacy setting for photos is:
   a) Friends of Friends
   b) Only Friends
   c) Only Me

   C is correct

5. You should block apps from accessing your info because:
   a) They don’t have to follow the same privacy rules as the rest of the site
   b) They can delete stuff that’s on your profile
   c) All apps are malware that will install viruses on your computer

   A is correct
**Topic: Tagging Photos**

1. What does it mean to tag someone in a picture?
   a) A search for their name will find the picture
   b) A search for their name will find the picture and the picture will be posted for their Friends
   c) A search for their name will find the picture, the picture will be posted for their Friends and it becomes their new profile picture

   \[B \text{ is correct}\]

2. Why should you think carefully before tagging a photo?
   a) It might get the person in trouble
   b) You might tag the wrong person
   c) You might use up your tags for the month

   \[A \text{ is correct}\]

3. To totally get rid of a photo of you that’s online, you can:
   a) Delete the photo
   b) Detag and delete the photo
   c) You can’t ever totally get rid of a photo online

   \[C \text{ is correct}\]

4. You can detag photos that:
   a) You tagged
   b) Are tagged with your name
   c) You tag or are tagged with your name

   \[C \text{ is correct}\]

5. You can control who sees photos tagged of you through:
   a) Your Profile
   b) Your Privacy Settings
   c) Your Terms of Service

   \[B \text{ is correct}\]
Topic: Passwords

1. How many different passwords should you have?
   a) Just one
   b) One for your personal accounts and one for your school accounts
   c) A different one for each account
   
   **B is correct**

2. What’s good about the password BANANA?
   a) It’s a random word
   b) It’s all in capital letters
   c) It’s seven characters long

   **C is correct**

3. What’s bad about the password BANANA?
   a) It’s a word in the dictionary
   b) It uses only one vowel
   c) It’s too hard to remember

   **A is correct**

4. Which is the best password?
   a) Banana13
   b) B@n@n@
   c) B!n@n3

   **C is correct**

5. Why should you be careful telling people things like your favourite colour or your dog’s name?
   a) Those are good choices for your password
   b) You might have chosen them as your password reminders
   c) You shouldn’t ever share personal information online

   **B is correct**
**Topic: Privacy Policies**

1. What information should you give a site in order to register?
   a) Only your name and your e-mail address
   b) Whatever they ask for
   c) As little as possible

   *C is correct*

2. What should a privacy policy tell you about collecting information?
   a) What information they'll collect when you register
   b) What information they'll collect after you register
   c) What information they'll collect when you register and after you register

   *C is correct*

3. Besides asking you for your personal information, how else might a site collect information on you?
   a) By tracking what you do on the site
   b) By tracking what you do on the site and installing cookies on your computer
   c) By tracking what you do on the site, installing cookies on your computer and reading your e-mails

   *B is correct*

4. A good privacy policy tells you if:
   a) The site is going to give or sell your information to another company
   b) The site is going to encrypt your information
   c) The site will let you change your password after you register

   *A is correct*

5. If you’re under thirteen, a site should...
   a) Get your parents’ permission before registering you
   b) Direct you to the kid version of the site and register you there
   c) Ask you to fill out a skill-testing quiz before registering you
A is correct

Topic: Targeted Advertising

1. A Web site might learn about what you’re interested in buying by:
   a) Reading your e-mails and IMs
   b) Tracking what you do on their site
   c) Spying on you through your webcam

B is correct

2. Advertisers like to use “friendvertising” because:
   a) We trust our friends
   b) It’s cheaper than other kinds of ads
   c) It lets them get around advertising laws

A is correct

3. The main reason Web sites run contests is because:
   a) It’s a good way to get you excited about the site
   b) It’s a good way to get your personal information
   c) It’s a good way to introduce you to new products

B is correct

4. How do search engines make money from advertising?
   a) People pay them to include their ads in search results
   b) People pay them to keep their competitors’ ads out of search results
   c) People pay them to show you ads based on your search terms

C is correct

5. What’s the best way to avoid getting targeted advertising?
   a) Never register for a Web site
   b) Opt out of data collection
   c) Delete all your online accounts

