“Be strong and courageous. Do not be afraid or terrified because of them, for the LORD your God goes with you; he will never leave you nor forsake you.” (Deuteronomy 31:6)

“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable--if anything is excellent or praiseworthy--think about such things.” (Philippians 4:8)

“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.” (John 13:35-35)
Introduction

Welcome! This engaging unit is designed to explore a variety of important health, safety, and digital citizenship issues facing students in the 21st century. It is very important that all students develop skills for navigating our increasingly connected, digital world in a fun and safe manner. This unit is divided into three sections:

- **Part One: Staying Safe on the Net.** This section addresses safety rules for using the computer and the internet.

- **Part Two: Digital Citizenship.** This section introduces students to the concept of digital citizenship. Students’ access a series of lessons from a program called Ignition which address critical digital citizenship skills. Additional lessons address copyright, plagiarism, cyberbullying, and other digital citizenship concepts.

- **Part Three: Bullying.** This section addresses the concept of bullying and encourages students to develop strategies to prevent or stop bullying.

Each section contains lessons designed to introduce students in grades four through six to these important topics. Students are encouraged to think critically while grappling with these issues. A Biblical perspective is frequently drawn in throughout the unit. Students will watch videos, play games, make crafts and projects, participate in discussions, and explore the digital world from the safety and supervision of their home.
Digital Resources for Use With This Kit:

Note: you are only able to borrow three books at a time from the HCOS digital library. To learn more about the different types of digital PDF resources, and how to download them the help page has excellent instructions.

The Bullying Workbook for Teens by Julia V. Taylor

Beckoners by Carrie Mac

Sticks and Stones by Emily Bazelon

*Feel free to check out one book at a time to work through completely if this will work better for your family. I encourage you to have your child read each book as they each reflect a different understanding of these important issues.

Online Resources

Note: You will need to contact your child’s teacher in order to get login information for the following sites.

Learn 360

Ignition: Ignition is a fabulous internet safety and digital citizenship course. Ignition is free for HCOS families to use, but in order to access the course, your support teacher will need to create an account. After creating their account (using the school’s access), a code can be obtained from either Pippa Davies or Natalie Sing, or your support teacher will be able to create an account for your student. Each Ignition lesson covers a different digital citizenship concept. Students will complete evaluations to prove what they know, and will earn a certificate upon completing the entire course.
Learning Outcomes

The learning outcomes for this unit are taken from British Columbia’s newly revised learning plan which can be found [here](#).

**Grade Seven Learning Outcomes**

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) *(Social Studies)*
- Recognize and classify different value judgments, including ethical judgments, in a variety of sources (ethical judgment) *(Social Studies)*
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability *(Language Arts)*
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking *(Language Arts)*
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts *(Language Arts)*
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways *(Language Arts)*
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences *(Language Arts)*
- Healthy relationships are foundational for us to learn and grow. *(Health)*
- A strong positive identity strengthens our ability to resist unhealthy social pressures and make healthy choices. *(Health)*
- Describe safety strategies to avoid or respond to potentially unsafe, abusive or exploitive situations *(Health)*
- Describe strategies for building and maintaining healthy interpersonal relationships *(Health)*
- Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships *(Health)*
- Describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation *(Health)*
  - Safe use of the Internet and social media *(Health)*
Grade Eight Learning Outcomes

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) (Social Studies)
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (Language Arts)
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Language Arts)
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (Language Arts)
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways (Language Arts)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (Language Arts)
- Healthy relationships are foundational for us to learn and grow. (Health)
- A strong positive identity strengthens our ability to resist unhealthy social pressures and make healthy choices. (Health)
- Describe safety strategies to avoid or respond to potentially harmful situations, including abusive or exploitive situations (Health)
  - Describe strategies for building and maintaining healthy interpersonal relationships (Health)
- Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships (Health)
  - Safe use of the Internet and social media (Health)

Grade Nine Learning Outcomes

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) (Social Studies)
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (Language Arts)
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Language Arts)
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (Language Arts)
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways (Language Arts)
• Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (Language Arts)
• Healthy relationships are foundational for us to learn and grow. (Health)
• A strong positive identity strengthens our ability to resist unhealthy social pressures and make healthy choices. (Health)
• Describe safety strategies to avoid or respond to potentially harmful situations, including abusive or exploitive situations (Health)
• Describe strategies for building and maintaining healthy interpersonal relationships (Health)
• Describe skills for avoiding or responding to unhealthy, abusive, or exploitive relationships (Health)
• Safe use of the Internet and social media (Health)
Part One: Internet Safety

Lesson One:

*The Beckoners*: Prologue, Chapter One: Zoe, Chapter Two: Moving Day, Chapter Three: Abbotsford

*Bullying Workbook for Teens*: Activity 1: What is Bullying?, Activity 2: Safety First, Activity 3: Ignore, Respond, or Tell

Lesson: Internet Safety
The internet is an amazing place. Widespread, fast, internet access has opened the world to us in ways not possible even 20 years ago. The internet can also be a dangerous place if you do not have good boundaries. Have you ever discussed internet safety with your family? Are there specific rules that you are expected to follow when using the internet? What are they? Today you will begin working with your parents to create a Computer/Internet Use Agreement.

Activity:

- **Step One**: Print page 14 of this document, you will be using it as a guide.
- **Step Two**: Brainstorm a list of expectations for computer/internet use with your family. Consider a variety of issues including the amount of time spent using the computer each day (for school and for fun), social media accounts you are permitted (or not permitted) to have, websites that are appropriate for you to visit etc. Each family will have different areas on which they choose to focus.
- **Step Three**: Consider the following questions: How do your parents want you to communicate with them about your online life? How can they support you as you work hard to be a good digital citizen?
- **Step Four**: When creating your contract, consider some of the following safety tips:
○ Never post your personal information (this includes: cell phone number, home phone number, home address, or location) when using social networking sites, or mobile apps.

○ Never agree to meet in-person with anyone you first “met” on the internet. If someone asks to meet you, tell your parents right away. Remember, people can portray themselves however they choose in the online world. People are not always who they say they are.

○ Check with your parents prior to posting pictures of yourself or others online. If you wouldn’t feel comfortable sharing a picture with your parents, grandparents, and everyone else in the world, don’t post it online!

○ Never respond to mean, rude, or hurtful text messages, instant messages, or emails. If someone is sending you inappropriate or hurtful messages, tell your parents immediately.

○ Never share your password with anyone. The only people who should know your password are your parents.

○ Do not download or install software or anything on your computer or cell phone before checking with your parents.

○ Become familiar with, and make use of, the privacy settings of social networking sites.

○ If you encounter anything that makes you uncomfortable online or when using your cell phone, talk with your parents.

● **Step Five:** Create your contract. Use a form similar to the one shown on the next page (courtesy of Common Sense Media), or create your own model.
## Family Media Contract

### Where, When, and How Long
We talked about what it means to use the internet appropriately and respectfully at home. Here’s what we came up with:

### Checking In
We talked about how we, as a family, will stay involved in how our internet access is used and what it’s used for. We agree to:

### Privacy Settings
We talked about what kinds of accounts I’ll have and how I can best protect my private information. We agree to:

### Care & Maintenance
We talked what it means to take good care of our internet accessible devices at home, and outside of the house, and what might happen if it’s broken, stolen, or lost. We agree to:

### Communicating Responsibly Online
We talked about the different ways I might communicate with other people using the internet, and what safe, responsible, and respectful communication looks like. We agree to:

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_____________________________

______________

My Signature

________________________________

______________

Parent’s Signature
Lesson Two:

_The Beckoners_: Chapter Four: First Day of School, Chapter Five: The Beckoners, Chapter Six: Simon Says, Chapter Seven: Breaking Glass

_Bullying Workbook for Teens_: Activity 4: Asking for Help, Activity 5: Taking Steps Against Cyberbullying, Activity 6: Cyberbullying or Not?

