Департамент науки і освіти
Харківської обласної держадміністрації

Комунальний вищий навчальний заклад
«Харківська академія неперервної освіти»

Міжнародний благодійний фонд
«Академія української преси»

Напрям:
Медіаосвіта в основній і старшій школі

Номінація:
Практична медіаосвіта

Серія уроків англійською мовою "Медіа-смарт" (Media-Smart)

Овсяннікова Лариса Євгенівна,
учитель англійської мови
Харківської гімназії №6
«Маріїнська гімназія»
Харківської міської ради
Харківської області
Шевченківського району
міста Харкова
Харківської області

2017

Анотація

Оскільки уроки медіа освіти і медіа грамотності інтегровано в уроки англійської мови, у роботі представлено серію розробок уроків для учнів різних вікових категорій англійською мовою. Два уроки перекладено українською мовою повністю, до решти уроків надано опис.

Оригінали уроків взято з сайту http://mediasmarts.ca/.

Mediasmarts – це канадська неприбуткова організація, розташована в Оттаві, яка займається розробкою навчальних програм з медіа освіти. Робота організації полягає у формуванні у молоді критичного мислення через створення освітніх ресурсів та аналіз змісту різних видів засобів масової інформації. Mediasmarts також проводить опитування та дослідження з впливу засобів масової інформації та уподобань молоді.

Розробки уроків мають корисні та сучасні матеріали, які знайомлять учнів з методами та технологіями впливу засобів масової інформації на молодь. Деякі матеріали потребують адаптації до умов України або можуть використовуватися як країнознавчий матеріал.

Зміст роботи

Урок 1. Розуміння онлайн реклами їжі
(Lesson Aversmarts Understanding Food Advertising Online)

Вік учнів: 5-6 клас
Рівень складності: середній
Тривалість: 1-2 години
Опис уроку

На цьому уроці учні ознайомляться з онлайн рекламою та способами, за допомогою яких, рекламодавці створюють привабливе і заманливе онлайн середовище, яке допомагає привернути та утримувати дитячу увагу. Після вивчення розповсюджених рекламних технологій учні зіграють в навчальну онлайн гру, створять власну рекламу вигаданих пластівців Ко-ко Кранч (Co-Co Crunch). Після цього учні ознайомляться з реальними рекламними роликами та знайдуть «двозначні та неясні слова», які використовуються у рекламі.

Мета уроку

На кінець уроку учні:

• розуміють комерційну мету цілісного рекламного середовища;

• визначають цільову аудиторію рекламних оголошень та описують як аудиторія може реагувати;

• визначають рекламні та маркетингові елементи та характеристики, характерні для комерційних оголошень;

• визначають очевидні та приховані послання оголошень, призначених для дітей даної вікової категорії;

• визначають характеристики та технології, що використовуються для створення цілісного середовища онлайн;

• використовують інформацію для імітації створення медіа текстів

• починають розвивати усвідомлення стратегій, за допомогою яких маркетологи зацікавлюють дітей онлайн;

• починають розвивати розуміння комерційної природи інтернету.

Підготовка і матеріали:

• забезпечити можливість учням зіграти в освітню гру Co-Co's AdverSmarts (http://mediasmarts.ca/game/co-cos-adversmarts-interactive-unit-food-marketing-web);

• роздрукувати листівку для батьків;

• забезпечити доступ до інтернету під час уроку;

• використовувати проектор чи інтерактивну дошку;

• Co-Co's AdverSmarts містить аудіо до всіх текстів.

Хід уроку
1. Привітання

2. Вчитель: поговоримо про рекламу:

- Що таке реклама? Для чого вона потрібна? Де можна побачити рекламу?

- Яким чином маркетологи намагаються переконати дітей, що саме ця іграшка, гра чи пластівці – найкращі?

Пояснення вчителя: стратегії, які використовують маркетологи для того, щоб змусити дітей захотіти придбати певний продукт наступні:

- використання дітей старшого віку ніж цільова аудиторія, щоб продукт здавався «крутим»;

- використання звукових ефектів, яскравих кольорів, драматичних кутів зйомки та музики, щоб реклама та продукт викликали захоплення;

- показ щасливих людей в рекламі, оскільки маркетологи знають, що скоріше куплять те, що покращує настрій чи надає приємні відчуття.

Як тільки учні починають розуміти, що рекламні ролики – це комерційні повідомлення, які створені для того, щоб змусити купити рекламний продукт і можуть говорити прорізні види реклами, які вони бачать на телебаченні, можна переходити до реклами в інтернеті.

Кожен з кроків аналізує технології, з якими знайомить гра Co-Co's AdverSmarts.

Крок 1. Вибір теми веб-сайту

Після того, як учні вибрали тему для веб-сайту вчитель ставить питання:

- Яку тему ви вибрали для веб-сайту Co-Co's AdverSmarts?

- Які образи спадають вам на думку, коли ви чуєте слова *світ*, *мій* та *квест* у заголовку чи назві?

- Які види завдань ви сподіваєтесь побачити на подібних сайтах?

- Чи були ви коли-небудь на сайтах з назвами *Чарівна земля*, *Моя територія розваг*, *Квест у замку?*

Крок 2: Вибір «причепливої фрази»

Пояснення вчителя: За законом реклама повинна містити правдиву інформацію, але іноді маркетологи використовують слова, які можуть ввести глядача в оману. Ми називаємо їх «двозначні та неясні слова» тому, що їх можна зрозуміти по-різному чи вони мають неточне значення як, наприклад «фруктовий запах цього поживного сніданку».

Питання для учнів

- Яким чином ці фрази вводять в оману?

Новий та вдосконалений супер хрумкіт;

Смак справжнього шоколаду;

Один великий смачний хрумкіт.

- Чи можете ви навести інші приклади «двозначних та неясних слів»? Напишіть на дошці: Реклама родзинок *«Два совки родзинок у кожній мисці»* (які за розміром совки?); реклама пластівців *«Чарівно*

смачні» (який це смак?); реклама йогурту *«два фруктових кольори»* (фруктовий колір – це який?); реклама Lego *«щодня різні іграшки»* (насправді, це одна іграшка).

Крок 3. Вибір рекламного персонажа

Рекламні персонажі ефективні, якщо діти впізнають їх в інших засобах масової інформації таких, як телебачення, ігри, кінофільми, іграшки та пакуванні. Але вони стають ще привабливішими, якщо діти можуть грати та взаємодіяти з ними в онлайн завданнях та іграх.

Дітям слід пам'ятати, що, хоча ці персонажі здаються привабливими і дружніми, насправді, – це продавці, які намагаються продати продукт.

Питання для учнів

• Чому компанії, які виготовляють пластівці, створюють таких персонажів, як Cap'n Crunch чи Toucan Sam?

• Яких інших рекламних персонажів ви знаєте? Чим вони вам подобаються?

• Чи хотілося вам коли-небудь скуштувати продукт тільки тому, що вам сподобався рекламний персонаж?