B is correct
Chapter Three

Topic: Sexting and Oversharing

1. Before sending or posting a photo, you should:
   a) Upload it
   b) Tag it
   c) Think twice

   *C is correct*

2. If someone sends you a picture of somebody else that might embarrass them, you should:
   a) Tell the person in the photo
   b) Tag the photo with that person's name
   c) Post the photo on your profile

   *A is correct*

3. What are the main reasons people send “sexts”?
   a) They're dating or flirting with someone
   b) They want to gross someone out
   c) They want people to admire them

   *A is correct*

4. More people get sexts than send them. This most likely means...
   a) People are sending their pictures to more than one person
   b) People who get pictures are forwarding or posting them
   c) People are lying about how often they send sexts

   *B is correct*

5. Sending sexts could get you...
   a) Embarrassed!
   b) Embarrassed and in trouble at school
   c) Embarrassed, in trouble at school and rejected for a job
C is correct

**Topic: Risky Online Behaviour**

1. Who is most at risk of receiving online sexual solicitations?
   a) Young boys or girls
   b) Teenage boys
   c) Teenage girls
   C is correct

2. Which of these is a risk factor for receiving online sexual solicitations?
   a) Being from a single-parent household
   b) Being in serious conflict with your parents
   c) Having older brothers or sisters
   B is correct

3. Predators usually...
   a) Are open about who they are and what they want
   b) Pretend to be teens and that they just want to be friends
   c) Pretend to be teens the same sex as their victims
   A is correct

4. Which of the following is a risk factor for receiving online sexual solicitations?
   a) Being on a social networking site like Facebook
   b) Texting
   c) Being in chatrooms
   C is correct

5. Which of the following is a risk factor for receiving online sexual solicitations?
   a) Being mean to people online
   b) Talking to people online
   c) Posting photos of yourself online
**A is correct**

**Topic: Excessive Gaming and Internet Use**

1. In psychology, “reinforcement” means:
   
   a) Sending more troops to a battle  
   b) Giving rewards to encourage a behaviour  
   c) Helping to protect someone from mental problems

**B is correct**

2. Why is gambling more habit-forming than other kinds of online activities?
   
   a) Because you have to be over eighteen to do it  
   b) Because it reproduces something you can do offline  
   c) Because there's nothing to it but reinforcement

**C is correct**

3. When is it okay for young people to play on gambling sites?
   
   a) It's never okay  
   b) When they don't use real money  
   c) When they have their parents' permission

**A is correct**

4. How can you know if someone has a problem with online gaming or gambling?
   
   a) They're spending more than 40 hours a week online  
   b) It's having a negative effect on other parts of their lives  
   c) They won't talk about anything else

**B is correct**

5. If you believe someone has a problem with online gaming or gambling, what should you do?
   
   a) Stage an intervention  
   b) Call the gaming company and have their account deleted  
   c) Talk to them and to their parents about it

**C is correct**

*Relevant Quizzes from Other Chapters*

*Tagging Photos (Chapter Two)*
Recognizing Hate Speech (Chapter One)
Investigating Sources (Chapter One)

Chapter Four

**Topic: Illegal Downloading**

1. If a work is copyrighted, the owner of the copyright gets to decide:
   a) Who can make copies of it
   b) Who can make copies or adaptations of it
   c) Who can read it

   **B is correct**

2. If a work is in the public domain, that means:
   a) The government owns it
   b) The copyright board owns it
   c) Nobody owns it

   **C is correct**

3. When you buy a song online, the money goes to...
   a) Whoever owns the copyright
   b) Whoever wrote the song
   c) Whoever performed the song

   **A is correct**

4. If you make a video and post it online, it's covered by:
   a) The copyright law in your country
   b) The copyright law in the country where the Web site is hosted
   c) The copyright law in your country and the country where the Web site is hosted

   **C is correct**

5. What is NOT a defence for using copyrighted material under Fair Dealing?
   a) You were quoting it in a review
   b) You were using it without intending to make money from it
c) You were copying a small part of it to study later

_B is correct_

**Topic: Free Music and Videos on the Internet**

1. If you want to listen to a song for free, the safest thing to do is...
   a) See if the band that made it is offering it for free on their site
   b) See if someone else bought the song and then uploaded it to a file-sharing site
   c) Ask a friend to e-mail you a copy of the song