**Lesson:** Social Media

Social media plays a major role in the lives of many teenagers. Facebook, Instagram, Snapchat, Twitter, Google+, Vine, and Tumblr are the most commonly used social media platforms currently used by adolescents. According to Pew Research Center, 71% of teenagers use more than one social media platform. 92% of teens access the internet on a daily basis. Social media can be an amazing way to stay connected, build friendships, and grow a positive digital footprint. However, social media, like everything on the internet, has its hazards. Gaining a solid understanding the risks and benefits of social media is very important for teenagers. When used wisely with discernment, social media use is healthy way for young people to stay connected with friends, family, and the wider world.

Watch the [Ted Talk: Alone Together](https://www.ted.com/talks/robert_schenck_alone_together) about the how we function in the “culture of connectivity.”

Do you currently use a social media platform? Which one? What do you like about it? How do you use it? Spend some time reading about popular social media platforms, then, complete the activity detailed later in this lesson.

**When you use social media, remember the following tips:**

- Your profile information should include a biographical introduction. Your likes, interests, personal style, and faith should shine through.
- Let your personality shine! When you post on social media you are constructing your digital footprint, your online persona. What you post speaks volumes about who you are as a person. Choose wisely, use discernment, and be your best self.
● Use discernment! The Bible says, “Be very careful, then, how you live—not as unwise but as wise, making the most of every opportunity…” (Ephesians 5:15-16)

Social media presents an opportunity to show yourself in a positive way. Before you post, remember to THINK (is it True? is it Helpful? is it Inspiring? is it Necessary? is it Kind?).

● Avoid being overly negative. Try to maintain a level of positivity in your posts. Don’t overshare personal information about yourself. If you are feeling down, and need to talk, seek out a trusted friend or adult and try to talk in person. While you should not be afraid to share your opinion when on social media, you should be cautious. Formulate your comment carefully, and get a trusted adult to read it through. Don’t respond to a post in anger. Use your best spelling and grammar, and remember to capitalize and punctuate.

**Popular Social Media Platforms**

**Facebook:**

● Facebook remains the most popular social networking platform in use today. Facebook has 152 million users worldwide. “Founded in 2004, Facebook’s mission is to give people the power to share and make the world more open and connected. People use Facebook to stay connected with friends and family, to discover what’s going on in the world, and to share and express what matters to them.”

● Facebook’s privacy and “friending” settings allow the user a large degree of control over who they are connected with, and who can view their posts. Facebook pages can be open, or locked down so tightly that virtually no information is available to an outside viewer.

● Facebook is designed around the idea of sharing personal information, therefore, it is of critical importance that teens ONLY “friend” people they know in real life.

● Before you post anything on Facebook, be sure to THINK (is it True? is it Helpful? is it Inspiring? is it Necessary? is it Kind?).

● Facebook has been used as a means of cyberbullying. If anything happens in Facebook that is hurtful or unkind, get help from parents or another trusted adult. Do not respond to cyberbullies. Do not be afraid to unfriend someone who is being unkind, or posting inappropriate material.
**Instagram:**
- “Instagram is a free photo sharing application that allows users to take photos, apply a filter, and share it on the service or a variety of other social networking services, including Facebook, Twitter, Foursquare, Tumblr, Flickr, and Posterous.”
- Instagram is used by people of all ages to share snippets of their daily life. Users are able to set their accounts to private, which allows them to pick and choose who sees the images they post. Many users set their accounts to public, and use hashtags to direct other users to their posts.
- Most teens use Instagram to post pictures of their daily life (school, work, friends, family, vacations etc.), and, the ever-popular, selfie.
- Young teens are encouraged to keep their accounts private and only add people they know. Select the images you post wisely--remember, a picture is worth 1000 words--what do you want the pictures you post on Instagram to say about you?
- It is fun to follow other users on Instagram, however, as with other social media platforms, if anyone posts inappropriate images or comments in Instagram, do not be afraid to unfollow, report, or block that person--even if it is someone you know in real life.

**Snapchat:**
- “Snapchat is a messaging service that allows people to send photos and short videos to each other that disappear seconds after opening them. A major concern with Snapchat is how teen Snapchat users use the app, since parents are not on it and content disappears.”
- People under the age of 13 are prohibited from creating Snapchat accounts.
- Snapchat has over 60 million users.
- Many parents have concerns about the way in which their teens are using Snapchat, because the “snaps” disappear within 10 seconds, it is virtually impossible to see what your teens are using the app for. However, there is no research showing that sexting (the sending of suggestive or inappropriate images or messages) is the focus of teens on Snapchat. Adolescents use snapchat to send their friends inside jokes, silly photos, videos, and quick, short updates,
about their lives, without texting, messaging, or posting on something like Facebook.

- As with any social media platform, Snapchat can be used for sexting, harassment, and cyberbullying. Because most Snapchat users are only connected with friends, if cyberbullying occurs, it can be particularly hurtful.
- If you choose to use Snapchat, THINK (is it True? is it Helpful? is it Inspiring? is it Necessary? is it Kind?) before you press send. Remind yourself that nothing is truly private.

**Twitter:**

- “Twitter is an online social network, which allows you to send messages up to 140 characters in length. This app is really useful for sharing information with other followers who might have the same interests. However, students must also be aware that anyone can view what is posted if their account is public.”
- Twitter can be a fantastic way to collaborate, find people with similar interests, discover new ideas, challenge yourself by reading intriguing articles posted by other users, and create a solid personal learning network. Twitter can be used to build a positive digital footprint and is a recommended network for high school students.
- Tweets can include photos, videos, and links to other websites.
- Other users can “Favorite” and “Retweet” the post, if they like it. In this case the tweet goes far beyond the original user’s followers. This is very useful if you have a blog or website which you would like to post to Twitter for sharing.
- Most Twitter accounts are public, you can set your account to private, but this can be very limiting, as you may not know many people who are on Twitter. Because everything you post on Twitter is public, it is extremely important that you THINK (is it True? is it Helpful? is it Inspiring? is it Necessary? is it Kind?) before you Tweet. People have been fired from their workplace, because of information, rude or derogatory comments, or other inappropriate things they have posted on Twitter. While it is possible to delete a Tweet, if what you have written has already spread beyond your own account, it may be too late. Before you post on Twitter ask yourself whether you would want that Tweet shared with your parents, grandparents, pastor, youth leader, or teacher. If the answer is no, don’t post it. Never Tweet when you are angry. You want your Twitter account to
represent your best-self. NEVER use Twitter to bully another person. If you wouldn’t say something to another person’s face, don’t say it on Twitter.

- Do not hesitate to unfollow anyone whose Tweets are inappropriate, derogatory, or otherwise offensive.
- If you read something on Twitter that upsets you, get help from your parents or another trusted adult.
- If you choose to use Twitter, be smart with your password, choose a complex password using a combination of letters, numbers, and symbols. Don’t share personal information on Twitter. Be cautious when clicking on links.

**Google+:**

- Google+ is Google with an additional social networking piece added in. Google+ allows users to share ideas, personal updates, comments, photos, videos, reviews, interesting links, and much more. Google+ can also be used for video chat.
- “Everyone on Google+ is encouraged to create circles where they group their friends and other contacts. You could have a circle of just family members, another circle of schoolmates and another circle of people on your soccer team. You can have as many circles as you want and you can call the circles whatever you want to call them. People in your circles are notified, but don’t know the name of the circle(s) you’ve put them in.”
- Google+ has many built in safety features for teens, including controlling who can notify them, who can comment on their postings, and more.
- Google+ is not, at this point in time, highly popular with teens. Only 33% of teens have Google+ accounts, and most report using their account infrequently. The collaboration between YouTube and Google+ is likely the reason behind the creation of many of these accounts.
- Google+ can be highly useful for educational purposes, such as discussion groups, book clubs, or teens wishing to work on a project together for school. Google+ can be a great way to build a positive online persona and digital footprint.
- If you decide to use Google+, think carefully about your profile. What do you want your Google+ profile to “say” about you and who you are? What do you want your postings to tell others about you? Familiarize yourself with Google+’s
privacy settings. Keep your posts private by choosing the “Your Circles” setting for each post. Only add people you know in person to your close circles.

