INTERNET: SAFE SHARING WITH SOCIAL MEDIA UNIT

Media Studies (EMS3O)

Grade 11, Open

Introduction

The Safe Sharing with Social Media unit is intended to be part of the Media Studies, Open course. The following lessons use course expectations listed in the Ontario Curriculum (2000) to promote student development of critical literacy skills.   These skills will help students understand, use and critically evaluate information and a variety of communication technologies.

Through a series of seven lessons, students will explore a variety of media communication tools such as Personal Digital Assistants (PDAs), Cell and Camera/Video Phones, Web Cams, MP3 players, Pocket PCs, GPS and the Internet, which facilitate the instantaneous transmission of music and music videos, photos and images, programs, streamed television and radio, movies, text files, location information, weather and news updates and other data. Through these social media, youth have the opportunity to share opinions, to gossip and chat about experiences, to seek entertainment, and to locate information. With the prevalence of texting, instant messaging, social networking, e-mailing, blogging, conferencing from computer to computer or computer to phone (i.e. Skype), chatting and surfing, teens have developed the ability to multi-task and participate in the social multi-media environment.

The focus of these lessons is on the significance of the Internet and communication technologies in the lives of teens, because of their powerful role they play in the lives of young people. All lessons centre on the recognition of, prevention of, and responses to media violence. Critical literacy skills, such as asking important questions about the construction, meaning, commercial implications, audience participation/perspectives, and social and political impacts, are important when addressing the issue of media violence.   The

resources provided in these lessons, therefore, will contain some sensitive materials that match the realistic online environment(s) with which adolescents are presented. Teachers should review all lessons, links, and resources to ensure the content is suitable for their given audience/class.

Unit Overview

This unit will guide Media Studies students in becoming media literate participants in the technology community.

Lesson 1: Viral Videos
Lesson 2: Cell Phone Conduct
Lesson 3: Blogger Beware
Lesson 4: Serving Up Celebrity Gossip
Lesson 5: Connecting for a Cause
Lesson 6: Safe Surfing Symposium
Lesson 7: Safe Surfing Review: Teams Games Tournament

Lesson One deals with online video sharing web sites, and the potential dangers and violent images that are associated with these sites. Students will develop vocabulary associated with viral videos. Students will read several case studies where illegal and violent behaviours are exhibited online (i.e., Bumfights, fight clubs, backyard wresting, 'Jackass' stunts). They then will determine who is responsible for monitoring, what guidelines and laws exist and how they can report illegal online material.

Lesson Two allows students to consider the positive and negative uses of cell phones in school, and the proposed ban of cell phones in schools. They will review their board/school policy, The Criminal Code of Canada, and the Canadian Human Rights Act, and will be able to define the term "defamatory libel." Students will share their own experiences regarding cell phone use. Students will learn about harassment and bullying that can occur via text messaging and the use of a camera phone. They will be provided with quotations from a variety of audience perspectives and sources, and then be asked to create an opinion statement on the topic. Students will have the option

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of creating a Public Service Announcement to promote awareness on the topics of bully and harassment through the use of a cell phone.

Lesson Three examines social networking sites such as Facebook, MySpace, and Friendster, and the benefits of blogging. These sites provide a feeling of anonymity for many users; as a result, some teens may write online journals (blogs) that contain insults, threats, slurs, or rumours that can target other teens or even teachers. Students are prompted to consider why we use such technology, how language and tone are used to communicate a feeling or idea, and how to create safely an online journal (or blog). Students will learn about the consequences of posting harmful messages or statements (i.e., Robert F. Hall Students Suspended for Cyber bullying). They also will determine the roles and responsibilities of users, Internet Service Providers, and school administrators.

Lesson Four examines celebrity and sensational news reporting on the Internet. Students will look at the constructions, conventions, forms, beliefs and values presented through entertainment magazines and corresponding celebrity gossip sites. Students will identify reasons for gossip, and what role gossip plays in our lives. They will apply their knowledge of bias, manipulation, spin, and gossip to other entertainment news sources (i.e., Celebrity gossip blogs, entertainment television programming, and entertainment magazines).

Lesson Five will examine how the Internet can be a forum for social activism. Students will learn about the social utility networking sites Think MTV and Taking IT Global. They will write a response journal after observing the images, words, and features of these sites, and will respond using their emotions and experiences, knowledge of language, and interpretive skills. Students will consider how this online community can affect change. Students then will take action on the issue of discrimination. Students will create posters that promote equality, tolerance, acceptance, and that help stop hatred.

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Lesson Six allows students to examine further how the Internet and other communication devices can facilitate the dissemination of information and some inappropriate, inaccurate, and possibly offensive materials. In groups, students will be assigned a topic such as identify theft, privacy, Internet addiction, online gambling, strangers and stalking, viruses, gaming, and web cam dangers. Each group will research this topic and prepare a presentation for fellow students. Students will participate in a student-created symposium that encourages violence prevention and positive social change in the cyber and technological world.

Lesson Seven quizzes students on Internet safety and netiquette, based on the information delivered at the symposium created in Lesson Six, in the form of a teams games tournament. This activity will encourage Media Studies students to share their media literacy skills with other students, and with others in their communities, in order to help combat media violence.

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THE PURPOSE OF THIS UNIT IS TO HELP DEVELOP THE FOLLOWING CRITICAL LITERACY SKILLS:

Managing Media – Students should be able to sort and manage media forms and information. They must organize and classify the media with which they are presented. They should be able to identify the intended audience, creators, publishers, owners, medium, and purpose.

Examining Media – Students should question the creation and construction of media. They should consider and ask questions concerning the choice of camera angles, effects, sound, editing, and the commercial implications and context in which the media are presented.

Decoding Media – Students must become familiar with conventions and symbols that are used to transmit ideas, information, thoughts, feelings, opinions, or messages. Students then should consider the authenticity and possible biases.

Identifying Issues and Influences – Students must identify what beliefs or values are being represented in the media and become aware of the powerful influence the media have on individuals, the economy, politics, and society in general. Students then also should identify the consequential issues that arise from these effects.

Acting – Students cannot be passive observers of media but must become engaged and involved in affecting positive change. Audiences must attempt to prevent and combat negative images, messages, and ideas that are transmitted via the media.

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Lesson One

Violence on Viral Videos

Curriculum Expectations

MEDIA TEXTS
Aesthetics
- *Explain how aesthetic qualities in media works contribute to audience enjoyment and understanding (e.g. assess the effectiveness of colour in advertisements for particular purposes and audiences; identify and explain the emotional response evoked by background music in a range of films).*

Behaviours and Attitudes
- *Analyse and explain the representations of behaviours and attitudes in media texts (e.g., analyse the news coverage given to the achievements of a local hero; describe and explain the attitudes depicted during a conflict and its resolution in a feature film or television drama; examine the characterization of athletes' successes and failures).*

MEDIA AUDIENCES
Analysing Audiences' Characteristics and Responses
- *Explain how and why people use media and communication technologies (e.g., analyse information about people's media use from interviews, surveys, or studies of consumer demographics; report on how media are used to promote education or community participation).*

MEDIA PRODUCTION
Examining Production Contexts, Roles, and Responsibilities
- *Explain how industry codes, government regulations, and commercial considerations affect the way in which media businesses operate (e.g., investigate prime-time TV programming and suggest reasons for positioning top-rated programs in the schedule; compare the effects on media businesses of the regulations governing media ownership in Canada and in the United States; analyse various advertisements in relation to the Canadian Code of Advertising Standards).*

Introduction/Overview

The Internet and Web 2.0 provide an open forum for consumers and creators to upload, download and share information with over one billion online users (*Internet World Stats*, January 2007). With the emergence of podcasts, editing software, high speed and high definition technology, all amateurs can be a part of the creative process by becoming filmmaker, broadcaster, journalist and publisher. This "explosion in digital technology has taken us beyond home entertainment. We've entered a new age of mass communications that would make Marshall McLuhan's head spin. The medium is not just the message, it's

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the messenger. The new medium is you" (Brian D. Johnson, *Maclean's,* December 19, 2005).

Web 2.0 refers to "a perceived second generation of Web-based communities and hosted services – such as social networking sites or wikis – that facilitate collaboration and sharing between users" (*Wikipedia*). Web 2.0 is referred to as "a social phenomenon embracing an approach to generating and distributing Web content itself, characterized by open communication, decentralization of authority, freedom to share and re-use" (*Wikipedia*).   Students are part of the 70 million viewers who visit websites such as My Space, YouTube and Facebook, and they need media literacy skills to analyse how these sites operate, how they can be used, how to evaluate the information they present, as well to understand the messages and values conveyed.

Teaching/Learning Strategies

- *Word Associations Part I*

  Put up the overhead sheet Word Associations Part I (1.1 OH), with the word bubble with "Viral" as its heading. Have the class share and brainstorm other words, ideas, examples, synonyms, antonyms, and other associations for the word "Viral". Record their answers on the overhead sheet. Replace this sheet with the second overhead sheet, Word Associations Part I (1.2 OH), with the word bubble "Videos", and repeat the above process with the word "Videos" .

  See possible answers on Word Associations Part I (1.1 REF).

- *Hook -* Inform students they are about to watch a video that was uploaded and posted onto the site YouTube. Choose one viral video (and cue up the clip prior to class using YouTube) to show students an example of an online video:
    o   The Evolution of Dance (6 minutes)
    o   Ninja Guy (3:40 minutes)
    o   Basketball dunk a cheerleader Break.com (:28 seconds)
    o   World Freehand Circle Drawing Champion (1:18 minutes)
    o   OK Go – "Here It Goes Again" (3:04 minutes)
    o   Free Hugs Campaign. Inspiring Story! (3:39 minutes)
    o   Baby Laughing – hahahaha (1:40 minutes)

- *Rapid Writing -* Prompt students to open their notebooks and write the title "Viral Videos". Students will engage in a Rapid Writing exercise for 1 minute. Explain that the purpose of rapid writing is to allow students to record what they know about the topic without worrying about spelling, repetition,

grammar or any other errors. Next, read aloud the Tips for Rapid Writing (1.3 OH). Give the signal to begin and time the students for one minute of constant writing. Once the time has expired, ask students to highlight what they think are key words from their writing. They then will share these key words with a partner.

- *Word Associations Part II*

    Using the Word Associations Part II web for Viral Videos (1.4 OH), have students brainstorm key words, terminology, issues, examples, etc. for Viral Videos, and record their points on the overhead. See example Word Associations Part II answers for Viral Videos (1.2 REF). Discuss with students and explain the medium of Viral Videos (See Important Terminology).

- *Discussion Questions/Comments:*
    o   What makes a video go viral? How does a video become a "most watched," "most viewed," "top ranked," or a "most subscribed to" video? What are some of the characteristics of a popular video?
    o   Why do we watch videos or even post videos on MySpace, iFilm, and/or Google Video?
    o   What is the appeal of these videos? Is the appeal based on content, messages, aesthetics, production techniques, other features, or a combination of these?
    o   Media researchers have talked about the key reasons why many people are willing to devote time to watching television. Some of these reasons include:
        - Entertainment
        - Information
        - Surveillance
        - Companionship
        - Voyeurism

    People have been allowed to "look in" on this other "world"—the world of television-- without leaving the comfort of their living room. Do you think these reasons also explain why so many people view the videos posted on social networking sites? Are there other reasons you would add to the list? Explain your reasons with examples.

- *Plus, Minus, Implications*

    Inform students that they will be reading real-life news stories that are examples of the violent postings and consequences of such online videos. They will be responding, in point form, to their group's case study. Their comments will be categorized into three sections. The first section is the "pluses" or the positive content from the scenario. The second section is the

"minus" category, where students will extract negative information from the study and record insights. In the third section, students will identify the consequences and make inferences about the implications of posting and watching violent videos. Prompt students, when answering, to consider a variety of perspectives, including but not limited to the voyeuristic viewer, video recorder, person(s) who posted, the victim(s), bystander(s) etc.

- Divide students into groups of four and assign each person a letter: A, B, C and D.

  o Inform students that they each will have an assigned task:
    Person A – draws the placemat
    Person B – reads the case study
    Person C – writes the group response
    Person D – reads the case study and response to the class

  o Each member needs a writing utensil.

  o Give each group of four a large piece of paper (such as chart paper or newsprint).

  o Give each group a Case Study Card made from the Scenario Cards (1.1 H).

  o Put up the overhead Plus, Minus, Implications (1.5 OH) to show the example of the placemat.

  o Instruct Person A to reproduce the placemat on the group's paper and assign each student a section of the placemat.

  o Person B then will read the case study to the group.

  o All group members will listen to the case study.

  o Inform students that they will not comment yet on the case study with their group members.

  o Instead, students will have the opportunity to write their comments, points, insights and information in the assigned section of the placemat.

  o Tell students they have one minute to write any positive points about the case in the "Plus" category. Indicate a start and stop time.

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o Next, tell students they have one minute to write any negative points about the case in the "Minus" category. Indicate a start and stop time.

o Lastly, tell students they have one minute to write any interesting points about the case in the "Implications" category. Indicate a start and stop time.

o Starting with Person A, each student will share his points with the group.

o Person C will record all similar comments and points in the centre of the placemat.

o This collaborative P.M.I chart will be shared with the class.

o Person D will read the group's case study aloud and then the P.M.I group response.

Activism

Present the students with the scenario "Reporting Violent Videos" (1.6 OH). Have students think to themselves for one minute, share with a partner for one minute, and be prepared to share their answers with the class. Record their answers on the overhead.
Have students read the YouTube Community Guidelines (1.7 OH).
Have students read the MySpace Terms of Use (1.8 OH).
Provide students with the handout (1.2 H) "Reporting Illegal Online Material and Activities – It's Up to You", and compare their answers with the suggested steps.

Assessment Opportunities

Media Log Rubric (1.3 REF)

Implications for Future Lessons/Homework

Media Log Entry
How are teens represented and how might they be perceived by society, given the cases studied today?
How does this fit into the class definition of a stereotype?
If you were to create a school rule with regard to video violence, what would be the conditions and consequences for perpetrators, instigators, observers etc.?

To conclude, make sure students know that not all online videos or video podcasts are harmful. Can you think of some examples where these videos have a positive impact on viewers? For positive examples of teen produced and

uploaded videos, you may want to show students past winners of the *MY Media* contest put on by Media Awareness. See below for more details.

Extension Activity

Students could participate in a contest put on by Media Awareness where youth contestants create a video podcast.   The contest creators state that "an effective way of addressing concerns regarding media representation is to create our own media productions. Through this process, not only can teens share their viewpoints and perspectives, but they also have a say on how they and other teens are represented in the media they create."
(http://www.mediaeducationweek.ca/mymedia/theme_whatisit.htm)
MyMedia is a video podcast contest which challenges young Canadians in Grades 7 to 12 to create a video podcast about how or why certain members of society are represented, misrepresented, or absent from the media (2007).

<div align="right">(http://www.mediaeducationweek.ca)</div>

Cross Curricular Connections

Grade 12 University English - novel study of *Fight Club,* by Chuck Palahniuk; or *Clockwork Orange,* by Anthony Burgess; or *Foxfire,* by Joyce Carol Oates
- understanding *the Social Purposes of Literary Texts - Specific Expectation:* analyse and assess the social functions of literary texts (e.g., prepare an independent study   project about how literature defines, reinforces, or challenges commonly held values; explain how a contemporary novel or play contributes to public dialogue on a social issue; explain the impact on society of selected works of literature).

Grade 11 University/College Understanding Canadian Law
Case Study
- *Criminal Law and Procedures – Specific Expectation:* explain the key elements of crimes described in the Canadian Criminal Code and related federal statutes (e.g., crimes against the person, murder, manslaughter, assault).

Materials and Resources

- Overhead Projector
- Newsprint (and markers – optional)
- Overhead 1.1 – Word Associations Part I
- Overhead 1.2 – Word Associations Part I
- REF 1.1 – Word Associations Part II
- Overhead 1.3 – Generating Ideas – Tips for Rapid Writing
- Overhead 1.4 – Word Associations Part II
- REF 1.2 – Word Associations Part II
- Overhead 1.5 – Plus, Minus, Implications
- Case Study Cards (created from the Scenario Cards on 1.1H)
- Student Handout 1.1 – Scenario Cards

- Overhead 1.6 – Reporting Violent Videos
- Overhead 1.7 – YouTube Community Guidelines
- Overhead 1.8 – MySpace Terms of Use
- Student Handout 1.2 – Reporting Illegal Online Material and Activities – It's Up to You
- REF 1.3 – Media Log Rubric
- Data Projector, Computer, and Internet Connection

Important Terminology/Background for Teachers

Bumfights is an independent video series originally created by Indecline Films, in documentary-style, showing homeless people ("bums") fighting and attempting amateur stunts in exchange for money, alcohol, and other incentives. Homeless people had no stunt doubles, and actually were hurt in the making of these videos (most notably, Rufus Hannah, who later filed charges). The first video in this series was called *'Bumfights: Cause for Concern.'* The film was produced by Ryan McPherson, Zachary Bubeck, Daniel J. Tanner, and Michael Slyman, and has been distributed mainly over the Internet. In 2003, Indecline sold the rights to another company, who in turn credited the pseudonyms "Shannon Muston" and "Taylor White" as the creators. The videos have proven to be highly controversial. They have been banned in a number of countries, including Great Britain, and most traditional retail outlets have refused their sale. The popular internet auction site eBay routinely cancels listings which contain copies of the video, citing their policy which prohibits the sale of materials which promote or glorify violence. In the state of California, both felony and misdemeanor charges were filed against the producers, as well as civil lawsuits; in 2005, the producers were sentenced to six months in prison for having failed to complete the community service to which they previously had been sentenced. The filmmakers maintain that the production of the video was a mutually beneficial arrangement, and that the homeless people depicted freely chose to participate. The films have been blamed for inspiring a number of violent teenage attacks on the homeless, both in the United States and other countries.

Extreme Video seems to be finding a home, or many homes, on the Web. There are hundreds of sites now devoted to extreme video in the "Jackass" tradition. Inspired by the TV phenomenon, Internet users are uploading all manner of crashes, stunts, and gross-out videos. A quick trip to YouTube or Google Video will yield a bevy of extreme videos, and there are a number of sites devoted to this genre. Office Pirates, AFL, and Glum Team are good examples of sites devoted solely to extreme video (Xeep's videos on the Net).

Happy slapping is a fad in which an unsuspecting victim is attacked while an accomplice records the assault (commonly with a camera phone or a smartphone). The name can refer to any type of violent assault, not just slapping; even rape and sexual assaults have been classified as "happy slapping" by the media. Within the UK, where the term is used much more frequently than in the

U.S., it is associated with the ned/chav sub-culture. Happy slapping filming attacks seem to be common in modern bullying, and not unique to happy slapping. The core defining feature of happy slapping is an effort by the attacker to make the assault seem like play, though some happy slappers have indulged in extreme violence. Often those found performing such activities will say they were just "happy slapping", asserting that they were just kidding.
MySpace, YouTube, iFilm, ebaumsworld, are examples of video-sharing and/or social networking Web sites.

Viral Video: The term viral video refers to video clip content which gains widespread popularity through the process of Internet sharing, typically through email or IM messages, blogs and other media sharing websites. Viral videos often are humorous in nature and may range from televised comedy sketches such as Saturday Night Live's Lazy Sunday to unintentionally released amateur video clips, like Star Wars kid or Ask a Ninja (*Wikipedia*). The proliferation of camera phones means that many videos shot these days are shot by amateurs on these devices. The availability of cheap video editing and publishing tools allows videos shot on mobile phones to be edited and distributed virally, both on the web by email and between phones by Bluetooth. These consumer-shot videos are typically non-commercial videos intended for viewing by friends or family.

Voyeur: An obsessive observer of sordid or sensational subjects.