• Чи були ви коли-небудь на рекламному сайті, де можна було пограти з рекламним персонажем? Які види завдань та ігр були на цих сайтах?

Крок 4. Вибір завдань для відвідувачів сайту

Вправа «Створіть власні завдання»

На багатьох сучасних веб-сайтах діти можуть налаштовувати сторінки під свої власні потреби, створюючи власних персонажів чи продукти. Вправи на створення власних завдань чи ігор подовжують час перебування на сайті, створюють відчуття власності та контролю, дозволяють дитині творчо та по-новому грати з тим самим продуктом.

Крім того, часто сайти заохочують дітей ділитися своїми досягненнями з іншими, що створює додаткову позитивну передачу інформації з вуст в уста.

Питання для учнів

• Чи були ви коли-небудь на сайті, де можна було створювати свій власний простір (декорування власної кімнати чи будинку)? Якщо так, що це був за сайт? Що саме вам треба було робити?

• Якби вам треба було створити сайт для дітей, що саме ви дозволили б робити для того, щоб створити свій власний простір?

• Які ще види завдань «зроби сам» ви знаєте? Це можуть бути вправи на «підбери одяг» чи додавання елементів до фото вашого профілю (аватару). Що вам треба було робити додатково?

Онлайн відео

Популярність відео на таких каналах, як YouTube, дала маркетологам нові можливості розповсюдження рекламних роликів. Тепер не треба обов'язково заходити на рекламний веб-сайт, щоб побачити рекламний

ролик. Крім того рекламний ролик може стимулювати інші види діяльності (набирати бали чи одержати доступ для виконання додаткових завдань).

Питання для учнів

• Хто з вас розмістив своє Co-Co відео на сайт компанії як своє досягнення?

• Чи були ви коли-небудь на сайті, де розміщено рекламні відео? Що це був за сайт?

• Ці відео рекламують іграшки чи їжу?

• Чи були ви коли-небудь на сайті, де можна переглянути відеорекламу іграшок, цукерок, пластівців?

• Як ви гадаєте, чому компанії люблять розміщувати рекламні відео на своїх сайтах?

Рекламні ігри

Один із найефективніших способів, яким маркетологи користуються для просування свого товару – це рекламні ігри. Цей термін позначає бездоганну інтеграцію реклами в онлайн діяльність.

Питання для учнів

• Чи вибрав хтось із вас Co-Co Crunch Games на Co-Co's веб-сайті?

• Чому ці ігри називаються «рекламними іграми»?

• Яка цільова аудиторія рекламних ігор? Чому ви дійшли такого висновку?

• Чи доводилося вам грати в рекламні ігри?

• Як можна порівняти рекламні ігри з іншими видами реклами? Складіть список різних видів реклами. Скільки часу люди витрачають на перегляд кожного з них?

Членство і клуби

Одне із завдань, яке стоїть перед маркетологами, змусити відвідувачів повертатися на сайт якомога частіше. Дітям пропонують вступити в клуб, зареєструватися, стати членом спільноти. Це змусить їх повертатися на сайт.

Членство у клубі дає змогу одержати додаткові переваги у вигляді бонусів та доступу до ігор. Коли діти стають членами клубу, вони починають одержувати додаткову інформацію про акції, знижки, нові товари.

Іноді компанії використовують клуби для проведення ринкових досліджень. Використовуючи опитування, вікторини, анкети, маркетологи одержують зворотній зв'язок з дітьми та збирають демографічну інформацію та інформацію про використання продукту, прямо взаємодіють зі споживачами.

Перш ніж надавати будь-яку особисту інформацію учні повинні спочатку запитати своїх батьків, опікунів або учителя.

Питання для учнів

• Хто з вас вирішив вступити в клуб на Co-Co's веб-сайті?

- Чи були ви коли-небудь на сайті, де треба було вступати в клуб? Чи вступили ви в клуб? Яку інформацію ви повинні були надати, щоб стати членом клубу? Які переваги ви одержали, вступивши в клуб? Чи було щось, що вам не сподобалося у клубі?
- Чи правильно те, що компанії збирають про вас інформацію для того, щоб потім продавати вам товари?

Е-листівки (E-cards)

В той час, як багато брендових сайтів сприяють додатковій усній передачі позитивної інформації про товар, деякі види діяльності на таких сайтах є дуже ефективними. Один із прикладів такої діяльності е-листівки (E-cards). Багато комерційних сайтів пропонують безкоштовні е-листівки та повідомлення, які можна надіслати друзям.

Питання для учнів

- Хто з вас вибрав на Co-Co's веб-сайті е-листівку?
- Що таке е-листівки? Чи отримували ви їх коли-небудь, чи надсилали ви їх кому-небудь? Що в них було написано?
- Чому компанії можуть бути зацікавлені в тому, щоб діти надсилали е-листівки своїм друзям?

Конкурси

Ще один спосіб привернути увагу до свого товару, який використовують маркетологи, – це конкурси та тоталізатори. Цей спосіб викликає у людей захоплення, оскільки хто ж не хоче виграти чудовий приз?

Однак слід пам'ятати, що конкурси – це різновид реклами, тому важливо бути обережними, коли вас просять надати інформацію для участі. Попросіть дорослих допомогти вам взяти участь у конкурсі, щоб впевнитися, що від вас вимагають не надто багато особистої інформації.

Питання для учнів

- Хто з вас взяв участь у конкурсі чи тоталізаторі на Co-Co's веб-сайті?
- Чи бачили ви коли-небудь конкурси в інтернеті? Якщо так, чи пам'ятаєте ви, що це був за сайт? Яким був приз? Чи брали ви участь в конкурсах?
- Які, на вашу думку, шанси виграти у таких конкурсах? Чи знаєте ви кого-небудь, хто виграв у такому конкурсі?
- Чому такі конкурси популярні? Чому маркетологи люблять використовувати конкурси з рекламною метою?

Вправа «Вибух двозначних та неясних слів»

Пошук двозначних чи неясних слів може бути розвагою для учнів. Водночас, ця вправа дозволяє тренувати мовленнєві навички.

Частина 1. Учні записують у спільний журнал:

- «двозначні та неясні слова»
- де і коли вони побачили дане рекламне оголошення
- вид засобу масової інформації

- товар що рекламується
- яким чином ці слова можуть ввести в оману.

Частина 2. «Двозначні та неясні слова» у дії

Учні розробляють та малюють новий продукт, а потім складають до нього рекламний текст, використовуючи двозначні та неясні слова, щоб рекламувати його серед дітей своєї вікової групи.

Домашнє завдання

Ознайомити своїх батьків з пам'яткою для батьків (Додаток 1), зайти на Co-Co's AdverSmarts разом з батьками, показати батькам власну рекламу.

Додаток 1

Co-Co's AdverSmarts: пам'ятка для батьків

Шановні батьки,

Зараз ми готуємося до уроку про онлайн рекламу. На цьому уроці, ваші діти вивчатимуть способи, за допомогою яких маркетологи зацікавлюють дітей своїми рекламними сайтами та рекламують їм свій товар.