_A is correct_

2. The difference between direct downloading and file-sharing is:
   a) In file-sharing you have to upload files as well as download them
   b) File-sharing is always illegal
   c) You never have to pay for file-sharing

_A is correct_

3. If you want to post a video you made from someone else’s song, you should:
   a) Ask their permission
   b) Post it and wait to see if they complain
   c) Look around to see if other people have gotten away with posting videos of their songs

_A is correct_

4. A Creative Commons licence lets a copyright owner:
   a) Spread the work to as many people as possible
   b) Make sure only some people can copy their work
   c) Give away some rights but not others

_C is correct_

5. When you buy a song online, you buy the right to...
   a) Listen to the song at home or on your music player
   b) Listen to the song and make copies for your friends
c) Listen to the song and use it in other works like movies or videos

_A is correct_

**Topic: Cyberbullying**

1. If you think a friend is being cyberbullied, you should:
   a) Tell their parents right away
   b) Talk to them about it
   c) Send an angry message to the bully

   _B is correct_

2. If someone is being bullied online, they should:
   a) Immediately stop talking to the bully
   b) Stop talking to the bully and block the bully from contacting them
   c) Stop talking to the bully, block the bully from contacting them and close all their online accounts

   _B is correct_

3. It's important to save any bullying messages or materials because:
   a) You might need them as evidence
   b) You can post them to make the bully look bad
   c) The bully might try to delete things from your computer

   _A is correct_

4. If a bully threatens you physically, you should tell:
   a) Your parents
   b) Your parents and the bully's ISP
   c) Your parents, the bully's ISP and the police

   _C is correct_

5. Why are people more likely to bully other people online than offline?
   a) They can't see the victim and they may feel invisible
   b) They are afraid to bully someone in person
c) They don't want other people to see them being a bully

**A is correct**

**Topic: Plagiarism**

1. You are not committing plagiarism if...

   a) You put anything that's not your own words in quotation marks
   b) You put anything that wasn't your own idea into your own words
   c) You clearly give the source of any ideas or words that aren't yours

   **C is correct**

2. "Citing your sources" means:

   a) Showing who wrote anything that you didn't write
   b) Giving a list of everything you read while writing an essay
   c) Giving the names of people you interviewed while writing an essay

   **A is correct**

3. To avoid plagiarism, use quotation marks to show text that:

   a) Someone else wrote
   b) Is "sort of" true
   c) Is spoken aloud

   **A is correct**

4. Paraphrasing is:

   a) Breaking your sentences into smaller phrases
   b) Rewriting someone else's ideas into your own words
   c) Changing a sentence into its opposite

   **B is correct**

5. What is not a valid way to give citations?

   a) In the introduction
   b) In footnotes
   c) In brackets

   **A is correct**

**Relevant Quizzes from Other Chapters**
Blog Entries

MyWorld offers students a reflection activity at the end of each chapter. Once all of the tasks have been completed, the student is presented with a prompt for a “blog entry,” which will then be sent to the two e-mail addresses they have entered. Teachers may decide whether to make these a required part of the tutorial and, if so, whether or not to evaluate them formally (an evaluation rubric is provided).

Blog Writing Prompts

Chapter One

Here’s your writing prompt for your first blog entry. Remember to write in complete sentences, please.

Think about a time you have needed to find reliable information outside of this class. What tools and techniques did you use to find the information? What did you do to find out if the information was reliable? Try to think of at least two things.

Think about all the tools and techniques you’ve learned about in this unit. Which ones would have been useful to you then? How would you have used them?

Now that you’re an expert on finding information online and deciding what’s reliable, what would you say are the most important things someone should know about this topic? Think of at least three things and give a reason for each one.

Chapter Two

Hope you had a good Winter break. For your first day back, I’d like you to do a blog entry about being private or public online. Remember to write in full sentences.

Think about all the information about you that is online. What do you consider to be private? What do you consider to be public? Are there things you consider public in one context but private in another (for example, things you’d let your friends see but not your parents, or the other way around)?

Think of a situation where you or someone you know lost control of some information you or they wanted to keep private. How did it happen? What were the consequences? Was there anything you or they could have done differently to prevent it? (If you can’t think of a situation, imagine what might happen if something you consider absolutely private, like a password, were to become public.)