(http://www.wikipedia.org)

Links/Resources

Be Web Aware - www.bewebaware.ca/english/reportingTrouble.aspxMySpace –
Ebaumsworld - http://www.ebaumsworld.com
Google Video - http://www.video.google.ca
iFilm - http://www.iFilm.com
MySpace http://www.myspace.com
YouTube - http://www.youtube.com

Ursel, Susan. *Violence and Bullying in the School and the Workplace*.
Green and Chercover
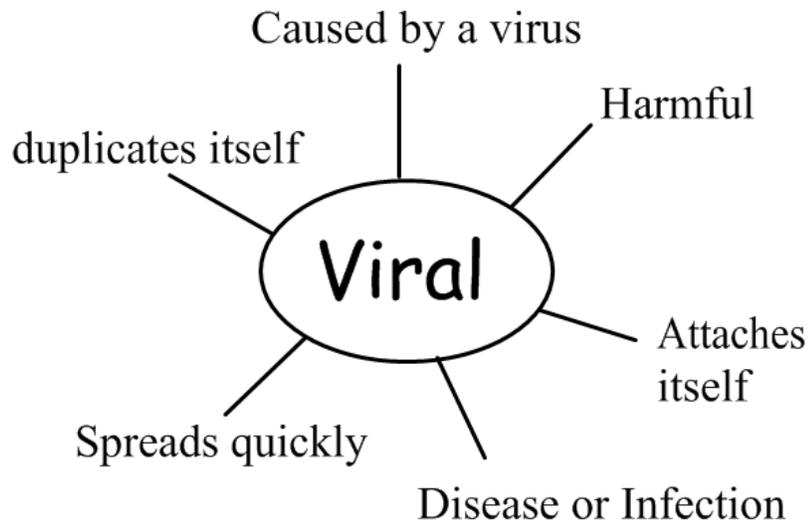30 St. Clair Avenue West, 10th Floor
Toronto, Ontario
M4V 3A1

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WORD ASSOCIATIONS PART I

Viral

WORD ASSOCIATIONS PART I

Video

WORD ASSOCIATIONS PART I

Caused by a virus

Harmful

duplicates itself

Viral

Attaches itself

Spreads quickly

Disease or Infection

Commercial

Transmission or Reception

Movie

Games

Video

Audio and Visual elements

Amateur and Professional

Music

Camera phones

Broadcast

Television

Recording

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Generating Ideas – Tips for Rapid Writing

- o Write as fast as you can.
- o No corrections or erasing are allowed.
- o Write until your teacher says "STOP" – do not stop before!
- o Don't lift your pen/pencil from the paper or remove your hands from the computer.
- o If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.
- o When your teacher says "STOP," take out your highlighter and highlight/select the key words, ideas, or concepts from your writing.
- o When the teacher says "SHARE," read aloud your key words, ideas or concepts to your partner. Repeat for the other partner.
- o Be prepared to discuss the topic of Viral Videos.
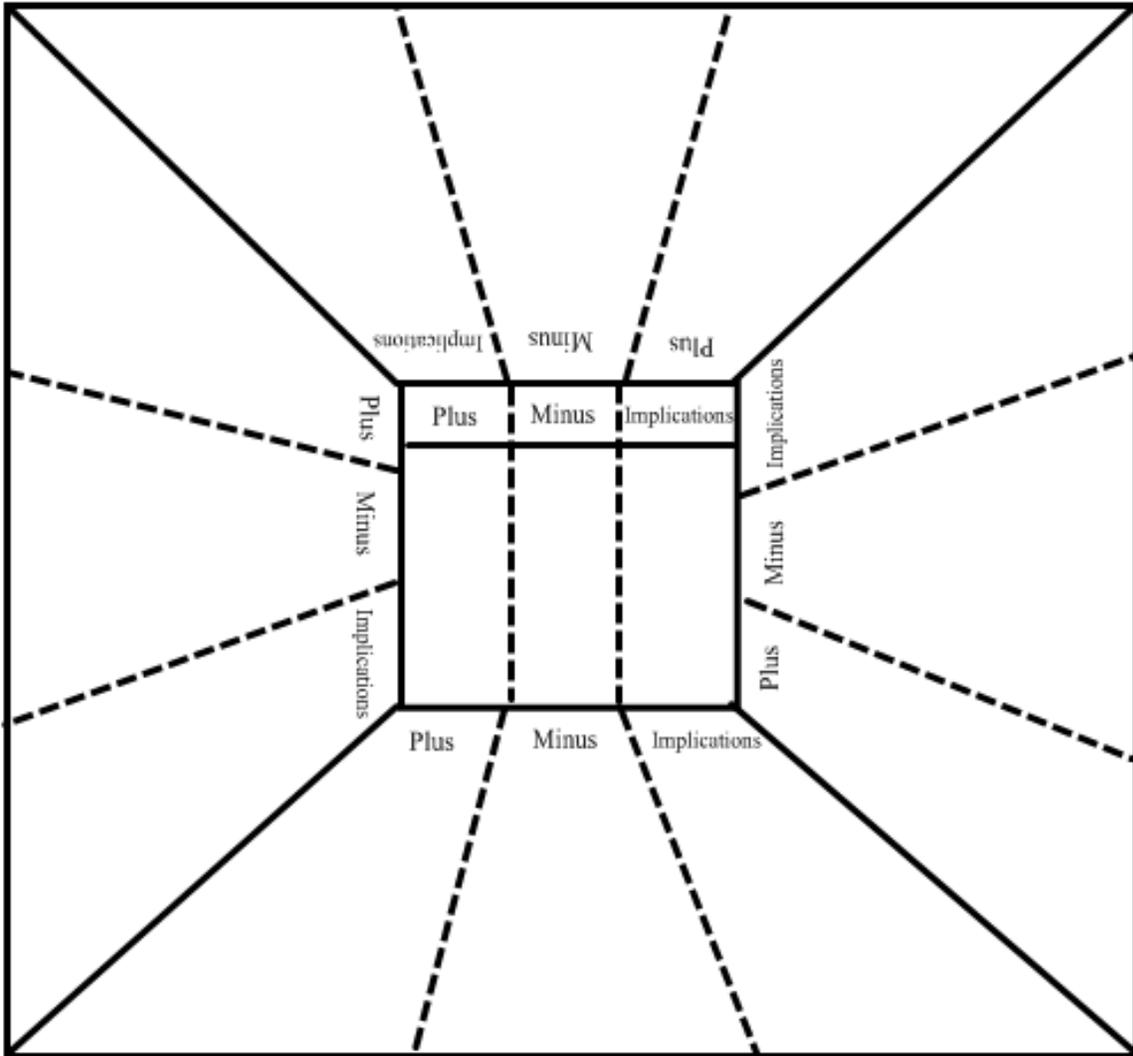
WORD ASSOCIATIONS PART II

Viral Videos

WORD ASSOCIATIONS PART II

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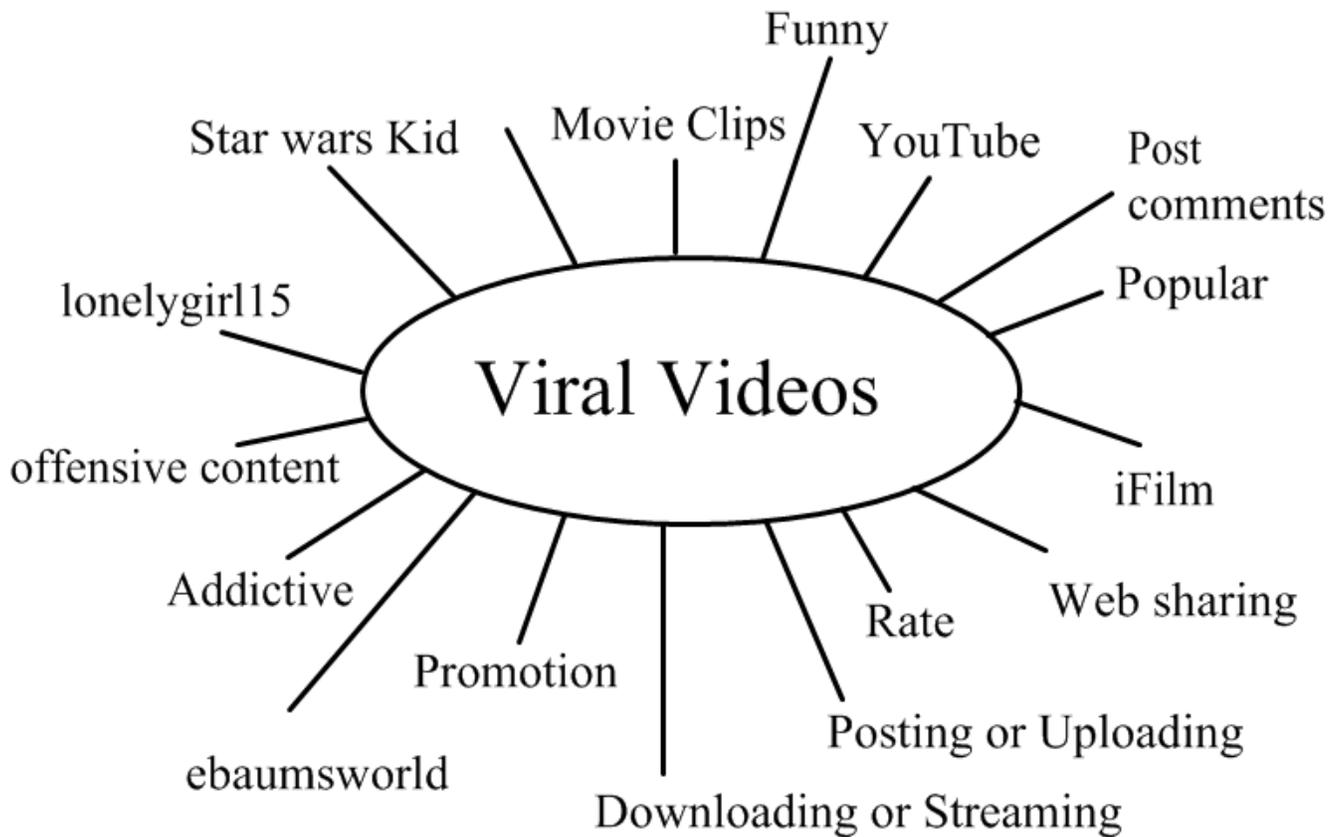
PLUS, MINUS, IMPLICATIONS

SCENARIO CARDS

Dangerous Stunts Growing in Popularity

By Lauren Leamanczyk
February 19th, 2007

Rico Roman and a group of friends make homemade stunt videos in Ellsworth, Wisconsin. Inspired by the MTV movie Jackass, these teens push their health and safety to the limit with amateur stunts that include setting themselves on fire, jumping off buildings, smashing bottles on their heads and worse. "It's probably not the best of decisions to do, but you know, we have fun doing it and it's entertaining. We get tons of compliments," he said. They made it big when online video-sharing emerged, receiving more than 100,000 hits, and through selling their stunt DVD's to customers. "People want to see this kind of stuff. People want to see kids doing dumb stuff," Rico says.

Fight Clubs Flourishing

By Alejandra Molina and Valeria Godines
February 21, 2007

A search in MySpace will lead you to fight club groups all over the United States where teenagers fight mixing martial arts blends of striking, kicking, punching, Jiu-Jitsu and other forms of martial arts. These fights will take place in cages, back yards, garages, and parks with sometimes over 100 spectators. These underground brawls pop up on a variety of free video-sharing Web sites where enthusiasts and spectators can comment on the fights, rank them and arrange further local fight club gatherings. Teens claim to be inspired by movies such as Fight Club and the television The Ultimate Fighter. Some think teens are just goofing around and that it's not serious while others condemn the glorification of violence and warn of the dangers of fighting - not to mention it is illegal.

'Happy Slapping' May Have Killed Toronto Man

By Melissa Leong and Stuart Greer
National Post

A Toronto man died after an attack by teenagers in London, England. Peter Ramsey, a 40-year-old man from Toronto who had been living as an artist in England for two years, was walking home from a supermarket with his girlfriend, Victoria Lewis, when they were confronted by a group of teenagers. The teens, who loitered around the grocery store, repeatedly harassed Ms. Lewis and Mr. Ramsey and with one punch ended his life. This London-born phenomenon called "Happy slapping" is a youth craze in which violence is filmed and passed phone-to-phone or via Internet for others to see. It usually involves unsuspecting victims being slapped, punched or beaten. Other incidents include a 14-year-old disabled youth who was trapped inside a burning shed by other children and a 16-year-old girl who was arrested for "happy slapping" her schoolmate and leaving the victim unconscious. British Transport police investigated 200 "happy-slapping" incidents in the past six months, which has garnered calls for tougher sentences against young offenders in Britain.

US Youths Killing Tramps for 'Sport'

By Catherine Elsworth in Los Angeles
www.telegraph.co.uk
24/02/2007

A worrying trend dubbed "sport killing," in which homeless people are threatened, beaten and even murdered by thrill-seeking middle class teenagers, is spreading across America, experts warned. Organisations for the homeless have reported an alarming increase in the number of attacks. Last year there were 122 recorded assaults on the homeless and 20 murders, the highest level in almost a decade, according to the National Coalition for the Homeless (NCH). Analysts say the attacks, dubbed "sport killings" by criminologists, often seem to serve as entertainment. Those responsible commonly film the assaults and boast to their friends. Examples of "sport killing" include the 2004 murder in Milwaukee, Wisconsin, of a 49-year-old homeless man by three teenage friends. The youths had been drinking beer with Rex Baum before pounding him to death with a metal pipe and baseball bat. Other attacks include the killing of a 45-year-old homeless man, beaten to death with a bat and golf club in Fort Lauderdale, Florida in January. Three teenagers have pleaded not guilty to first degree murder.

Twisted Bullies' Web of Violence

By Philip Recchia
November 26th, 2006
New York Post
Expert from WiredSafety.org

The brutal handiwork of schoolyard bullies is becoming a popular form of online entertainment among Big Apple kids. Not-so-amateur videos posted on Internet sites like YouTube.com show teenage students being beaten down while their classmates look on with more amusement than concern. This disturbing phenomenon, known as "cyberbashing," is spreading like wildfire. In one locally produced video, a mob of pupils from Lehman High School in The Bronx punches and kicks a freshman of Middle Eastern descent as he emerges from the Tremont East diner across the street. They then shove him against a brick wall while he cowers from their blows. At least two other students, meanwhile, scramble to capture the twisted action on cellphone cameras. The final, edited product, which runs nearly three minutes, comes complete with a hip-hop soundtrack and opening title "Mamood Had a Bad Day!" A similar video shows one male student from Brooklyn Technical High School taunting another, significantly shorter boy into a bare-knuckles brawl. Then, as about 20 classmates look, the bully knocks his "opponent" down before punching and kicking him repeatedly in the head. Hundreds of other bullying and criminal assaults are being posted each day around the world.

Backyard Wrestling

American Morning CNN Transcripts
February 2, 2006

A quick Google search triggers nearly a million hits to sites with names like Megacarnage, New Blood Wrestling, and Insane Backyard Wrestling federation (IBW). IBW features high school aged students wrestling and imitating video games and television shows such as World Wrestling Entertainment (or WWE) in which pro wrestlers use fire, cheese graters, thumb tacks, chairs, and tables to "make it more interesting for the online fans." The teens will wrestle only if it is on tape; otherwise, they will be hurt for nothing. These videos end up on Web sites where teenage boys post thousands of clips showing off their crazy, cool, and "sick" moves with other boys who are also lighting themselves on fire, bashing each other with keyboards, whacking themselves with fluorescent light bulbs, and ramming each other into the ground head first. As evidence of the extreme danger of this activity, Daniel Carlson, a one time backyard wrestler, was dropped on his head in a match breaking his neck - an act that resulted in paralysis. Experts agree that this backyard wrestling is not only physically risky, but emotionally risky for young men (including those who wrestle *and* those who watch) since it glamorizes violence and teaches them there are no real consequences, and will lead them to develop a reliance on violence as a method to relieve life's stresses.

Girl Fights On the Rise

Digital Journal
February 20th, 2007

There are thousands of videos of violent fights on the Internet today – these are beatings, fists are flying, hair pulling and kicking. This is how girls these days are handling their disputes. Vanessa Yanes, a high school sophomore, claims that if you win the fight, then "you're popular" and "everybody wants to be your friend because you can fight." The actions of these girls attract innumerable viewers and place a heavy influence on girls in this generation who are shown that girl power comes from a punch out. Experts agree that the violence is escalating and more deliberate where problems are being solved with fists. Critics argue that the girls have taken cues from society and media where their actions are glamorized and validated. A video of the attack of a 12-year-old girl shows her being kicked, slapped and cursed at by three other females in a wooded area before she climbed into the back of an SUV. The video then shows the girl lying on the back seat with another girl straddling over her, and punching her. The video of the attack was posted via a video-sharing Web site and is described by Tom Sawyer, principal of Eau Gallie High, as "scary" and he had "trouble watching the film". The three female students from Eau Gallie High will face criminal charges for the beating.

REPORTING VIOLENT VIDEOS

A 16-year-old girl is beaten by four female teenagers and the attack is recorded on video camera and broadcast on the Internet on both YouTube and MySpace. The beating happened on school property. While on MySpace, you view the video and recognize the teens and victim as fellow classmates.

As a concerned Media Studies student, what course of action should and could you take?

Possible Courses
of Action

YouTube Community Guidelines
Respect the YouTube Community

We Review Videos Flagged as Inappropriate
Okay, this one is more about us than you. When a video gets flagged as inappropriate, we review the video to determine whether it violates our Terms of Use – flagged videos are not automatically taken down by the system. If we remove your video after reviewing it, you can assume that we removed it purposefully, and you should take our warning notification seriously. Take a deep breath, read our Terms of Use and try to see it from our perspective. If you find other videos on YouTube with the same violations, please flag them so we can review them as well!

YouTube is not for …
- Pornography or sexually explicit content.
- Dangerous or illegal acts, like animal abuse, drug abuse, or bomb making

- **Graphic or gratuitous violence is not allowed. If your video shows someone getting hurt, attacked, or humiliated, don't post it.**

- YouTube is not a shock site. Don't post gross-out videos of accidents, dead bodies and stuff like that. This includes war footage if it's intended to shock or disgust.
- Respect copyright.
- We encourage free speech and defend everyone's right to express unpopular points of view. But we don't permit hate speech which contains slurs or the malicious use of stereotypes intended to attack or demean a particular gender, sexual orientation, race, religion, or nationality.

There is a zero tolerance for predatory behaviour, stalking, threats, harassment, invading privacy, or the revealing of other members' personal information. Anyone caught doing these things may be permanently banned from YouTube.

MYSPACE TERMS OF USE

MySpace:

- MySpace.com **assumes no responsibility for monitoring** the MySpace Services for inappropriate Content or conduct. If at any time MySpace.com chooses, in its sole discretion, to monitor the MySpace Services, MySpace.com nonetheless assumes no responsibility for the Content, no obligation to modify or remove any inappropriate Content, and no responsibility for the conduct of the User submitting any such Content.

Please choose carefully the information you post on MySpace.com and that you provide to other Users. Your MySpace.com profile **may not include** the following items: telephone numbers, street addresses, last names, and any photographs containing nudity, or obscene, lewd,

excessively violent, harassing, sexually explicit or otherwise objectionable subject matter.

Despite this prohibition, information provided by other MySpace.com Members (for instance, in their Profile) may contain inaccurate, inappropriate, offensive or sexually explicit material, products or services, and MySpace.com assumes no responsibility or liability for this material.

If you become aware of misuse of the MySpace Services by any person, please contact MySpace or click on the **"Report Inappropriate Content"** link at the bottom of any MySpace.com page.

REPORTING ILLEGAL ONLINE MATERIAL AND ACTIVITIES – IT'S UP TO YOU

Although pornography is not illegal, publishing obscene material - including that which contains undue exploitation of sex and crime, horror, cruelty or violence - is a crime.

Step 1:   Report obscene online material to your parents and local police…. Possible Criminal Charges Under the Criminal Code for Bullying or Harassment:

Assault
s. 266 Everyone who commits an assault is guilty of…
        (a) an indictable offence and liable to imprisonment for a term not
        exceeding five years; or
        (b) an offence punishable on summary conviction

Crime Stoppers 1-800-222-8477 (or 1-800-222-TIPS)
www.ontariocrimestoppers.com

Step 2:   Contact the ISP responsible for hosting the content. *Keep in mind, ISPs do not have the legal right to decide if material is illegal. Most ISPs are therefore reluctant to remove suspect content from their servers unless it violates their acceptable use policy or they receive official direction from a law enforcement agency.

        (See MySpace Terms of Use and YouTube Community Guidelines)

Step 3:   If the incident involves a fellow student, contact your school principal as well. Possible consequences according to the Safe Schools Act, 2000:

Mandatory Expulsion of a pupil for committing a physical assault while he or she is at school or engaged in a school-related activity will be enforced.

(www.bewebaware.ca/english/reportingTrouble.aspx)

web AWARE

Media Literacy: *Social Media*

MEDIA LOG RUBRIC

Level	Criteria
4 (80-100%)	- Complete entry that addresses all questions - Entry demonstrates a thorough understanding of the meaning of the text/topic and media concepts - Expresses keen insight about the social implications and significance of the topic - Opinions and ideas are expressed clearly and effectively with no visible spelling, grammatical or structural errors - Very creative and imaginative solutions and perceptions - Reading response strategies applied naturally and effectively
3 (70-79%)	- Nearly complete entry that addresses most questions - Entry demonstrates a good understanding of the meaning of the text/topic and media concepts - Expresses insight about the social implications and significance of the topic - Opinions and ideas are expressed clearly and effectively with limited errors - Creative and imaginative solutions and perceptions - Reading response strategies used effectively
2 (60-69%)	- Entry is only partially complete - Some evidence of insight into text/topic but more effort and understanding required - Further investigation into the social implications and significance of the topic is necessary - Opinions and ideas are at times unclear due to grammatical, spelling and/or structural errors - Some creativity and imagination demonstrated - Some understanding of media concepts
1 (50-59%)	- Entry is barely complete - Limited evidence of insight into text/topic. - Further investigation into the social implications and significance of the topic is necessary - Opinions and ideas are not expressed clearly or effectively - Limited creativity - Limited understanding of media concepts
NI (below 50%)	- Entry is incomplete - Little or no effort has been made to respond or make connections to the text or ideas - Insufficient details to demonstrate an understanding of the text/topic or media concepts
Level	Comments:

Media Literacy: *Social Media*

Lesson Two

Cell Phone Conduct
Cell Phone Harassment and Bullying in Schools

Curriculum Expectations

MEDIA TEXTS

Deconstruction: Language

- *Analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view (e.g., analyse the language used in a sports broadcast and explain its purpose and effect; identify the use of euphemisms to promote a particular point of view in a press conference; identify the use of language in campaign material for a politician and explain its effect; explain why comedians use exaggeration in their routines; explain how the warnings on DVDs about copyright infringement use a particular type of language and tone to convey a message.*

Deconstruction: People and Issues

- *Compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences (e.g., compare the coverage of current events in mainstream media with that in alternative periodicals, websites, or video documentaries; analyze how the ownership and funding of a variety of media may influence their presentation of issues; compare how television shows, news stories and/or ads depict the elderly and suggest why).*

MEDIA AUDIENCES

Using Media: Purpose

- *Explain how and why people use media and communication technologies (e.g.,explain why you choose certain media texts to decorate your locker; explain why students might choose a particular Internet search engine for conducting research; conduct a survey to determine trends in media use by particular audience groups; explain why biographers use audio recorders when conducting interviews).*

Using Media: Methods

- *Explain how people use media and communication technologies for work life and in their personal life (e.g., analyse the use of cell phones and text messaging for organizing political or social action; examine how technology enables multi-tasking; examine how electronic communication technologies have extended the boundaries of work; explain how people are informed about emergency situations such as severe weather conditions or missing children).*

Societal Implications: Health and Relationships

- *Analyse the impact of media and communication technologies on health, relationships and interpersonal communications (e.g., compare the use of text messaging with face-to-face dialogue; assess the impact of e-learning on*

traditional schooling; analyze the effects of using documentaries and/or websites in a health or leadership class; explain how Public Service Announcements affect the way we view bullying).

MEDIA PRODUCTION
Creating Media Works: Production Techniques
▪ *Use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience (e.g., create a website or print advertisement about drug abuse aimed at a teen audience; create a collage for children that presents a message on healthy eating habits).*

Introduction/Overview

The cell phone has become an important tool in teen communication, with over 50% of children in the U.S. having their own cell phones or mobile phones, and an estimated more than 80% of the world's population with mobile phone coverage (*Wikipedia* 2006). Cell-phone-toting teens have the option of contacting friends via text messaging, short message systems, paging, and a simple phone call. The array of functions a cell phone offers makes the handheld device very appealing to tech-savvy teens. A user can store contact information; capture, send and receive photos; record and send videos; use a built-in calculator; keep track of appointments or set reminders; play games; watch TV; send text messages; listen to music; personalize ring tones; activate GPS receivers; sync with PDAs; send or receive emails; and surf the Internet. Example cell phone brands include Samsung, Motorola, Nokia, Blackberry, Apple iPhone, Sony, and LG. Not only are the features appealing, but the fashionable accessories and personalization of cell phones is necessary to project an image of "cool". Although these devices are fun, convenient, and offer safety features, there are many concerns about their prevalent use in the teen market. Critics warn of the dangers of driving and cell phone use. Parents worry about bullies and privacy. Teachers witness teens using their cells to play video games, text friends, and cheat on tests during class. Other issues include mobile-phone etiquette with people speaking at increased volumes, and a decrease of real person-to-person interaction. In this lesson, students will analyse the impact of mobile technology on their social and educational lives, while examining a recent proposal to ban cell phone use in schools.