В ході уроку учні будуть грати у навчальну гру під назвою Co-Co's AdverSmarts. У цій грі вони вивчатимуть стратегії онлайн реклами під час створення рекламного ролика пластівців Co-Co, який би сподобався їм самим.

Для закріплення вивченого матеріалу, ми пропонуємо учням пограти в Co-Co вдома та продемонструвати своїм сім'ям те, що вони вивчили. Ви можете одержати доступ до гри за посиланням: http://mediasmarts.ca/game/co-cos-adversmarts-interactive-unit-food-marketing-web

Для того, щоб ви могли поговорити з вашими дітьми, ми передаємо деякі факти про маркетинг для дітей.

Додаток 2

Чому мішенню маркетологів стають діти

Діти — важлива цільова аудиторія для маркетинга тому, що у них є велика купівельна спроможність, вони впливають на купівельні рішення батьків та в майбутньому стануть дорослими споживачами.

Маркетологи привчають маленьких дітей впізнавати їх торгівельну марку з надією, що що це переросте в довготривале користування їх продукцією. Згідно з дослідженнями, малюки з шести місяців здатні запамятовувати корпоративні символи та талісмани. З двох років діти мають власні смаки щодо торгівельних марок, а школярі можуть розпізнавати сотні логотипів.

Онлайн маркетинг

Інтернет — надзвичайно плідне середовище для тих маркетологів, цільовою аудиторією яких є діти.

- Це частина молодіжної культури. Це покоління молодих людей росте разом з інтернетом, як з повсякденною та звичною частиною їх життя.
- Батьки часто не розуміють до якої міри дітям щось намагаються продати онлайн.
- Діти часто знаходяться онлайн без супроводу батьків.
- Рекламодавці надають перевагу інтернету іншим способам реклами тому, що їм легше досягти цільової аудиторії і інтернет менше регулюється.
- Технології дозволяють легше збирати інформацію від молодих людей для проведення маркетингових досліджень та створення персоналізованої реклами.
- Створюючи захоплююче інтерактивне середовище, що базується на товарах та назвах торгівельних марок, компанії можуть формувати смак, починаючи з раннього віку.

Один із найкращих способів досягти дитячої аудиторії онлайн — це створити веселий та захоплюючий ігровий майданчик, в якому тісно переплітається рекламний зміст та графіка, ігри і діялність. Такий вид ігор називається рекламними іграми (Advergames).

Особливі проблеми маленьких дітей

Одна з проблем, з якою стикаються маленькі діти, - це те, що вони не відрізняють рекламу від розваг. Їм важко вирізнити рекламу на телебаченні, а, тим більше, в інтернеті.

У зв'язку з ростом рівня ожиріння серед маленьких дітей, піднімається проблема впливу агресивного маркетингу таких продуктів, як фаст фуд, газовані напої, цукерки, в інтернеті. Дослідження виявили, що майже всі продукти, що рекламуються дітям онлайн мають високий вміст цукру, високий вміст соди та є високо-калорійними.

Рекламні ігри можуть також подовжувати час, який дитина проводить за екраном, переглядаючи рекламу. На відміну від реклами на телебаченні, яка триває всього деніька секунд, діти можуть грати в рекламні ігри онлайн стільки, скільки вони хочуть. Такі ігрові майданчики — дуже привабливі: діти з більшим задоволенням заходять на рекламні сайти, ніж на звичайні.

Додаток 3

Що робити з онлайн маркетингом

Щоб допомогти дітям уникнути основних пасток, розставлених маркетологами, батькам слід навчити своїх дітей:

Критично сприймати комерційні веб-сайти

Діти повинні знати, що таке маркетинг, щоб розпізнавати, коли їм намагаються щось продати і яким способом. Через те, що маленькі діти не відрізняють рекламні сайти від інших сайтів, говоріть з ними про рекламу з раннього віку. Важливо, щоб діти зрозуміли, що, хоча комерційні сайти весело відвідувати, вони існують з двох причин: щоб розбудовувати власну торгівельну марку та збирати інформацію від дітей з маркетинговою метою.

Захищати їх персональні дані

Чи завжди ваші діти радяться з вами перш ніж розмістити якусь особисту інформацію на сайтах? Якщо для користування комерційним сайтом дітям необхідно надати електронну пошту, створіть окрему пошту для реєстрації на сайтах.

Читати політику конфіденційності сайтів

Оскільки більшість сайтів для дітей дотримуються політики конфіденційності, важливо навчитися її читати. Політика конфіденційності хорошого сайту з'являється одразу при реєстрації і в ній зазначено яка інформація збирається і як вона буде використовуватися. Також сайт повинен надавати дозвіл батькам проглядати всю інформацію про їх дитину та можливість її змінити чи видалити, якщо є така необхідність.

Розділ «Політика конфіденційності», як правило, знаходиться внизу кожної сторінки. Ось що треба шукати:

- Яку інформацію збирають чи відстежують? Як ця інформація буде використовуватися? (Це особливо важливо у тому випадку, якщо її будуть продавати або передавати третім особам.)
- Чи матимуть батьки можливість змінити чи видалити будь-які дані, які були зібрані про дітей?
- Які заходи були вжиті для забезпечення дитячої конфіденційності, коли вони спілкуються у чаті чи надсилають повідомлення через сайт?

Розрізняти фірмові та нефірмові сайти

Фірмові комерційні сайти легко впізнати. Вони асоціюються з певною компанією чи торгівельною маркою та представляють продукти, розроблені цією компанією. Мета таких сайтів виховати прихильність до даної торгівельної марки, продавати власні продукти та використовувати інформацію, яку вони одержують від відвідувачів, для проведення маркетингових досліджень.

Нефірмові комерційні сайти не такі явні, оскільки не асоціюються з певною компанією чи торгівельною маркою. Вони можуть представляти продукти різних компаній, або взагалі не рекламувати продукти. Їхнє головне завдання – проводити опитування та дослідження з метою одержання особистої інформації про дітей, які відвідують даний сайт, для передачі компаніям-партнерам або для продажу зацікавленим третім особам.

Навчитися розпізнавати маркетологічні хитрощі

Допоможіть вашим дітям створити власний рекламний ролик, пояснюючи як рекламодавці:

• Використовують слова та малюнки, щоб створити відчуття у дитини, що це справжнє місце, куди варто зареєструватися;

• Розміщують сторінки для розфарбовування та різноманітні ігри, щоб діти грали на сайті довгий період часу;

• Використовують онлайн конкурси, вікторини та опитування для збору особистої інформації від дітей, щоб створити маркетингові стратегії та розширити аудиторію;

• Використовують мультиплікаційні символи, щоб привабити дітей, та створити приємне враження про рекламний продукт

Також необхідно пояснити, що рекламні банери на комерційних веб-сайтах можуть мати посилання на інші сайти, які не призначені для дітей, тому діти повинні попереджати батьків, якщо хочуть перейти за посиланням.

Навчитися розпізнавати відповідальні дитячі сайти

Щоб впевнитися, що улюблені сайти ваших дітей поважають своїх маленьких користувачів, перевірте чи сайти:

• Називають своїх партнерів.

