Synopsis of Part 1

Two Grade 4 students at Rose Vine Public School, Priya and Anthony, are holding a mock newscast on netiquette for a class project. Their newscast is just like any other – they check in with correspondents (who are interviewing students in the hallways), they read emails from "viewers", and play videos of Netiquette experts, including a teacher, a Kids Help Phone counsellor, a bullying expert, and a principal. News tickers along the bottom of the screen also provide information to viewers.

The newscast begins with Priya and Anthony welcoming the viewers, and then they get right down to business discussing netiquette – What is it? Who uses it? Why and when and how? Why is it important? The script cuts to real life students answering these questions. Then back to the two hosts who answer these questions with the aid of chalk drawings on the board. They conclude that "Netiquette is a set of rules for everybody on how to behave properly online." Following this definition, Priya and Anthony give examples of netiquette, including the use of all caps and emoticons in emails.

After discussing the importance of netiquette, Priya and Anthony discuss online life versus real life and listen to a tape of a mock bullying speech. They conclude that online bullying is really like bullying in front of a crowd. The script then cuts to real life students answering these questions - Why do people bully? Is it easier to bully online? Have you ever been bullied and how did it make you feel? The hosts then discuss the importance of doing something if you see any type of bullying and understanding that if something is wrong in real life it is also wrong online.

Synopsis of Part 2

The newscast continues with our two hosts discussing how something you post online may stay around forever even if you have deleted it when suddenly, Priya is interrupted by a "breaking news" segment from one of the correspondents. Two best friends are arguing; one of the girls used the other's email account to send out embarrassing photos. Priya and Anthony discuss the situation. They talk about the importance of keeping passwords private, how to make a strong password, and a real life teacher includes information on online security tips.

Priya and Anthony continue their newscast with an investigation of cyberbullying – what is it and how to know if you are a victim. The script cuts to a real life interview with Dr. Faye Mishna an expert on cyberbullying discussing the differences between traditional bullying and cyberbullying.

Synopsis of Part 3

Continuing their discussion of cyberbullying the two hosts print off a few emails from the Kids Help Phone website that are from students who are wondering if they have been cyberbullied. The first email is from Sasha who likes to chat online with her friends from school every night after dinner. But this time all of her friends have blocked her. The script cuts to an interview with a real life Kids Help Phone counsellor explaining that this is cyberbullying and providing advice on how Sasha should handle this situation. The hosts then read a second email, this one from Dexter, who has been the victim of a doctored photo which has been sent to all of his class. An interview with a real life principal discusses the seriousness and consequences of this type of cyberbullying and what Dexter should do. The hosts have time for one more email, this one from Tim who has shared confidential information while chatting online with a friend only to have it forwarded to everyone in his school without his permission. The real life Kids Help Phone counsellor provides advice on what Tim should do in this situation. The video ends with a multiple choice test of 12 questions (see Teacher Resource 8: Being Safer and Smarter Online Multiple Choice Test Question/Answer Sheet [from Lesson 3]) to wrap up their newscast and quiz viewers on what they have learned.

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1. The Internet can be compared to an explorer's ship – it is a way to travel around the world, make discoveries, have adventures, get to know your fellow travellers better, and meet new people. But it can be dangerous if you do not use it safely.

    True – there are a lot of great things about the Internet, and just as explorer ships connected the continents of the globe, the Internet helps us make discoveries and connections. But we have to know how to navigate the Internet safely, because there can be many dangers.

2. There are ways to make sure you are always safe on the Internet.

    False – you are never completely safe or private on the Internet. Any information you share has the possibility to be accessed and distributed by others.

3. On the Internet, anyone could read my messages.

    True – you can never be sure your messages will stay private – even in emails. A lot of different people, many of whom you do not know, could read your messages if the person you sent them to passes them on. Did you know that people can very easily push the "forward" button on a text message or email you send and then hundreds or thousands of people may see that message?

4. The Internet always gives you accurate information if you are doing research.

    False – you have to ensure that the source you are receiving information from is reliable. Some websites, like Wikipedia, allows their users to add some content to web pages without any direct review process to see if the information is true or accurate.

5. Sometimes people send messages to people they don't really know because they have not had enough time to evaluate their level of friendship.

    True – chat rooms and social networking sites like Facebook allow people to interact with people they don't know very well and it is not safe.

6. I should NEVER give out any personal information about me or my family to someone that I do not already know and trust in real life.

    True – giving out personal information to someone you do not know or trust is dangerous and can lead to trouble. Even sharing personal information to people you already know in real life can carry risks, since they could mistakenly share it, or share it with someone they know and trust that you don't know.

7. Using my own name as a password is a good idea because I won't forget it.

    False – although it may be easy to remember, it is also easy for someone to guess and then hack into your computer/device and gain access to your personal information.