**Vine:**

- Vine is a social media platform that allows users to post videos that are up to 6 seconds in length. Other users can “Like” videos, “Comment” or “Revine”, which means they add them to their own timeline for their followers to see. All Vine profiles are public.
- Vine is designed for users 17+, however, the site does not require an age verification, and many teens choose to use it. Vine is NOT recommended for those under 17, however, it is estimated that ¼ of American teens between ages 13-19 use Vine.
- A significant portion of the content on Vine is not appropriate for children and teens.
- Vine accounts are not always created under a person’s real name, as such, it can sometimes be difficult to tell who is posting the videos. Any Vine user is able to contact another user as all accounts are public.
- You do not need to register to Vine in order to see the videos.
- If you choose to use Vine, never post inappropriate, or overly personal information. Never post anything that could allow a stranger to determine your identity. Before you post anything on Vine, get into the habit of asking a trusted adult to look it over. If you wouldn’t want your parent’s to see the video you plan on posting, you probably shouldn’t post it. Learn how to block users who post inappropriate content on their Vine. Be cautious when communicating online with other Vine users. You do not know who they are, they may be misrepresenting themselves.

**Tumblr:**

- Many teens enjoy using Tumblr because it allows them to easily post their artwork (drawings, digital artwork, photographs etc.), poetry, short stories, or short blog posts expressing their thoughts and ideas. Many Tumblr users create specific pages addressing hobbies or interests that they enjoy. Tumblr can be a fantastic way to share your interests, and to learn more about the interests of others.
- Keep in mind, all Tumblr accounts are public. There is no way to make your account private. If you choose to use Tumblr, NEVER share personal or private information. Tumblr, or any other social media platform, should never be used to rant about another person. Anger and social media do not interact well.
- Over the years, Tumblr has been the sources of several phishing scams. Most commonly, a link will take the user to a website where the user will be prompted to enter their username and password allowing others to access their account.
- Tumblr is one of the few social media platforms to allow significant amounts of pornographic material on the site. Pornographic images can be posted by anyone on Tumblr without censure. Links to pornographic videos are also allowed. Not all Tumblr users post content warnings at the beginning of their pages. Browsing Tumblr can frequently result in an unpleasant surprise.
- If you choose to use Tumblr, never post inappropriate, or overly personal information. Never post anything that could allow a stranger to determine your identity. Before you post anything on Tumblr, get into the habit of asking a trusted adult to look it over.

**The HCS Learning Commons Ning:**
- What is a ‘Ning’? A Ning is a place where “likeminded people who share the same passion!” The goal of the Heritage Christian Schools Learning Commons Ning is to create a place where students can collaborate, share their interests, start groups, join groups, and build friendships with other HCS students.
- Throughout the year events and contests take place in the Ning.
- All HCS students in grades 7+ are encouraged to become a member of the Ning. You may contact Natalie Sing (nsing@onlineschool.ca), or Pippa Davies (pdavies@onlineschool.ca) to get your invitation to the Ning!
- Be sure to take a peek at the HCS social networking guidelines.

**Activity:** Choose a social media platform to conduct further research about. Use Advanced Google to gather your information, and BibMe to collate a bibliography. Use Prezi, Edu Buncee, Canva, or Emaze to create a presentation for fellow teens. Your presentation should include information about the social media platform (what it is, its purpose, who created it, when it was created etc.), the ways in which people use it to
connect with others, and important safety tips for its use. Conclude by reflecting on how 1 Timothy 4:12, and Philippians 4:8 apply to social media use.

Lesson Three:

_The Beckoners_: Chapter Eight: Knife, Chapter Nine: Stuck, Chapter Ten: Initiation, Chapter Eleven: Alice

_Bullying Workbook for Teens_: Activity 7: Private Matters, Activity 8: Bullying or Drama, Activity 9: Just Hit Delete

**Lesson**: You have likely heard the phrase “in the world, but not of it.” This expression is commonly encountered in Christian circles. It is a summary assessment of Jesus’ disciples calling. The phrase is found, in part, in John 17. This phrase is most commonly used to suggest that we, as Christians, are called to participate in the world, so that we can connect with others and spread the gospel. If we are not “in” the world to a certain extent, how can we relate to others enough to effectively spread Christ’s message? In the world, but not of the world, is strongly connected to Matthew 28:16-20, The Great Commission.

In the world, not of the world also seems fitting in the online environment. The internet is a vast place, and it plays an important role in our 21st century world. If Christians choose to eschew technology, social media, and other digital tools, how can we remain an effective global voice? **Write about the following questions:**

- How can Christian teens be in the world, but not of the world, when interacting in the online environment, and using social media?
- How can technology be used as one means of responding to Christ’s directive in Matthew 28:16-20?

Lesson Four:

_The Beckoners_: Chapter Twelve: Fallout, Chapter Thirteen: Leaf, Chapter Fourteen: Happy Birthday, Chapter Fifteen: Good Morning
Bullying Workbook for Teens: Activity 10: Alliances, Activity 11: Damage Control, Activity 12: Reducing the Stress of Online Attacks

Lesson: Ethical Behaviour in the Online World

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.” (Matthew 7:12) Each person is raised with a set of values, a set of ethics. Our values shape us. They are the lens through which we view the world. Our values affect our behaviour, and the decisions we make. When faced with a moral dilemma, it is our values, our ethical sense that helps us to navigate it. You have probably realized that not all people share the same exact set of values. Our upbringing, our education, and our belief-system all play a role in defining our values. As Christians, many of our values are shaped by the Bible and church tradition. When operating in the digital world, our values must still apply. A significant portion of being a digital citizen relates to ethical and honest behaviour in the online environment. Not only does ethical behaviour help us to build positive digital footprints that reflect well on who we are, but it also provides us with a measure of protection.

Read the list below, then, write down the percentage of students you think do the following:

- knowingly plagiarize
- do volunteer work
- cyberbully or use the internet to be mean to others
- help other people online
- forward private texts
- support an activist group online

Watch the fable Magic of Anansi from the National Film Board. What is the fable’s lesson? What values is it openly trying to teach? What values does the fable communicate and which of the character’s traits and actions are rewarded and punished?

Free-write about the following questions:

- Where did you learn your values?
• Which values were explicitly (told to you by someone) taught?
• Which values were implicitly (taught to you through the behaviour or actions of others) taught?
• What impact does Christianity have on your values?
• What impact does media have on your values? Watch Media Minute: Media Have Social and Political Implications from Media Smart.
• Do you feel that you get conflicting values/ideas from different people and places? Give an example or two.

Now, consider the following: what are some of the values that you have learned about, or in, the online world? What things have you learned about right and wrong online? Which online behaviours will be rewarded? Which online behaviours will be punished?

You and your family worked together in lesson one to create a family media agreement. Is your family’s perspective about media the same as the perspective of your friends? The online world? The media?

Activity: Read through the Media Smarts scenarios listed below. Then, answer the questions.

Scenario 1: Sam and Laura
“Sam is playing an online game for the first time. Laura sees Sam’s character appear in the game and attacks him, but because Sam is still learning the game, he can’t defend himself and his character dies. His character reappears in the same place a few seconds later and Laura kills his character again. When his character reappears again, he says to Laura (over the game’s chat channel) “Stop shooting at me, I’m still learning the game.”

• How do you think it would make you feel if someone did to you what Laura did to Sam? Do you think you would want to keep playing the game with them?
• Do you think what Laura did should be against the rules of the game? Why or why not?
• Do you think other players should have stopped Laura from doing what she did? Why or why not?
• Do you agree with the principle that you should “treat others the way you’d like them to treat you”? How do you think it applies in this situation?
● What do you think the solution to this problem should be? Why?

Scenario 2: Sasha and Max
“Sasha likes to upload videos of herself playing soccer and Max often leaves nasty comments on the videos. Sasha finds a computer in the school lab where Max has left his social networking account logged in, so she finds that she can post or delete anything she wants on his account. She pretends to be him and posts nasty comments on all of his friends’ photos and then changes his password so he can’t take them down. When Max finds out that Sasha has locked him out of his account he reports her. She says he deserved it for doing mean things to her.”

● Did the mean things Max did to Sasha make it okay for Sasha to do mean things to him?
● What do you think the solution to this problem should be? Why?