• Чітко позначають будь-яку рекламу.

• Мають зрозумілу політику конфіденційності, яку легко знайти та відкрити, як з домашньої сторінки, так і з інших сторінок.

• Чітко зазначають у політиці конфіденційності, що вся інформація, зібрана у дітей, не буде передаватися третім сторонам.

- Попереджають батьків про всі можливі ризики, пов'язані з діяльністю на сайті, та запевняють у забезпеченні безпеки дітей, які користуються сайтом.
- Забезпечують керовані чат-середовища.
- Вимагають дозвіл від батьків до того, як діти віком до 13 років розмістять особисту інформацію.

Adversmarts: Understanding Food Advertising Online

Overview
In this lesson, students are introduced to the idea of online advertising and look at the ways that marketers create immersive and appealing online environments that draw and hold children's attention. After studying common advertising techniques, students play an educational game online that lets them put their learning into action by "creating" a site advertising a fictitious cereal, Co-Co Crunch. Students then look at examples of real commercial environments and watch for "weasel words" used by advertisers.

Learning Outcomes
Students will:
- begin to develop an understanding of the commercial objectives of immersive online environments, specifically those characteristic of websites for food products
- identify the purpose and the intended audience of these types of websites and describe how audiences might respond
- recognize and identify the advertising and marketing elements and characteristics associated with commercial websites
- identify overt and implied messages of websites that market to children their age
- identify the characteristics and techniques used in the creation of online immersive environments
- utilize their information to simulate the creation of a media text
- begin to develop an awareness of the strategies marketers use to engage children online
- begin to develop an understanding of the commercial nature of the Internet

Preparation and Materials
Arrange for students to play the educational game Co-Co's AdverSmarts (available online at http://mediasmarts.ca/game/co-cos-adversmarts-interactive-unit-food-marketing-web and for mobile devices in the Apple and Google Play app stores)
- Photocopy the handout Co-Co's AdverSmarts: Handout for Parents
- Arrange for an Internet connection and a data projector or digital whiteboard Co-Co's AdverSmarts includes audio with all of the game's text to

accommodate different reading abilities. Younger children may, however, benefit from having a helper to navigate through the game. Here are some suggestions before you start:

- enlist a student from a higher grade to sit with two or three children as they play the game and help them out if they are having trouble. Children who need a lot of help on their first attempt should be given the opportunity to play again
- have a parent volunteer sit with a student while he or she goes through the game
- team up capable readers with less able readers to play the game together
- have pairs of students play the game and compare designs they create. Give them the chance to play again and create different playgrounds
- use a projector or whiteboard and navigate through the game with the whole class.

Procedure

Talk About Advertising

Ask students:

- What is advertising? What is it for? Where do we see advertising? (Make sure to include TV, the Internet, and food packaging in the answers.)
- How do marketers try to convince children that a certain toy, game or cereal is really the best? What strategies do they use? Explain some of the strategies that marketers use to make children want to buy a particular product, such as:
- featuring kids a few years older than the target age group, to make the product seem really "cool"
- using sound effects, heightened colour, dramatic camera angles and music to make the products in the ads look exciting
- showing everyone having a great time in the ads because they know people want to buy products that make them feel good

Once students begin to understand that advertisements are messages that are designed to make them want to buy things – and can identify and talk about the different types of ads they see on TV – you can then move on to advertising on the Internet.

Online Marketing

Ask students:

- Have they ever seen advertising on the Internet?
- What kind of ads have they seen?
- What things were being advertised?
- Do the ads they see online look like the ads they see on TV? How are they the same? How are they different?

Also ask students about online clubs:

- Have any of them ever joined a club on a website for kids?
- Did they get anything special for joining?

- What information was needed for them to join the club?
- Did they ask an adult to help them?
- Did they enjoy their experience?

Co-Co's AdverSmarts

Explain to students: To help you understand how companies advertise products to kids on the Internet, we are going to play a game where you help a cereal mascot – Co-Co – build a perfect website that kids will want to visit.

Have students complete Co-Co's AdverSmarts (consult Preparation and Materials above for different ways of having students play the game).

After students have completed the game, assure them that there is nothing wrong with playing on commercial sites, but explain that it's important to recognize the sites for what they are: online commercials. Remind students that they must be careful to protect their personal information and to avoid falling for gimmicks that are used to collect information.

In Co-Co's AdverSmarts, students learn about the following marketing strategies (or gimmicks):

- Words and graphics that give the impression that the location of the website is a faraway, special place.
- Words like 'my' and the ability to create customized content to give the impression that the website is your own personal space.
- Words and graphics that give the impression that you are about to start on a great adventure.
- "Weasel words" that sound important but can be misleading.
- Engaging cartoon spokescharacters.
- Gimmicks such as videos, quizzes, games, memberships and clubs

Based on your preference, you may lead the discussions below after students have played through the game, or have students pause for discussion after completing each step.

Each of the following discussion notes covers the gimmicks that are introduced by Co-Co.

Step 1: Picking a theme for the website

Ask students:

- Which theme did you pick for Co-Co's new website?
- What types of images come to mind when you hear a name for a website that includes the words world, my and quest in the title?
- What types of activities would you expect on a website like this?
- Have you ever been on a website that has a name similar to Magic Land, My Fun Zone or Castle Quest?

Step 2: Picking a catchy phrase

Explain to students that by law advertisers must tell the truth, but sometimes they use words that can mislead viewers.

We sometimes call these "weasel words" because they sound like they mean more than what they actually say such as "the fruity smell of this nutritious breakfast."

Ask students:

- How are the following phrases from the game misleading?
- New and improved super crunch
- The taste of real chocolate
- One great tasty crunch
- Can you think of other examples of weasel words? (Make a list on the board. Examples may include words or phrases such as: Raisin Bran's "Two scoops of raisins in every bowl" (how big are the scoops?); Lucky Charms' "Magically delicious" (so what does it really taste like?); Trix yogurt's "Two fruity colours" (how can colours be fruity?); and Lego's "It's a new toy every day" (actually, it's the same toy).

Step 3: Choosing a spokescharacter

Spokescharacters are effective when children recognize them from other media such as television, games, movies, toys and packaging; but they are even more appealing when kids can play and interact with them in online activities and games.

Children need to remember that although they appear friendly, these characters are really not their friends – they are salespeople who are trying to sell a product.

Ask students:

- Why might cereal companies create spokescharacters like Cap'n Crunch or Toucan Sam?
- What are some other examples of spokescharacters? What do you like about them?
- Have you ever wanted to try a product because you liked the spokescharacter?
- Have you ever been on a website where you could play with a product or its spokescharacter? What types of games and activities could you do?

Step 4: Selecting activities for visitors "Create-Your-Own" Activities

On many branded websites kids are able to customize their experience by creating their own characters or products, their own spaces in an online community or even design accessories for the product. Create-your-own activities encourage extended interaction with a brand, create a sense of ownership and control and allow children the opportunity to play with the product in new and creative ways.