Now that you’re an expert on managing your privacy online, what would you say are the most important things someone should know about this topic? Think of at least three things and give a reason for each one.
Chapter Three

For this entry I'd like you to write a blog post about online relationships. Remember to write in full sentences.

Think about the relationships you have with people that are partially or entirely online. How many of your offline friends are online too? How is hanging out with them online different from doing it online? Have you (or has anyone you know) ever had conflicts with friends because of things that happened online?

How much time would you say you spend a week online? Has the time you spent online ever caused any conflicts with people you know (friends, family, etc.)? What do you do to manage your time online so that it doesn't cause conflicts with other people?

Think about a situation where you were worried about someone you knew because of things they were doing online, or where someone else was worried about you. What was the situation? What did you do? What were the results? Is there anything you wish you or anyone else had done differently? (If you can't think of an example, imagine a situation where you would be worried about someone you know because of what they were doing online.)

Now that you're an expert in managing online relationships, what would you say are the most important things someone should know about this topic? Think of at least three things and give a reason for each one.

Chapter Four

For this entry I'd like you to write a blog post about cyberbullying and online ethics. Remember to write in full sentences.

Think about times you have felt scared, embarrassed or upset about things that happened online. What happened? What was the situation? What did you do? What were the results? Is there anything you wish you or anyone else had done differently? (If you can't think of an example, imagine a situation where you would be worried about someone you know because of what they were doing online.)

Do you think that people are more likely to be bullies online or offline? Why? Do you think there's any difference in how bad bullying is online or offline? Can you think of anything that would be bad offline but all right online, or vice-versa?

Now that you're an expert on cyberbullying, what would you say are the most important things someone should know about this topic? Think of at least three things and give a reason for each one.
### Blog Entry Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>Below Level 1</strong></th>
<th><strong>Level 1</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shows an insufficient ability</td>
<td>Shows a beginning ability</td>
<td>Shows a developing ability</td>
<td>Shows a competent ability</td>
<td>Shows a confident ability</td>
</tr>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an insufficient knowledge of the chapter’s topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an insufficient understanding of the issues raised in the chapter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of planning skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an insufficient ability to relate issues in this chapter to personal experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of processing skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an insufficient ability to make judgments and predictions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of critical/creative thinking processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an insufficient ability to make judgments and predictions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression and organization of ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses no examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication for different audiences and purposes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes in a style inappropriate to the format and audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes no attempt to draw on the content of the chapter to provide guidance or advice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer of knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No spelling or grammatical errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.media-awareness.ca
© 2011 Media Awareness Network
Worksheet Answer Summary

The worksheets found in the handouts section are taken from the quizzes which students complete in each chapter in the tutorial. These can provide an additional way to evaluate student progress.

Answers to each worksheet are:

<table>
<thead>
<tr>
<th>Chapter One:</th>
<th>Chapter Two:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 — C</td>
<td>1 — B</td>
</tr>
<tr>
<td>2 — A</td>
<td>2 — A</td>
</tr>
<tr>
<td>3 — C</td>
<td>3 — C</td>
</tr>
<tr>
<td>4 — C</td>
<td>4 — B</td>
</tr>
<tr>
<td>5 — B</td>
<td>5 — C</td>
</tr>
<tr>
<td>6 — C</td>
<td>6 — B</td>
</tr>
<tr>
<td>7 — B</td>
<td>7 — B</td>
</tr>
<tr>
<td>8 — C</td>
<td>8 — A</td>
</tr>
<tr>
<td>9 — A</td>
<td>9 — B</td>
</tr>
<tr>
<td>10 — B</td>
<td>10 — B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter Three:</th>
<th>Chapter Four:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 — A</td>
<td>1 — B</td>
</tr>
<tr>
<td>2 — B</td>
<td>2 — B</td>
</tr>
<tr>
<td>3 — A</td>
<td>3 — C</td>
</tr>
<tr>
<td>4 — C</td>
<td>4 — A</td>
</tr>
<tr>
<td>5 — A</td>
<td>5 — B</td>
</tr>
<tr>
<td>6 — B</td>
<td>6 — A</td>
</tr>
<tr>
<td>7 — C</td>
<td>7 — C</td>
</tr>
<tr>
<td>8 — A</td>
<td>8 — A</td>
</tr>
<tr>
<td>9 — A</td>
<td>9 — C</td>
</tr>
<tr>
<td>10 — A</td>
<td>10 — A</td>
</tr>
</tbody>
</table>
Handouts
MyWorld: Chapter One Worksheet

Circle the answer that is most correct.