Scenario 3: Alex and his Mom/Dad
“Alex writes a message to his friend Pascal about their plans to spend the weekend playing their favourite online game. After he has sent the message, he realizes he sent it to his Mom by mistake. He knows that his parents worry sometimes about how much time he spends playing games and doesn’t want to have another talk about it. He decides to log into her email account and delete the message. When his parents get home, though, he finds out that his Mom read the message before he had a chance to delete it. She thinks that he’s trying to hide it is a sign that he has a problem. He thinks that his Mom shouldn’t have read the message as soon as she realized it wasn’t meant for her.”

● Is Alex’s right to privacy more important than his parents’ duty to look after him?
   What do you think the solution to this problem should be? Why?

Scenario 4: Khalil and Julie
“Khalil asks his friend Julie to make a video for his band’s song. By the time she’s finished making the video, Khalil’s band has decided they don’t like that song and have stopped playing it. Khalil tells Julie not to post the video online. Julie says that she should still be able to post the video because she made it.”

● Is it more important for Khalil to be able to decide what happens to his song or for Julie to decide what happens to her video?
What do you think the solution to this problem should be? Why?

**Scenario 5: Sophia and Doug**

“Sophia sees that a girl named Annelle has posted mean things about her friend Yuki on Yuki’s social networking page. A lot of Yuki’s other friends have already posted angry comments on Annelle’s page. Sophia leaves a comment calling Annelle a nasty name and telling her to leave Yuki alone. Later, Sophia gets an angry message from her friend Doug, asking why she would help Yuki bully Annelle. Sophia says she was just defending Yuki but Doug says that Yuki started it by previously posting an embarrassing picture of Annelle.”

- Is it more important for Sophia to help her friend or to make sure that she’s not helping her friend bully someone else?
- What should Sophia do now that she has a fuller picture of what has actually happened?
- What do you think the solution to this problem should be? Why?

**Revisit the list of percentages you made earlier. Are you surprised by any of the results below?**

- Plagiarism: 1 in 10 students have knowingly plagiarized by Grade 10.
- Volunteer work: 58 percent of Canadians ages 15-24 volunteer with schools, religious organizations, sports and community associations.
- Mean to others online: 25 percent of Canadians in grades 4-11 say they have been mean to someone online.
- Help others online: 65 percent of Canadian students in grades 4-11 say they have done something to help someone who was experiencing online meanness.
- Forward private texts: 4 percent of Canadian students in grades 7-11 with access to cellphones said they had forwarded a private text someone sent them to another person.
- Support an activist group online: 35 percent of Canadian students in grades 4-11 have gone online to join or support an activist group such as Students against Bullying or Free the Children.

Which of these were more common than you thought, and which were less common? Does it matter if we think some behaviours are more or less common than they really are? Why or why not?
Lesson Five:

The Beckoners: Chapter Sixteen: Magic Words, Chapter Seventeen: On This Roof, Chapter Eighteen: The Dungeon, Chapter Nineteen: Day of the Dead


Watch Real People: Protect Yourself, Personal Safety on the Internet from Learn 360.

Activity: You have the opportunity to help other teens learn how to stay safe on the internet. Your project is to create a presentation to share with others important tips for online safety.

Step One: Choose your presentation format.
- A PowerPoint, Prezi, Emaze, or Edu Buncee multimedia presentation.
- A video (write a screenplay, gather a group of friends and a camera and create a masterpiece).
- A podcast.
- A short-story.
- A poster, drawn by hand, or created using a tool such as Canva.

Step Two: Use the information you have learned thus far in the unit, and supplement it with information you gather. Use Advanced Google to find more online safety information for teens.

Step Three: Choose a voice. Do you want your presentation to be very formal, or do you want it to be conversational? What do you feel will be most effective?

Step Four: Spend time over the next three-five days putting your presentation together. Keep a running bibliography of the sources you have used in your presentation.

Step Five: Have a parent or another trusted adult proofread your presentation.

Step Six: Assemble an audience and share your presentation! If you use social media, consider sharing your presentation online. Be sure that your presentation does not have significant personal information attached prior to sharing.
Part Two: Digital Citizenship

Lesson One:

*The Beckoners*: Chapter Twenty: Ashes, Chapter Twenty-One: Girl on the Roof, Chapter Twenty-Two: Un-Initiation, Chapter Twenty-Three: By Streetlight

Watch *What is Digital Citizenship?* by CyberWise.

**Ignition**: Welcome

**Lesson: My Digital Footprint**

Have you ever walked along a sandy shore, and stopped to observe your footprints in the sand? Have you ever used an ink pad to record your fingerprints on a piece of paper? Every person on the face of the planet has a unique set of footprints and fingerprints. No two people have the same pattern, and this includes identical twins. We
can be traced through our fingerprints, or even our footprints, they are unique to us. Even though we cannot usually see our fingerprints, they remain on everything we touch, a little piece of ourselves is left behind. The same thing happens when we walk barefoot against a surface--our imprint remains. Similarly, in the 21st century world, people develop digital footprints. Sometimes, the compilation of our digital footprint begins at birth! Our digital footprint is information transmitted online, such as through forum registration and posts, e-mails, attachments we send, websites we open, videos and pictures we upload, and comments we make--all of these things leave traces of personal information about ourselves available to others online.

Have you ever:
- Sent a message or posted a comment online?
- Created a profile on a social network site?
- Used some sort of photo-sharing app?
- Googled your own name? Were there any results about you?

Each time you fill out a form, send an email to a friend, post a photo, or comment in Facebook, you leave a trail. In fact, nearly everything you do online leaves some sort of trail. This trail, your digital footprint is made up of the information contained on your computer, and the information contained on servers around the world. Your digital footprint allows other people to learn about you.

Your digital footprint can impact your future life and career. It is important to ask yourself what information you want connected to your name 10-15 years from now. Play the Digital Compass Game from Common Sense Media. Watch Follow the Digital Trail from Common Sense Media.

Activity:
- Watch Digital Footprint from Common Sense Media.
- You are going to be creating a Tagxedo footprint. If someone searches for information about you 10 years from now, what do you want them to find? Brainstorm a list of things that you like, and love. What character qualities do you want your digital footprint to suggest? What elements of your personality do you want to share? What would your ideal digital footprint say about you? Brainstorm as many words as you can.
- Enter the Tagxedo website, select “load” and enter your words into the text box (each word should be separated by a comma), once you have entered your
entire list, press load. To change the design of your Tagxedo to a footprint, select “shape.” To change the colour theme of your Tagxedo click “theme.” I used Tagxedo to create an example of a footprint using a mix of topics in which I am interested, and words that I would like associated with my online presence.

- Print your digital footprint and hang it near your computer, use it as a binder cover, or place it in your bedroom. Before you click, post, or join, ask yourself whether what you are about to do matches the ideals you recorded in your digital footprint.
- Watch Understanding the Impact of Digital Footprints from Common Sense Media.

**Lesson Two:**

The Beckoners: Chapter Twenty-Four: Warm Fuzzies, Chapter Twenty-Five: In the Park, Chapter Twenty-Six: Shadow

**Lesson: Ignition:** Choosing a Computer

Recreate the following charts on a sheet of lined paper.

<table>
<thead>
<tr>
<th>Hours Spent on Your Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 Hours</td>
</tr>
<tr>
<td>3-5 Hours</td>
</tr>
<tr>
<td>5-7 Hours</td>
</tr>
<tr>
<td>More Than 7 Hours</td>
</tr>
<tr>
<td>Laptop</td>
</tr>
<tr>
<td>iPad/Tablet</td>
</tr>
<tr>
<td>Cell Phone</td>
</tr>
<tr>
<td>Desktop</td>
</tr>
</tbody>
</table>

| Personal Preference          |
| Pros                         |
| Cons                         |

Fill in the charts with the following information:
- Which device do you most frequently access the internet on--it can be a tie.
- What are some reasons why it is your preferred device? (Record your reasons in the pros column).
• What are some reasons why you don’t use the other devices as often? (Record your reasons in the cons column).

**Answer the following questions on a separate sheet of paper.**

• What are some of the features you look for in an internet accessible device?
• What are the primary reasons you spent time online?
• What are your favourite websites? Why?
• Does the device your favour support your favourite websites particularly well?

**Activity:** Today you will be conducting research as though you were going to be purchasing a new internet-capable device. You may choose to conduct research about a laptop, desktop, iPad, or other tablet.