Class: _____

8. All sites are monitored and are therefore appropriate and safe for kids.

   False – child-friendly social networking sites provide safe opportunities for children to communicate with peers, explore different worlds and play games (e.g., Disney and Nickelodeon sites). Discussion boards on child-centered sites are usually monitored, block inappropriate language and allow users to post limited personal profile information.
   Adult SN sites, such as Facebook, Instagram, and Tumblr, allow users to post more detailed personal information including pictures, discussion walls and personal profiles. These sites are meant for teens and adults only because the potential for danger is much higher (e.g., harming relationships, cyberbullying, child predators, etc.). This is why it is important to share with your parents the sites that you want to use, so they can help you determine if they are safe or not, and help you use the site safely. If you think it may not be safe, always check with a trusted adult.

9. I should never arrange to meet in person, someone I met online without my parents/guardian permission.

   True – sometimes people you meet online are not who they appear to be. Sometimes bad people befriend you online so they can get you to meet them and then they hurt you. Never arrange a face-to-face meeting with someone you met online without telling your parent/guardian. Never share your personal contact information, including your location, to strangers on the Internet. If your parent/guardian agrees to the meeting make sure you meet in a public place with your parent/guardian present. It is potentially dangerous to meet unsupervised.

10. On the Internet, always treat everyone with respect.

   True – this is called netiquette. Treating people with the same etiquette you would if you were talking to them face to face.

Class: _____

Specific Expectations

Health and Physical Education:

1.3 - communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living [IS]
C1.2 - identify risks associated with communications technology, and describe precautions and strategies for using these technologies safely [IS]
C1.3 - describe various types of bullying and abuse (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat lines, websites), and identify appropriate ways of responding [IS]

Language – Media:

1.1 - Purpose and Audience – identify the purpose and audience for a variety of media texts
1.2 - Making Inferences/Interpreting Messages - use overt and implied messages to draw inferences and construct meaning in media texts

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Success Criteria

Health and Physical Education:

1.3 Communication
- communicates effectively using verbal and non-verbal means

C1.2, C1.3 Personal Safety and Injury Prevention
- identifies risks (e.g., predators, hacking of computers, cyberbullying) associated with using communication technologies
- describes strategies for using communication technologies safely
- identifies appropriate ways to respond to cyberbullying
- recognizes that bullying online is like bullying in real life

Language: Media

1.1 Purpose and Audience
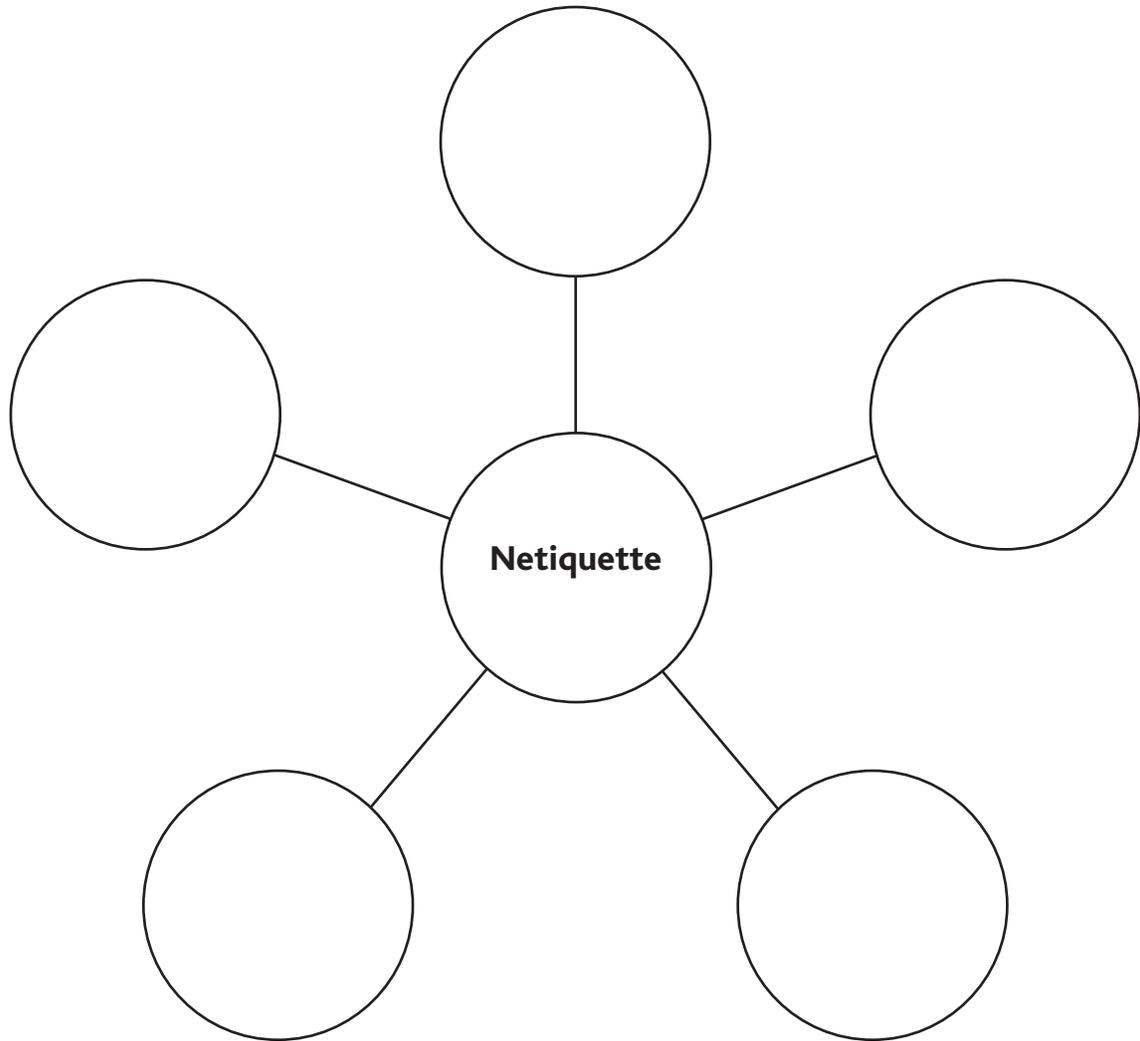- recognizes the purpose of variety of pieces of media (i.e., intended audience, characters, special effects, key messages)