Teaching/Learning Strategies

▪ *Survey*

Hand out the sheet Cell Phone Questionnaire (2.1 H) and instruct students to check off either the yes or no box for each of the ten questions. After calculating (total the yes and no responses for each question) and reading the

survey results, as a class, summarize your findings. Write these summaries on the overhead sheet Cell Phone Questionnaire (2.1 OH). The following questions can be addressed with students:

- What was surprising?

- What was predictable?

- Were there any inaccuracies?

- Does the cell phone form influence whether or not you use it for certain things? (i.e., whether or not you would use it for watching movies because of the size of the screen, etc.)

- Does the form influence the way you do things? (i.e., the way you write— or your style of writing—through text messaging)

- Do you think that these results reflect reality for most Canadian teens?

- *Inform students of the School Board's policy:*

   The Thames Valley District School Board policy is found on the overhead Board Policy (2.2 OH). You can use this, or your own board policy statement.

   Laser Pens/Cell Phones/Pagers
   As per Board Policy, laser pens and pagers will not be allowed in the school at any time without the express written consent of the Principal. Cell phones may only be used outside the building or at entrance ways to the school. They must be off at all times.

- *Slide the Line*

   Explain to students that many cell phones are being used in schools to allow for parental contact to ensure their teen's safety. For example, if the school is in a lockdown situation, if a student needs transportation, or in case of illness or other emergencies, a cell phone is a valuable communication tool. Some cell phones are used for general social communication such as arranging meeting times, quick conversations, leaving short messages, or contacting a friend. Unfortunately, cell phones also can be used to transmit rumours, to bully and harass, to socially exclude, to blackmail via photos and video, to cheat on tests, or to distract classmates during class time, i.e., texting friends, listening to music, playing games, and watching videos.

   Ask students, *"should cell phones be banned from schools?"*
   - Prompt students to think about this question and decide on their own if they are a definite YES, a maybe YES, somewhere in the middle, a sometimes NO, or definite NO.

   - Place a piece of string on the classroom floor, stretching from one side of the classroom to the other.

- Indicate and explain to students that on this value line, one end of the line represents YES and the other end of the line represents NO.
- Ask students to place themselves somewhere on this line in response to the question *"should cell phones be banned from schools?"*
- This line must be single file.
- Once the line is formed, count the students to find the middle point of the line, in order to divide the line in two. See the diagram on Slide the Line (2.1 REF).
- Ask students from that centre point and beyond (half the class) to step forward.
- This line of students will then move/slide across to match up face to face with students from the other line.
- A group of three may be required in the case of uneven numbers.
- Now in pairs, students will have the chance to express their opinions on the issue of cell phone use.
- Tell students who were in the line that moved that they will have the first opportunity to speak – they will be Person A.
- Person A will express her point of view/opinion for thirty uninterrupted seconds (as monitored by the teacher).
- Person B, meanwhile, will listen for thirty seconds and then paraphrase what was said.
- Students then will switch roles and repeat this sharing and listening process.
- Have students then return to their seats.

Explain to students that this activity was to consider another point of view, or gain perspective on the topic. The next activity will allow students to consider further the pros and cons of cell phone use in schools.

- *Give-One-To-Get-One Activity*

  - Give each student one quotation based on the topic of cell phone use and teens. These are found on Quotations (2.2 H).
  - Give each student a Give-One-To-Get-One worksheet (2.3 H).
  - Place the Instructions for the Give-One-To-Get-One Worksheet on the overhead (2.3 OH), and read through them with the class.
  - Each student will move around the room with an assigned quotation.
  - When one student meets another, each will share his/her assigned quote, and will record the new quote on his/her worksheet.
  - Each student then will move to a new partner and repeat the process.
  - Do not allow students to copy more than one quotation from each class member.

Media Literacy: *Social Media*

- The goal is to fill all the boxes on the work sheet by the end of the 5 minutes.

- *Speakers' Corner*

  Have students reconsider their response to the question "should cell phones be banned from schools?" Students are allowed to alter slightly the question to suit their opinion, i.e., Cell phones should be banned from the classroom but not from hallways. Students will complete a Speakers' Corner sheet (2.4 H), where they can take a stand on the topic and provide two main reasons for their opinion. Each reason must provide examples/quotes to support each reason. These evidences will be taken from the list of quotations they have collected from the Give-One-To-Get-One activity. Students need to share their responses with a partner before handing the Speakers' Corner sheet in to be marked. The partner will write a constructive comment on the effectiveness of the Speakers' Corner response. Allow students to share their responses with the class.

Activism

Put up the overhead Criminal Code of Canada (2.4 OH).
Explain to students that the reason the rule is in place is to help protect students from harassment and bullying via text messaging, or from photo and video related defamatory libels.

Inform students that some forms of online bullying are considered criminal acts. Under the *Criminal Code of Canada*, it is a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or the safety of others. It is also a crime to publish a "defamatory libel" – writing something that is designed to insult a person or likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule.

A Cyber bully also may be violating the *Canadian Human Rights Act*, if he or she spreads hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, or disability. (Media Awareness Network 2007)

Explain to students that it also is necessary to enforce the rules in accordance with Board and School Policy (You can insert your own board/school policy here, or use the one provided). Read the Harassment Policy from Medway High School, found on the same overhead.

Harassment Policy
We believe that all individuals deserve to come to a school environment that is respectful and safe. Harassment includes any behaviour that is unwelcome

and/or one-sided, on a single or a repeated basis, which humiliates, threatens, insults or degrades.
Consequences may include counseling the harasser and the complainant, facilitating discussion between them, suspensions or other school consequences, or contacting the police.

Although students may be frustrated with restricted cell-phone use, hopefully they can understand it is to assist in creating a safe school environment.

Implications for Future Lessons/Homework

Have students use the Cell Phone Safety chart (2.5 H), to create a list of suggestions for parents, teachers and teens to help inform, prevent and combat cell phone related violence/harassment/bullying. Students should identify the risks, methods of prevention, what to report, how to report, and how to cope with instances of cell phone violence, including but not limited to threats, sexual pressures, stalking, bullying, blackmail, unwanted solicitations, and recruitment for physical fights.

This list of safety tips could be published in the school's newsletter, or presented to the Youth Safe Schools Committee.

Extension Activity

Have students create Public Service Announcements for your school announcements, or to be uploaded onto the school website as a podcast. Give students the checklist entitled Assignment Instructions for a Public Service Announcement (2.6 H).

Put students into groups of four. Have each group write an announcement to help improve awareness about the topic of cell phone use and bullying, abuse, and violence.

Option 1: This announcement will be read by Media Studies students, for fellow students, over the announcements.

Option 2: Students will produce an audio podcast to be downloaded from the school web site. See Links/Resources for podcasting tutorials.

Students will encourage safe use of cell phones, inform students of the school/board rules and consequences, and give victims strategies and methods to overcome and report harassment/bullying/violence.

Assessment Opportunities

Public Service Announcement: Public Address/Podcast Rubric (2.3 REF)

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Cross Curricular Connections

The Digital Environment, Grade 11, Open (Information and Communication Technology)
Information and Communication Technology Ethics and Issues – Legal Social, and Ethical Issues
– assess the purpose and content of an acceptable use agreement
Business Communications - Electronic Communication
– compare a variety of electronic communication tools (e.g., e-mail, voice mail, fax, personal digital assistant (PDA), cell phone, pager) in terms of their uses and their benefits to business; use electronic tools appropriately to communicate with others
Business Communications - Privacy and Security Issues
– describe privacy and security issues (e.g., cybercrime, loss of privacy, identity theft, viruses) related to the use of information and communication technology tools.

Healthy Active Living Education, Grade 12 Open
Healthy Living – Personal Safety and Injury Prevention
– demonstrate an ability to use skills and strategies to deal with threats to personal safety and the safety of others.
- explain why adolescents and young adults are overrepresented in traffic fatalities
- assess strategies for reducing risks to their own safety and that of others in various situations (e.g., while participating in outdoor winter sports activities or driving cars, boats, and snowmobiles).

Leadership and Peer Support, Grade 11, Open
Exploration of Opportunities – Accessing and Managing Information
-demonstrate the ability to use desktop publishing or other appropriate software in accessing and managing information (e.g., to produce marketing materials promoting school events or peer support programs).

Safe Schools Action Team - Policy and Practice: An Agenda for Action (June 2006)

Materials and Resources

- Overhead Projector
- Student Handout 2.1 – Cell Phone Questionnaire
- Overhead 2.1 – Cell Phone Questionnaire
- Overhead 2.2 – Board Policy
- REF 2.1 – Slide the Line
- Student Handout 2.2 – Quotations (6 pages)
- Student Handout 2.3 – Give-One-To-Get-One Worksheet
- Overhead 2.3 – Instructions for Give-One-To-Get-One
- Student Handout 2.4 – Speakers' Corner

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- Overhead 2.4 – Criminal Code of Canada
- Student Handout 2.5 – Cell Phone Safety
- Student Handout 2.6 – Assignment Instructions for a Public Service Announcement
- REF 2.2 – Public Service Announcement: Public Address/Podcast Rubric
- Podcasting Software

Important Terminology/Background for Teachers

Cyber bullying – involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. (www.cyber bullying.ca)

Defamatory Libel – writing something that is designed to insult a person or likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule.

E-mail – short for electronic mail, the transmission of messages over communications networks. (*Webopedia*: http://www.webopedia.com)

Enhanced Messaging Service (EMS) – text messaging with more capabilities and features.

Internet Service Provider (ISP) – is a business or organization that provides to consumers access to the Internet and related services. (*Wikipedia*)

Lingo – POS = Parent over shoulder, PIR = Parent in Room, PAW = Parents are Watching, PAL = Parents are Listening, KPC = Keeping Parents Clueless, KFY = Kiss for You, IWSN = I Want Sex Now, TDTM = Talk Dirty To Me,

Multimedia Messaging Service (MMS) – is the ability to send to MMS capable handsets messages comprising a combination of text, sounds, images and video.

Personal Digital Assistant (PDAs) – personal information organizers, they now can connect to the Internet.

Podcast - is a series of electronic media files, such as audio or video, that are distributed periodically over the Internet by means of a Web feed. (*Wikipedia*)

Small Text-Messages (SMS) – is a service for sending short text messages to mobile phones, using the Internet, receiving and sending e-mail and browsing the World Wide Web (i.e., Blackberry, Palm Pilot)

Links/Resources

National Teen Dating Abuse Helpline – http://loveisrespect.org
Cyber bullying – http://www.cyber bullying.ca
Stop Text Bully – www.stoptextbully.com

Kidscape – helping to prevent bullying and child abuse
http://www.kidscape.org.uk
Cybersmart Kids Online – providing rules for teens to encourage mobile phone
safety http://www.cybersmart.kids.com.au/mobile-rules_youth-people.htm
Canada Safety Council – "Do We Need Laws Against Cell Phones"
http://www.safety-council.org/info/traffic/cell-laws.html
Public Service Announcements – http://www.read/writethink.org/lessons
Criminal Code of Canada and Canadian Human Rights Act
http://laws.justice.gc.ca/en
Youth Safe Schools
http://www.thefourthr.ca/resources/youth_manual_sample.pdf

Podcasting Tutorials:

Creating Audio Podcasts on Mac OSX
http://www.applie.com/quicktime/tutorials/podcasting.html

GarageBand Support: Recording Your Podcast (Mac)
http://www.apple.com/support/garageband/podcasts

Recording a Podcast, from Jake Ludington's MediaBlab (Win)
http://www.jakeludington.com/podcasting/20050222_recording_a_podcast.html

Create Podcasts, from learninginhand
http://learninginhand.com/podcasting/create.html

Media Literacy: *Social Media*

CELL PHONE QUESTIONNAIRE

1. Do you own a cell phone?   *Yes* ☐   *No* ☐

2. Does someone in your family own a cell phone? *Yes* ☐   *No* ☐

3. If you own or have ever used a cell phone, please check off the appropriate box to indicate which functions you have utilized:

☐ Called someone
☐ Text messaged someone
☐ Checked email
☐ Taken a photo
☐ Sent or received a photo
☐ Played a game
☐ Used internet features
☐ Personalized a ring tone
☐ Listened to or downloaded music
☐ Created a schedule
☐ Added a contact
☐ Streamed or watched TV or videos

4. Do you know of anyone who has cheated on an assignment or test using a cell phone?   *Yes* ☐   *No* ☐

5. Do you know of anyone who has used a phone during class time?
Yes ☐   *No* ☐

6. Have you ever used your cell phone while driving?
Yes ☐   *No* ☐

7. Does your school have a rule about cell phone use?
Yes ☐   *No* ☐

8. Have you or anyone you know used a cell phone in an emergency?
Yes ☐   *No* ☐

9. Do you enjoy unrestricted use of your cell phone?
If you do not own a cell phone, would you say most of your friends' cell phone use is <u>not</u> supervised by their parents.
                Yes ☐   *No* ☐

10. Would you willingly allow your parents or teachers to view your text messages or your contact list?
                Yes ☐   *No* ☐

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CELL PHONE QUESTIONNAIRE

(record class responses as a percentage)

1. Do you own a cell phone?

2. Does someone in your family own a cell phone?

3. If you own or have ever used a cell phone, please check off the appropriate box to indicate which functions you have utilized:

   ☐ Called someone

   ☐ Text messaged someone

   ☐ Checked email

   ☐ Taken a photo

   ☐ Sent or received a photo

   ☐ Played a game

   ☐ Used internet features

   ☐ Personalized a ring tone

   ☐ Listened to or downloaded music

   ☐ Created a schedule

   ☐ Added a contact

   ☐ Streamed or watched TV or videos

4. Do you know of anyone who has cheated on an assignment or test using a cell phone?

5. Do you know of anyone who has used a phone during class time?

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6. Have you ever used your cell phone while driving?

7. Does your school have a rule about cell phone use?

8. Have you or anyone you know used a cell phone in an emergency?

9. Do you enjoy unrestricted use of your cell phone?
   If you do not own a cell phone, would you say most of your friends' cell phone use is <u>not</u> supervised by their parents.

10. Would you willingly allow your parents or teachers to view your text messages or your contact list?

After reading the above results, as a class summarize your findings below.
What was surprising? What was predictable? Were there any inaccuracies?   Was this a fair sampling of the average Canadian teen?
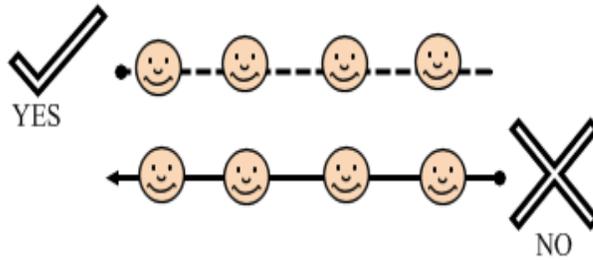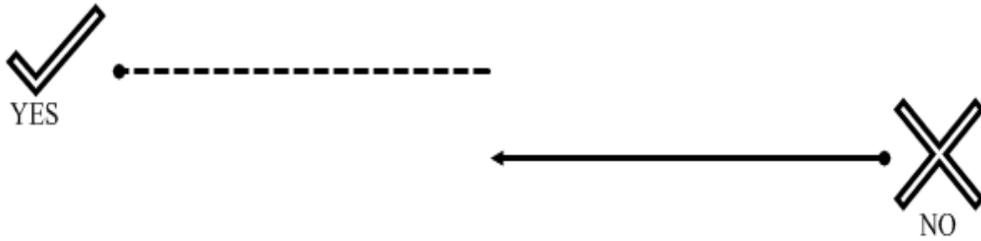
➢

➢

➢

➢

➢

BOARD POLICY

Laser Pens/Cell Phones/Pagers

As per Board Policy, laser pens and pagers will not be allowed in the school at any time without the express written consent of the Principal. Cell phones may only be used outside the building or at entrance ways to the school. They must be off at all times.

SLIDE THE LINE

QUOTATIONS

"Officials in Douglas and Jefferson county school districts said they have a right to search telephones when they suspect such violations as drug dealing or cheating."

Denver Channel.com
February 24, 2007

"A 15-year-old Milwaukee middle school student punched a 53-year-old teacher in the face after the educator tried enforcing the district's new cell phone ban."

News Channel 7
February 22, 2007

Students can take pictures of class projects to email or show to parents. Ordinarily, parents do not see projects that are completed in groups in school.

http://teachingtechnology.suite101.com
Article: Fair Cellphone use in Schools
March 11, 2007

Students can text message missed assignments to classmates who are absent. A buddy system can be put into place.

http://teachingtechnology.suite101.com
Article: Fair Cellphone use in Schools
March 11, 2007

Many cell phones are equipped with calculators – plenty of new math curricula encourage the use of calculators when problem-solving. A student should become accustomed to having a calculator handy for both homework and real life math applications.

http://teachingtechnology.suite101.com
Article: Fair Cellphone use in Schools
March 11, 2007

If a student is slow to copy notes from the board, pictures can be taken of the missed notes and accessed later. Ditto sending notes to absent classmates.

http://teachingtechnology.suite101.com
Article: Fair Cellphone use in Schools
March 11, 2007

Students can listen to music with ear buds if the cell phone is equipped with this option during independent study – many students find this relaxing and comfortable and are more productive as a result.

http://teachingtechnology.suite101.com
Article: Fair Cellphone use in Schools
March 11, 2007

"GPS tracking of cell phones is also popular with parents who want to know where their children are."

Newshour Extra
February 19, 2007

"Dufferin Peel Catholic District School Board prohibits the use of cell phones. PEDs are to be kept out of sight, turned off and not used within school premises. Failure to comply can result in confiscation of the PED and/or disciplinary action."

February 16, 2007

"Banning cell phones is nothing more than a refusal to come to terms with change and in fact being against technological change."

Parent

"It was a student fight, filmed on a cellular phone and shown on YouTube to the world."

Toronto Star
February 01, 2007

"Milwaukee banned cellphones this week after students used them to summon spectators to a fight."

Toronto Star
February 01, 2007

Students often see trouble brewing before a situation actually happens. Administrators may not be where the action is at the time. So, in a large school, how can students prevent violence? What if they could alert administration of dangers before the event became a major disruption?

http://educationalissues.suite101.com
Article: Limited Cell phones Permitted
January 9, 2007

"If they're worried about kids taking pictures with cellphones, are they going to ban cameras too?"

Grade 12 Student
Toronto's Northern Secondary School

"One in five said their boyfriends or girlfriends had used handphones, e-mail or instant messaging to press them for sex, and one in 10 said they had been threatened with violence."

February 11, 2007
The Electric New Paper

"One in every four teens in a relationship had received hourly text messages or phone calls to check up on them between midnight and 5am. One out of six said they had received messages 10 or more times an hour overnight."

February 11, 2007
The Electric New Paper

"Many pay-as-you-go mobile phones can be bought over the counter and do not require proof of identity, nor is any record kept of the new owner. Calls made from these types of mobile phones are difficult to trace."

Issues Related to Bullying
http://www.bullyonline.org

"45% of U.S. girls aged 15-18 have been victims of text-messaged harassment."

"Messages or pictures can also be forwarded to multiple users in a short period of time, making harassment even far more widespread and damaging to the victim."

www.isafe.org

"More than one-quarter (26 percent) use their phones to talk to people their parents would not approve of."

August 30, 2005
www.mobileedia.com

"With an e-mail or text message, it can shoot out to so many people that the bullying becomes widespread and harder to contain once it's out there."

February 5, 2007
LasVegasNow.com

"Technology popular among teenagers such as cell phones, e-mail and Internet messaging puts them at a high risk for dating abuse and violence, according to a study released Thursday."

February 11, 2007
Axcess News

"Ten percent of teens claim they have been threatened physically via e-mail, Instant Messenger, text message, chat or other technological means."

"These are really electronic leashes. This is a way for an abuser…to abuse, intimidate and threaten immediately, all hours of the day and night and without even being there."

February 11, 2007
Playfuls.com

"For the kids it may be all about being cool, but for the parents it's piece of mind."
February 22, 2007
www.abc7.com

"A study conducted by the Yankee Group last year found that 55% of teens have cell phones, and that 25% of kids under the age of 12 had them too."

February 20, 2007
WLBT3

Media Literacy: *Social Media*

"Over 70 percent of teens said rumor spreading by boyfriends or girlfriends on mobile phones or online social networking sites is a serious problem. Nearly the same percentage of teens said sharing private or embarrassing pictures or videos via cell phone or computers represented serious trouble."

March 12, 2007
Power To Learn.com / Teachnology

A 10th-grader at Rancho Buena Vista said she feels safer knowing that she has her phone with her, especially when she's leaving school in the evening after sports practice or other extracurricular activities.

March 18, 2007
North County Times.com

"Teens, who tend to favour IM and texting over email, are vulnerable because they don't have the experience to know the difference between healthy behaviour and harassment."

iTnews.com
February 17, 2007

"Bomb threats that continue to plague the schools are often called in from cell phones, apparently from students at school."

Savannah, Georgia WTOC11
February 8, 2007

"Cell phones have replaced payphones. It is much harder to find the latter because most of them have been removed in response to increased cell phone use."

Andrew Olejnik
January 29, 2007

"Cell phones are important because they provide a network for parents to communicate with their children."

Andrew Olejnik
January 29, 2007

"The Akron School Board is concerned that in a crisis students using cell phones could block communications with emergency personnel."

February 12, 2007
The Goddard School

"A provincial or board-wide policy may not be a good fit for every school or classroom. It should be a local issue and I'm sure teachers and school principals will work that out."

January 27, 2007
Toronto Star

Media Literacy: *Social Media*

Student Handout 2.2

"I am against the ban for sure. It wouldn't be the end of the world to not use them in class, but it would be really hard to find my friends at lunch if we couldn't use them in the halls."

February 1, 2007
Grade 12 Student
Toronto Star

"The group (Ontario Principals' Council) also wants school boards to think about what to do about cellphones during lockdowns, where students could text-message inaccurate information to relatives or even tip off someone that police were looking for them, said council spokesperson Peggy Sweeney."

February 1, 2007
Toronto Star

"Sometimes, you have to wonder why school boards adopt policies that will be difficult to administer by school staff."

February 16, 2007
www.northpeel.com

"It is easy to get so dependent on your cell, IM, and the Internet that it becomes difficult to make choices without asking other people for help. With so much competing for your attention, it can be hard to focus on any one thing."

November 2005
Seventeen Magazine

"Sixty two percent of teens say they can't comfortably live without their cell, IM or e-mail for more than a few days. Fifty one percent of teens become frustrated when they can't reach someone immediately."