Using a reputable retailer website (Best Buy or Staples are good options), find the following information about the device you have selected:

• Display quality
• Display size
• Hard disk drive size
• Memory (RAM) size
• Mobility (High/Medium/Low)
• Operating system
• Overall size (inches/centimeters and weight)
• Processor (CPU) type
• Price

**Questions:**

• What features of this device influenced you the most when choosing it over others that you were considering?
• Why were those features so important to you?

Now, imagine that you had the power to create a dream device. What features would it have? Consider your dream device from the same standpoint as the device you initially chose.

• Display quality
• Display size
• Hard disk drive size
● Memory (RAM) size
● Mobility (High/Medium/Low)
● Operating system
● Overall size (inches/centimeters and weight)
● Processor (CPU) type
● Price

Questions:
● Why is your dream device better than the one you found online?
● Do you think your dream device would have widespread appeal? Why or why not?

Lesson Three:

The Beckoners: Chapter Twenty-Seven: The Plan, Chapter Twenty-Eight: Panic, Chapter Twenty-Nine: Snow

Lesson: Ignition: Wireless Communication

Spend some time free-writing about the following question: is owning a cellphone a big responsibility?

After writing, answer the following questions:
● Do you currently own a cell phone? (77% of teens between 12 and 17 do)
● What do you primarily use your cellphone for? (If you don’t own a cellphone, what do you think you would primarily use it for?)
● When you received your cellphone, did your family establish any rules about its use? What are they? (If you don’t yet own a cellphone, what rules do you anticipate your parents would establish for its use?)
● Which rules do you feel are the most important? Why?
● What benefits do you feel mobile devices offer to teens? To families? To business professionals?
● What risks do you associate with mobile devices and wireless communication? What are some of the specific risks faced by young adults when they use mobile devices?
Cell phones can be a wonderful thing. They can connect us to family, friends, and the wider world. They allow us to contact others for help in difficult situations. They can also allow us to find the answer to questions anywhere we have service. Cell phones can also be used for dangerous or damaging things. Remember, what you do on your cell phone is not always as private as you make thing.

**You should never use your phone to:**

- Send a mean or hurtful text message. Before you click send, be sure to THINK (is it TRUE?, is it HELPFUL?, is it INSPIRING?, is it NECESSARY?, is it KIND?). If you are having a disagreement with a friend or a family member, take the time to talk about it in person.
- Have an inappropriate conversation. Before you engage in, or continue to engage in, an inappropriate text conversation, stop and think about [Philippians 4:8](https://www.biblegateway.com/passage/?search=Philippians%204%3A8&version=NIV), “whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”
- Send or receive inappropriate images. If you wouldn’t want to share the image with parents, grandparents, friends, siblings—basically everyone you know and love—it is probably inappropriate.
- Look at inappropriate material on your smart phone’s web browser. [Proverbs 4:23](https://www.biblegateway.com/passage/?search=Proverbs%204%3A23&version=NIV) says “Above all else, guard your heart, for everything you do flows from it.”

**Lesson Four:**

**Lesson:** *Ignition*: The Viral World

When it comes to internet safety and responsibility, what do you think is the MOST important thing that people need to be aware of?

- Protecting your identity
- Keeping personal information private
- Treating other people online with respect
- Not letting technology take over your life
- Protecting your computer from viruses

After you have ranked each item on the list from 1-5 (1 being the most important), explain why you have ranked them in this order.
Many people fail to realize the extent to which our personal, private information, and our online reputation, can be threatened by a computer virus. A virus is “a small piece of software that piggybacks on real programs. For example, a virus might attach itself to a program such as a spreadsheet program. Each time the spreadsheet program runs, the virus run too, and it has the chance to reproduce or wreak havoc. An email virus travels as an attachment to email messages, and usually replicates itself by automatically mailing itself to dozens of people in the victim’s address book. A Trojan horse is a simple computer program. The program claims to do one thing (it may claim to be a game) but instead does damage when you run it (such as erasing memory. Worms are a small piece of software that uses computer networks and security holes to replicate itself.”

**Activity:** Select one of the types of viruses you have just read about. Use [Explora Secondary](#) to learn more about the type of virus you have selected. Once you have finished reading about the type of virus, use the [Comic Creator](#) to create a cartoon from the perspective of the virus. Be sure to explain what the virus does, and how the virus gets into someone’s computer. Explain what people can do to protect themselves from computer viruses.

Finally, free-write about the following question: what kinds of risks can come with using technology? How can people reduce those risks, especially when it comes to protecting their privacy and online identities?

**Lesson Five:**

**Lesson:** *Ignition*: Internet Resources and Credibility

Print off a [K-W-L Chart](#). Today you are going to begin learning about plagiarism and paraphrasing. What do you know about plagiarism? Use your K-W-L chart to record what you know about plagiarism.

When filling out the K column, think about the following:

- the definition of the words
● how plagiarism happens
● why plagiarism is bad
● why paraphrasing is good
● how to paraphrase
● the consequences of plagiarism

When filling out the W column, think about what you would like to learn or think that other people should learn about plagiarism and paraphrasing.

What is plagiarism? Plagiarism is taking the words, language, or ideas of another person, generally an author, and claiming that they are your own. If you are writing a story about a family traveling to a strange and magical land, you are not plagiarizing. However, if you are writing a story about a family traveling to a strange and magical land during World War II, while they are staying in a professor’s home, and they reach said magical land through an enchanted wardrobe, then you are most certainly plagiarizing. Plagiarism is not a crime, rather, it is considered a very serious breach of ethics. It is not right (ethical) to take someone else’s work and claim it as your own. Essentially, plagiarism is copying and pasting text, images, video, or anything that someone else created without giving credit. Watch Plagiarism 2.0: Ethics in the Digital Age from Learn 360.

What is paraphrasing? One way to avoid plagiarism is to paraphrase. Paraphrasing is putting the meaning of what the other person is saying into your own words. Remember, when you paraphrase you must still give the original author credit for the ideas you present. Learning to paraphrase well is an excellent skill. It can make your writing more interesting, and enable you to demonstrate your understanding of a topic. Using quotes effectively in your writing is a wonderful skill to develop, but you cannot create an essay or presentation solely using quotes. Good essays use a variety of paraphrasing, your own ideas and understandings, and carefully selected and placed quotations.

Activity: Today you are going to be practicing paraphrasing. There can be many ways to paraphrase the same text. The words that you choose are not what matters when paraphrasing. Rather, an effective paraphraser is able to convey the meaning of the text they are paraphrasing without plagiarizing. When paraphrasing you are striving to retain
meaning. You do not need to keep the same number of words when paraphrasing, oftentimes, the paraphrase is much shorter. Watch Paraphrasing from BrainPop.

Then, try paraphrasing the following:

1. Ignition-Digital Literacy is an online program that teaches students how to use technology in a way that benefits themselves and those around them.
2. If you are going to go to Florida you just have to go to the beach to play in the exciting waves of the Atlantic Ocean.
3. In May 1787, George Washington, Alexander Hamilton, James Madison, and other American leaders when to Philadelphia to address the problems regarding governing of the United States.
4. Having a baby sister is the absolute worst! Every day has the same miserable, tear-filled routine. Anna wakes up at 4:30am crying for a bottle. Then she cries for another one every four hours after that. I never get to spend time with my mom alone anymore because if Anna isn’t held ALL DAY LONG, she cries. I wish that my parents would have just brought home a dog from the hospital.

Remember, when you are doing work for school, it is important to create a bibliography and include citations in a report, project, or presentation. WARNING: Students who plagiarise an essay may get a score of 0 if discovered by a teacher. If you are unsure whether you have used enough of your own words or cited something correctly use a website like turnitin.

Lesson Six:

Lesson: Ignition: Creating Multimedia Products

Write about the following questions:

- How can technology help people to be creative or to express themselves and their ideas?
- Would you like it if someone got credit for your photo, movie, or writing?

Have you ever created a presentation using images you found online? When online you can see many images. Some of these images may be used for reports, presentations, and sharing on websites. Others may not be used. All images posted online belong to
someone. It might be the person who drew that image, or the person who took that picture. Responsible digital citizens do not use or alter images that do not belong to them, unless they have permission to do so. This is called image copyright.

