

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Production**

Who created the message? Why?

What is the purpose of this message?

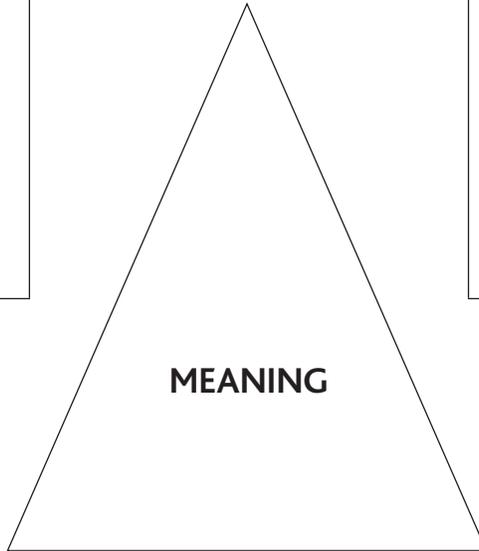
Who benefits from the message?

**Audience**

Who is the target audience?

How can you tell?

How does the website attract its target audience?



**Text**

What techniques are used to attract attention?

How well do the techniques convey the intended message?

What values are represented?

Name: \_\_\_\_\_

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<b>Scenario:</b>	
<b>What is the problem?</b>	
<b>List the alternatives</b> 1. 2. 3. ?	
<b>Evaluate the alternatives</b> 1. 2. 3. ?	
<b>What is your decision?</b>	
<b>How will you implement the decision?</b>	

Subject: **Connect[ED]** Grade 4: Being Safer and Smarter Online

To: connect[ed]4@home.ca

Dear Parent/Guardian:

In class we have been engaged in a series of lessons that teach and encourage responsible Internet behaviour, referred to as 'netiquette'. In each lesson, students have watched a video called **Connect[ED]: Being Safer and Smarter Online**. This video exposes the risks that students can be faced with as they interact online and through multi media technology such as computers and cell phones. Your child will be able to describe to you what they have learned regarding netiquette and online safety by discussing the activities they participated in at school.

To continue the learning and support the home and school connection, we have added a parent component to this unit and ask that you work together with your child on the following activity.

With your child, visit the Kids Help Phone website [www.kidshelpphone.ca](http://www.kidshelpphone.ca)

Together, click on the Kids section and then click on the Info Booth section.

There you will find topics including bullying and the Internet. Ask your child which of the topics they studied in class e.g., cyberbullying, Internet safety. Ask them what they learned and if their learning has changed the way they think about the Internet.

Why do you think Kids Help Phone has chosen these areas to put on their website?

Click on the Cyberbullying section and go through each section and discuss why it is important for both parents and students to understand what cyberbullying is and what to do if it happens. The topics to address include:

- What is cyberbullying?
- Are you a target?
- Helping a friend?
- Are you cyberbullying?
- How to block cyberbullying.

Together create a list of ideas of what to do if your child thinks they are being bullied or if they know someone who is being bullied.

**Important Tip:**

"Stop, Save, Block and Tell" are terms found on the Kids Help Phone website and indicate the steps to take if your child feels they or someone else is being bullied. *Stop* what you doing. *Save* the email or information. *Block* the person or email and *Tell* someone about it.

### 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.

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

## 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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Class: \_\_\_\_\_

### Specific Expectations

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]  
 C1.3 - describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding [IS]

### Success Criteria

#### 1.3 Communication

- communicates using verbal and non-verbal means

#### C1.3 Personal Safety and Injury Prevention

- names several types of online bullying
- understands the relationship between bullying and cyberbullying

Student Name			
Observation			
Student Name			
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Class: \_\_\_\_\_

1. **What is Netiquette?**

- a. A set of rules on how to behave.
- b. A set of rules for everybody.
- c. **A set of rules for everybody on how to behave online.**
- d. A term used for surfing the Internet.

V/O: Netiquette is the etiquette for the Internet.

2. **Why is Netiquette important?**

- a. Some people need to follow rules.
- b. It makes going online fun.
- c. It makes going online safe.
- d. **It makes going online fun and safer.**

V/O: Netiquette makes going online fun and safe. Everyone has a right to feel safe online.

3. **What is the best way to make a password?**

- a. Use a word you'll remember – like your middle name.
- b. **Use a combo of letters, numbers, and symbols.**
- c. Use your phone number. You won't forget that!
- d. Use the same password as your friend.

V/O: The best password is a random combination of letters, numbers, and symbols. Remember how easy it was to guess Anthony's password because it was his dog's name.

4. **Which online password is the hardest to guess?**

- a. Marie
- b. muffin318
- c. **!il2pmg!**
- d. 200906

V/O: !il2pmg! is the hardest password to guess because it contains a random combination of letters, numbers, and symbols.