Additionally, kids are often encouraged to share their creations with others, increasing the chances of positive word-of-mouth promotion.

Ask students:

- Have you ever been on a site where you could make your own space, like decorating your own house or room? If so, what type of site was it? What did you get to do?
- If you were making a website for kids, what kinds of things would you let them do to make their own special places?

- What other kinds of "do-it-yourself" activities can you do (this might include things like dressing up or getting extra things for your avatar). Do you have to do anything extra to do this?

Online Videos

For marketers, the popularity of online videos on sites like YouTube has given extra life to television commercials. Not only can visitors view these commercials on a product's website, but users are often given incentives for doing so such as points or access to other activities.

Ask students:

- How many of you chose putting up a video as one of your gimmicks for Co-Co's website?
- Have you ever been on a website that shows online videos? What type of website was it?
- Did any of these videos show products like toys or food?
- Have you ever been on a website for a toy or candy or cereal that had commercials that you can watch?
- Why do you think companies like to include commercials on their websites?

Advergames

One of the most effective ways for marketers to promote products online is through advergames, which is a term used to describe the seamless integration of product promotion in online activities.

Ask students:

- Did any of you choose to have Co-Co Crunch games on Co-Co's website?
- These kinds of online games are sometimes called "advergames". Can anyone tell me why they might be called this?
- Who do you think is the audience of advergames? How do you know this?
- Have you seen or played any advergames? If so, what products did you see?
- How do advergames compare with other kinds of advertising? Brainstorm a list of types of advertisements and the typical length of how long you think people interact with it.

Memberships and Clubs

For online marketers, one of the challenges is to find ways of getting Web visitors to come back as often as possible. Offering memberships and clubs for kids to join are one way marketers get kids to spend time on their website and encourage them to come back in the future.

Often, memberships on these sites offer additional incentives including access to games or points. Once they are part of the club children are informed of new promotions, products and exclusive offers.

Sometimes companies use clubs to conduct market research. Using polls, quizzes and surveys, marketers ask kids for feedback and opinions on products,

collect demographic and product-use information and interact with users in a more direct manner than traditional forms of marketing.

Remind students before providing any personal information online that they should first ask a parent, caregiver or teacher.

Ask students:

- How many of you chose joining a club for your gimmick on Co-Co's website?

- Have you ever been on a website where you can join a club? Have you ever done this? What type of information did they ask you for? What did you get for being a member? Was there anything you didn't like about being a member?

- Do you think it's ok for a company to collect information about you so they can sell you things?

E-Cards

While many of the activities on branded websites can spark positive word-of-mouth and viral marketing, some activities are solely designed for that purpose. One example is e-cards. Many commercially branded sites offer free e-cards or messages that visitors can send to their friends.

Ask students:

- How many of you chose sending e-cards as an activity for Co-Co's website?

- What are e-cards? Have you ever received or sent an e-card? What did it say?

- Why might companies want kids to send their friends e-cards from their websites?

Contests

Another way marketers get attention about their product is by offering contests and sweepstakes. This is an easy way to get people excited, since who wouldn't want to win a fabulous prize.

However, it is important to remind students that contests are a form of advertising and to be cautious about the information they provide to enter.

Ask students:

- How many of you choose contests and sweepstakes as your activity for the Co-Co Crunch website?

- Have you ever seen any contests while you're surfing on the Internet? If you did, do you remember the website or the type of website that offered the contest? What was the prize? Have you ever entered an online contest?

- What do you think are the chances of winning the prize in online contests? Do you know anyone who has won a prize through an online contest?

- Why do you think contests are popular? Why do you think marketers like to use contests?

Remind students that if they ever want to enter an online contest or survey, they should get an adult to help them to make sure they don't give away too much information.

Activities

Weasel Word Blast

Activity One: Media Log

Watching for weasel words can be fun for students while at the same time they will be developing an awareness of language. Have students create a weasel word media log of advertisements on television, Internet or magazines.

In their media log students can record:

- weasel words
- when and where they encountered the ad
- type of media
- product promoted
- how the words may be considered misleading

Activity Two: Weasel Words in Action

Ask students to design and draw a new product and then write a number of weasel words or phrases to promote the product to other children in their age group.

Home-School Connection

Have students share the game with their parent(s) or guardian(s). Background information on the topic of commercial branded and immersive Web environments is included in the Handout for Parents. A package can be put together for students to take home, including activity sheets found towards the end of the guide. Have students play the game with their parents and describe each of the different gimmicks. As a variation, students can show their parents an example of a commercially branded website and explain the advertising techniques behind the site.

Урок 2. Розглядаючи крізь лінзу
(Lesson Looking Through Lenses)

Вік учнів: 6-9 клас
Рівень складності: середній
Тривалість: 1-2 години

Опис уроку

Урок створено з метою формування у учнів 6-9 класів розуміння впливу засобів масової інформації на їхнє ставлення та сприйняття країн, що розвиваються та проблем розвитку держав взагалі; ознайомлення учнів з проблемами та труднощами представлення країн, націй та культур через засоби масової інформації. В цьому уроці представлено три вправи: «Оптичні ілюзії», «Правда чи ні?» та «З вашої точки зору».

Вправа 1. «Оптичні ілюзії»

Ця вправа знайомить з поняттям спотворення сприйняття та пояснює як працюють стереотипи.

Для наочності слід використовувати копії малюнка «Оптичні ілюзії» (Додаток 4)

Хід виконання вправи

Крок 1: показати зображення «Оптичні ілюзії» на проекторі, мультимедійній дошці чи роздати копії зображення.

Питання до учнів: східці знаходяться на підлозі чи на стелі?

Пояснення вчителя: обидві відповіді правильні, але більшість учнів вважає, що східці знаходяться на підлозі, оскільки ми звикли, що вони знаходяться саме на підлозі.

Крок 2: (пояснення вчителя) одночасно з тим, як людина вчиться читати, вона вчиться сприймати предмети в променях сонячного світла, яке потрапляє в очі. Мозок запам'ятовує «правила» сприйняття; наприклад, чим далі речі знаходяться від вас, тим меншими вони здаються. Але, коли предмет чи малюнок порушує правила чи, якщо його можна сприйняти по-різному, ваш мозок схильний застосовувати «правила» і може надати вам хибну інформацію, або він може вибрати найбільш достовірний варіант сприйняття.

Крок 3: (пояснення вчителя) стереотипи працюють таким же чином: ми створюємо «правила» про те, якими є або повинні бути ті чи інші особистості (часто базуючись на тому, до якої групи ми їх відносимо за расою, статтю, соціальним класом і т.д. – «всім дівчаткам подобається рожевий» або «всі канадійці живуть в іглу». Але, думаючи таким чином, ми одержуємо спотворене чи часткове враження про світ.

Вправа 2. «Правда чи неправда?»

Ця вправа досліджує наскільки люди можуть сформувати неточне сприйняття світу навколо них, особливо, якщо вони повністю покладаються на засоби масової інформації.