**So what is copyright?** Copyright is a legal right created by an individual country. Each country will have their own set of copyright laws. A copyright law grants exclusive rights for an original work to its creator. This means that the creator, the person holding the copyright, is the only one who can use and distribute the work. In day-to-day life as a student, breaking copyright would be using an image or video that is not yours and copying it without permission. You are taking someone else’s idea, and claiming it as your own. Watch this video, [Copyright and Fair Use Animation](#), created by Common Sense Media.

When looking for images to use in presentations, select only those that are labeled for “reuse with (or without) modification. When you use an image taken from the internet, it is important for you to give credit to the image’s owner. If you want to use images in a presentation or project, the following websites can be very helpful:

- [Creative Commons](#)
- [Flikr](#)—each image lists their restrictions or [Flikrc](#)—only creative commons images
- [Free Photo](#)
- [Open Clip Art](#)
- [Smithsonian Wild](#)—(200,000 animal pictures)
- [Wiki Images](#)
- Advanced Google search using Free Images

Programs like PowerPoint, [Prezi](#), and [Edu Buncee](#) can enable you to create a multimedia presentation. When looking at multimedia such as photos, movies, cartoons, videos, and pictures, be sure to look for information about who created the material. If you cannot locate who created the material, than the person could be using the material without the author’s permission. Read more about [Using Research and Evidence](#) from Purdue Owl.

**Activity:** Evaluating Websites Content. **Choose a specific topic**, then, use the questions and table similar to the one below to record information about the websites
you visit, and determine whether they are credible. Ask the following website analysis questions suggested by Common Sense Media. It is a good idea to train yourself to evaluate the websites you visit using these questions. Website evaluation should become a habit. Use the table below to evaluate 10-15 websites.

1. Can you tell whether the site is fact or opinion?
2. Is the site free of advertising?
3. If there are ads, are you able to tell the difference between advertising and content?
4. Is the site sponsored by an organization?
5. Is it clear who the site is designed for? Some websites are designed for use by children, others are designed for adults, college students, or professionals.
6. What tone is the information on the website written in? An angry or unkind tone could suggest that the information on the website is biased.
7. Is the site open to everyone? (Do you need to pay money in order to access the website? Do you need to login to use the website?)
8. Is the site’s domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site. Remember, anyone can create a website.)
9. Is the website’s author identified by name?
10. Is the place the author works or the organization they belong to listed?
11. Is the author’s biography provided? Does he or she have any credentials related to the subject of the website? (For example, does the author of a website on astronomy have a degree in astronomy, or work in an astronomy related field?)
12. Does the website list sources for information or statistics?
13. Are there any obvious spelling or grammatical errors?
14. Is the website useful? Does it provide you with enough information to conduct your research?
15. Is the information on the website helpful and informative? Does it provide you with new information for your research?
16. If you are reading a specific article on the website, can you find a date showing when it was written? Does the website itself have a date saying when it was last updated?
17. Are there any dead links on the website? (This could mean that it has been a long time since the website was last updated.)
18. Can you understand the text? Is the text on the website easy to see?
19. Does the website have multimedia features such as videos, audio, and charts that help you to understand the information more clearly?
20. Is there a search bar to enable you to search the website for specific information?
21. Are links clearly labeled?
22. Do the pages load quickly?

The answer to at least 15 of the questions above should be a yes! If you answer fewer than 15 of the questions in the affirmative, your website may not meet credibility or quality standards.

<table>
<thead>
<tr>
<th>Name of Website?</th>
<th>Who is the author?</th>
<th>Does the website cite its sources?</th>
<th>Types of multimedia used?</th>
<th>Is this a credible website?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Print off this sheet: "How do I identify credible sources?", read through it. Then, post it near your computer for easy reference. Keep in mind that most sources will not meet all of the criteria on this list, but they are important points to consider nevertheless. Try and find sources that meet one or more of the criteria on the chart.

**Lesson Seven:**

*Bullying Workbook for Teens*: Activity 16: Special Places, Activity 17: Just Breathe, Activity 18: Exercise

**Lesson: Ignition**: Digital Relationships and Respect

What is cyberbullying? Cyberbullying is using technology to threaten, intimidate, scare, and otherwise emotional harm someone. Cyberbullying is increasingly common, many young people report that they have been cyberbullied. A cyberbully might be someone you know, or it might be a stranger you meet online. Cyber-bullying is never, under any
circumstances, okay. Bullying behaviour of any sort is a direct violation of Luke 6:31. As Christians we are called to love one another, this means that we need to demonstrate caring in our words, and deeds. What actions may be considered cyberbullying? Cyberbullying is when someone uses a computer, a cellphone or other technology to hurt, scare, or embarrass another person. If you or someone you know is being cyberbullied it is important to seek help from your parents, a teacher, or another trusted adult. Trying to retaliate against a cyberbully is never a good idea.

Whenever you are online remember to THINK before posting, commenting, or responding. If you wouldn’t say something to a person’s face, don’t say it via technology. Unkind words are unkind words, regardless of whether they are spoken or typed.

- **Watch** Stand Up to Cyberbullying.
- **Watch** Cyberbullying, What’s Crossing the Line?
- **Watch** Stacey’s Story, a video about a teen reflecting on a cyberbullying experience.
  - Why did the girls start to threaten and harass Stacey online?
  - When do you think the girl’s behaviour “crossed the line”?  
  - Stacey says “‘People talk really big, when there’s, like, miles between you.” What do you think she means by this statement?
  - In what ways might the online context make the situation worse than if the bully had harassed Stacey offline?
  - Stacey’s mom says that Stacey should call the school and report the incidents. Stacey responds that it would “just make it worse.” Do you think this is true? Why or why not?

- “What does it feel like when a teasing situation “crosses the line” from harmless to harmful?”
- “What are some different forms of cyberbullying?”
- “What advice would you give to someone who feels cyberbullied?”

**Activity:** Write a letter to a younger sibling or friend explaining the dangers of cyberbullying. Include information about what they should do if they are being cyberbullied.
Lesson Eight:

*Bullying Workbook for Teens:* Activity 19: Boosting Your Confidence, Activity 20: Clever Comebacks, Activity 21: Humour

**Lesson:** Ignition: The Future of Technology and You

Have you ever stopped to imagine what technology will be like in the future? Five years from now? Ten? Twenty? Thirty? We live in an age of rapidly changing technology. Since the introduction of the iPhone in 2007, 10 different models have been introduced. Each model is marketed as being far superior to previous versions. Technology has thoroughly infiltrated our everyday lives offering many wonderful benefits, and many risks. But, for better or worse, technology is a part of our lives, and for the foreseeable future, it is here to stay. Increasingly, careers require a solid understanding of and comfort with technology. Have you ever heard of STEM? STEM is an acronym for Science, Technology, Engineering and Math. Research has demonstrated that STEM-field careers will be in greater and greater demand in the coming years. Currently, STEM careers account for over 10% of all jobs in Canada and the United States. According to Forbes, the starting salary for STEM careers is often double that of the US and Canadian average. Regardless of whether you choose to pursue a STEM career or not, you will undoubtedly be required to use technology in your future career.

**Activity:** For this activity you will be working with information from the United States Department of Labour. Unfortunately, the Canadian government has not yet compiled an easily accessible database of salary and other information for specific careers.

**Step One:** Choose from one of the following categories: Life, Physical, and Social Science Occupations, Computer and Information Technology Occupations, Architecture and Engineering Occupations, Math Occupations. Once you have selected a category, scroll through until you find a career that interests you. Click on the link.

**Step Two:** Re-create the table below, or create a chart that answers the questions below.

**Step Three:** Once you have filled in the information about your chosen occupation. Select a new category and repeat. Repeat again for each of the four categories.
Step Four: Once you have recorded information about an interesting occupation from each category, compare the four careers by answering the following questions:

- Which of these careers interests you the most? Why?
- Is the career you chose related to a career that you have already considered for yourself?
- What qualities, knowledge, or skills do you possess that would make you uniquely suited for this career?
- What do you think the challenges of this STEM career would be.
- How do you think this STEM career could be of a benefit to others?