1. If you visit a Web site often, you should…
   a) Type in the Web address every time
   b) Type the name into a search engine every time
   c) Bookmark it

2. Before you believe anything you read on the Internet, you should…
   a) Find two other reliable sources that say the same thing
   b) Look it up in an offline source, like an encyclopedia
   c) Ask your friends and see what they think

3. What’s the difference between facts and opinions?
   a) Facts are things most people believe and opinions are things just a few people believe
   b) Facts are things that are true and opinions are things that are false.
   c) Facts are things that are true and opinions are things that people believe, which may or may not be true

4. Which of the following is an example of loaded language?
   a) “Dogs have been known to bite children.”
   b) “It’s important to consider the safety of your children when choosing a dog.”
   c) “You may have a killer in your home.”

5. Hate groups use national symbols (the maple leaf, the stars and stripes, etc.) to…
   a) Show what country they’re based in
   b) Make it seem like if you disagree with them you don’t love your country
   c) Make it seem like they’re part of the government

6. Hate propaganda tries to make you feel like…
   a) You’re superior to another group
   b) You’re inferior to another group and should fear them
   c) You’re superior to another group and so it’s okay to do whatever you want to them
7. To know if a Web site is reliable, you should start by looking for:
   a) A table of contents, a link list, and an e-mail address
   b) A postal address, an e-mail address and a phone number
   c) A phone number, a site map and an FAQ

8. When you do a search on someone, you’re looking to find out…
   a) If they are a doctor or a scientist
   b) If people generally agree that they’re a reliable source
   c) If they really exist, and that people agree they’re a reliable source

9. A “banner” on a Wikipedia article shows that:
   a) There are some problems with the article
   b) It’s a particularly good article
   c) The article is related to a current news story

10. An article’s History page records:
   a) The history of the article’s subject
   b) The changes that have been made to the article
   c) Who has used the article as a source
MyWorld: Chapter Two Worksheet

Circle the answer that is most correct.

1. Privacy settings let you:
   a) Decide whether people know you’re online or not
   b) Decide who can see what on your profile
   c) Decide who can send you a Friend request

2. “Friends of Friends” is a bad choice as a default setting because:
   a) You don’t know who all your friends’ friends are
   b) You might want people who aren’t friends with your friends to see your profile
   c) You don’t necessarily like all of your friends’ friends

3. To totally get rid of a photo of you that’s online, you can:
   a) Delete the photo
   b) Detag and delete the photo
   c) You can’t ever totally get rid of a photo online

4. You can control who sees photos tagged of you through:
   a) Your Profile
   b) Your Privacy Settings
   c) Your Terms of Service

5. Which is the best password?
   a) Banana13
   b) B@n@n@
   c) B!n@n3

6. Why should you be careful telling people things like your favourite colour or your dog’s name?
   a) Those are good choices for your password
   b) You might have chosen them as your password reminders
   c) You shouldn’t ever share personal information online

Name: __________________________ Score out of 10: ________
7. Besides asking you for your personal information, how else might a site collect information on you?
   a) By tracking what you do on the site
   b) By tracking what you do on the site and installing cookies on your computer
   c) By tracking what you do on the site, installing cookies on your computer and reading your e-mails

8. A good privacy policy tells you if:
   a) The site is going to give or sell your information to another company
   b) The site is going to encrypt your information
   c) The site will let you change your password after you register

9. A Web site might learn about what you’re interested in buying by:
   a) Reading your e-mails and IMs
   b) Tracking what you do on their site
   c) Spying on you through your webcam

10. The main reason Web sites run contests is because:
    a) It’s a good way to get you excited about the site
    b) It’s a good way to get your personal information
    c) It’s a good way introduce you to new products
MyWorld: Chapter Three Worksheet

Circle the answer that is most correct.