1.2 Making Inferences/Interpreting Messages
- interprets information effectively from a variety of media pieces

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Part A Media - Intended Audience

- **Who was the intended audience for this newscast?** *Grade 4 students and Mr. Solomon, the teacher.*
- **How do you know?** *Priya and Anthony outline that they have created this newscast for the students of Rose Vine Public School as a different way to demonstrate their knowledge about Netiquette to their teacher Mr. Solomon. The student newscasters and interviewees are also our age.*
- **What common newscast elements might have made this a stronger newscast?** *Many newscasts cite statistics to emphasize the importance of their messages. These statistics help viewers understand whether the events are trending up or down. Some newscasts put a face on an issue by describing a specific victim and their suffering.*
- **Why might animated video be a good choice for a grade 4 audience?** *Grade 4 students have been watching animation for their whole lives and will feel comfortable with that form.*
- **This video combines animated newscasters with live interviewees.** Why or why not do you think this combination is effective? *The shift between animated and real people might distract viewers from the message. The shift might make the message more interesting.*
- **Emma, Gavin and Grace have different skin colours and facial features. How might those qualities help to make this video appealing to a wider audience?** *When people see themselves represented on screens, they feel that the messages are especially for them.*

Part B Personal Safety – Bullying

- **Why do people bully?** *People bully others because they think it makes them look strong or cool, and they often get a lot of attention from their friends when they do it.*
- **Do you believe it is easier to cyberbully? Why?** *It can be easier to bully online because you don't see the reaction of the person since you are not face to face and because in many cases the person who is bullying online remains anonymous.*
- **Do you believe the video when it says that cyberbullying is like bullying in front of a crowd? Why?** *Yes, because when you bully online many people can be sent the same message at the same time and a crowd of people will witness the bullying at the same time.*

Part A Media - Message

- **What was the message about netiquette?** *Netiquette rules can help make the time you spend online fun and safe, and will help you to have healthy relationships with the people you communicate with.*
- **Why might a student newscast help the audience understand the message better than if a teacher told the message?** *Learning from peers is often more effective than learning from the teacher. It is also more fun to do it in this medium.*
- **Why is this message really important?** *The message is important for students to understand why we need rules when we are online.*
- **What will happen if students don't understand the message of netiquette?** *Not understanding the rules of netiquette could lead students into some potentially upsetting and harmful situations.*

Part B Personal Safety – Real Life vs Online Life

- **What do you think Anthony meant when he said that "what is wrong in real life is also wrong online"?** *He means that you shouldn't say or do bad things online because even though you don't see the person it is real life for them.*
- **What advice would you give a friend who was being bullied online?** *I would tell them I support them and suggest they save any text information and tell a trusted adult like their parent or a teacher.*
- **What would you do if you knew someone was bullying online?** *I would suggest that they stop because they would not like it if that happened to them. If they did not stop I would tell an adult.*

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Part A Media - Interviews/Characters
- **Why might the video be more effective if it included the names and ages of the interviewees?** *It might make the interviewees seem more like us. We could relate better.*
- **What effect did the interviews have on you? Was the message clear? Why or why not?** *The characters were students in the school which should make it easier for the students in Grade 4 to relate to them.*