### Stem Career Profile

<table>
<thead>
<tr>
<th>Occupation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What They Do/Duties:</td>
<td></td>
</tr>
<tr>
<td>Education Requirements:</td>
<td></td>
</tr>
<tr>
<td>Median Annual Pay:</td>
<td></td>
</tr>
<tr>
<td>Number of Jobs</td>
<td></td>
</tr>
<tr>
<td>Job Outlook:</td>
<td></td>
</tr>
<tr>
<td>Similar Occupations:</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Nine:

*Bullying Workbook for Teens:* Activity 19: Boosting Your Confidence, Activity 20: Clever Comebacks, Activity 21: Humour

*Sticks and Stones:* Prologue, Chapter 1: Monique, Chapter 2: Jacob, Chapter 3: Flannery

**Lesson: Using Search Engines to Find Good Sources**

Watch [Internet Research Techniques](#) from Learn 360 to learn about using powerful search terms, and other search techniques. Have you ever tried to find information
using a search engine? How did it go? Were you able to find the information you were looking for? Using search engines can be tricky, especially if you don’t know smart searching skills.

**Search terms** are the individual words or sets of words you type into a search engine. When using a search engine you generally type one or more search terms into the search bar, and the search engine will then look for matching websites. If you use powerful search terms you will get accurate results. If you use poor search terms, you will likely have a hard time finding reliable information. Watch Improving Research Skills With Effective Keywords from Common Sense Media. Here are some ways you can make your searching a smoother process:

- **Use specific search terms.** If you are searching for information about a person, be sure to use their first and last name. If you are searching for information about nail polish, don’t just search for information about polish, if you do, the computer will probably think you are interested in learning about the Polish language.

- **Eliminate unnecessary words.** You don’t usually need to use words such as: the, it, am, are, is, no, they, you, who, were, and with. Many search engines ignore those words anyway. Instead of typing “I have a rash on my arm,” use “rash on arm.” If you want to know how fast a dolphin can swim, you don’t need to type in “how fast can a dolphin swim?,” instead, you could use the search terms “dolphin swimming speed.” Think about how you can streamline your search term.

**Evaluate your results.** How can you tell whether the information your search engine has brought up is accurate? Do the search results match the information you were looking for? If the top five results don’t appear to be about the topic you are interested in, you probably need to refine or change your search terms.

Now that you have an idea how to use powerful search terms to find information, decide what kinds of sources you should use? Choosing good sources of information can be very tricky. The internet is home to literally millions of articles on millions of topics. Not all of these articles and websites are accurate. It is very important to remember that whether you are writing a report, creating a presentation, or participating in a debate, the information you use should come from fact-based, reliable, current, sources. When conducting academic research, HCOS subscriptions such as Explora Secondary and
World Book Online Student can be extremely helpful. When conducting more general searches, Advanced Google has many features that can help you fine-tune your ability to conduct thorough, effective searches.

- View the presentation Google Landing to gain a better understanding of how Google, and other search engines operate.
- Learn how to use Advanced Google.
- Follow the instructions in the presentation, Search Features for Speedy Searchers, to learn about some of the features offered by Google.

Consider the following scenario: you have a school assignment about the history of spaceflight due soon. It is to be a multimedia presentation featuring videos, pictures, and written information. It is important that the research you include in your presentation is both current and reliable. Follow the steps below to practice using Explora and World Book Online.

- **Step One:** Begin by visiting Explora Secondary. Explora (Secondary) is the EBSCOhost academic search engine for secondary students.
- **Step Two:** Type “spaceflight” into the search bar. Record your first four results? Are they helpful and specific? Now type “human spaceflight” in the search bar. What are your first four results? Are they helpful and specific?
- **Step Three:** Open the first two articles, what indications do you see that they are reliable? Current?
- **Step Four:** Visit World Book Online Student. Type in “spaceflight.” How many results did you get? World Book is an encyclopedia, as such, it will not provide you with the same number of sources of information as an academic search engine such as Explora. When using World Book you may need to vary your search terms. Try searching for “space exploration” in World Book. How many results do you get now? An encyclopedia such as World Book Online can be a wonderful place to get a sense of a topic before doing academic research using Explora.

Lesson Ten:

*Bullying Workbook for Teens: Activity 22: In Control or Not?, Activity 23: Accepting Yourself, Activity 24: Faulty Thinking*
Sticks and Stones: Chapter 4: Monique

- “Emily defines bullying as physical or verbal abuse that is repeated over time and involves a power imbalance—one kid, or group of kids, lording it over another. Do you agree with that definition? Is there anything about it you would change?”
- “Research shows that boys are more likely to bully physically, and girls are more likely to use indirect means of hostility, like gossip and exclusion. Does that match your experience?”
- “At Woodrow Wilson Middle School in Middletown, Connecticut, students in popular circles believed that social aggression was necessary to improve or maintain social status. Can school culture change the way “popularity” is experienced?”
- “What role did social media play in Monique’s story?”
- “Monique’s mother, Alycia, tried to do everything she could to help her daughter. But her effort to speak out publically backfired. What went wrong for Alycia? If you were in her position, what would you have done?”
- “What could Monique’s principal or assistant principal have done differently to stop the bullying?”
- “Why do you think Juliebeth stood up for Monique? What stops more students from standing up for kids who have been bullied, and what would it take to change that?”
- “What should the superintendent of the Middletown school district have done in response to Monique’s story?”
- “One of the girls who ganged up on Monique, Aminah, said in a reflective moment, “I feel like Monique was just depressed, because she didn’t have a lot of friends… I could see that she’d walk in the hallways with her head down.” Do you think Aminah felt empathy for Monique? Why didn’t she act on it?”

Lesson: Netiquette

The Bible says: “Do unto others as you would have them do unto you.” (Luke 6:31). This verse is often referred to as the Golden Rule. It is one of the most important tenets of the Christian faith. How does the command given in Luke 6:31 impact your life? Consider the importance of the Golden Rule when it comes friendship, relationships
with family members, and interacting with strangers. How does the Golden Rule impact you when you are using the internet?

Etiquette refers to appropriate behaviour in social settings. Netiquette is the World Wide Web version of etiquette. This term refers to the way in which we behave and interact with others online. In previous lessons you have already learned some of the rules of netiquette, you also learned about building a positive digital footprint. Having good netiquette is one way to maintain a positive digital footprint. Netiquette is another way of thinking about digital citizenship.

Netiquette encompasses not only the information you post online, but also respect for your personal safety, and the personal safety of others. Developing good netiquette serves not only to protect you now, but also down the road. As a citizen of a digital world it is critical to remember that your online presence can impact you in the offline world as well. You may have heard stories about people being fired over something they have posted online. There are not urban legends. What you post today can have a negative impact on your future life. Poor netiquette has the potential to cost you friendships, family relationships, future education opportunities, and careers. THINK before you post, share, upload or download.

Netiquette looks something like this:

1. **Never Share Personal Information Online.** This isn’t just a good safety rule, this is also a good netiquette rule. Sharing too much personal information online can put you in a compromising or dangerous position. People in the online world can misrepresent themselves very easily. Keep your personal information private.

2. **Think Before You Post.** You may have heard the acronym THINK before. THINK encourages students to ask themselves the following questions before they post information online. Getting into the habit of THINKing before you post is very important! (THINK: is it TRUE? is it HELPFUL? is it INSPIRING? is it NECESSARY? is it KIND?). “So you will walk in the way of the good and keep to the paths of the righteous. For the upright will inhabit the land, and those with integrity will remain in it.” — *Proverbs 2:20-21.*

3. **Avoid Spreading Rumours.** Has anyone ever said something about you that wasn’t true? Gossip can be very hurtful to the person being gossiped about.
Spreading rumours online is the same as gossiping--and typically to a much larger audience. Spreading information online can be very hurtful. It can also be considered a form of cyberbullying. Before you share information about another person, ask yourself how you would feel if you were in their shoes. Remind yourself of Luke 6:31. And, remember to THINK!

4. **Don’t Get Involved with Cyberbullying.** Cyberbullying is bullying another person in the online environment. Cyberbullies use the internet to belittle, intimidate, threaten, or otherwise emotionally harm another person. Remember, even friendly teasing or joking can be hurtful. It is often difficult to tell someone’s intention in email or instant messaging.