1. If someone sends you a picture of somebody else that might embarrass them, you should:
   a) Tell the person in the photo
   b) Tag the photo with that person’s name
   c) Post the photo on your profile

2. More people get sexts than send them. This most likely means...
   a) People are sending their pictures to more than one person
   b) People who get pictures are forwarding or posting them
   c) People are lying about how often they send sexts

3. Predators usually...
   a) Are open about who they are and what they want
   b) Pretend to be teens and that they just want to be friends
   c) Pretend to be teens the same sex as their victims

4. Which of the following is a risk factor for receiving online sexual solicitations?
   a) Being on a social networking site like Facebook
   b) Texting
   c) Being in chatrooms

5. Which of the following is a risk factor for receiving online sexual solicitations?
   a) Being mean to people online
   b) Talking to people online
   c) Posting photos of yourself online

6. How can you know if someone has a problem with online gaming or gambling?
   a) They're spending more than 40 hours a week online
   b) It's having a negative effect on other parts of their lives
   c) They won't talk about anything else

Name: __________________________ Score out of 10: ______
7. If you believe someone has a problem with online gaming or gambling, what should you do?
   a) Stage an intervention
   b) Call the gaming company and have their account deleted
   c) Talk to them and to their parents about it

8. Why should you think carefully before tagging a photo?
   a) It might get the person in trouble
   b) You might tag the wrong person
   c) You might use up your tags for the month

9. To try to convince you, hate groups will often…
   a) Use made-up “facts” they say are based on science or religion
   b) Use logical arguments based on legitimate science
   c) Provide you with unbiased information and invite you to make up your own mind

10. How are “deep Web” search sites like pipl different from regular search engines?
    a) They search online databases and other places search engines don’t go
    b) They update their content constantly
    c) They specialize in finding photos of people
MyWorld: Chapter Four Worksheet

Circle the answer that is most correct.

1. If a work is copyrighted, the owner of the copyright gets to decide:
   a) Who can make copies of it
   b) Who can make copies or adaptations of it
   c) Who can read it

2. What is NOT a defence for using copyrighted material under Fair Dealing?
   a) You were quoting it in a review
   b) You were using it without intending to make money from it
   c) You were copying a small part of it to study later

3. A Creative Commons licence lets a copyright owner:
   a) Spread the work to as many people as possible
   b) Make sure only some people can copy their work
   c) Give away some rights but not others

4. When you buy a song online, you buy the right to...
   a) Listen to the song at home or on your music player
   b) Listen to the song and make copies for your friends
   c) Listen to the song and use it in other works like movies or videos

5. If someone is being bullied online, they should:
   a) Immediately stop talking to the bully
   b) Stop talking to the bully and block the bully from contacting them
   c) Stop talking to the bully, block the bully from contacting them and close all their online accounts

6. Why are people more likely to bully other people online than offline?
   a) They can't see the victim and they may feel invisible
   b) They are afraid to bully someone in person
   c) They don't want other people to see them being a bully

Name: ___________________________  Score out of 10: ________
7. You are not committing plagiarism if...
   a) You put anything that's not your own words in quotation marks
   b) You put anything that wasn't your own idea into your own words
   c) You clearly give the source of any ideas or words that aren't yours

8. To avoid plagiarism, use quotation marks to show text that:
   a) Someone else wrote
   b) Is "sort of" true
   c) Is spoken aloud

9. What should you do when you run into hate speech online?
   a) Ignore it and leave the site right away
   b) IM your hacker friends and organize an attack on the site
   c) Leave comments to show you disagree and notify the site's administrator or Internet Service Provider

10. You should block apps from accessing your information because:
    a) They don't have to follow the same privacy rules as the rest of the site
    b) They can delete stuff that's on your profile
    c) All apps are malware that will install viruses on your computer
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 issues, all of which are available on the MNet Web site http://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 in partnership with the Canadian Teachers’ Federation. The purpose of the week is to promote media and digital 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.

Contact Information:

Media Awareness Network
950 Gladstone Avenue, Suite 120
Ottawa, Ontario CANADA
K1Y 3E6

Telephone: 613-224-7721
Fax: 613-761-9024
E-mail: info@media-awareness.ca
Web: http://www.media-awareness.ca