Матеріали та обладнання, необхідні для виконання цієї вправи:
- Копія «Правда чи неправда?»
- 2 великі аркуші чистого паперу, маркер
- Карта світу
- Ізоляційна стрічка

Хід виконання вправи

Крок 1: (вчитель) Подивіться на карту світу та знайдіть високорозвинені країни, тепер покажіть країни, які, на вашу думку, розвиваються (це країни, в яких більша частина населення не має доступу до основних послуг, економічної безпеки і повної участі у громадянському суспільстві). Чим, на вашу думку, країни, що розвиваються відрізняються від Канади? Чим відрізняється та що спільного має повсякденне життя дітей вдома, у школі та на роботі?

Крок 2: Приклейте напис «Правда» на одній стіні в класі та напис «Неправда» на протилежній стіні. Посередині на підлозі проведіть лінію (щоб розділити сторони «Правди» та «Неправди») ізоляційною стрічкою. Поставте учнів посередині і попередьте, що ви будете читати твердження з копії, а учні повинні будуть переходити на сторону «Правда», якщо вважатимуть речення правдивим чи «Неправда», якщо вважатимуть речення неправдивим. Прочитайте перше твердження і дайте учням можливість визначити його правильність чи неправильність. Учні можуть залишатися на місці, якщо не можуть визначитися. Дайте правильну відповідь та обговоріть наскільки спотворене уявлення учнів з даного питання. Повторіть з такою кількістю тверджень, з якою вважатимете за потрібне.

Крок 3. Обговорення в групі:
- Наскільки точними були ваші здогадки з приводу тих чи інших тверджень?
- Чому так відбувається?
- Наскільки засоби масової інформації (які саме?) вплинули на ваші відповіді?

Вправа 3. «З вашої точки зору»

Ця вправа розглядає проблему впливу власного досвіду на сприйняття світу, а також вплив сприйняття світу на власний образ та образ інших людей.

Хід проведення вправи

Крок 1. попросіть учнів назвати проблеми, з якими стикається Україна або їхня місцевість. Складіть список на дошці. Попросіть учнів уявити, що вони іноземці, які знають тільки таку інформацію про Україну. Яке б враження у них склалося про країну? Щоб вони подумали про це

місце? Щоб вони відчували, якби тільки неприємна інформація була відома про країну, де вони живуть?

- Чи мало б це значення? Чому?
- Чому погляди учнів відрізняються?
- Що б учні хотіли, щоб інші знали про їхню країну?

Крок 2. складіть список ідей, які учні асоціюють з терміном «країни, що розвиваються» чи «країни третього світу». Розгляньте ці поняття з точки зору кроку 1.

- Звідки взялися ці ідеї?
- Чого не вистачає в уявленні учнів про ці поняття? Чому?
- Якби в класі було більше чи менше учнів, які б жили у країнах, що розвиваються, яким чином би змінилося сприйняття цих понять?
- Які б відчуття були б у учнів з країн, що розвиваються, якби вони знали, що інші думають про їхні країни так?
- До якої міри учні думають, що загальноприйнята думка про країни третього світу – це виняток, а не правило?
- Як сім'я, особистість, досвід, віра та засоби масової інформації впливають на наше сприйняття світу?
- Які ще «фільтри» та «лінзи» впливають на наше світосприйняття?

Крок 3. Питання для обговорення?

- Якими способами люди з країн третього світу можуть зіткнутися з зовнішнім враженням про них (наприклад фільми, міжнародні програми новин, зняті на Заході, реклама, Інтернет, агентства допомоги)?
- Що вони можуть відчувати з приводу того, як їх зображують?

Попросіть учнів описати усно або в журналі будь-який схожий досвід, де вони чи їхня група, або будь-який аспект їхньої індивідуальності, розглядався з точки зору стереотипів.
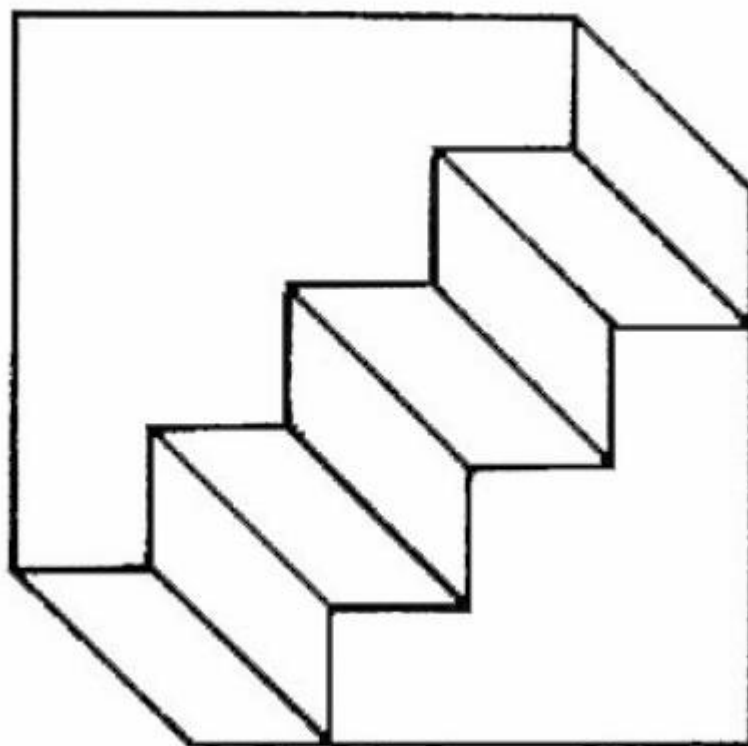
- Що ми можемо зробити, щоб вийти за межі стереотипів?
- Що ми можемо зробити, щоб зруйнувати стереотип?

Домашнє завдання

Знайдіть в Інтернеті статтю про одну з останніх подій з газети більш розвиненої країни і статтю про цю ж подію з газети менш розвиненої країни. Порівняйте ці дві статті з письмовим аналізом у журналі.

Додаток 4

Optical Illusion

Додаток 5

Правда чи неправда

1. Одна з головних причин дитячої смертності у країнах, що розвиваються, – це голод.
Неправда: Діарея (зневоднення) і хвороби, яких можна запобігти імунізацією, складають половину всіх смертей.
2. Канада надає 10 центів з кожного оподаткованого долара на допомогу іншим країнам.
Неправда: Близько 2 центів з долара передається у Офіційну допомогу розвитку.
3. 2% дітей світу голодують (помітно недоїдають).
Правда: «непомітне» недоїдання – набагато більше поширене і впливає на 40% дітей у країнах, що розвиваються.
4. 90% дітей світу ходять у початкову школу.

Правда: близько 130 мільйонів дітей не мають доступу до школи. Дві-треті – дівчата.

5. Половина бюджету країн, що розвиваються, надходить від закордонної допомоги.

Неправда: близько 1% національного бюджету країн, що розвиваються, в середньому, надходить з Офіційної допомоги розвитку, і, майже, половина передається з країн, що розвиваються, до заможних країн у формі відсотків по кредитній заборгованості.