5. **Treat Others with Respect.** This links directly to Luke 6:31. When you are online, always ask yourself whether your actions reflect how you would want to be treated in this situation. Before you comment, post, reply, or send, remember to THINK. Racist, sexist, and bigoted statements pollute the online environment. You do not have to search very hard to find derogatory comments, and hateful content on the web. Do not contribute to it. Feel free to respectfully disagree and explain your stance, but never resort to making derogatory or inflammatory comments. If you begin to feel angry when engaged in an online discussion, walk away and get help from a trusted adult.

6. **Keep Everyone’s Privacy.** When spending time in the online world it is important to protect your own privacy. It is equally important to protect the privacy of others. The same privacy rules that apply to you, apply to the private information of others. You would never want a friend or family member to share private or personal information about you online.

7. **Don’t Steal Content.** Plagiarism and copyright rules are a critical component of good netiquette.

8. **Learn and Use Smileys Appropriately.** Emoticons (smileys) can be a fun way to express emotion. Emoticons can be used to show your intended emotion in emails or messages where it may not be clear just from your words what you are feeling, or what your intention is. However, emoticons can also be used inappropriately. They should never be used in formal writing of any sort. Emoticons should also not be used to pass off a mean or bullying statement as “just a joke.”
9. **Make a Good Impression.** When you are on the internet you want to present your “best self,” you want to demonstrate that you are thoughtful, intelligent, and kind. If you aren’t certain as to whether you are presenting yourself well or not, ask a trusted adult for a second opinion. It is estimated that 80% of employers Google job candidates prior to interviewing them for a position.

10. **Help Others.** While it is important to be cautious and careful when online, it isn’t necessary to be fearful. If you notice that someone in the online world needs help with navigating, learning the rules, or troubleshooting a problem, you should feel free to help them if you know the answer. Remember that helping should never require you to give away personal information.

11. **Double Check.** Before you post or send, take a moment to read through what you have written. Could it be misinterpreted? Does it have an underlying tone or attitude? Could it be hurtful? If you aren’t sure, ask a parent or another trusted adult to read it over.

**Activity:**
Now that you have learned more about digital citizenship and good netiquette. You are going to be creating a presentation explaining each of these rules. Imagine that you are tasked with presenting a group of peers with information about netiquette. They are your target audience, and it is your job to teach them all about netiquette. Use the rules listed here, and consider creating a scenario to illustrate each rule. To create your presentation you can use Prezi, PowerPoint, Emaze, Google Slides, or Edu Buncee. Use Creative Commons Search, or another one of the image search engines discussed previously to find images to enhance your presentation. Remember to cite your image!

Use EasyBib for quick and easy citation method.
Part Three: Bullying

Lesson One:

*Bullying Workbook for Teens*: Activity 25: Reframing Negative Thoughts, Activity 26: The Isolation Trap, Activity 27: Self-Defeating Speech

*Sticks and Stones*: Chapter 5: Jacob

- “What did you think of Jacob’s decision to come out on Myspace, and of the post he wrote?” How do you think Jacob was feeling at the time he wrote the post? Have you ever known someone like Jacob?
- “What did you think of Aaron’s comment that Jacob should “just act like normal people?” Do you think the fixation on being “normal” affects all students?” What do you think Aaron meant by “normal”? Do you think this was a helpful word to use in this instance? Why or why not?
- “Did you support Jacob’s decision to sue the school district? What did you think of the outcome of Jacob’s lawsuit?” How else do you think the situation could have been handled?
- What do you think the Mohawk school district’s response to Jacob should have been?

Watch *Bullying, The Internet and You* from Learn 360.

**Lesson**: Matthew 5:43-45 says, “You have heard that it was said, ‘You shall love your neighbor and hate your enemy.’ But I say to you, Love your enemies and pray for those who persecute you, so that you may be sons of your Father who is in heaven.” This verse can be very difficult. It does not always seem natural to love our enemies, or to pray for those who treat us badly. Our emotions are powerful things, when we are treated badly, it can be very hard to love that person. It can be very hard to think about praying for them, and blessing them with our prayers. So, what does loving our enemies mean when it comes to bullying? Does it mean that we should allow bullies to treat us badly? Does it mean we should avoid getting them in trouble? Does it mean that we
shouldn’t allow them to experience any consequences for their actions? What do you think? Write about the following question: how can we show love to our enemies, while still protecting ourselves from people who treat us badly?

Lesson Two:

*Bullying Workbook for Teens: Activity 28: Depression, Activity 29: Expressing Anger, Activity 30: Irrational Fear*

*Sticks and Stones: Chapter 6: Flannery*

- “The public outcry surrounding the suicide of Phoebe Prince gave rise to intense national news coverage and the narrative of the “bullycide,” but Emily argues that “bullycide” is a worrisome term. Why? Do you agree?”
- “In what ways does the media’s interest in bullying help address the problem? In what ways does it make the issue more difficult?”
- “Emily reports that bystanders intervene when they see bullying only 20 percent of the time. What do you think are the key factors in a kid’s decision to stand up to a bully?”
- Do you feel that it is easier to confront a friend or an enemy? Explain your answer.
- “When kids intervene, they succeed in stopping bullying half the time. What are strategies for encouraging kids to “stand with victims,” as counselor Stan Davis puts it? What could the students at Phoebe’s school have done to help her?”

Watch Silent on the Sidelines: Why we Ignore Bullying from Learn 360.

Lesson Three:

*Bullying Workbook for Teens: Activity 31: Anxiety, Activity 32: Empathy, Activity 33: Real Friendships*

*Sticks and Stones: Chapter 7: Freedom*
• “When do you think a school should investigate students’ online postings?” Do you think the standards of a Christian school such as HCOS might differ from the standards set out by a secular school? Why?

• “To what degree do you think students have freedom of speech on social media? How much should judges defer to school officials when they discipline kids for what they write online?”

• “How do you feel about the school culture in your community? How could it improve, and what would it take to make that happen?”

• “What are some ways in which parents can help instil empathy in kids? What about schools?” What are some of the ways your parents helped you to develop empathy for others?

• “How about students: What can they do to prevent bullying, or help other kids through it?

• “What about social media companies—do they have a role to play here?”

Watch Cyberbullies from Learn 360.

Watch 7 Ways to Block a Cyberbully from Learn 360.

Lesson Four:

Bullying Workbook for Teens: Activity 34: Toxic Friendships, Activity 35: Breaking Up with Friends, Activity 36: Self-Empowerment

Sticks and Stones: Chapter 8: Old Mill

• “What was your impression of Emily’s visit to the Facebook offices? Do you think that the company’s methods for dealing with cyberbullying are effective? What would you have Facebook do differently if you could?”

• “Emily argues that social media companies like Facebook habituate kids (and adults) to give up their privacy. Do you see this as a problem?” To what extent do you think this is a problem? What are some of the protective measures you can take to ensure your physical and emotional safety when using social media? What balance between social media and in-person relationships do you feel is healthy for teens?”
• “What are some ways in which parents can help guide their kids in using cell phones and social network sites?” What restrictions does your family have around social media and cell phones?

**Lesson:** The Bible says: “The words of the reckless pierce like swords, but the tongue of the wise brings healing.” (Proverbs 12:18). How does this apply in relationships? Use the Comic Creator to create a comic illustrating Proverbs 12:18 in a relationship situation. How could knowing this verse impact the choice someone makes in an argument or disagreement?

**Lesson Five:**

*Bullying Workbook for Teens:* Activity 37: Mentors Matter, Activity 38: Anti Bullying Organizations, Activity 39: Moving Forward

*Sticks and Stones:* Chapter 9: Delete Day

• “A group of seniors at the Mary Louis Academy in Queens came up with the idea of Delete Day to guide younger students in managing their online personas. Why did Delete Day succeed at the school? Is it an idea worth replicating?”

• “Of the methods explored in the book, which do you think is the most effective for dealing with bullying? Which would be the easiest to implement in your community? What are some of the core ideas these methods have in common?”

• “What do you think is the most important thing parents can do to help prevent bullying? What do you think is the most important thing that schools can do?”

Watch The Netiquette Edge from Learn 360.
Bibliography


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