Part B Personal Safety – Cell phones/Text Messaging
- **What strategies and/or precautions do you need to take to make sure that you are safe when using your cell phone to talk or send text messages?** *Be sure that your phone is locked with a proper password so that no one else can use it; treat those you are communicating with respect; don't share your own or anyone's personal information.*
- **What are the rules of netiquette that apply to the use of cell phones?** *Not calling people names; being polite; respecting each other.*

Part A Media - Special Effects
- **When Anthony talks about** *respect***, there are coloured spotlights flashing behind him. How did these special effects make this video's message stronger?** *It grabs our attention and reminds us of a famous R & B song about respect.*
- **What other special effects might you suggest to help the audience remember the importance of netiquette?** *The video might use a jingle, or an animal like a wise elephant or a cautious mouse.*

Part B Personal Safety – Gaming
- **What strategies or precautions are necessary to ensure that your gaming experience is a positive one?** *Play in moderation, don't let gaming interfere with other aspects of your life, don't share personal information with online gamers you do not know.*
- **Are there rules of netiquette that apply when you are playing games online?** *Don't cheat, don't put down or exclude other gamers, use language that you would expect others to use with you, treat other gamers with respect. Play games that are appropriate for your age.*

Part A Media - Information
- **What information regarding netiquette did Priya and Anthony give to the viewer?** *They gave them the definition of netiquette and told them why it was important.*
- **What were some examples of bad netiquette?** *Using all capital letters like you are yelling at someone. Calling people names.*
- **How might inappropriate netiquette lead to problems with Internet use? Online bullying? Friendships?** *What happens online can hurt people's feelings, upset people or make them mad, and this will affect real life relationships and situations and harm friendships. It may also end up in face-to-face bullying.*

Part B Personal Safety – Online Risks
- **What are the possible risks when using communication technology i.e., social networks, chat rooms etc?** *Loss of privacy; addiction; cyberbullying; exposure to sexual predators; digital permanence (what is posted online can sometimes remain online forever).*
- **What can be done to minimize these risks?** *Choose a safe password; be sure an adult is aware of your online activities in case you need their help; don't be afraid to ask for help if an uncomfortable situation presents itself; don't give out personal information online to someone you do not also know or trust offline (personal information includes your email address, real name, home address, school name or telephone number, age, gender, physical description); always remember that once a message or information is posted online it may stay there forever (digital permanence); recognize that people are not always who they appear to be; limit your time on the computer or phone; use the computer in a public area of your home (not in the privacy of your bedroom); be careful of the wireless networks you join - open networks that do not require a password can expose you to the loss of confidentiality of your information.*

Name: _____   **Date:** _____

Part A Media - Intended Audience
- Who was the intended audience for this newscast? How did you know?
- What common newscast elements might have made this newscast more appealing for its audience?
- Why might animated video be a good choice for a grade 4 audience?
- This video combines animated newscasters with live interviewees. Why or why not do you think this combination is effective for a grade 4 audience?
- Emma, Gavin and Grace have different skin colours and facial features. How might those qualities help to make this video appealing to a wider audience?

Part B Personal Safety – Bullying
- Why do people bully?
- Do you believe it is easier to bully online? Why?
- Do you believe the video when it says that cyberbullying is like bullying in front of a crowd? Why?

Part A Media - Message
- What was the message in part 1 of the video about netiquette?
- Why might a student-made newscast help the audience understand the message better than if a teacher told the message?
- Why is this message really important?
- What will happen if students don't understand the message of netiquette?

Part B Personal Safety – Real Life vs Online Life
- What do you think Anthony meant when he said that "what is wrong in real life is also wrong online"?
- What advice would you give a friend who was being bullied online?
- What actions could you take if you knew someone was bullying online?

Part A Media - Interviews/Characters
- Why might the video be more effective if it included the names and ages of the interviewees?
- What effect did the interviews have on you? Was the message clear? Why or why not?

Part B Personal Safety – Cell phones/Text Messaging
- What strategies and/or precautions do you need to take to make sure that you are taking the necessary precautions to be safe when using your cell phone to talk or send text messages?
- What are the rules of netiquette that apply to the use of cell phones?

Part A Media - Special Effects
- When Anthony talks about *respect*, there are coloured spotlights flashing behind him. How did these special effects make this video's message stronger?
- What other special effects might you suggest to help the audience remember the importance of netiquette?

Part B Personal Safety – Gaming
- What strategies or precautions are necessary to ensure that your gaming experience is a positive one?
- Are there rules of netiquette that apply when you are playing games online?

Part A Media - Information
- What information regarding netiquette did Priya and Anthony give to the viewer?
- What were some examples of bad netiquette?
- How might inappropriate netiquette lead to problems with Internet use? Online bullying? Friendships?

Part B Personal Safety – Online Risks
- What are the possible risks when using communication technology ie., social networks, chat rooms etc?
- What can be done to minimize these risks?