November 2005
Seventeen Magazine

"I'm addicted to IM – it makes handling problems so much easier. You can criticize someone without having to say it out loud or deal with their reaction."
Jenna 18, Dayton, OH

November 2005
Seventeen Magazine

Media Literacy: *Social Media*

GIVE-ONE-TO-GET-ONE WORKSHEET

Quotations:

Media Literacy: *Social Media*

INSTRUCTIONS FOR GIVE-ONE-TO-GET-ONE

1. Receive a quotation from the teacher and a Give-One-To-Get-One worksheet.

2. Get up from your seat and find someone with whom you can share your quote.

3. Share or **give <u>one</u>** quote to your partner.
   Get <u>one</u> quote from your partner and record it in a box on your worksheet.

4. Move to a new partner and repeat the process until you have filled all the boxes on your worksheet.

5. Exchange no more than **<u>one</u>** quotation with any given partner.

6. Proceed until time expires, or when your worksheet is filled.

SPEAKERS' CORNER

Opening Statement for or against topic:

Reason 1:

Supporting Statements: *Give examples that support your reason.*

1. _____

_____

_____

2. _____

_____

_____

Reason 2:

Supporting Statements: *Give examples that support your reason.*

1. _____

_____

_____

2. _____

_____

_____

Closing Statement:

Peer Comment:

Peer Signature: _____

Media Literacy: *Social Media*

Criminal Code of Canada:
- ➤ Crime to communicate repeatedly with someone, causing fear.
- ➤ Crime to publish a "defamatory libel"

Canadian Human Rights Act
- ➤ Violates by spreading hate or discrimination.

Types of Violence in the School Environment

- ➤ Student-to-Student Violence

- ➤ Bullying (Includes "Cyber Bullying")

- ➤ Harassment

- ➤ Sexual Harassment

- ➤ Dating Violence

- ➤ Sports Violence

Violence and Bullying in the School and the Workplace
Green & Chercover, 2004

Harassment Policy

We believe that all individuals deserve to come to a school environment that is respectful and safe. Harassment includes any behaviour that is unwelcome and/or one-sided, on a single or a repeated basis, which humiliates, threatens, insults or degrades. Consequences may include counseling the harasser and the complainant, facilitating discussion between them, suspensions or other school consequences, or contacting the police.

Medway High School
Arva, Ontario

Media Literacy: *Social Media*

CELL PHONE SAFETY

	Teens	Parents	Teachers
Risks			
Methods of Prevention			
What to Report			
How to Report			
How to Cope			

Media Literacy: *Social Media*

ASSIGNMENT INSTRUCTIONS FOR A PUBLIC SERVICE ANNOUNCEMENT (PUBLIC ADDRESS/PODCAST)

Preproduction

- ☐ Research methods of cell phone violence prevention, how to report, where to find information, who to tell etc.

- ☐ Research your school's and school board's rule(s) on cell phone use.

- ☐ Research consequences (both school and criminal) of cell phone violence for perpetrators and victims.

- ☐ Choose relevant sound effects.

- ☐ Compose a creative, appealing and informative script using the information you have researched.

- ☐ Identify and assign speaking roles.

- ☐ Practise (approx. 30 seconds to 1 minute in length).

Production

- ☐ Arrange a date for your announcement to be aired or read over the school Public Address system.

- ☐ Set up equipment and prepare the environment.

- ☐ If creating a Podcast, record the segment, save and edit.

Post Production

- ☐ Share with the class.

- ☐ Play or announce the segment/script over the school's public address system.

- ☐ Your PSA will be evaluated with the Public Service Announcement: Public Address/Podcast Rubric.

PUBLIC SERVICE ANNOUNCEMENT: PUBLIC ADDRESS/PODCAST RUBRIC

	Level 1	Level 2	Level 3	Level 4
Knowledge *Content*	Demonstrates limited understanding of school/board policies, rules and consequences. Demonstrates limited understanding of violence terminology (i.e., harassment, cyber bullying).	Demonstrates some understanding of school/board policies, rules and consequences. Demonstrates some understanding of violence terminology (i.e., harassment, cyber bullying).	Demonstrates considerable understanding of school/board policies, rules and consequences. Demonstrates considerable understanding of violence terminology (i.e., harassment, cyber bullying).	Demonstrates exceptional understanding of school/board policies, rules and consequences. Demonstrates exceptional understanding of violence terminology (i.e., harassment, cyber bullying).
Inquiry/Thinking *Safety Strategies*	Addresses the negative impact of mobile technology in schools in a limited way. Safety strategies are minimal. Limited resources were presented.	Addresses some of the negative impacts of mobile technology in schools. Safety strategies were sufficient and had some organization. A few strategies, including some methods of prevention, coping, and reporting, were presented effectively. Some resources were presented.	Addresses the negative impact of mobile technology in schools with considerable skill. Safety strategies were appropriate and organized. Effective strategies, including most methods of prevention, coping, and reporting, were presented. Resources were accurate.	Thoroughly addresses the negative impact of mobile technology in schools. Safety strategies are thorough and are organized in a logical way. A variety of strategies, including methods of prevention, coping, and reporting, were presented effectively. Resources were relevant and well planned.
Communication *Presentation and Delivery*	Limited evidence of planning and preparation. Clarity of articulation is limited. Voice and diction was somewhat appropriate for the intended audience.	Tone and voice were sometimes appropriate/effective for the audience and medium. Articulation had some degree of clarity. Diction had some degree of clarity.	Tone and voice were usually appropriate/effective for the audience and medium. Articulation had a good degree of clarity. Diction had a good degree of clarity.	Tone and voice were highly appropriate/effective for the audience and medium. Articulation has a high degree of clarity. Diction has a high degree of clarity.
Application *Production and Creativity*	Length was inappropriate. Editing skills were limited. Production values and format were somewhat sufficient. .	Production, including background sounds and effects, sometimes blends with the PSAs message. Adequate script that at times appeals to fellow students. Some editing was evident.	Production, including background sounds and effects, blend well with the PSAs message. Creative and interesting script appeals to fellow students. Editing is evident and shows an effective use of language conventions and format.	Production, including background sounds and effects, blend seamlessly with the PSAs message. Sophisticated, original, and insightful script appeals to fellow students. Editing is highly effective and shows a sophisticated use of language conventions and format.

Name: _____

Class: _____

Anecdotal Remarks:

Lesson Three

Blogger Beware
Blogs, Online Journaling, Bulletins, and Hate Messages

Curriculum Expectations

MEDIA TEXTS
Meaning and Message: Implicit and Explicit Meanings/Messages
- *Identify and explain the implicit and explicit messages in a media text (e.g., explain how a music video is an example of entertainment and promotion; explain the purposes of paid product placement in films; identify the messages conveyed about female body image in an advertisement for jeans; explain both the directly-stated and the implied meaning of an ad for mouthwash or deodorant; explain the intended message of a hockey jersey and what it suggests about the team and/or the person who wears the jersey).*

Media Representations: Individuals and Groups
- *Analyse how representations of groups and individuals in media texts reveal beliefs and biases (e.g., create a collage of familiar stereotypes in fashion magazines and explain the overall impact of these images; compare media representations of work, vacation experiences, or family life with their own experiences; discuss how the message of a popular television program would change if the main characters were from a different socio-economic or ethnic group; explain the effects of the inclusion, exclusion, or positioning of people or groups in magazine advertisements).*

Media Representations: Behaviours and Attitudes:
- *Analyse and explain the representations of behaviours and attitudes in media texts (e.g., analyse the news coverage given to the achievements of a local hero; describe and explain the attitudes depicted during a conflict and its resolution in a feature film or television drama; examine the characterization of athletes' successes and failures).*

MEDIA AUDIENCES
Targeting Audiences: Privacy
- *Examine how knowledge of audience privacy rights can shape media industry behaviours (e.g., research the ways in which companies change the content of websites to respond to the freedom of citizens around the world to access information through the Internet; examine the consequences of government access to library borrowing records; discuss whether school surveillance technologies influence student behaviour; explain why news outlets don't immediately release the names of people injured or killed).*

Media Literacy: *Social Media*

Societal Implications: Health and Relationships
- *Analyse the impact of media and communication technologies on health, relationships and interpersonal communications (e.g., compare the use of text messaging with face-to-face dialogue; assess the impact of e-learning on traditional schooling; analyse the effects of using documentaries and/or websites in a health or leadership class; explain how Public Service Announcements affect the way we view bullying).*

MEDIA PRODUCTION

Creating Media Works: Language and Tone
- *Select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes (e.g., record a mock colour commentary of a school sports event; compare and contrast language use in a mainstream national newspaper with an alternative newspaper).*

Introduction/Overview

Teens today have a vast array of technology at their disposal to express their opinions, share experiences, and communicate their feelings to friends and even strangers. Web journaling or blogging, which can combine text and images, is a popular method of conveying their ideas, commenting on news events and topics of interest, or even sharing information about their personal lives. Social networking sites such as MySpace, Facebook, Friendster, and Xanga offer members features to create and post their own blogs, pictures, personal information, music, and bulletins, and services to search, request friends, and contact others via instant messaging, e-mailing, or event invitations. Some youth engage in such social media without considering the consequences of their online activities and entries. This lesson will examine the enticing world of blogs, and will encourage awareness and responsible use of the examined media.

Teaching/Learning Strategies

- *Thumbs Up, Thumbs Down*

  Hand out a blank cue card to each student in the class. Tell students that this cue card is a place where they can reveal their most personal information, opinions, and thoughts. There are no restrictions on the comments they make about themselves, their experiences, or even other people (including teachers or parents). They should not be concerned with grammar or spelling when writing about their feelings. Provide students with the list of Sentence Starters (3.1 OH), and tell them they have 3 minutes to "vent" or disclose information (these will not be shared with anyone). After they have had three minutes to write, ask students the following four questions. They are to respond to the questions with a thumbs up (yes, they would share), thumb sideways (maybe) and thumbs down (no, they would not share).

- Question 1: Would you share the content of your cue card with a friend?
- Question 2: Would you share the content of your card with a parent or teacher?
- Question 3: Would you share the content of your card with an employer?
- Question 4: Would you share the content of your card with a stranger?

Explain to students that the information they recorded on the cue card is similar to the kind of information some people post on blogs. Share the following quote: "unprecedented numbers of teens [at least 8 million] are using blogs – Web logs – to do what they once did through personal diaries, phone conversations and hang-out sessions: cementing friendships with classmates, seeking new friends, venting, testing social limits, getting support and sharing emotions or feelings" (*USA Today,* January 3rd, 2007).

Have students dispose of their cards (tear up and toss into the recycling bin). Explain to students that once a blog is posted, it is not as easy to delete completely as their cue cards were, because they are cached and archived by servers and easily can be retrieved.

- *Six Thinking Hats*

  Have students brainstorm the benefits of blogging and reading blogs.

  For example:
  - Bloggers can practise their reading and writing skills online.
  - Users can share their interests in a hobby, sport, or activity.
  - Users can express an opinion on a certain issue.
  - By blogging, users can create fictional stories and share poetry and other creative writing.
  - Users can share information on important topics.
  - Readers can enjoy humorous stories and jokes.
  - Readers can learn more about their favourite celebrities, politicians, causes etc.
  - Users can write a review of a movie, book, or CD to be shared with others.
  - Blogging also can be a career for freelance writers when advertisers want space on your site because of its popularity.

  Have students then brainstorm the negative side of blogging.

  For example:
  - Sites can reinforce hateful attitudes or dangerous behaviours. e.g. Pro-mia (bulimia) and Pro-anna (Annorexia) sites promote unhealthy weight loss tips and tricks.

Media Literacy: *Social Media*

Explain to students that some blogs unfortunately can be used to spread hateful comments, threats, or rumours, and in some cases, target teens or teachers.

Divide students into groups of six.

- Hand out the instruction sheet deBono's Six Thinking Hats (3.1 H).

- Read aloud the instruction sheet (3.1 H).

- Tell students that this activity will help them think creatively and critically about the topic of blogs and bullying.

- Hand out the article, Robert F. Hall students suspended for cyber bullying (3.2 H).

- Hand out a Six Thinking Hats card to each member of the group, created from Six Thinking Hats Cards (3.3 H). Give a different coloured hat to each of the six people.

- Hand out the Six Hats Summary Sheet (3.4 H) to each group.

- Instruct students to read their Six Thinking Hats card to learn about their role.

- Explain that each hat represents a perspective or way of thinking.

- Students will be reading the article "Robert F. Hall students suspended for cyber bullying" and will be using their 'hat,' not their own beliefs or feelings, to analyse the article.

- Read the following descriptions to outline what questions should be answered by each hat:
    - White hat - what are the facts from the article?
    - Black hat - what are some of the negatives about the issue?
    - Yellow hat - what do people gain from reading the article?
    - Red hat - how does this situation/article make us feel?
    - Green hat - what could be changed to solve or improve the problem?
    - Blue hat - how can the issue(s) be organized, and are any questions/problems left unanswered or unaddressed?

Students will evaluate their group analysis using the Six Thinking Hats: Group Evaluation form (3.5 H).

Activism

Explain to students that, sometimes, the anonymity of online blogs can make it easier for teens to say and do things online, things that they may not have done in any other setting. Teens may make offensive and mean comments about

teachers, friends, parents, or other students because it seems like a safe forum, and an indirect and sometimes inconsequential atmosphere. Stress to teens that it is important to consider carefully the content they post online (for their own safety) and the possible consequences of their posts (considering the feelings of others).

Confidence Cards
This strategy is a kind of anti-bullying activity, used to reinforce the concept of appreciation and inclusion, and to encourage positive messages and feedback among peers.

Have students remain in their groups of six and distribute blank cue cards. Inform them that they will be participating in an anti-bullying activity. Instruct each member of the group to write his or her first and last name in an upper corner of the cue card. Tell each member to then place his/her cards in a center pile. Have each member draw a card (not divulging whose card he/she has), and write on the card a positive, thoughtful, warm statement about the student whose name is on the card. Have the students return all of the cards to the central pile when done writing, and repeat the process of drawing and writing four or five additional times. If anyone draws his/her own card, begin the drawing again or have the students exchange cards. After the final writing, return all cards to the original owner and have each member read the remarks on the card.

Ask students how this activity differs from the initial activity they participated in at the beginning of the lesson. How is it different from posting comments in a blog?

Why is it important to be aware of what we post online? Ask students if they think people are more likely to write unflattering or insulting things about others in a blog than in a letter or note that those others might receive. Is it more likely that blogs will be used for negative comments than positive? Why or why not? (Gibbs, Jeanne. *Tribes.* Self-Esteem Cards)
(20 minutes)

To conclude, ask students once again to consider the consequences and impact of sharing personal opinions and thoughts in blogs, and how this issue is monitored or dealt with at their school.

Implications for Future Lessons/Homework

An optional activity would be to research the school Code of Conduct in relation to cyber bullying. Students may wish to write a letter to the school principal or school board to ensure the Code of Conduct addresses computer technology use both at home and at school.

For example, the Dufferin-Peel Catholic District School Board states, "all inappropriate references to board or school personnel and/or students in

Media Literacy: *Social Media*

computer-related mediums such as web pages or email are violations" and "using computer technology to communicate inappropriate, demeaning, harassing or threatening messages shall be subject to disciplinary action [and] police may be contacted."

(Toronto Star: Facebook Malice Leads to School Faceoff, by Tess Kalinowski. February 13, 2007)

Assessment Opportunities

Six thinking Hats: Group Evaluation (3.5 H)

Extension Activity

Repeat deBono's Six Thinking Hats activity with other web log issues:
Revealing romantic relationship information and sexual identity.
Revealing contact information and sexual predators (or cyber-stalking).
Blog content being used by bullies to harass or threaten a blogger.
Personal information posted online can be read by college admissions officers and future employers.
Facebook can sell information about students to marketers and can use and display their contributions, including photos.
Freedom of speech and Acceptable Use Policies of Social Networking Sites and Internet Service Providers.
Rate My Teacher website – ratemyteacher.com

Cross Curricular Connections

Parenting, Grade 11, Open (HPC 3O)
Personal and Social Responsibilities – Parenthood
- identify and describe the responsibilities parents have for children of different ages (e.g., meeting their needs, teaching them skills, encouraging their independence)
- compare the changing roles of parents and children as both grow older (e.g., from care-giver and nurturer to mentor and dependent adult)
Personal and Social Responsibilities – Communication With Young Children
- explain how communication influences parent-child relationships (e.g., promotes attachment, fosters mutual respect)

Dramatic Arts, Grade 11, Open (ADA 3O)
Creation – Creating
-create roles/characters, using a variety of appropriate techniques (e.g., writing in role; analyzing a character's motivation, background, and influences)

The Writer's Craft, Grade 12, University Preparation (EWC 4U)
Investigating the Writer's Craft – Analysing Models of Writing
- analyse a variety of forms of writing, including poems, personal essays, narratives, stories, plays, and specialized informational texts, to evaluate their effectiveness.
- assess the relationships among the ideas in a passage, its purpose and audience, and the writer's choices of techniques, diction, voice, and style (e.g., discuss the author's choice of voice and style to address a business-related issue in a persuasive article; assess the use of specialized vocabulary, plain-language style, and illustrations in informational texts for a general audience: evaluate the extent to which style and structure influence the content of a literary work for an independent study project).

Materials and Resources

- Blank cue cards, enough for 2x the number of students in the class
- Overhead projector
- Overhead 3.1 – Sentence Starters
- Student Handout 3.1 – deBono's Six Thinking Hats (Instruction Sheet)
- Student Handout 3.2 – Robert F. Hall students suspended for Cyber bullying
- Student Handout 3.3 – Six Thinking Hats Cards
- Student Handout 3.4 – Six Hats Summary Sheet
- Student Handout 3.5 – Six Thinking Hats: Group Evaluation

Important Terminology/Background for Teachers

Blog or web log – an online diary or journal that can combine text, images, and links to comment on a particular subject. A blog often can provide commentary or news on a particular subject, such as food, politics, or local news; some function as more personal online diaries. Other formats include photoblogs, sketchblogs, vlogs (video), or podcasts (audio).

Blogger – someone who maintains a weblog.

Blooger – a blogger who exhibits adolescent tendencies and lacks basic social graces or good manners. A portmanteau (blend) of "blog" and "booger".

Collaborative blog – a blog (usually focused on a single issue or political stripe) on which multiple users enjoy posting permission. Also known as a group blog.

Celeblog – a blog detailing the lives of movie stars, musicians, and other celebrities, much like tabloid magazines. They often feature embarrassing or revealing paparazzi photos.

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Moblog – a blend of the words "mobile" and "blog". A blog featuring posts sent mainly by mobile phone.

Shocklog – weblogs to produce shocking discussions by posting various shocking content

(Wikipedia)

Links/Resources

Blogger, a free automated weblog publishing tool i.e. http://www.blogger.com
Canada's Blog Site http://www.blogscanada.ca
Canadian Association of Internet Providers (CAIP)
Canadian Charter of Rights and Freedoms
Cyber bullying http://www.cyber bullying.ca
Lainey's Entertainment Blog http://www.laineygossip.com
LiveJournal, a free service for all your journaling and blogging needs
http://www.livejournal.com

How Mean Can Teens Be
September 12, 2006
Primetime Special Shows How the Internet Can Fuel Bullying and Fighting
http://abcnews.go.com/Primetime/story?id=2421562&page=1

Sentence Starters

- Today I feel…
- I hate…
- The scariest thing…
- I remember when…
- The worst thing about…
- The best thing about…
- My biggest secret is …
- Someday I…
- I am angry when…
- It is important to…
- Why is…
- If I could…
- Someday I will…
- I wish I could…
- I want to
- Friends are…
- Parents are…
- Teachers are…
- My main problem is…
- Something I can't reveal is…
- If I were a…
- When I think of my school, I think…
- When I think of drugs, I think…
- I believe…
- I am serious about…
- My favourite _____ is….
- If I could seek revenge…
- One good thing about me is…
- What I don't like about myself is…
- I am interested in…
- What I don't want people to know about me is…

deBono's Six Thinking Hats

What is it?

Six Thinking Hats is a strategy devised by Edward de Bono. It requires you to extend your way of thinking about a topic by wearing a range of different thinking hats.

What is its purpose?

You learn to reflect on your thinking and to recognize that different thinking is required in different learning situations.

Instructions

Consider an issue, topic, or question that you would like to explore. For example, examine the implications of online social networking and blogs on teen behaviour.

Together, read aloud and explain what thinking is required for each of the hats.

Work in groups of six and each use a different hat/perspective.

Be sure that your group has a copy of the issue, topic, question or article.

The Blue Hat will read the article aloud to the group.

Each member of the group will use his/her hat's perspective to address the issue presented in the article. Allow 5 minutes for group members to jot down on a separate piece of paper their thoughts, answers, and points.

Blue Hat then will direct the discussion, first by summarizing the article, and then by sequentially requesting the points and insights from each member of the group. These points will be recorded on the Six Hats Summary Sheet (3.4 H).

Once all group members have shared and recorded their perspectives, Blue Hat will present the issue and group comments/points to the rest of the class.

As a group, evaluate the analysis of the issue, using the Six Thinking Hats: Group Evaluation (3.5 H).

Adapted from: *The deBono Institute*

Robert F. Hall students suspended for cyber bullying

By LAVINIA KERR Staff Reporter

Students who signed onto a group on *Facebook.com* called *"*McMahon Grinch of School Spirit," a forum targeting principal Edward McMahon at Robert F. Hall Catholic Secondary School in Caledon were suspended from school last week for up to eight school days.

The students, all in Grades 11 and 12, were upset because of a school board policy on electronic personal support devices (PSDs) including pagers, cell phones and blackberries.

"The principal at Robert F. Hall was only one of 141 principals in our board who were acting on the new board policy enacted by the board January 30th," said Bruce Campbell spokesperson for the Dufferin-Peel Catholic District School Board. "But he is the only one who was subjected to vulgar and demeaning attacks."

Mr. Campbell has spent a lot of time discussing the suspensions with the media because some of the students feel they have been unfairly treated by the school.

"Bullying is a serious issue and is against board policy," said Mr. Campbell. "The students were suspended from three to eight days."

He said the student who was identified as the site leader received the eight-day suspension. The site officers received a five-day suspension and any student who signed up as a general member received a three-day suspension. (Some of those suspended say they did not post any messages on the site.)

"Everyone who signed onto the site did so knowing what the site was about and they were held accountable for their actions."

Constable Scott Davis, spokesperson for the Orangeville Police Service, has been speaking about cyber bullying as a growing extension of the bullying problem.

"Kids need to understand that what they do and say on the computer can be traced and does have consequences," he said. "A person should not post anything on the computer they aren't willing to say in person."

Mr. Campbell said the postings have been removed, adding that some were particularly vulgar and sexually explicit.