6. Діти недоїдають тому, що вони одержують недостатньо їжі.

Правда і неправда: не мати достатньо їжі – це одна з причин, але дуже часто дітям бракує поживної їжі та мікроелементів (таких як вітамін А, залізо та йод), у поєднанні з відсутністю чистої питної води, хронічною діареєю та хворобливістю

7. Рівень росту кількості населення зменшується.

Правда: в той час, як у деяких місцях абсолютна кількість населення зростає, рівень зростання зменшується; з часом абсолютна кількість також почне зменшуватися.

8. У світі достатньо грошей та ресурсів, щоб задовольнити всі основні потреби всього людства.

Правда: UNICEF оцінила, що це буде коштувати $4 мільярди, щоб задовольнити основні потреби людства (чиста вода і каналізація, повноцінне харчування, медичне обслуговування та освіта). Ця сума дорівнює менше ніж половині суми, яку заможні країни витрачають на спортивне взуття за рік. Ця сума може поновлюватися, якщо 20% Офіційної допомоги розвитку та 20 % національних бюджетів країн, що розвиваються, будуть витрачатися на основні людські потреби.

Lesson. Looking Through the Lenses

"Children are immersed daily in a dense bath of mass media images and messages. Some teach children about the world around them. Others promote deceptive, partial, stereotypical and sometimes harmful perceptions." Edunotes, Issue 2 Volume 3 UNICEF Canada

Introduction

"Media Literacy for Development & Children's Rights" was created by UNICEF Canada to help young people in grades 6 - 8 understand the role played by the media in influencing their attitudes and perceptions about developing nations

and development issues. This module contains a series of lessons, exercises and background information to help familiarize students with the issues and challenges surrounding representation of other countries and cultures by the

media. There are three activities in Lesson One: Optical Illusion, True or False?, and From Your Point of View.

General backgrounders for this lesson:

- Why Teach About Media Literacy?
- Definitions for Use in Activities

Activity One: Optical Illusion

This activity introduces the concepts of how perceptions can be distorted, and how stereotypes work.

Resources and materials needed for this activity:
- Photocopy student handout: Optical Illusion

Procedure

Step One: Project an acetate copy of the handout, Optical Illusion, on overhead (or distribute copies to student pairs).

Ask students if they think the stairs are on the floor, or on the ceiling. Explain that both perceptions are valid, but it is likely that most students saw the stairs as on the floor because we would expect them to be there.

Step Two: Explain that just as people learn how to read, they learn how to see how to make sense out of rays of light hitting the eyes. The brain learns "rules" of seeing; for example, the farther things are from you, the smaller they appear. But when an object or drawing breaks the rules, or when it could be interpreted different ways, your brain tends to apply the "rules" and may give you wrong information or one perception of the information that makes most sense.

Step Three: Explain that stereotyping works the same way: we create "rules" for how we think individuals are or should be (often based on how we identify them with a group defined by race, gender, class, and so on—so that "all girls like pink" or "all Canadians live in igloos"). But thinking this way, we get an incorrect or partial view of the world.

Activity Two: True or False?

This activity explores how people can form inaccurate perceptions of the world around them, particularly if they rely entirely on the mass media for information.

Resources and materials needed for this activity:
- handout: True or False?
- 2 large sheets of blank paper, marker
- map of the world
- masking tape

Procedure

Step One: Look at a world map and locate some affluent countries, then locate what you think are developing countries (where a large proportion of the population lacks access to essential basic services, economic security and full participation in civil society). How do you think developing countries are different from Canada? How do you think children's daily lives, at home, school and work, are different from yours? How are they similar?

Step Two: Post a sign that reads "TRUE" on one side of the classroom and a sign that reads "FALSE" on the other side. Clear the floor in the middle of the room and paste a line down the middle (to demarcate the "TRUE" side from the "FALSE" side) with masking tape. Invite students to stand in this space. Explain

that you will be reading a series of statements (from the handout): after each statement, students should move to the side of the line (TRUE or FALSE) in accordance with how they view the statement. Read the first statement, and give students a few moments to consider it and then move to a side. When the students have chosen a side (or are indeterminately standing in the middle of the room), give the correct answer. Engage in a brief discussion about where the inaccurate guesses might have originated. Repeat the process for as many of the statements as you wish.

Step Three: Discuss as a group:
• Generally, how accurate were your guesses?
• Why do you think this is?
• How have your media experiences (watching television and movies, reading the newspaper) influenced your
responses?

Activity Three: From Your Point of View

This activity looks at how personal experience affects the way people perceive the world, and the effects of perceptions on self image and images of others.

Procedure

Step One: Ask students to name some of the problems facing Canada (or their local area). List these on the chalkboard. Ask everyone to imagine they are outsiders who know only this information (about Canada or the local area). What would they think of the place? List ideas. Ask students how they would feel if the unpleasant aspects listed were the only information others had about their area.
• Would it matter? Why?
• Why is the students' view different?
• What would students want others to know?

Step Two: List ideas students associate with the term "developing world" or "third world". Discuss these in light of Step One.
• Where do these ideas come from?
• What is missing from students perceptions? Why?
• How might the perceptions differ if your class had more/fewer students who have lived in a developing country?
• How do students think people from developing countries would feel about others' perceptions of their region?
• To what extent do students think that the most common impressions of developing countries are the exception and not the norm?
• What roles do family, personality, experience, beliefs and the media play in how we see the world?
• What other "filters" or "lenses" affect how we see the world?

Step Three: Ask students the following:
• In what ways might people from developing countries come into contact with outsiders' views of them (e.g., films, international news shows produced in the West, advertisements, Internet, aid agencies)?

• How might they feel about how they are portrayed?

Ask students to describe orally or in journals any similar experiences where they or their group, or any aspect of their identity, has been viewed in terms of a stereotype.

• What can we do to see through stereotypes?
• What can we do to discourage stereotypes?

True or False?: Looking Through the Lenses

TRUE OR FALSE?

1. The leading cause of child death in developing countries is famine.

FALSE: Diarrhea (dehydration) and immunization-preventable diseases account for over half of all deaths.

2. Canada provides about 10 cents per tax dollar as foreign aid.

FALSE: About 2 cents per dollar is contributed to Official Development Assistance.

3. 2% of the world's children are starving (visibly malnourished).

TRUE: "Invisible" malnutrition is more widespread, affecting about 40% of children in developing countries.

4. 90% of the world's children go to primary school.

TRUE: About 130 million children do not have access to school; two-thirds are girls.

5. Half of the budget of a developing country comes from overseas aid.

FALSE: About 1% of the national budget of a developing country, on average, is from development assistance, and almost half is transferred from developing countries to affluent countries in the form of interest payments on debt.

6. Children are malnourished because they don't get enough food to eat.

FALSE AND TRUE: Not having enough food is one cause of malnutrition, but more common is a lack of enough types of nutritious foods and important micro-nutrients (such as vitamin A, iron and iodine), combined with lack of clean drinking water and chronic diarrhea and illness.