5. **Which of the following are safe ways to share personal information online?**

- a. Give out your name, address, and phone number to anyone who asks for it.
- b. Never give out your name, address, and phone number without your parents' permission.
- c. Give out your name, address, and phone number only to people you know and trust offline.
- d. **Both b) and c)**

V/O: The only time it is safe to share personal information online is when you know and trust the person offline.

6. **When is it safe to share your secrets and private issues online?**

- a. When it's a friend that I know and trust offline.
- b. When it's a friend that I met online.
- c. When it's a trusted site like Kids Help Phone.
- d. **Both a) and c)**

V/O: It is okay to share secrets and private stuff online with people you know and trust offline, or with a trusted counsellor like the Kids Help Phone counsellor we talked to because Kids Help Phone is a trusted site for kids.

Class: \_\_\_\_\_

7. **Is it ever okay to share your friend's personal information?**

- a. Yes.
- b. **No.**
- c. Only if another friend asks you for it.

V/O: If your friend has told you personal information in person or online it's never okay to share it with someone else.

8. **What is cyberbullying?**

- a. Bullying that happens online.
- b. Using technology to make fun of someone.
- c. Just like real life bullying – only online.
- d. **All of the above.**

V/O: Cyberbullying is when people threaten, harass, embarrass, or exclude others by using technology like computers or cell phones.

9. **What is an example of cyberbullying?**

- a. Making a hateful blog about someone.
- b. Spreading rumours, lies, and secrets online.
- c. Rating people on how ugly they are.
- d. **All of the above.**

V/O: All of these are examples of cyberbullying. So are making threats, calling people names, and blocking other people.

10. **What should you do if someone cyberbullies you?**

- a. Respond and tell the person to stop it - what they are doing is cyberbullying.
- b. Respond, and if they don't stop, ignore them and keep copies of the cyberbullying.
- c. Tell a trusted adult like a parent, guardian, teacher, etc.
- d. **Any of the above.**

V/O: Remember, if the first person you talk to doesn't help, find someone else who can. No one deserves to be bullied, online or in real life.

11. **Which person could cyberbully you?**

- a. A real-life friend.
- b. A friend you met online.
- c. A classmate.
- d. **All of the above.**

V/O: Everyone has the potential to cyberbully someone else – a real-life friend, a friend you met online, a classmate, and even you!

12. **What should you do if you see someone being cyberbullied?**

- a. Respond and tell the person doing the cyberbullying to stop it.
- b. Respond, and if they don't stop, ignore them and keep copies of the cyberbullying.
- c. Tell a trusted adult like a parent, guardian, teacher, etc.
- d. **Any of the above.**

V/O: No one deserves to be bullied, online or in real life and if you see cyberbullying happening these are the things you should do.

Class: \_\_\_\_\_

### Specific Expectations

1.5 - use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

C2.2 - apply a decision-making process to assess risks and make safe decisions in a variety of situations [CT]

### Success Criteria

#### 1.5 Critical Thinking

- uses critical and creative thinking to make informed decisions about safe and appropriate Internet use

#### C2.2 Decision Making

- able to recognize the problem; able to choose appropriate solutions and evaluate those solutions; can make an informed decision and evaluate that decision; can develop an action plan to implement the decision

Student Name			
Observation			
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### Production

Who created the message?  
*Kids Help Phone – Charity*

Why?  
*To help kids who are troubled.*

What is the purpose of this message?  
*To make teens and kids feel comfortable to reach out for help.*

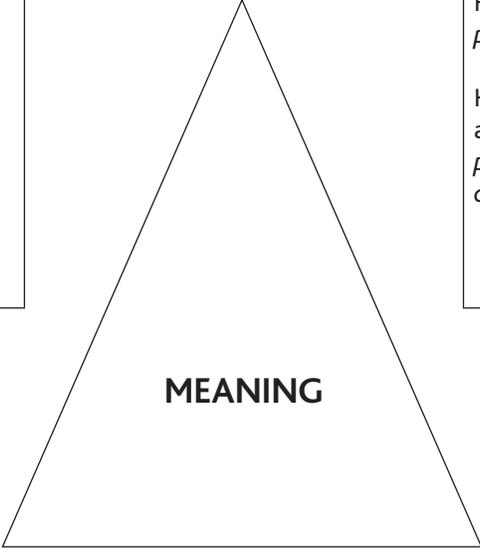
Who benefits from the message?  
*Teens and kids who are troubled; everyone else because there are more happy people.*

### Audience

Who is the target audience?  
*Children and teens.*

How can you tell?  
*pictures of kids, cool graphics, games*

How does the website attract its target audience?  
*pictures of kids, colourful graphics, kid-centred games*



**MEANING**

### Text

What techniques are used to attract attention?  
*pictures of kids and teens, graphics that relate to teens and kids, games, message boards, clear message and emphasis on support, privacy and anonymity*

How well do the techniques convey the intended message?  
*Teens and kids should feel very comfortable- site shows how to protect privacy etc. Teens and kids can easily see that this site is for them.*

What values are represented?  
*honesty, family values, privacy, support*