"One message read "I have a few words for you big man, get on your knees , open your mouth and **** it."

The profanity and comments made, according to Mr. Campbell, were damaging to the reputation of an educator who has 30 years' experience.

"It was very cruel and completely an unnecessary attack."

He said Mr. McMahon was disappointed in the behaviour displayed by some of the school's leaders but has chosen not to involve police in the matter, even though the students exposed themselves to potential legal action, and he is speaking to each of the students as they return from suspension.

"He has the spirit of forgiveness," said Mr. Campbell. "He has also decided to withdraw the suspension letter from their records."

Some students in speaking to other media outlets complained that the suspensions would hurt their chances when applying for scholarships for college and universities.

"This incident is being used as a learning tool," said Mr. Campbell. "It has provided an opportunity for a lot of classroom discussion about the issue of bullying."

Const. Davis says bullying using the internet is a growing concern and the attacks are often more aggressive because having the computer between the bully and the target allows the bully's inhibitions to be lowered.

"Kids need to learn that what happens on the Internet is completely traceable."

He also applauds the school for taking the action it did and says he believes it is a school issue, even though some have questioned whether or not the school should have resorted to suspension.

"The school is the common denominator," he said. "That makes it a school issue."

In an article published in our Feb. 1 issue, Const. Davis was quoted as saying bullying "isn't just a school problem, it's a community problem.

"It can happen anywhere and we are seeing incidents of bullying on the Internet." He added that there is no age limit to who can become a bullying target.

Six Thinking Hats Cards

White Hat

This hat represents information. You are responsible for sharing statistics, information, and facts.

White Hat

What information is presented? What information is missing? When was this produced, created, or published? Why is this important? Who is involved? Where did this take place or where was this created/released? What is the format or medium?

Red Hat

This hat represents emotion. You must use your intuition, feelings and emotions. This red hat allows you to put forward an intuition without any need to justify it.

Red Hat

Indicate feelings, emotions, or hunches based on what's being examined. Are you shocked, saddened, motivated, scared, amused, entertained, disgusted, offended, confused...?

Black Hat

This hat represents judgement and caution. The black hat is used to point out what is wrong, or harmful, the hazards, roadblocks, and risks. The black hat must always be logical. It explains why something will not work – it shows weaknesses and makes

Black Hat

What are the problems, weaknesses, risks or difficulties with this? Are there stereotypes, biases, creeds, issues of validity, conflicts, law breaking, copyright issues...?

Green Hat

This hat represents creativity. You must offer suggestions, alternatives, or proposals. You would explore what is interesting, how to add something, or make

Green Hat

What could be the other alternatives or possibilities? Generate ideas to overcome any problems. i.e. Methods of prevention, modifications to policies or procedures,

Blue Hat

This hat represents order. You should decide the sequence of hats during discussion. You need to summarize information and organize the group's information.
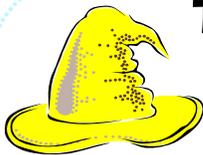
Blue Hat

How much time do we have to discuss? Who will speak first? How can I summarize and conclude our discussion? Did everyone use the "hats" correctly? What is our group's final analysis of this topic?

Yellow Hat

This hat represents optimism. You are responsible for finding the positives, benefits, or values of an idea, point, rule or Issue.

Yellow Hat

What are the good things and the values presented? Is it persuasive, entertaining, informative or encouraging? Is there a positive message?

Media Literacy: *Social Media*

Six Hats Summary Sheet

Hat Analysis	Perspectives
Red Hat:	
White Hat:	
Yellow Hat:	
Black Hat:	
Green Hat:	
Blue Hat's Summary and Final Analysis:	

Six Thinking Hats: Group Evaluation

Names: _____

Topic: _____

Date: _____

Teachers/Class: _____

1. What two things did your group learn about the topic from the presentation?

2. Which "Hat" was the most difficult perspective/approach to studying the issue or topic? Why?

3. What did you learn from sharing your ideas with other groups?

4. How might you use what you learned from this analysis outside of the classroom?

5. Suggestion(s) for further group collaboration:

Media Literacy: *Social Media*

Evaluate your group project using the following scale.

1	Unsatisfactory
2	Below Average
3	Average
4	Above Average
5	Outstanding

Outline or summary of information   _____

Depth of group's final analysis   _____

Understanding and adherence to "hat" perspective   _____

Quality of information/ideas   _____

Delivery of material   _____

Overall enthusiasm and participation   _____

- -

Evaluate your group project using the following scale.

1	Unsatisfactory
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Outline or summary of information   _____

Depth of group's final analysis   _____

Understanding and adherence to "hat" perspective   _____

Quality of information/ideas   _____

Delivery of material   _____

Overall enthusiasm and participation   _____

Media Literacy: *Social Media*

Lesson Four

Serving up Celebrity Gossip
Examining Celebrity and Sensational News Reporting on the Internet

Curriculum Expectations

UNDERSTANDING AND RESPONDING TO MEDIA TEXTS
Meaning and Message: Intended Meaning and Message
- *Identify and explain the intended meaning/message of a media text (e.g., explain the intended message of an infomercial; explain the emotional appeal of a print ad and the purpose behind it; explain the purpose of a website promoting a healthy lifestyle; explain what meaning is intended by the front cover of your Science textbook; explain what information and ideas you were conveying in a comic that you created).*

Deconstruction: Genre
- *Describe the conventions of particular media genres and explain how they satisfy and/or challenge audience expectations (e.g., describe how audience expectations about a horror film are shaped by the use of a familiar formula; explain the expectations created by a movie trailer for a particular kind of film; describe the distinctive formats followed by various radio stations and explain their appeal to a specific audience; compare the describe of tabloid and broadsheet newspapers and explain their appeal to specific audiences; describe the key features of a web page such as hypertext and navigation toolbars, and explain how people rely on those features to locate information on the page).*

Deconstruction: New Technology
- *Explain how new and converging technologies influence the delivery of content (e.g., explain how the use of MP3 players has forced record companies to change distribution methods; explore the impact more channel choice has on mainstream television programming; examine the proliferation of amateur video available through the Internet; explain how digital photography affects the way we transmit and receive images).*

Reflecting on Skills and Strategies: Prior Knowledge
- *Identify how applying your prior knowledge helps you to better understand media texts (e.g.; identify connections between a family sitcom and real life experience; explain how your understanding of charts and graphs helps you to interpret information on a web site; identify how your knowledge of design elements helps you to appreciate and comprehend an art show at a local gallery).*

MEDIA AUDIENCES
Targeting Audiences: Narrowcasting
- *Analyse the advantages and disadvantages of narrowcasting by specialized media providers on shared media experience and mass audiences (e.g., research how digital television systems allow individualization of media consumption; examine the role of the tabloid press in defining significant historical events, such as 9/11; research how television audience fragmentation has changed the nature of shared cultural experiences).*

Targeting Audiences: Multiple perspectives
- *Compare their own and others' responses to a variety of media texts and explain how the characteristics of audiences influence the ways in which they negotiate meaning (e.g., compare and contrast your response to a music video to your parents' response; compare and contrast male and female audience reactions to various magazines; compare and contrast how the age and experience of viewers affects their use and enjoyment of a blog; explain why you have a different reaction to newspapers than your teachers).*

MEDIA PRODUCTION
Applying Knowledge of Conventions: Concentration of Ownership
- *Research the current patterns of media ownership and explain the impact of these patterns on access, choice and range of expression (e.g., identify the owners of the media outlets in your community; explore the holdings of a major media conglomerate; research the advantages and disadvantages of media concentration in Canada and the U.S.).*

Introduction/Overview

Many teens model behaviour presented to them by parents, friends, and media. While the act of gossiping may fall under this category of learned behaviour, many consider gossip as a product of basic "human instinct" and as "essential to human social, psychological and even physical well-being" (Social Issues Research Centre, Oxford UK). Gossip once was shared only via word of mouth, but in the 21st Century, the options are numerous. Rumours, misinformation, and slanderous and scandalous information can be delivered rapidly and frequently through communication technologies such as text messaging, blogging, television broadcasts, and even podcasts. What was once a part of our oral culture has now become an unhealthy habit. Many people participate in the creation and distribution of gossip themselves (See the lessons *Blogger Beware* and *Cell Phone Conduct*), but also are online consumers of the hottest, juiciest, trashiest, scoops that are advertised as their necessary "daily dose" of entertainment. The Internet has become the new platform for celebrity dirt where self-proclaimed "smut-hounds" cover, leak, and indulge in all things celebrity. The fascination with gossip sites has increased as evidenced by its online traffic, according to Nielsen/NetRatings, a global leader in Internet media and market research. They announced in February 2007 that "celebrity gossip Web sites have seen significant audience growth over the past year, with a selected sample of 19 sites increasing 40 percent." In this lesson students will examine the construction, codes, creeds, and commercial implications of online gossip and sensational "news" sources, and how hurtful gossip affects their own personal relationships.

Teaching/Learning Strategies

- *Imagine This*

  Ask students to imagine a 'scandalous' event in the context of a relationship, at work, or at school. Have students then share these scenarios, i.e., You cheated on a test. You gossip about a friend.

  Now have students image that these events were considered news-worthy and were posted on the school gossip web site "(Insert your school's name here) Scandals". Also tell students that their friends, teammates, or teachers have leaked this information. To make it worse, this information becomes exaggerated, comes with photos and video, and visitors to the site are allowed to post comments about your alleged behaviour. Ask students to image that Lauren Conrad was a student at their school and this story was just released about her and her ex-boyfriend Jason Wahler. Show students An Example of Hollywood Gossip (4.1 OH). Read aloud the column. Explain to students that this is from the popular celebrity gossip website Perezhilton.com. Put up the overhead Online Celebrity Gossip – The Facts (4.2 OH) to discuss the emerging popularity of these types of online entertainment news columns/blogs.

  Ask students the following questions:
  - Why do we gossip and what purpose does it serve?
  - Why do we enjoy celebrity gossip?

    Possible answers may include: Gossip …

    - is therapeutic; it relieves stress.
    - provides a feeling of connection, importance, to an activity or event.
    - is a catalyst for social bonding and exploring boundaries.
    - prevents inappropriate behaviour through such cautionary tales.
    - creates feelings of power when used as a weapon or to create fear.
    - is a risk-taking activity; we feel a thrill when talking about people's private lives.
    - reinforces social values or status.
    - has potential fallout or conflict that teaches social competency.
    - causes excitement and promises stimulating feedback (produces endorphins).

- *Interview*

  Lesson Preparation:
  - Precut the questions from Examining Gossip (4.3 OH/H).

  - Write the title *Examining Celebrity Gossip* on one envelope and on the other *Examining Teen Gossip*. Separate questions and place in the corresponding envelope(s).

  - Repeat as necessary, according to student numbers.

Interview Instructions:

- Place students into groups of four.

- Number students in each group from 1 – 4.

- Persons numbered 1 and 2 will be a pair, and 3 and 4 will be a pair.

- Give each group an envelope from which they will draw out questions to ask each other.

- Persons 1 and 2 will have the questions Examining Celebrity Gossip.

- Persons 3 and 4 will have the questions Examining Teen Gossip.

- Person 1 will draw a question from the envelope read aloud the question to his/her partner.

- Person 2 will answer the question.

- Person 1 will record his/her answer on the Recording Sheet.

- Make sure this question is now removed from the envelope so it cannot be drawn or answered twice.

- Persons 3 and 4 will perform the same question and answer process.

- Students will reverse rolls, with Person 2 drawing a question and reading it, and then recording the response, and Person 1 responding.

- Continue to ask and answer questions in this alternating fashion until the envelope is empty and all responses are completed.

- Once both pairs have completed the response sheet, have students return the questions to the envelopes.

- The pairs will exchange response sheets and read each other's responses.

- Groups should be prepared to share their answers with the class. Take up and discuss these questions and answers using the overhead Examining Gossip (4.3 OH/H).

- *Foldable*

Inform students that they will be examining an entertainment gossip site.

Sites may include (teacher will preview sites for appropriateness):
- *E! Online* – up-to-the-minute entertainment news http://www.eonline.com
- *EW Entertainment Weekly* http://www.ew.com
- *The Insider Online* – http://www.theinsideronline.com
- *Access Hollywood* – http://www.accesshollywood.com
- *Star Magazine* – http://www.starmagazine.com
- *National Enquirer* – http://www.nationalenquirer.com
- *OK Weekly* – http://www.ok-magazine.com
- *Us Magazine* – http://www.usmagazine.com
- *People* – http://www.people.com

Media Literacy: *Social Media*

Inform students that there are basically two forms of entertainment news. The first form is that of the celebrity gossip blog, which is created by an entertainment enthusiast who shares photos, videos, and opinions. These sites do not ensure accuracy, and they admit that content is based on rumors, assumptions, and speculation, and commonly is satirical in tone. The second form of entertainment news is a site that is an extension of a magazine, newspaper, or television show. Students will be examining this form of celebrity reporting.

Keep students in their groups of four. Give each student a blank piece of paper (8.5 x 11) and have the student fold and divide the paper into four equal parts resulting in four boxes. See Four Door Foldable Instructions (4.4 OH).

Each group will be assigned a celebrity gossip/entertainment site to analyse critically, using the Key Concepts. See Investigating Using the Key Concepts of Media Literacy - Prompts (4.5 H).

When exploring the site, each student in the group will be assigned a Key Concept to apply to the entertainment website.

- Person 1 = CONSTRUCTIONS: "All media are constructions."

- Person 2 = CREEDS: "The media contain belief and value messages."

- Person 3 = COMMERCIAL IMPLICATIONS: "The media have special interests (commercial, ideological, political)."

- Person 4 = CODES and CONVENTIONS: "Each medium has its own language, style, form, techniques, conventions, and aesthetics."

Allow students to explore the assigned site independently for 5 minutes, and record their findings on their own foldable.
Students are not to open any links or advertisements provided on the site, ensuring that they remain on the assigned pages.

Once students have worked independently to fill out their box in the foldable, students then will gather as a group to share their findings, and to complete the other sections of the foldable.

Once the foldable is complete, the students will flip over the foldable. On the back of the foldable, students will address the last Key Concept of Media Literacy – CONSIDERATIONS
- CONSIDERATIONS: "*Each person interprets messages differently.*"

Explain to students that people who visit the same Web site often do not have the same experience or come away with the same impression. Each person can interpret a message differently, based on age, culture, life, experiences, values and beliefs. When analyzing a media text such as a celebrity gossip site, consider: What meaning did I get from the text? How might other members of my group understand it differently? Why?

Ask students to write about and describe their experience with celebrity gossip sites in 2-3 sentences. Have students share these in their groups and/or with the class.

- *Vocabulary Development*

  Provide students with the handout Vocabulary Development – Gossip Terminology (4.6 H/OH) to help them further analyze gossip and news. Have students match their findings with the terms.

- *Reflection*

  Hand out Reflection Strategy (4.7 H). Allow time for students to reflect on the issue of gossip.

Activism

Encourage students to become more cognizant of instances in their own lives when they are participating in or witnessing gossip mongering. Give each student an elastic band to wear on his/her right wrist. Whenever he or she witnesses or participates in gossip mongering without taking action against it, the student will move the elastic to the left wrist. After one full day, students will report back to the class on the frequency of negative gossip. Discuss the following:

How many were able to keep the elastic on the right wrist? How were they able to, or may be able to, prevent and discourage harmful gossip in their own lives?

Assessment Opportunities

Reflection Strategy: 3-2-1 Plus 1 (4.7 H)

Implications for Future Lessons/Homework

SCAVENGER HUNT
Now that students have had an opportunity to investigate gossip sites using the Key Concepts, and have developed a knowledge base of familiar gossip reporting techniques, students will examine other media such as gossip magazines and entertainment television shows in the form of a Scavenger Hunt. Students will use the vocabulary from the Vocabulary Development sheet (4.6 OH/H) to find examples of spin, fakery, manipulation, bias etc. in celebrity news/gossip on television and in print form. Students should be prepared to share 2-3 examples with the class next day. Students then will be responsible for sharing these examples with one family member, to make him/her aware of gossip news reporting techniques.

Further issues to examine:
Freedom of Speech Online

Celebrity Role Models: Bad Behaviour Glorified and Glamourized
Celebrity and Consequences
Teen novels perpetuating gossip and gab i.e. <u>Gossip Girl</u> by Cecily von Ziegesar (now a television series)

Cross Curricular Connections

English, Grade 9, Applied
Literature Studies and Reading – Understanding Forms of Text
- use knowledge of elements of a newspaper and magazine articles, such as headlines, leads, the five Ws and How, titles, subtitles, and photographs to understand and interpret text in the genre.
Literature Studies and Reading –Understanding the Elements of Style
-identify and explain the effect of specific elements of style in a variety of literary and informational texts
- explain how authors and editors use design elements to help convey meaning (e.g., headings highlight the main idea; margin notes draw attention to or summarize text; colour emphasizes key ideas; charts make information easier to grasp; pictures supplement or clarify text).
Media Studies – Analysing Media and Media Works
- identify and describe the elements used to structure media works in a variety of forms

Individual and Family Living, Grade 9 or 10, Open
Self and Others – Individual Development
- outline key aspects of physical, intellectual, social, emotional, and moral development in adolescence (e.g., intellectual, adolescents are developing the ability for abstract reasoning)

Materials and Resources

- Internet and Computer Access
- 8.5 x 11" plain paper or cardstock
- Envelopes
- Overhead 4.1 – An Example of Hollywood Gossip
- Overhead 4.2 – Online Celebrity Gossip – The Facts
- Overhead/Student Handout 4.3 – Examining Gossip
- Overhead 4.4 – Four Door Foldable Instructions
- Student Handout 4.5 – Investigating Using the Key Concepts of Media Literacy- Prompts
- Overhead/Student Handout 4.6 – Vocabulary Development – Gossip Terminology
- Student Handout 4.7 – Reflection Strategy: 3-2-1 Plus 1

Important Terminology/Background for Teachers

See Vocabulary Development – Gossip Terminology (OH/H 4.6)

Links/Resources

Not Suitable for Students:
Celebrities – Celebrities Uncensored http://celebrities.com/blog
Celebrity Smack – Gossip, Rumors, Hearsay and warped humor http://celebritysmackblog.com
Defamer – LA is the world's cultural capital. This is the gossip rag it deserves
http://www.defamer.com
E! Online – up-to-the-minute entertainment news http://www.eonline.com
EW Entertainment Weekly http://www.ew.com
Fametastic – Hottest UK Celebrity http://www.fametastic.co.uk
Gossip Girls – Celebrity Gossip and Entertainment News http://www.celebrity-gossip.net
Handbag – Women's Web site in the UK http://www.handbag.com/gossip
Hollywood Up Close – http://www.hollywoodupclose.com
Perez Hilton - The Queen of all Media   http://www.perezhilton.com
PopBytes - Live and Direct from Hollywood   http://www.popbytes.com
Lainey Gossip - Calling all Smuthounds http://www.laineygossip.com
Radar – Your daily source for inside dope http://www.radaronline.com
Rumor Ficial – Juicy Celebrity Gossip and news http://www.rumorficial.com
The Superficial – http://www.thesuperficial.com
TMZ: In the Zone - Breaking the biggest stories in entertainment   http://www.tmz.com

Mean Girls. 2004. directed by Mark Waters
Based on the book *Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence.* Rosalind Wiseman, 2002.

The Gossip. 1955. A historical, educational film about the damaging effects of gossip. Jean, an outgoing high school student, has been nominated for the presidency of the Pep Club. However, Laura, her best friend, has turned against Jean, and it's all because of the evil Frieda, who has been spreading lies and gossip about Jean and has gotten Laura to believe her.

http://www.archive.org/details/GossipTh1955

An Example of Hollywood Gossip

MTV reality star Lauren Conrad is the latest girl in young Hollywood with a homemade sex tape about to be made public, sources reveal exclusively to PerezHilton.com.
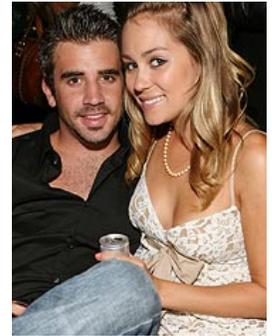
The Hills star (MTV Reality TV show about Lauren Conrad and her adventures as a Teen Vogue Intern) made a sex tape with former boyfriend, bad boy Jason Wahler, who has been arrested three times in the last twelve months and was recently sentenced to serve time.

"Jason is trying to sell the video before he goes to jail," a source close to Wahler tells us. "LC will lose her mind when she finds out!"

Conrad, obviously, was aware of the tape's existence. "Lauren tried to break into Jason's apartment to get the tape," says a mutual friend of the pair. "She was practically stalking him and calling non-stop until he finally agreed to give her the video."

But, what LC doesn't know is that Wahler wisely kept a copy of the tape, sources tells PerezHilton.com, which he is now trying to peddle.

"They edit around the show to make Lauren look like a goodie two shoes on *The Hills*, but she's hardly a saint," says an insider on the show. "LC is gonna pop more Adderal (commonly prescribed stimulant medication for ADD/ADHD) than she usually does when she finds out that news of the sex tape was made public."

And it might leak online if Jason isn't able to sell the video, we're told.

(http:www.perezhilton.com)

Online Celebrity Gossip – The Facts

Celebrity news sites remain more popular than ever as the public's fascination with the latest gossip continues to see growth.

Visitors are devouring more content with total Web page views increasing 108%.

According to research from Nielsen/Netratings, gossip sites showed a 40% increase in traffic (February 2006 – February 2007).

Sites seeing the most growth:

> AOL TMZ (151% growth)

> People (93% growth)

> 19 Site Roll Up (40% growth)

Nielsen Ratings attributes the popularity of these sites to the timely updates they provide and forums where fans can express their views on the latest gossip news.

<div style="text-align: right;">(Mike Sachoff 03/30/2007 Webpronews.com)</div>

Questions for the class:

> Why do we gossip and what purpose does it serve?

> Why do we enjoy celebrity gossip?

Examining Gossip

Examining Celebrity Gossip:

Where can you find examples of gossip in the media?

Have you ever visited a celebrity gossip website? If so, which ones?

Do you read gossip magazines or gossip columns in the newspaper?

Through which modes of communication can gossip be spread or transmitted?

What was the most recent rumor or item of gossip you have heard about a celebrity?

Do you watch entertainment television shows? Why?

What kinds of celebrity stories are covered, released or considered newsworthy? i.e. Hook-ups & Break-ups

Examining Teen Gossip:

What do teens usually gossip about? Consider any recent rumors you have heard (do not discuss or share this rumor using specifics such as names).

Do you receive or send gossip via text messaging, instant messaging, blogs, online social networking sites/profiles, or through other communication technology? Is this different than sharing stories or information about someone in person? If so, how? Does the internet make sharing this kind of information easier? If so, how?

