

Class: _____

Synopsis of Part 1

Welcome to the video diary of a few days in the life of some students from Rose Vine Public School! Priya and Anthony (who are also the characters in the Grade 4 and Grade 5 video episodes) are now in Grade 6. Their teacher, Mr. Solomon is encouraging them to submit their Grade 5 story on cyberbullying for the City's Junior Journalism Competition and to get started on a story on cyber civics. After a quick look at their video synopsis of the four tough decisions their classmates made in their Grade 5 story. Priya and Anthony begin to discuss their next story asking the question "What is cyber civics?" The video cuts to some real life Grade 6 students answering the question. The day continues at Rose Vine Public School and we are introduced to three scenarios featuring some common problems students face.

Faheem is spending a lot of his time playing video games. This has started to alienate his friends and interfere with his school work. Carlos has persuaded Ashley to flash him on her webcam. Unbeknownst to her, Carlos has captured the image and 'texted' it out to all of his friends at school. Everyone at school is talking about it. Mayumi is struggling to deal with a FaceSpace page called "We hate Mayumi". She decides to call Kids Help Phone to help her solve the issue.

Synopsis of Part 2

Part 2 begins with Scott asking Seema and Lucy where Ashley is. It turns out she is staying home from school because she is really upset and embarrassed to show her face at school because she is worried about what all of her friends will think of her. Although Ashley didn't think that posing risqué for Carlos was a big deal at the time, she now realizes the implications of the situation. She worries that Carlos or some of the other students could post the image on the Internet and her parents could possibly see it! The video cuts to a real life victim of a similar situation speaking about how it made her feel.

Lucy is caught looking at the image on her cell phone during class. The teacher sees the image when the phone is confiscated. She is horrified and vows to find more information and to bring it to the principal's attention.

The video continues with Mayumi being called to the principal's office. The principal, Mrs. Robbins, has seen the FaceSpace page that was created about her and vows to work with her to make things right. Working with Mrs. Robbins, Mayumi realizes that whoever created the website used pictures from her own profile. Because she had no security settings on her profile page anyone could access her photos, videos or personal information. The principal asks her who she thinks created the website and she hesitatingly names Duncan and Julie as suspects. Part 2 ends with Duncan and Julie being called to the principal's office and Faheem is again reprimanded about his preoccupation with his video game by another teacher, Mr. Solomon.

Synopsis of Part 3

Part 3 begins with Duncan and Julie being interviewed by Mrs. Robbins. They deny any involvement in the creation of the site. Mrs. Robbins has asked both of their parents to come in and she has contacted the web provider to access the I.P. address. She can now link the webpage to the exact computer it was created on.

Faheem's classmates are concerned that his video game playing is taking over his life. He is absent from school because he has stayed up late to "level up" on the game. The video cuts to real life Grade 6 students answering the questions "What do you think is too much video game playing?"; "How do you think playing too much video games can affect your life, friends or school work and what might the results be?"; "Do you have friends or classmates who play a lot of video games?"; and, "Has this affected your friendship and if so, how did this make you feel?"

The video continues into the next school day with Julie's parents and Julie in Mrs. Robbins office. Her parents have brought the I.P. address of their computer and it matches the FaceSpace page. She will face serious consequences at school and at home.

Carlos has also been called into Mrs. Robbin's office for inappropriate use of technology. She has seen the photo he took of Ashley. She is going to talk to his parents and decide on the consequences he will face. The video cuts to a real life principal discussing the situation and how it would be handled in her school.

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The video wraps up with an announcement from Mrs. Robbins on a special assembly on cyber civics that will be happening the following week. She explains that events of the week have reinforced the need to address these issues. She has been disappointed that more students did not stand up and stop cyberbullying. She challenges Rose Vine students to think what they can do as a school to solve these sort of problems, what can they do to be more cyber responsible and what can they do to involve the community. The students then begin to discuss cyber civic ideas: have cyber experts join a live chat answering student questions, share experiences on discussion boards, have a Kids Help Phone Counsellor talk about how to help friends who spend all their time playing video games.

Class: _____

**Strongly
Agree**

Agree

Disagree

**Strongly
Disagree**

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
- 1.5 - use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education
- C1.2 - identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviours
- C1.3 - identify factors that affect the development of a person's self-concept [PS]
- C2.3 - apply personal skills and interpersonal skills to promote positive interaction and avoid or manage conflict in social situations [PS, IS]
- C2.6 - make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills [IS, CT]
- C3.2 - recognize the responsibilities and risks associated with caring for themselves and others and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations [PS, IS]

Language – Media Literacy:

- 1.2 - Inferences / Interpreting Messages – interpret media texts, using overt and implied messages as evidence for their interpretations

Success Criteria

Health and Physical Education:

1.3 Assertiveness

- Uses assertiveness and refusal skills to manage conflict in social situations

1.5 Critical Thinking

- Is able to analyze problem to come up with an appropriate solution

C1.2 Community Support

- Is able to identify community support for addictive behaviours e.g., too much gaming, bullying

C1.3 Self Concept

- Is able to identify factors that affect self-concept e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, mental health and emotional well-being

C2.3 Managing Conflict

- Understanding of how to manage or avoid conflict in social situations e.g., knows who and where to turn for help
- Understands how to follow the decision making model when faced with difficult situations

C2.6 Decision Making in Relationships

- Is able to make informed choices that demonstrates respect e.g., communicating clearly

C3.2 Safety

- Knows what to do if they or someone else is being cyberbullied e.g., keep track of messages, call adult, police or Kids Help Phone

Language – Media Literacy:

Media 1.2 – Interpretation

- Is able to interpret a piece of media using critical and creative thinking skills

Student Name			
Observation			
Student Name			
Observation			
Student Name			
Observation			
Student Name			
Observation			
Student Name			
Observation			
Student Name			
Observation			

Name: _____

Date: _____

View Part 1 of the Connect[ED] video and reflect on the following questions.

Describe a conflict that happened in the video:

Four horizontal lines for writing a description of a conflict.



List 3 feelings that the victim may be feeling:

Three horizontal lines for listing feelings of the victim.

I could identify with the character:

Three horizontal lines for identifying with the character.

List 3 feelings that the bully may be feeling:

Three horizontal lines for listing feelings of the bully.



How would you resolve the conflict?

Four horizontal lines for describing how to resolve the conflict.



If the victim took this advice, how would he/she feel?

Four horizontal lines for describing how the victim would feel.

What advice would you give the characters to help them manage conflicts better?

Four horizontal lines for giving advice to the characters.

If the victim took this advice, how would he/she feel?

Four horizontal lines for describing how the victim would feel.