In the context of a romantic relationship or friendship, what are the possible consequences of gossiping?

How can you safely and effectively resolve conflict created by gossip?

In the school or work setting, what are the possible consequences of gossiping?

How do you typically react when someone "dishes" information about a friend and you are the listener? Do you react differently when you do not know or do not like the person/subject of the gossip? How so?

How do you/would you feel when you discover your reputation has been negatively impacted by gossip?

Four Door Foldable Instructions
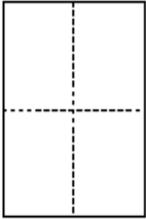
Step 1:
Fold a sheet of paper into quarters

Step 2:
Make two folds along the short way of the paper so that it is divided into four equal rows.

Step 3:
Cut slits into the folds at the top and bottom of the page.

Step 4:
Fold over the flaps so that there are four "doors".

Step 5: Write the Key Concepts on the front of the doors

CONSTRUCTIONS	CREEDS
COMMERCIAL IMPLICATIONS	CODES and CONVENTIONS

Investigating Using the Key Concepts of Media Literacy– Prompts

CONSTRUCTIONS: All media are constructions.
Media present carefully crafted constructions that reflect many decisions and result from many determining factors. Much of our view of reality is based on media messages that have been preconstructed and have attitudes, interpretations and conclusions already built in. The media, to a great extent, give us our sense of reality. When analyzing a media text, consider the following questions:

What is real and what is constructed?

How well does it represent reality?

How can the audience participate in this forum?

What functions and features are available?

How does this format differ from other mediums?

What visuals are included and how are they presented?

When was the page last updated? How often is it updated?

How is the site organized?

CREEDS: The media contain belief and value messages.
Producers of media texts have their own beliefs, values, opinions and biases. These can influence what gets told and how it is told. Producers must choose what will and will not be included in media texts, so there are no neutral or value-free media messages. As these messages often are viewed by great numbers of viewers, they can have great social and political influence. When analyzing a media text, consider the following questions:

What is considered important news?

What lifestyles, values, and points of view are represented?

What emotional response is evoked when reading/viewing the 'stories'?

Who or what is omitted?

What beliefs or biases are revealed by the author?

What opinions are revealed in audience comments?

Are any stereotypes reinforced on this site?

What moral judgements have been made?

Was anyone unfairly exploited or unfairly manipulated?

What could be the possible fallout, consequences, or implications of this gossip?

COMMERCIAL IMPLICATIONS: The media have special interests (commercial, ideological, political).
Most media are created for profit. Advertising is generally the biggest source of revenue. Commercials are the most obvious means of generating revenue, although advertising messages take many forms, including product placement, sponsorships, prizes, pop-up ads, and surveys on the Internet. Some media are created for specific ideological or political purposes. When analyzing a media text, consider:

What products are being promoted?

Who is the target market or intended audience? How does that affect the construction of the site?

What kind of lifestyle is being promoted?

Who created and who controls this site? How might that affect the material being presented?

Is there profit to be made through this gossip site? How?

What institutions are associated with this site?

Where does the information come from? Who are these 'sources'?

Where was this site created?

What links are available?

Is there any social or political implication revealed through this gossip?

Who benefits if the message is accepted? Who may be disadvantaged?

CODES and CONVENTIONS: Each medium has its own language, style, form, techniques, conventions, and aesthetics.
Each medium creates meaning differently, using certain vocabulary, techniques and styles. In a movie or TV show, when the picture dissolves, it indicates a passage of time. Hot links and navigation buttons indicate that you can find what is needed on a Web site. A novelist must use certain words to create the setting and characters, while other media use images, text and sound. Over time, we understand what each technique means. We become fluent in the "languages" of different media and can appreciate their aesthetic qualities. When analyzing a media text, consider:

What effect is achieved by the aesthetics or layout?

What words, lingo, abbreviations, slang are used in the text? Do you see a trend?

Use your knowledge of internet terminology to describe the site i.e. banner, hypertext, blog

Did the webmaster, author, photographer, or videographer use any familiar and predictable forms or techniques to communicate an idea or a certain impression?

What symbols or codes are used to transmit a mood, feeling, or idea?

What special language is used to enhance or transmit a message or idea?

What techniques were used to capture the audience's attention (i.e. captions, colours, words)?

Are there any colours, logos, images, or text effects (fonts) that suggest or imply a deeper meaning, feeling, or opinion?

Is there any terminology or any abbreviations that represent or signify something that is not overtly/explicitly stated?

Are there any trends in the images or words being used?

Are universal symbols used to reach a wider audience? How are these symbols interpreted by different groups or demographics?

AUDIENCE CONSIDERATIONS: Each person interprets messages differently.
People who visit the same Web site often do not have the same experience, or come away with the same impression. Each person can interpret a message differently based on age, culture, life, experiences, values and beliefs. When analyzing a media text, consider:

What meaning did I get from the text?

How might other people understand it differently? Why?

How do the messages differ from my own beliefs?

How does it influence me?

Can I relate this media text to a personal experience?

(Key concepts adapted from the Association for Media Literacy, www.aml.ca)

Vocabulary Development – Gossip Terminology

Term	Definition
Bias	A news story that is influenced by the attitudes and background of its interviewers, writers, photographers and/or editors, resulting in the unfair, slanted representation of a given subject.
Buzz	A form of marketing and viral advertising, to create excitement and discussion via word-of-mouth or other communication technologies.
Exaggeration	The act of magnifying an event beyond the limits of truth; to overstate or represent disproportionately
Exploitation	The act of utilizing something in an unjust, cruel or selfish manner for one's own advantage.
Fabrication	A deliberately false or improbable account, made with the intention to deceive
Gossip	Idle talk or rumor, especially about the personal or private affairs of others. A person who habitually spreads intimate or private rumors or facts.
Hearsay	Unverified, unofficial information gained or acquired from another and not part of one's direct knowledge
Nicknames	A short, clever, cute, derogatory, or otherwise substitute name for a person, i.e., Maniston (a combination of man and Jennifer Aniston)
Paparazzi	A freelance photographer, especially one who takes candid pictures of celebrities for publication
Portmanteau	A new word formed by joining two others and combining their meanings (the sometimes offensive, contemporary creation of slang) i.e. Fagulous, Fugly, glamoxurious
Public Relations	The actions of a corporation, store, individual etc. in promoting goodwill between itself and the public, the community, employees and customers.
Representation	A description or statement, as of things true or alleged
Rumor	A story or statement in general circulation without confirmation or certainty as to facts.
Sanitization	To make more acceptable by removing unpleasant or offensive features or facts.
Satire	A literary composition, in verse or prose, in which human folly and vice are held up to scorn, derision, or ridicule.
Sensationalism	Subject matter producing or designed to produce startling or thrilling impressions or to excite and please vulgar tastes.
Source	A person who provides information. The origin of obtained facts or statements.
Slur	To talk about something or someone disparagingly or insultingly.
Speculation	A message expressing an opinion, based on incomplete evidence.
Spin	A heavily biased portrayal, in one's own favor, of an event or situation.
Voyeur	Someone who receives enjoyment from witnessing other people's sexual activities, suffering or misfortune.

Reflection Strategy

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3 – 2 – 1 Plus 1

People with extraordinary minds talk about ideas.
People with average minds talk about events.
People with simple minds talk about other people.
- Anonymous

List **3** ways gossip can be spread.

List **2** consequences of gossiping.

List **1** way celebrity gossip differs from teen gossip.

Plus List **1** way gossip in the media influences your actions or the behaviours of others.

Media Literacy: *Social Media*

Lesson Five

Connecting for a Cause
Examining Hate, Propaganda, and Recruitment on the Web

Curriculum Expectations

MEDIA TEXTS
Deconstruction: Symbolic and Technical Codes
- *Identify and explain how the symbolic and technical codes used in a media work create meaning (e.g., explain why the symbol of a rose appears in the logo of a company that sells skin products; explain soft lighting is used in a scene of a man and a woman kissing; explain why a close-up of a clenched fist is used to convey anger; explain the use of thought bubbles in a comic strip; identify the colours of characters' clothing that are used to indicate heroic or villainous intent; explain how background music is used to indicate danger in an action-adventure movie; explain how sampling from pop songs is used by a rap musician to create meaning).*

Deconstruction: Language
- *Analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view (e.g., analyse the language used in a sports broadcast and explain its purpose and effect; identify the use of euphemisms to promote a particular point of view in a press conference; identify the use of language in campaign material for a politician and explain its effect; explain why comedians use exaggeration in their routines; explain how the warnings on DVDs about copyright infringement use a particular type of language and tone to convey a message).*

Media Representations: People and Issues
- *Compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences (e.g., compare the coverage of current events in mainstream media with that in alternative periodicals, websites, or video documentaries; analyze how the ownership and funding of a variety of media may influence their presentation of issues; compare how television shows, news stories and/or ads depict the elderly and suggest why).*

Reflecting on Skills and Strategies: Reflecting on Representation
- *Reflect on the strategies used to evaluate media representations (e.g., reflect on why dialogue is important in examining a variety of perspectives on media representations; develop a list of key questions for analysing media representations; reflect on how you evaluate a film by using comparison; reflect on how you develop criteria to determine if it's worth your while to keep watching a television series; reflect on the letter you write to a newspaper criticizing or praising its coverage of amateur sports).*

MEDIA AUDIENCES
Using Media: Purpose
- *Explain why people use media and communication technologies (e.g., explain why you choose certain media texts to decorate your locker; explain why students might choose a particular Internet search engine for conducting research; conduct a survey to*

determine trends in media use by particular audience groups; explain why biographers use audio recorders when conducting interviews).

Interpreting Media Texts: Multiple perspectives
  - *Compare their own and others' responses to a variety of media texts and explain how the characteristics of audiences influence the ways in which they negotiate meaning (e.g., compare and contrast your response to a music video to your parents' response; compare and contrast male and female audience reactions to various magazines; compare and contrast how the age and experience of viewers affects their use and enjoyment of a blog; explain why you have a different reaction to newspapers than your teachers).*

MEDIA PRODUCTION

Creating Media Works: Language and Tone
  - *Select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes (e.g., record a mock colour commentary of a school sports event; compare and contrast language use in a mainstream national newspaper with an alternative newspaper).*

Creating Media Works: Production techniques
  - *Use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience (e.g., create a website or print advertisement about drug abuse aimed at a teen audience; create a collage for children that presents a message about healthy eating habits).*

Introduction/Overview

The popular MySpace and Facebook are networking sites. These sites are social utilities that focus on the personal connections among their members. Through these sites, online friends can share information, post pictures and comments, instant message, and read each other's profiles. The enormity of these online communities provides users with the ability to connect with many people, so why not use this type of forum to affect social change? According to coolhunting.com, "Their (social networking sites) potential as powerful tools for the greater good – beyond finding out where the party's at – has been largely untapped". There now are several sites that *are* dedicated to youth connecting with other concerned youth on a wide variety of social issues or topics. *Think MTV.com* is a community where "you, your friends, and your favourite celebrities can get informed, get heard and take action on the issues that matter to you most." *TakingITGlobal.org* is an online community "that connects youth to find inspiration, access information, get involved and take action in their local and global communities."   In this lesson, students will have the opportunity to articulate their own attitudes towards social networking sites in a response journal.

Teaching/Learning Strategies

  - Explain to students that although the worldwide web is a wonderful tool, it must be used responsibly. Its purpose is to entertain, share, educate, and communicate ideas and information. It also has the possibility to affect social change.

- Tell students that there are many types of social sites used for personal networking, but there is also a new trend in social networking sites that are encouraging teens to get active in a social cause. Prepare students for the lesson by telling them they will be examining two social networking sites that promote youth involvement in social issues. The first is *TakingITGlobal.com*, an international non-profit organization headquartered in Toronto, Ontario, Canada that connects youth around the world with the tagline "inspire, inform, involve". The second is *Think MTV.com*, where young people, through this site, have "the opportunity to make [their] life, [their] community and [their] world better.

- *E.P.I.C. Response Journal*

  Explain to students that they now will be looking at a web site and they will be responding to the site in four parts, using an E.P.I.C. response. Distribute to each student the handout E.P.I.C. Response Journal (5.2 H). Place the students in pairs. One student will evaluate the *Think MTV* site, and the other will evaluate the *TakingITGlobal* site. Tell students to observe and reflect on the images, words, and features of the website, using their emotions and experiences, knowledge of language, and interpretive skills.

  Have students visit their assigned sites themselves, and surf through the pages, watch tutorials, explore the issues, etc. Instruct students not to talk to one another, because their responses should be based on their own interpretations.

  Students also may use the list of important terminology words found on the handout Definitions (5.1 H) to enhance their vocabulary, to communicate better, and to articulate clearly their thinking and evaluation of the site.

  Tell students that initially they will have 2 minutes to view the website, and then they are to write their Evocative response (1 paragraph). See the sentence starters and definition for Evocative on the handout (5.2 H).

  After they have written the first paragraph, have students explore the site again. This time, after the 2 minutes, they will be writing a Personal response (1 paragraph).

  They then will continue to write an Interpretive response, and finally a Critical response.

  Students then will exchange with their partner their responses, and read his/her response. Have students share any similarities, discrepancies, insights, experiences, and other critical thinking that was divulged in the shared E.P.I.C responses.

  Students will submit their E.P.I.C responses and will be evaluated using the E.P.I.C Response Journal Rubric (5.1 REF).

  Tell students an MTV poll in 2007 found that 70% of their young viewers said it is "important to get involved with social issues", but they also found that only 19% of those who said it was important considered themselves 'very involved'. To summarize the activity, tell students to think of at least one issue or campaign that is important to them. Example

issues are discrimination, environment, politics, substance abuse, faith and spirituality, health and self, education, human rights, relationships and sex, war and peace, crime and violence, and poverty and disease.

Activism

Tell students that they now will become active in their school by promoting tolerance and acceptance to stop the spread of hate. Cut out and distribute one quote from the handout Quotations (5.3 H) to each student. Have each student stand up and read the quote aloud.

Tell students these quotes are to be used in a poster that students will create to promote equality, humanity, and to stop hatred. Distribute the Tolerance Poster handout (5.4 H) to help guide students through the assignment.
In their creation of the poster, students are required to focus on the message being conveyed, the target audience for their poster, and the most effective way of conveying their message through the poster's design and layout.

Next Day: Gallery Walk

Students will participate in a Gallery Walk, where students, in partners, will rotate around the classroom and evaluate the tolerance posters that have been created by their peers. Have students post their posters around the class, and give each student an envelope to adhere to the wall next to his/her poster. Have students pair up, and give each pair six Gallery Walk Peer Evaluation Forms (5.5 H). Go over the criteria for each poster by reading the Evaluation Forms. Instruct each pair to evaluate justly the effectiveness of six Tolerance Posters and place each Evaluation Form into the corresponding envelope. Once the Gallery Walk is complete, each student will have an opportunity to read the evaluations of his/her poster.

These posters then will be posted in classrooms and throughout the school during the International Day for the Elimination of Racial Discrimination (March 21st,2007) http://www.pch.gc.ca/march-21-mars/discussion/index_e.cfm or during Black History Month.

Assessment Opportunities

E.P.I.C. Response Journal Rubric (5.1 REF)
Gallery Walk Peer Evaluation Form (5.5 H)

Implications for Future Lessons/Homework

Practise using the E.P.I.C. Response Journal by examining other websites or other mediums that help bring about public awareness of social concerns and issues.

Media Literacy: *Social Media*

Consider looking at the following sites:

Amnesty International Canada
http://www.amnesty.ca/youth
There are over 400 groups and 150 individual members of the Youth & Student Program across Canada. There is no better way to become involved in human rights and global issues.

Street Cents
http://www.cbc.ca/streetcents/guide/about_the_show.html
Street Cents is a 100% Canadian show. Although they are based mainly out of Halifax, Nova Scotia, they have people working for them all over the country so that all voices and issues can be heard and represented.

Young People's Press
http://www.ypp.net
One of the biggest youth media outlets is Young People's Press (YPP). Located in Toronto, YPP contributors include young people from all over the country. YPP journalists research and write their own stories, which are edited by experienced journalists and editors. These stories are posted on the YPP Web site and sent to most daily and weekly newspapers in Canada. YPP offers young writers tips on journalistic writing, including a crash course in news writing.

Wire Tap
http://www.wiretapmag.org
This independent e-zine, based in San Francisco, features "investigative news articles, essays, artwork and activism resources that challenge stereotypes, inspire creativity, foster dialogue, and give young people a voice in the media." The Web site includes message boards and youth media links.

Listen Up!
http://www.listenup.org
This PBS (Public Broadcasting System) project offers tools and resources to help young people learn how to research, write, produce and distribute their own media.

Cross Curricular Connections

Canadian History in the Twentieth Century, Grade 10, Academic
Communities: Local, National, and Global – External Forces Shaping Canada's Policies
- analyse Canada's response to the Holocaust and the subsequent policy development dealing with hate crimes and Nazi war criminals in Canada

Leadership and Peer Support, Grade 11, Open
Interpersonal Knowledge and Skills – Interpersonal Relations
- define and explain concepts (e.g., bias, stereotyping, prejudice) and contemporary social problems (e.g., substance abuse, poverty, violence) that denote barriers to individual success, and identify strategies to address these barriers

Challenge and Change in Society, Grade 12, University/College Preparation
Social Challenges – Prejudice and Discrimination
- analyse patterns of hate crimes and differentiate ways in which social scientists (e.g., John Ogbu, Gordon Allport, George Dei, Beverly Tatum, Stuart Hall) would attempt to understand racism

Interdisciplinary Studies
Issues in Human Rights, Grade 12, University Preparation
This course involves the examination of case studies related to modern human rights issues and the exploration of individual and societal rights and responsibilities. Students will use interdisciplinary approaches, resources, and research methods to investigate human rights themes in literature and media, and to examine the development of national and international laws that support or negate human rights. They also will analyse real-life situations and suggest solutions that demonstrate their awareness of the social contexts of those situations.

Examine the process and steps required to creating a Gay-Straight Alliance support group in your school.

Materials and Resources

- Data Projector and Internet connection or access to a computer lab
- Student Handout 5.1 – Definitions
- Student Handout 5.2 – E.P.I.C. Response Journal
- Student Handout 5.3 – Quotations
- Student Handout 5.4 – Tolerance Poster
- Student Handout 5.5 – Gallery Walk Peer Evaluation Form
- REF 5.1 – E.P.I.C. Response Journal Rubric

Important Terminology/Background for Teachers

Definitions (5.1 H)

Links/Resources

The Anti Defamation League - www.adl.org/hate-patrol/1.asp
Britkid http://www.britkid.org racism in the lives of teens
Canadian Federation for Sexual Health (Youth)– http://www.cfsh.ca/ppfc
Canadian Race Relations Foundation – http://www.crr.ca
Fighting Anti-Semitism, Bigotry, and Extremism http://www.adl.org
Gay Straight Alliance Network – http://www.gsanetwork.org
Hate Crime http://www.hatecrime.org
Hate Watch http://hatewatch.org
Media Awareness Network – Online Hate http://www.media-awareness.ca
MTV.Org "Fight for your Rights" – http://www.mtv.com/onair/ffyr/protect/
National Anit-Racism Council of Canada http://action.web.ca/home/narcc/campaigns.shtml

Media Literacy: *Social Media*

Racism Stop It! Canadian Heritage – http://www.pch.gc.ca/march-21-mars/index_e.cfm
Southern Poverty Law Centre - Non-profit legal organization that combats racism
http://www.splcenter.org Tolerance http://www.tolerance.org
Youth Forums Against Racism – http://www.unac.org/yfar/index_e.htm
Youth Safe Schools Committee Manual – The Fourth R http://www.thefourthr.ca

YOUTHNOISE.com
Many teens are passionate about changing the world, but don't know where to start. That's where YOUTHNOISE.COM -- a nonprofit social networking site devoted to global issues and activism -- comes in. Teenagers and young adults can learn about social activism, get involved with a cause, receive world news tailored to them and their interests, or just talk with others about issues they care about. The site is not for little kids, and sometimes not for the faint of heart. Real social issues are tackled with maturity and clarity, from sex education to child labor to terrorism.

Definitions

Activism – an intentional action to bring about social or political change. It can take the form of writing letters, campaigning, boycotts, street marches, rallies, strikes, or lobbying. At times activism has nothing to do with protest or confrontation; organizations, councils, or institutions will collaborate to change the behaviour and opinions of the public.
Advocacy – the act of pleading or arguing in favour of something, such as a cause, idea, or policy; active support.
Agenda – a list, plan, outline, or the like, of things to be done, matters to be acted or voted upon; a temporally organized plan for matters to be attended to; a list of matters to be taken up (as at a meeting).
Anti-Semitism – discrimination, hostility or prejudice directed at Jewish persons as a religious, racial, or ethnic group, which can range in expression from individual hatred to institutionalized, violent persecution.
Animal Rights – advocates argue that animals no longer should be regarded as property, or treated as resources for human purposes, but instead should be regarded as legal persons and members of the moral community.
Bias – a prejudice in a general or specific sense, usually in the sense for having a preference to one particular point of view or ideological perspective. However, one generally is said to be biased only if one's powers of judgment are influenced by the biases one holds, to the extent that one's views could not be taken as being neutral or objective, but instead as subjective.
Charity – or non-profit organization is a legally constituted organization whose primary objective is to support or to engage actively in activities of public or private interest, without any commercial or monetary profit purposes.
Civil rights – the protections and privileges of personal power given to all citizens by law. Civil rights are distinguished from "human rights" or "natural rights." Civil rights are rights that are bestowed by nations on those within their territorial boundaries, while natural or human rights are rights that many scholars claim ought to belong to all people.
Discrimination – action based on prejudice, resulting in unfair treatment of people; treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs, rather than on individual merit.

Ideology – an organized collection of ideas; thought of as a comprehensive vision, as a way of looking at things; the body of doctrine, myth, belief, etc., that guides an individual, social movement, institution, class, or large group; the body of ideas reflecting the social needs and aspirations of an individual, group, class, or culture.
Diversity – the state or fact of being diverse; difference; unlikeness; variety; multiformity; a point of difference.
Environmentalism – a concern for the preservation, restoration, or improvement of the natural environment, such as the conservation of natural resources, prevention of pollution, and certain land use actions.
Equality – the state or quality of being equal; correspondence in quantity, degree, value, rank, or ability; uniform character, as of motion or surface.
Extremism – a term used to describe the actions or ideologies of individuals or groups outside the perceived political center of a society; or otherwise claimed to violate common standards of ethics and reciprocity. It is usually considered by those to whom it is applied to be a pejorative term.
Free Speech – (freedom of speech) the concept of the inherent human right to voice one's opinion publicly without fear of censorship or punishment; the right of people to express their opinions publicly without governmental interference, subject to the laws against libel, incitement to violence or rebellion.
Freedom – the state of being free or at liberty rather than in confinement or under physical restraint; the ability to act consciously, in a well-balanced manner and with self control in a given constructive direction; the right or the capacity of self-determination as an expression of the individual will.
Globalization – the increasing interconnection of people and places as a result of advances in transport, communication, and information technologies that cause political, economic, and cultural convergence.
Homophobia – the unreasoning fear of, aversion to, or discrimination against homosexuality or homosexuals; also can mean hatred, hostility, or disapproval of homosexual people, sexual behavior, or cultures, and is generally used to insinuate bigotry.
Humanity – all human beings collectively; the human race; humankind; the quality or condition of being human; human nature; the quality of being humane; kindness; benevolence.

Label – a short word or phrase descriptive of a person, group, intellectual movement, etc.; a word or phrase indicating that what follows belongs in a particular category or classification.

Minority – a sociological group that does not constitute a politically dominant plurality of the total population of a given society; may include any group that is disadvantaged with respect to a dominant group in terms of social status, education, employment, wealth and political power.

Multicultural – of, pertaining to, or representing several different cultures or cultural elements; often used to describe the cultural and ethnic diversity of a nation and recognize that this rich diversity is a positive force in furthering society's nationhood or cultural identity.

Nationalism – a political ideology that holds that a nation is the fundamental unit for human social life, and takes precedence over any other social and political principles; devotion and loyalty to one's own nation; patriotism.

Norm – a standard, model, or pattern; general level or average; (normative) affirm how things should or ought to be, how to value them, which things are good or bad, which actions are right or wrong.

Oppressive – burdensome, unjustly harsh, or tyrannical: an oppressive king; oppressive laws; causing discomfort by being excessive, intense, elaborate, etc.: oppressive heat; distressing or grievous.

Peace – a state of harmony, the absence of hostility, violence or conflict. The peace movement is a social movement that seeks to achieve ideals such as the ending of a particular war.

Persuasive language – able, fitted, or intended to persuade; something that persuades; tending or intended or having the power to induce action or belief.

Prejudice – the process of "pre-judging" a particular thing for the way it acts, looks, or even a group it is involved in; implies coming to a judgment on a subject before learning where the preponderance of evidence actually lies, or forming a judgment without direct experience; refers to existing biases toward the members of such groups, often based on social stereotypes.

Petition – a request made for something desired, often bearing the names of a number of those making the request, that is addressed to a person or group of persons in authority or power, soliciting some favour, right, mercy, or other benefit.

Propaganda – type of message aimed at influencing the opinions or behavior of people; can be deliberately misleading, using logical fallacies, which, while sometimes convincing, are not necessarily valid.
Protest – (noun) an expression or declaration of objection, disapproval or dissent, often in opposition to something a person is powerless to prevent or avoid.
Racism – a belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to rule others; hatred or intolerance of another race or other races.
Sexism – attitudes or behavior based on traditional stereotypes of sexual roles; discrimination or devaluation based on a person's sex, as in restricted job opportunities; esp., such discrimination directed against women.
Slanted words – to present so as to conform to a particular bias or appeal to a certain audience.
Soapbox – a raised platform on which one stands to make an impromptu speech, often about a political or social subject. It is also used to express concerns or to release frustration. A modern form of the soapbox is a blog, a website on which a user publishes thoughts to whomever reads the page.
Social Movement – a type of group action. They are large informal groupings of individuals and/or organizations focused on specific political or social issues, in other words, on carrying out, resisting or undoing something in society.
Stereotypes – ideas held about members of particular groups, based solely on membership in that group; they often are considered to be negative or prejudicial, and may be used to justify certain discriminatory behaviors.
Target – an object of abuse, scorn, derision; a person who is the aim of an attack (especially a victim of ridicule or exploitation) by some hostile person or influence.
Tolerance – attitudes and practices that prohibit discrimination against those whose practices or group memberships may be disapproved of by those in the majority; a fair, objective, and permissive attitude toward opinions and practices that differ from one's own.

E.P.I.C. Response Journal

Evocative: What is your first response to the website? What emotions did it elicit in you, the audience? What questions do you have? Evaluate the ease of use and navigation of the site.

Personal: How did you personally connect to this site? Do you have any questions? Does this remind you of a personal experience? What interests you? Using your previous knowledge, what do you already know about the topic?

Interpretive: Investigate the purpose(s) or intentions of this website. What is the message of this website? What is the apparent origin? Who is/are the author(s), creator(s), supporter(s)? What are the implications? Is there a tagline or slogan and is it effective in relaying the site's message?

Critical: What type of symbols, strategies, features or techniques were used, and to what effect? What language, tone, or style is used, and to what effect? List any terms or key words used that are unfamiliar and define them.

Quotations

I can't understand, what makes a man hate another man. People are people.
-Depeche Mode

Every man, my brother. Every woman, my sister. Every old man, my grandfather. Every old woman, my grandmother. Every crying child, my child. Every wounded soul, my soul.
-Frank MacEowen

Every child smiles in the same language.
-Anonymous

We cannot change what happened anymore. The only thing we can do is to learn from the past and to realize what discrimination and persecution of innocent people means. I believe that it's everyone's responsibility to fight prejudice.
-Otto Frank (father of Anne Frank)

You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty. Where there is love there is life.
-Mahatma Gandhi

If I am not for myself, who will be for me? If I am not for others, what am I? And if not now, when?
-Rabbi Hillel

If all this suffering does not help us to broaden our horizon, to attain a greater humanity by shedding all trifling and irrelevant issues, then it will all have been for nothing.
-Etty Hillesum

Intolerance: a veil worn to disguise fear and ignorance.
-Binda Fraser, Ontario Canada

If we have no peace, it is because we have forgotten we belong to each other.
-Mother Teresa

Racism is a learned affliction, and anything that is learned can be unlearned.
-Jane Elliott

Student Handout 5.3

The mind of the bigot is like the pupil of the eye; the more light you pour upon it, the more it will contract.
-Oliver Wendell Holmes

I let no man drag me down so low as to make me hate him.
-Booker T. Washington

You must be the change you wish to see in the world.
-Mahatma Gandhi

Hate is like a cancer. It doesn't matter if you have a little cancer or a lot of cancer – it's still cancer!
-Unknown

I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.
-Elie Wiesel

As long as you keep a person down, some part of you has to be down there to hold him down, so it means you cannot soar as you otherwise might.
-Marian Anderson (1897 – 1993), singer

We will remember not the words of our enemies, but the silence of our friends.
-Rev. Martin Luther King Jr.

The less secure a man is, the more likely he is to have extreme prejudice.
-Clint Eastwood

We hate some persons because we do not know them; and will not know them because we hate them.
-Charles Caleb Colton

Collective fear stimulates herd instinct, and tends to produce ferocity toward those who are not regarded as members of the herd.
-Bertrand Russell

The highest result of education is tolerance.
-Helen Keller

Never look down on anybody unless you're helping him up.
-Jesse Jackson

Prejudice is the child of ignorance.
-William Hazlitt

We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.
-Jimmy Carter

Hate is too great a burden to bear. It injures the hater more than it injures the hated.
-Coretta Scott King

In time we hate that which we often fear.
-William Shakespeare

Judgements prevent us from seeing the good that lies beyond appearances.
-Dr. Wayne W. Dyer

To live anywhere in the world today and be against equality because of race or colour is like living in Alaska and being against snow.
-William Faulkner

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.
-Martin Luther King Jr.

Know that although in the eternal scheme of things you are small, you are also unique and irreplaceable, as are all your fellow humans everywhere in the world.
-Margaret Laurence

Media Literacy: *Social Media*

If each man or woman could understand that every other human life is as full of sorrows, or joys, or base temptations, of heartaches and of remorse as his own…how much kinder, how much gentler he would be.
-William Allen White

The sole meaning of life is to serve humanity.
-Leo Nikolaevich Tolstoy

We are all alike on the inside.
-Mark Twain

Tolerance Poster

☐ Design a poster for an 8.5 x 11 sheet of paper.

☐ You may use your own artistic abilities or publishing software to create your original, creative, and effective poster.

☐ The theme of your poster will be based on the quote you have received about tolerance.

☐ Make a connection between the text (quote) and the graphics (photo or image).

☐ Make sure the font is simple and easy to read.

☐ Minimize the amount of white space and choose colours that are striking.

☐ Keep your poster simple and uncluttered.

☐ The purpose of the poster should be to promote a tolerant attitude.

☐ Make the poster attention-getting.

☐ Research and then include possible facts and resources for teens on your poster (i.e. websites, services, important dates).

Gallery Walk Peer Evaluation Form

Names of Evaluators: _____

Evaluate the Tolerance Poster using the scale below:
4	Excellent
3	Good
2	Satisfactory
1	Needs Improvement

Quotation: Font is clear and the quotation is easy to read.

Circle   one   1   2   3   4

Attractiveness: The poster is attractive and organized. Colour is appealing.

Circle   one   1   2   3   4

Design: Graphics are relevant to the quotation and message of tolerance.

Circle   one   1   2   3   4

Content: Resources, tips, facts, and details are identified easily.

Circle   one   1   2   3   4

Gallery Walk Peer Evaluation Form

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Design: Graphics are relevant to the quotation and message of tolerance.

Circle   one   1   2   3   4

Content: Resources, tips, facts, and details are identified easily.

Circle   one   1   2   3   4

E.P.I.C. Response Journal Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge *Understanding and Interpretation of media messages*	Demonstrates a limited ability to analyse representations of current social, political, and cultural issues and events and explain how they might influence the behaviours and attitudes of the audience.	Demonstrates some ability to analyse representations of current social, political, and cultural issues and events and explain how they might influence the behaviours and attitudes of the audience.	Demonstrates considerable ability to analyse representations of current social, political, and cultural issues and events and explain how they might influence the behaviours and attitudes of the audience.	Demonstrates an insightful and thorough ability to analyse representations of current social, political, and cultural issues and events and explain how they might influence the behaviours and attitudes of the audience.
Inquiry/Thinking *Critical thinking skills, analysis, and forming conclusions.*	Demonstrates limited critical thinking about the construction of the site including the purpose, audience, creator, conventions, navigation tools and key features.	Demonstrates moderate critical thinking about the construction of the site including the purpose, audience, creator, conventions, navigation tools and key features.	Demonstrates considerable critical thinking about the construction of the site including the purpose, audience, creator, conventions, navigation tools and key features.	Demonstrates sophisticated critical thinking about the construction of the site including the purpose, audience, creator, conventions, sponsors, navigation tools and key features.
Communication *Terminology and language conventions.*	Demonstrates and communicates with limited clarity. Demonstrates limited understanding of the website's use of language including style, techniques, tone, and point of view.	Demonstrates and communicates with moderate effectiveness. Demonstrates some understanding of the website's use of language including style, techniques, tone, and point of view.	Demonstrates and communicates with considerable clarity. Demonstrates considerable understanding of the website's use of language including style, techniques, tone, and point of view.	Demonstrates and communicates with a high degree of clarity. Demonstrates thorough and insightful understanding of the website's use of language including style, techniques, tone, and point of view.
Application *Examining responses and connections.*	Demonstrates limited ability to express and connect personal ideas, experiences, and knowledge to the topic.	Demonstrates moderate ability to express and connect personal ideas, feelings, experiences, and knowledge to the topic.	Demonstrates considerable ability to express and connect personal ideas, feelings, experiences, and knowledge to the topic.	Demonstrates extensive ability to express and connect personal ideas, experiences, and knowledge to the topic.

Name: _____

Class: _____

Anecdotal Remarks:

Lesson Six

Safe Surfing Symposium
Examining Dangerous Websites, Online Recruitment and Unhealthy Online Activities

Curriculum Expectations

MEDIA TEXTS
Deconstruction: Conventions
- *Identify and explain how media conventions and techniques influence the creation and interpretation of media works (e.g., describe the introductory music typically used to set the tone for a special news broadcast; identify the key ingredients that are part of every reality television show—the underdog character, a challenge, the reward; explain the formulaic resolution of a typical family sitcom; identify the increasing degree of difficulty at various stages of a video game).*

Deconstruction: New Technology
- *Explain how new and converging technologies influence the delivery of content (e.g., explain how the use of MP3 players has forced record companies to change distribution methods; explore the impact more channel choice has on mainstream television programming; examine the proliferation of amateur video available through the Internet; explain how digital photography affects the way we transmit and receive images).*

Reflecting on Skills and Strategies: Checklist of Strategies
- *Compile a checklist of media codes, techniques and conventions to be considered when deconstructing a media text (e.g., chart the types of camera shots that have been utilized in a television commercial; list the design elements used on a web page; catalogue the key elements and features of a particular film genre; compile a personal glossary of Media Studies terms; create a handbook of lettering styles that are used in greeting cards for different types of occasions).*

MEDIA AUDIENCES
Using Media: Purpose
- *Explain why people use media and communication technologies (e.g., explain why you choose certain media texts to decorate your locker; explain why students might choose a particular Internet search engine for conducting research; conduct a survey to determine trends in media use by particular audience groups; explain why biographers use audio recorders when conducting interviews).*

Using Media: Methods
- *Explain how people use media and communication technologies for work life and in their personal life (e.g., analyse the use of cell phones and text messaging for organizing political or social action; examine how technology enables multi-tasking; examine how electronic communication technologies have extended the boundaries of work; explain how people are informed about emergency situations such as severe weather conditions or missing children).*

MEDIA PRODUCTION
Creating Media Works: Production techniques
- *Use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience (e.g., create a website or print advertisement about drug abuse aimed at a teen audience; create a collage for children that presents a message about healthy eating habits).*

Applying Knowledge of Conventions: Regulations
- *Explain how government regulations and industry codes can affect the way in which media businesses operate (e.g., examine the role of the CRTC regulation in promoting Canadian content on television and radio; compare the effects on media businesses of the regulations governing media ownership in Canada and in the United States; analyse various advertisements in relation to the Canadian Code of Advertising Standards).*

Metacognition: Analysis
- *Reflect on the strategies employed to research and analyse the issues related to media production (e.g., in a media journal, explain why a key word search was critical to the success of a research task; in a media journal, record a successful mind-map activity used to understand the ownership structure of a media conglomerate; explain how a field trip to the set of a news broadcast helps students to understand how news is constructed; explain how interviewing store managers and clients contributes to a student design of a store display or window).*

Introduction/Overview

Many teenagers are exploring the Internet for communication, information, and entertainment. Interacting and sharing in the virtual and online community can offer teens the opportunity to meet people, test limits, and experiment. Inadvertently, teens can stumble upon offensive, explicit, harmful content and even engage in unsafe online practices. Although teenagers seem savvy in their technological abilities, without critical thinking skills or experience, they might be vulnerable to such dangers as online hate, invasions of privacy, and addictive gaming and gambling. The following lesson will guide students in the collaborative exploration of cyber dangers, and as a result will identify safe online practices.

Teaching/Learning Strategies

- This lesson will require two 75-minute periods to present and 3-4 Work / Research periods.

- *Introduction*

  Students thus far have participated in several lessons based on the sharing of information and communicating by means of Internet and mobile technologies.   Students now will participate in a "Safe Surfing" Symposium. See Safe Surfing Symposium – Instructions (6.1 H) for students. Explain that a symposium is a conference that includes seminars, workshops, or presentations that all relate to a theme. The theme for this symposium is "Safe Surfing."

- *The Safe Surfing Symposium*

   Purpose: The goal of the symposium will be to share information, resources, and critical thinking skills and tools to help their peers comfortably and safely navigate and participate on the web. Students should offer some positive examples of sites, software, and search engines to help create an enjoyable online experience for their peers. Students will be tested on material after the symposium in the form of a student-created Teams Games Tournament (See Lesson 7: Safe Surfing Review).

   Research: Students will be placed into groups of six and, collectively, will decide on a topic for their presentation. Each member of the group will be assigned a role (see below). Explain to students that although they will be assigned a role, it is necessary for each member to share information/research with the rest of the group, to build upon. Allow for 3-4 days of research and preparation. Computer access will be necessary. Consider also providing a link to the designated sites on your school/course web site (See Links/Resources below).

   Students will choose a topic from the following list:

   - Protection of Identity: Theft and Privacy
   - Dealing with Internet Addiction
   - The Realities of Online Gambling
   - Recognizing Strangers and Online Stalking
   - Addressing Violence in Internet Gaming
   - Controlling Viruses, Pop-Ups, Spyware, and Spam
   - Recognizing Web Cam Dangers

   Students will be provided with a chart – Resources and Links for Safe Surfing Symposium Research (6.3 H). Research should be limited to these sites unless otherwise directed by the teacher.

   When researching, prompt students to record the necessary information to be included in a Works Cited list, to be included on the handout (See "Application"). To learn how to cite appropriately, students can visit…

   http://www.interaction-design.org/citation-maker   *or*
   http://www.studentabc.com/citation_machine

- **Assigning Roles and Responsibilities:** Divide students into groups of six. Assign each member of the group a number from 1-6. Provide each student with a copy of the Safe Surfing Symposium – Roles and Responsibilities sheet (6.2 H).

Read aloud the roles and responsibilities. These roles are based on Bloom's Taxonomy, which relates to the classification and complexity of thinking required to fully understand their topic.

- **For Further Analysis:** These roles and responsibilities also provide a way of analysing how their assigned site operates, how it can be used by visitors, as well as how it presents information and conveys meaning.

Person number one will be responsible for Knowledge. 'Knowledge' will be creating an organizer to list all the important facts and terminology associated with their topic.

Person number two will be responsible for Comprehension. 'Comprehension' will be writing a scenario as an example of the issue/activity.

Person number three will be responsible for Application. 'Application' will create a handout for teens, based on the dangers and solutions associated with their topic.

Person number four will be responsible for Analysis. 'Analysis' will create a questionnaire to examine the issue in his/her own school.

Person number five will be responsible for Synthesis. 'Synthesis' will be responsible for designing and organizing the presentation.

Person number six will be responsible for Evaluating. 'Evaluation' will use an Evaluation form to assess the group's presentation, and will make recommendations for the school.

All elements of Bloom's Taxonomy must be incorporated into their presentations.   See the *Produce* section of the handout (6.2). Each member of the group should present the section completed (i.e. "Knowledge" will present his/her chart; "Comprehension" will present the hypothetical situation/scenario).

Activism

Create a schedule of presentation times and topics , as outlined on the Safe Surfing Symposium: Agenda (6.1 REF). Presentations should take no longer than 20 minutes each. The teacher may need to block off two classes for presentations. Instruct the audience/students to make notes during other presentations, ask questions and participate when required. Inform students that they will be quizzed on material in the form of a Teams Games Tournament at the end of the unit. Once each presentation is complete, each group will evaluate its own delivery, using the Group Evaluation Form (6.4 H). Groups also will be evaluated by the teacher, using the Bloom's Taxonomy Rubric (6.2 REF).

Assessment Opportunities

Bloom's Taxonomy Rubric (6.2 REF)
Group Evaluation Form (6.4 H)

Implications for Future Lessons/Homework

Recommendations should be forwarded to school administration or the appropriate committees (i.e. Youth Safe Schools) for consideration.

Cross Curricular Connections

Mathematics of Data Management, Grade 12, University Preparation, Combined
Unit 1: Posing Questions with Data – Course Profile
- Students learn to find, retrieve, and organize credible data. They learn to pose significant questions through the use of journals and critique the work of others.
- Using Fathom, students locate and retrieve large data sets from a variety of Internet sites.

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open
Exploration of Opportunities- Learning Through the Community
- use appropriate communication skills to gather information and request assistance from peers, teachers, and/or school and community programs.
- identify school and community resources available to support learning, and explain how they can be accessed

Introduction to Information Technology in Business, Grade 9 or 10 Open
Ethics and Issues in Information and Communication Technology – Legal, Social, and Ethical Issues
-analyse ethical issues related to information and communication technology (e.g., spam, plagiarism, unauthorized downloading, inappropriate or dangerous sites or usage, power to promote hatred and discriminatory attitudes)

Materials and Resources

- Book Computer Lab Time (3-4 Research Periods)
- Student Handout 6.1 – Safe Surfing Symposium – Instructions
- Student Handout 6.2 – Safe Surfing Symposium – Roles and Responsibilities
- Student Handout 6.3 – Resources and Links for Safe Surfing Symposium Research
- Student Handout 6.4 – Group Evaluation Form
- REF 6.1 – Safe Surfing Symposium: Agenda
- REF 6.2 – Bloom's Taxonomy Rubric

Important Terminology/Background for Teachers

Cookies – a small text file that a website can place on your computer's hard drive to collect information about your activities on the site, or to allow other capabilities on the site.

Cult – in religion and sociology, a cult is a term designating a cohesive group of people devoted to beliefs or practices that the surrounding culture or society considers to be far outside the mainstream, sometimes reaching the point of a taboo.

Cyberstalking – the use of the Internet or other electronic means to stalk someone. This term is used interchangeably with online harassment and online abuse. Cyberstalkers target victims by using online forums, bulletin boards, chat rooms, spyware, and spam.

First-Person Shooter – a genre of video games which is characterized by an on-screen view that simulates the in-game character's point of view and a focus on the use of handheld ranged weapons.

Hacker – someone who uses the Internet to access computers without permission

Internet Addiction – a pattern of Internet use, leading to clinically significant impairment or distress.

Netiquette – the informal rules of Internet courtesy, enforced exclusively by other Internet users.

Online Profiling – compiling information about consumers' preferences and interests by tracking their online movement and actions in order to create targeted ads.

Phishing – a criminal activity where phishers attempt fraudulently to acquire sensitive information, such as usernames, passwords and credit card details, by masquerading as a trustworthy entity in an electronic communication.

Pro-Ana and Pro-Mia – sites that are "in support of" anorexia nervosa (an eating disorder) and/or bulimia. Web sites and Web rings are dedicated to the dissemination of material based on the disorder.

Pro-Suicide – web sites that promote, aid, abet, counsel or incite someone to commit suicide.

Sexual Predator – often used to refer to a person who habitually has 'hunted' one or multiple victims. The term describes a person who is seen as obtaining or trying to obtain sexual contact with another person in a predatory manner.

Spam – unsolicited commercial email, often sent in bulk quantities.

Spimming – mass mailings sent as Instant Messages to users. Often these can feature links to explicit porn sites.

Media Literacy: *Social Media*

Spyware – a software program that may be installed on your computer without your consent to monitor your use, send pop-up ads, redirect your computer to certain websites, or record keystrokes, which could lead to identity theft.

Trojans – programs that, when installed on your computer, enable unauthorized people to access it and sometimes to send spam from it.

Webcam – a real-time camera whose images can be accessed using the World Wide Web, instant messaging or a PC video calling application. Some 'Trojan Horse' programs can allow malicious hackers to activate a computer's camera without the user's knowledge, providing the hacker with a live video feed from the unfortunate user's camera.

Links/Resources

Be Web Aware - Gambling http://www.bewebaware.ca/english/gambling.aspx
Blogsafety - http://www.blogsafety.com
Canada's National Tip Line: Cybertip - http://www.cybertip.ca/en/cybertip
Chat Danger - http://www.chatdanger.com
CNET – http://www.cnet.com/2001-13384_1-0.html?tag=hed
Get Net Wise – http://kids.getnetwise.org
International Centre for Youth Gambling -
http://www.education.mcgill.ca/gambling/en/homepage.htm
Internet Addiction - http://www.bewebaware.ca/english/internetaddiction.aspx
Internet Safety Zone – http://www.internetsafetyzone.com
Media Awareness Network http://www.media-awareness.ca
My Secure Cyberspace – https://www.mysecurecyberspace.com
NetSmartz Online Workshop - http://www.netsmartz.org/
Parents' Guide to Safe Social Networking – http://onguardonline.gov/socialnetworking
Protecting Kids from Pornography and Sexual Predators on the Internet -
http://www.nap.edu/netsafekids
Reporting Identity Fraud – http://www.recol.ca
Safe Kids - http://www.safekids.com
Safe Teen – http://www.safeteens.com
Stay Safe – http://www.staysafe.org/teens/default.html
Stop Spam Spyware and Phishing - http://www.stopspamhere.ca
Web Wise http://www.webwise.ie/Default.aspx?id=homepage_article
Wired Kids - http://www.wiredkids.org

Media Literacy: *Social Media*

Safe Surfing Symposium – Instructions

INTRODUCTION
Many of you are exploring the Internet for communication, information, and entertainment. At times, you are likely to be exposed to dangerous materials. Interacting and sharing in the virtual and online community can offer you the opportunity to meet people, test limits, and experiment. Inadvertently, you can stumble upon offensive, explicit, harmful content and even engage in unsafe online practices. Although you may be savvy in your technological abilities, without critical thinking skills or experience, you are vulnerable to online hate, invasions of privacy, addictive gaming and gambling, illegal activity, strangers, and other damaging information. In this unit "Internet: Safe Sharing with Social Media" you have participated in several lessons based on the sharing of information and communicating by means of internet and mobile technologies. Issues such as bullying, hate, violence, and intolerance were addressed when examining a variety of modes of technological sharing.

THE SAFE SURFING SYMPOSIUM
You have, thus far, only explored a small portion of possible cyber dangers. To address the growing number of other Internet concerns, issues and dangers, you will be participating in a student-created symposium. A symposium is a conference that includes seminars, workshops, or presentations that all relate to a theme. The theme for this symposium is "Safe Surfing".

PURPOSE
The goal of the symposium will be to share information, resources, and critical thinking skills and tools to help your peers comfortably and safely navigate and participate on the web.

RESEARCH
Each group of six collectively will decide on a topic for their presentation. Each member of the group will be assigned a role (see below). Although you will be assigned a role, it is necessary for each member to share information/research with the rest of the group, to build upon. You will have 3-4 days of research and preparation time.

Choose a topic from the following list:

Identity Theft and Privacy

Internet Addiction

Online Gambling

Strangers and Stalking

Violence and Internet Gaming

Viruses, Pop-Ups, Spyware, and Spam

Web Cam Dangers

Web Cults and Social Networking

Research will be limited to the sites provided. See Resources and Links for Safe Surfing Symposium Research (6.3 H).

When researching, record all applicable source information (author, date, link, address), which will be included in your group's handout. Use the following sites to help you appropriately cite your research/work:

> http://www.interaction-design.org/citation-maker   *or*
> http://www.studentabc.com/citation_machine

PRESENTATION

All elements of Bloom's Taxonomy, which are outlined on the handout Safe Surfing Symposium: Roles and Responsibilities (6.2 H), must be incorporated into your presentation. Presentations should take no longer than 20 minutes. Once the presentation is complete, groups will evaluate their delivery, using the Group Evaluation Form (6.4 H). Groups also will be evaluated by the teacher, using the Bloom's Taxonomy Rubric (6.2 REF).

NOTE:

You will be tested on material after the symposium in the form of a student-created Teams Games Tournament.

Safe Surfing Symposium: Roles and Responsibilities
(Bloom's Taxonomy)

KNOWLEDGE
Questions to Answer:
- List the technology and terms associated with your topic.
- What are the facts surrounding this issue?

Produce:
- Create a chart to organize and identify the facts, technology, and terminology associated with your topic.

COMPREHENSION
Question to Answer:
- Predict and describe the dangers associated with your topic and this type of online activity.

Produce:
- Write a hypothetical situation/scenario related to your topic that outlines the problems, challenges or dangers an online user might encounter.

APPLICATION
Question to Answer:
- If you were to inform and instruct teens on the dangers of online activities what strategies, solutions or resources or positive examples could you offer?

Produce:
- From the information you've been given, summarize the findings and create a handout for your teen audience that also identifies: a) strategies and tactics to prevent unhealthy online behaviour(s); b) healthy methods of coping with or reporting the problem; and c) provide teens with resources – Works Cited page.

ANALYSIS
Question to Answer:
- How are teens at your school affected by this form of online activity?

Produce:
- Design and administer a questionnaire to gather information and statistics about this issue/problem/activity in your school.

SYNTHESIS
Questions to Answer:
- What information have we gathered as a group, and how can we relay this to a teenage audience at our class symposium?

Produce:
- Design a presentation, play, or workshop to be delivered at a Safe Surfing Symposium.

EVALUATION
Question to Answer:
- Judge the quality of information, resources and strategies presented and the effectiveness of educating your audience on your topic.

Produce:
- Complete an evaluation form of your symposium performance and discuss the changes your school could make to further assist students.

Media Literacy: *Social Media*

Resources and Links for Safe Surfing Symposium Research	Identity Theft and Privacy	Internet Addiction	Online Gambling	Strangers and Stalking	Internet Gaming and Violence	Viruses, Pop-ups, Spyware and Spam	Web Cam Dangers	Social Networking and Web Cults (promoting violence, self-harm and suicide)
Be Web Aware - Gambling http://www.bewebaware.ca/english/gambling.aspx	●	●	●	●				
Blogsafety - http://www.blogsafety.com	●			●				●
Canada's National Tip Line: Cybertip - http://www.cybertip.ca/en/cybertip	●			●				
Chat Danger - http://www.chatdanger.com	●			●	●	●		
CNET – http://www.cnet.com/2001-13384_1-0.html?tag=hed	●					●		
Get Net Wise – http://kids.getnetwise.org	●					●		
Get Safe Online http://ww.getsafeonline.org	●							
International Centre for Youth Gambling - http://www.education.mcgill.ca/gambling/en/homepage.htm			●					
Internet Addiction - http://www.bewebaware.ca/english/internetaddiction.aspx		●			●			
Internet Safety Zone – http://www.internetsafetyzone.com	●			●				●
Media Awareness Network http://www.media-awareness.ca	●	●	●	●	●	●	●	●
My Secure Cyberspace – https://www.mysecurecyberspace.com	●			●			●	
NetSmartz Online Workshop - http://www.netsmartz.org/						●	●	
Parents' Guide to Safe Social Networking – http://onguardonline.gov/socialnetworking	●			●				●
Protecting Kids from Pornography and Sexual Predators on the Internet - http://www.nap.edu/netsafekids		●				●		●
Reporting Identity Fraud – http://www.recol.ca	●			●			●	
Safe Kids - http://www.safekids.com				●		●	●	
Safe Teen – http://www.safeteens.com	●							
Stay Safe – http://www.staysafe.org/teens/default.html				●		●		
Stop Spam Spyware and Phishing - http://www.stopspamhere.ca	●					●		●
Web Wise http://www.webwise.ie/Default.aspx?id=homepage_article			●		●			●
Wired Kids - http://www.wiredkids.org	●						●	●

Media Literacy: *Social Media*

Safe Surfing Symposium: Agenda

DATE:

T i m e (20 minute Sessions)	Class Code:	
	Day 1	**Topic 1:** **Presenters:**
		Topic 2: **Presenters:**
		Topic 3: **Presenters:**
		Group Evaluation and Reflection

DATE

T i m e (20 minute Sessions)	Class Code:	
	Day 2	**Topic 1:** **Presenters:**
		Topic 2: **Presenters:**
		Topic 3: **Presenters:**
		Group Evaluation and Reflection

Group Evaluation Form
Safe Surfing Symposium Evaluation

Topic:	**Class:**	**Teacher:**

Names:

Process

Outline the steps followed by your group in preparing your presentation

Group Cooperation

	(4) = Exceptional	(3) = Good	(2) = Satisfactory	(1) = Needs Improvement
All members of our group understood and fulfilled their role(s)	☐	☐	☐	☐
All members listened to the ideas and contributions of all group members	☐	☐	☐	☐
	☐	☐	☐	☐
All members were encouraging and cooperative	☐	☐	☐	☐
All members were organized and prepared	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Media Literacy: *Social Media*

Reflection

What aspects of the group presentation were of greatest interest?

Identify the positive features about the group's organization of information, including visual aids and handouts.

What suggestions might you offer to the group to strengthen or improve upon the delivery of material or quality of material?

What two things would you like your audience to take away (learn from) your group's presentation? How did the audience respond to your presentation?

How might you and your group members use what you learned from this assignment outside of the classroom?

Prepare one review question on your topic that could be used on a test or exam.

Recommendations

What suggestions or recommendations could you make or offer to your school in light of your research and understanding of your group's topic?

With whom could you share these recommendations?

Do your recommendations fit into any other initiatives that already are established at or within your school?

Bloom's Taxonomy Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge *Organizer*	-The organizer demonstrates limited understanding of technology and provides simple terminology and definitions based on the issue/topic. -The concepts were not adequately presented.	-The organizer demonstrates some understanding of technology and provides some relevant terminology and definitions based on the issue/topic. -The concepts were presented with some clarity.	-The organizer demonstrates a clear understanding of technology and provides accurate terminology and definitions based on the issue/topic. -The concepts were well prepared and presented.	- The organizer demonstrates a thorough understanding of technology and provides accurate terminology and definitions based on the issue/topic. - The concepts were very well prepared and presented.
Comprehension *Scenario*	-Expresses basic ideas and examples/scenarios that generally outline the harmful outcomes resulting from some online behaviours.	-Expresses adequate ideas and examples/scenarios that sufficiently outline the harmful outcomes resulting from some online behaviours.	-Expresses significant ideas and examples/scenarios that effectively outline the harmful outcomes resulting from some online behaviours.	-Expresses sophisticated ideas and examples/scenarios that effectively outline the harmful outcomes resulting from online behaviours.
Application *Handout*	-Informs the audience of strategies, methods of coping, and resources with limited effectiveness, and limited evidence of planning.	-Informs the audience of strategies, methods of coping, and resources with some effectiveness, and some evidence of planning.	-Informs the audience of strategies, methods of coping, and resources with considerable effectiveness, in a logical manner.	-Informs the audience of strategies, methods of coping, and resources with a high degree of effectiveness, in an appealing and attractive manner.
Analysis *Questionnaire*	-Uses the conventions of a questionnaire to collect data about the issue appropriately and summarized in a relevant and organized manner in a limited way. -Data is presented with several minor errors and/or omissions.	-Uses the conventions of a questionnaire to collect data about the issue appropriately and summarized in a relevant and organized manner to some extent. -Data is presented with several minor errors and/or omissions.	-Uses the conventions of a questionnaire to collect data about the issue appropriately and summarized in a relevant and organized manner. - Data is presented with few errors or omissions.	-Uses the conventions of a questionnaire to collect data about the issue appropriately and summarized in a complex and logical manner. -Data is presented without noticeable errors or omissions.
Synthesis *Symposium Creation*	-The length is insufficient. -There is limited use of visual components. -Members were not prepared. -Materials were not adequate and research was not cited. -Presentation skills are poor.	-The length is within the range. -There is satisfactory use of visual components. -Most members were prepared. -Materials were mostly organized and there was some evidence of citing. -Presentation skills are satisfactory.	-The length is within the range. -There is good use of visual components. -All members were adequately prepared. -Materials were organized and cited. -Presentation skills are good.	-The length is within the range. -There is excellent use of visual components. -All members were thoroughly prepared. -Materials were organized, creative and properly cited. - Presentation skills are exemplary.
Evaluation *Recommendations*	Limited correct use of evaluation skills. - Recommendations demonstrate limited links with relevance to the issue, and limited critical thinking skills.	- Some effective use of evaluation skills. - Recommendations demonstrate some links with relevance to the issue, and demonstrate some critical thinking skills.	- Considerable correct use of evaluation skills. - Recommendations demonstrate considerable links with relevance to the issue, and demonstrate considerable critical thinking skills.	- Highly effective use of evaluation skills. - Recommendations are highly linked with relevance to the issue, and demonstrate sophisticated critical thinking skills.

Name: _____

Class: _____

Anecdotal Remarks:

Media Literacy: *Social Media*

Lesson Seven

Safe Surfing Review
A Comprehensive Review of Safe Online Practices through a Teams Games Tournament

Curriculum Expectations

MEDIA PRODUCTION
Privilege and Marginalization of Voice
- Explain the impact of technology and ownership on the perspectives and voices available in media *(e.g., explain how the Internet has broadened access to alternative music; explain how computer technology has allowed individuals and small organizations to publish sophisticated media texts; explain how Internet blogs have provided access to divergent opinions on world events; explain how cost of access to online databases can restrict use; explain how concentrated ownership of media can privilege certain perspectives).*

Metacognition: Analysis
- Reflect on the strategies employed to research and analyse the issues related to media production *(e.g., in a media journal explain why a key word search was critical to the success of a research task; in a media journal record a successful mind-map activity used to understand the ownership structure of a media conglomerate; explain how a field trip to the set of a news broadcast helps students to understand how news is constructed; explain how interviewing store managers and clients contributes to a student design of a store display or window).*

Introduction/Overview

Students have participated in a Safe Surfing Symposium where groups delivered and viewed presentations based on cyber-safety. In participating in this symposium, students were to gather information and strategies to help develop their critical literacy skills when navigating through the World Wide Web. As a result, students will be better able to prevent, address and combat online instances of violence. This final lesson will serve as a review of the information they have obtained, and will allow for a final reflection on the unit Safe Sharing with Social Media.

Teaching/Learning Strategies

- This lesson will require two 75-minute periods.

- **DAY 1:** Students will create a set of questions based on the topic they presented at the Safe Surfing Symposium. These questions then will be used in the creation of a Teams Games Tournament.

Distribute to each group the handout titled Safe Surfing Symposium: Creating a Teams Games Tournament (7.1 H) for instructions and recording purposes.

This sheet will be submitted to the teacher.

Ask students to gather in their groups and compose twelve questions of varying difficulty (four basic, four moderate, and four advanced questions). These questions are to be based solely on material/information they believe to be important, and information their peers have obtained from their presentation. Suggest that students consider using the information provided in their handouts. Questions should fit into one of the following four categories:
1. Facts and Terminology
2. Problems and Dangers
3. Prevention Strategies
4. Reporting and Responsibility

Remind students to provide answers (that are not subjective) to their questions.

Students can study in their groups to prepare for next day's Teams Games Tournament. Remind students that they are competing as a team, and need to help their teammates understand the material on which they may be quizzed.

The teacher will create the Teams Games Tournament by using the students' questions and the templates provided. Student-created and teacher-approved questions will be copied onto the Question Booklet Template (7.2 H). Corresponding answers will be copied onto the Answer Booklet Template (7.3 H).

The teacher will photocopy both booklets in preparation for the review game (7- 8 copies of each).

▪ **DAY 2:** The teacher may want to allow some review time before breaking off into tournament play.

1. Students work in a HOME team of 3-5 students to review the information they learned during the Surf Safe Symposium.

2. In the HOME team, students select a Team Leader who will have charge of the Team Total Recording Sheet (7.5 H). The Team Leader distributes the Individual Recording Sheet (7.4 H) to each team member.

3. Students break into TOURNAMENT groups, where one student from each group gets together with two students from two other groups. This may be

done in a variety of ways: randomly, numbering off, assigned groups, etc. In other words, one student from each HOME team stands and moves to another group. Two members from the same HOME team should not be in the same TOURNAMENT group. Students need to take their Individual Recording Sheets (7.4 H) to record their scores as they participate.

4. Each TOURNAMENT group is given the following materials: Question Booklet, Answer Booklet and a Deck of Cards.

5. Students rotate roles: "Teacher" (Question Package), "Judge" (Answer Package), "Student" (Deck of Cards).

6. How to Play: The "Student" draws a card and shows the group (e.g., 7 Spades). The "Teacher" asks the #7 Question in the Spades category. "Student" responds. "Judge" decides if the answer is correct (Note: it is best if the answers are very clear and not open for interpretation or discussion). If the answer is correct, the "Student" records ONE point on his/her Individual Recording Sheet. Roles now rotate, so the "Teacher" becomes the "Judge", the "Judge" becomes the "Student", and the "Student" becomes the "Teacher". This continues until playing time is up or 15 questions have been asked and answered by each player.

7. Other rules to consider:
   a) *Optional* - If a King is drawn, then the "Student" draws another card. If the "Student" answers correctly, double the points are awarded.
   b) Once a card is drawn, it is returned to the bottom of the deck. It does not matter if the same card is drawn repeatedly. This content is just reinforced.

8. When playing time is complete, students return to their HOME teams with their Individual Recording Sheets. Ask one student from each TOURNAMENT group to return the Question Booklet, Answer Booklet, and Cards to the teacher. The Team Leader records the individual scores and tallies a HOME team score on the Team Total Recording Sheet (7.5 H). The HOME team with the most points receives an incentive/reward.

(Adapted from M. Seifert, Laurier S.S. *Bennettizing Shakespeare*,
TVDSB Learning Conference Workshop, Oct. 19th, 2005)

Activism

INTERNET F.A.Q. DISPLAY: Create a display on a school bulletin board where students will post the key points, and/or answers to these Safe Surfing Questions. This could coincide with Internet Safety Week.
Assessment Opportunities

See Individual Recording Sheet (7.4 H)

Media Literacy: *Social Media*

Team Total Recording Sheet (7.5 H)

School Connections

Submit student handouts to the Computer Site Leader, Administration, or Business Studies Department Head to be included in the Computer Acceptable Use Policy and Agreement, School Newsletter, or to be added to the School Website.

Materials

- Student Handout 7.1 – Safe Surfing Symposium: Creating a Teams Games Tournament
- Student Handout 7.2 – Safe Surfing: Question Booklet Template
- Student Handout 7.3 – Safe Surfing: Answer Booklet Template
- Student Handout 7.4 – Individual Recording Sheets (1 per student - precut)
- Student Handout 7.5 – Team Total Recording Sheets (1 per group – precut)
- Approximately 7-8 decks of cards

Important Terminology/Background for Teachers

"TGT is usually employed as a check for understanding information that was taught or acquired. Students work in a home team of three and review the information learned. They then break into tournament groups where one student from each group gets together with two students, each from one other group. Tournament groups then respond to a number of questions that are on cards with the answers on the back. When they have completed the questions or the time is up, they return to their home team and add up the individual tournament scores. The group with the most points receives an incentive."
(*Beyond Monet: The Artful Science of Instructional Integration*, 2001)

Links/Resources

Excerpted from Barrie Bennett and Carol Rolheiser, *Beyond Monet: The Artful Science of Instructional Integration* (2001) Toronto: Bookation Inc.

Media Literacy: *Social Media*

Safe Surfing Symposium Topic: _____

Group Members:_____

Creating a Teams Games Tournament

Task:
Your group will create a set of questions based on the topic you presented at the Safe Surfing Symposium. These questions then will be used in the creation of a *Teams Games Tournament*.

Instructions:
- Create twelve questions of varying difficulty (four **basic**, four **moderate**, and four **advanced** questions).
- These questions are to be based solely on material/information you believe to be important and information your peers have obtained from your presentation (consider using the information provided in your handout).
- Questions should fit into one of the following four categories:
  1. **Facts and Terminology**
  2. **Problems and Dangers**
  3. **Prevention Strategies**
  4. **Reporting and Responsibility**
- Please provide answers for your questions.

Category	Level of Difficulty	Question	Answer
Facts and Terminology	Basic	What is "blogging"?	A blog or web log is an online diary or journal (which can combine text, images, and links to comment on a particular subject).

Student Handout 7.1

Category	Level of Difficulty	Question	Answer

Student Handout 7.1

Category	Level of Difficulty	Question	Answer

Safe Surfing:
A Review of Safe Online Practices

Teams Games Tournament

Question Booklet

School Name: _____

Teacher's Name: _____

Facts and Terminology

A		**7**	
2		**8**	
3		**9**	
4		**10**	
5		**J**	
6		**Q**	

Media Literacy: *Social Media*

◆ **Problems and Dangers** ◆

A		7	
2		8	
3		9	
4		10	
5		J	
6		Q	

♣ Prevention Strategies ♣

A		7	
2		8	
3		9	
4		10	
5		J	
6		Q	

♠ Reporting and Responsibility ♠

A		7	
2		8	
3		9	
4		10	
5		J	
6		Q	

Media Literacy: *Social Media*

Safe Surfing:
A Review of Safe Online Practices

Teams Games Tournament

Answer Booklet

School Name: _____

Teacher's Name: _____

Facts and Terminology

A		7	
2		8	
3		9	
4		10	
5		J	
6		Q	

Media Literacy: *Social Media*

Problems and Dangers

A		7	
2		8	
3		9	
4		10	
5		J	
6		Q	

♣ Prevention Strategies ♣

A		**7**	
2		**8**	
3		**9**	
4		**10**	
5		**J**	
6		**Q**	

Media Literacy: *Social Media*

♠ Reporting and Responsibility ♠

A		7	
2		8	
3		9	
4		10	
5		J	
6		Q	

Individual Recording Sheet - TGT

Team Name	Question Number and Points Earned															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Individual Recording Sheet - TGT

Team Name	Question Number and Points Earned															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Individual Recording Sheet - TGT

Team Name	Question Number and Points Earned															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Individual Recording Sheet - TGT

Team Name	Question Number and Points Earned															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Media Literacy: *Social Media*

Team Total Recording Sheet - TGT

Team Name:	
Individual Team Members	**Points Earned**
Team Total	

Team Total Recording Sheet - TGT

Team Name:	
Individual Team Members	**Points Earned**
Team Total	

Team Total Recording Sheet - TGT

Team Name:	
Individual Team Members	**Points Earned**
Team Total	

Media Literacy: *Social Media*