7. The rate of population growth in the developing world is decreasing.

TRUE: While in some places, the absolute number of people is growing, the rate of growth is declining; in time, the absolute number will also begin to decline.

8. There is enough money and resources in the world to meet everyone's basic needs.

TRUE: UNICEF estimates it would cost about $4 billion to meet basic human needs (clean water and sanitation, adequate nutrition, health care and education). This amount is equivalent to less than half of the amount affluent countries spend on sport shoes in a year. It can be recovered if 20% of official development assistance and 20% of national budgets in developing countries were spent on basic human needs.

**Урок 3. Зустрічаючись з ненавистю онлайн
(Challenging Hate Online)**

Вік учнів: 10-11 клас
Рівень складності: середній
Тривалість: 2-3 години

Опис уроку

Метою цього уроку є показати учням, яким чином засоби масової інформації пропагують ненависть та нетерпимість або борються з ними. Урок починається з обговорення способів, якими користуються організації для розповсюдження повідомлень, які мають в собі ознаки ненависті, через цифрові засоби масової інформації, та який потенціал має це середовище для боротьби з подібними явищами. У вигляді головоломки учні зможуть проаналізувати роботу п'яти організацій, які борються з ненавистю, а потім застосувати свої знання у власній кампанії.

На кінець уроку учні зможуть:
- Досліджувати питання ненависті та способи її прояву;
- Застосовувати стратегії розповсюдження терпимості та поваги;
- Розуміти , як можна використовувати інтернет для сприяння поширенню терпимості та поваги;
- Визначати ознаки успішної рекламної кампанії;
- Розуміти нашу роль у боротьбі з расизмом та нетолерантністю.

Challenging Hate Online

Overview
In this lesson students learn how digital media is used to promote or combat hatred and intolerance. The class begins with a discussion on the different ways that hate organizations disseminate their messages using digital media and how this medium offers the potential to work against hatred and intolerance. In a jigsaw activity, students visit and analyze the supporting websites of five anti-hate organizations/initiatives and then apply what they've learned to the development of their own anti-hate campaigns.
Learning Outcomes
Students will demonstrate the ability to:
- Explore the issue of hate and various ways to challenge it
- Be aware of the strategies used by anti-hate organizations to promote tolerance and respect

- Understand how the Internet can be used to facilitate the promotion of tolerance and respect
- Recognize the characteristics of a successful awareness campaign
- Understand the role we all can play in countering racism and intolerance.

Preparation and Materials

Note: For the jigsaw activity in this lesson you will need five computers with Internet connections.

Have the following handouts available:

- Challenging Online Hate Questionnaire
- Developing an Anti-Hate Campaign

Make available the instructions for the jigsaw activity. The questionnaire can be printed as a handout, an overhead, or written on the blackboard.

- Jigsaw Activity Instructions

Prior to starting this activity, you may want to have each of the five computers already connected to one of these websites:

- Tolerance.Org (www.tolerance.org)
- Someone (http://projectsomeone.ca/)
- No Hate Speech Movement (http://www.nohatespeechmovement.org/)
- It Gets Better Project (www.itgetsbetter.org)
- Canadian Race Relations Foundation (http://www.crrf-fcrr.ca/en/)

Procedure

Start the lesson by explaining to students that today's lesson will be focusing on the role of digital media in challenging online hate. Before discussing this specifically, however, you want to hear their thoughts generally on the ways that digital media can amplify and give greater value to a message or any cause or idea.

Ask students:

- Can you think of any cause-related online campaigns that have resonated with you?
- What were some of these causes?
- What kind of campaign was it? (For example, was it to promote an event? To raise awareness? To raise funds? To let people know about services that are provided?)

Next, have students consider how these campaigns used digital media to amplify their message, promote their services and/or help them find support for their cause by asking them:

- How were these campaigns promoted online? (Have students consider both methods and platforms.)
- What was it that caught your attention and made the cause resonate with you?
- Was this solely an online campaign, or was other media used?
- Which was better at getting your attention?

Based on this discussion, try to flesh out what kinds of benefits an online presence would have for a social justice group. As students bring up each benefit, write the main word on the board (i.e. cost, reach, cooperation…)

Answers and guided discussion should include the following:

Cost – Publishing material online costs significantly less than actually printing distributing flyers and documents.

Reach – The Internet can quickly and effectively reach a global audience.

Cooperation – The Internet facilitates networking among likeminded individuals or groups located at a distance from each other.

Engaging Youth – Since youth spend so much time with online technology, Internet-based content can more easily reach young people than other methods.

Multimedia – It is fairly easy to develop various multimedia applications for very low cost. When used well, videos, animations, games, and music can add value and polish to the message.

Branding – A cause can be promoted across a series of branded games or viral marketing techniques.

Publicity – The Internet allows ideas and concepts that were previously obscure to be visibly displayed in the public eye.

Wealth of Information – The Internet is the world's largest encyclopedia and is available for reference at all times.

Hyperlinking and Embedding – allows you to link directly to your references or to debunk erroneous claims. The Internet makes it possible to provide a virtual library on a particular topic to anyone who wants to click. You can embed official documents, research, and information on allied groups on your webpage or within your social media feed.

Social Organizing – By making planned actions or rallies visible to a wider public, the Internet facilitates the organization of protests, demonstrations, or other direct action. It also allows a group to conduct multiple events at the same time across the country or even across the world.

Outreach – The Internet makes it possible to provide access to services and resources to individuals who would otherwise miss out on these tools.

Evading Legal Censure – Because the Internet is a global medium, it allows activists of all kinds to organize and meet in ways that help them to avoid legal repercussions – especially in countries where the group's message or activity may be considered illegal.

Anonymity – In some cases, a message may not yet have become mainstream or may be unpopular. The Internet lets individuals communicate anonymously without fear of social or legal repercussions.

Once students have completed their brainstorming, have them take a look at the benefits that have been listed on the board.

Point out that those same online elements that can benefit social justice groups can also be used by those who are promoting hatred and intolerance. Factors such as cost, reach cooperation engaging youth, multimedia, branding, publicity, social organizing, outreach, being able to hyperlink and embed

materials, and, most importantly, being able to be anonymous and evade the law are all good reasons why hate groups have also turned to digital technology to spread their messages.

Despite this, the Internet is also an effective medium for those who are fighting hatred and intolerance.

Ask students to consider how features of the Internet may benefit anti-hate organizations. Answers may include:

- the Internet takes views and opinions that used to be clandestine and posts them in a public and global medium where they are out in the open for all to see
- the Internet makes it easier to openly challenge misinformation provided by hate-mongers
- by posting their views online, hate organizations make it easier for anti-racism and anti-hate organizations, law enforcement agencies, governments and educators to address the fallacies and prejudice in hate ideology
- as with hate sites, the Internet permits anti-hate organizations to reach and network with a wide, global audience.

Class Activity

In this activity students discuss how they would launch an online campaign for a group that is promoting tolerance. Point out to students that hate online is directed at any number of groups – visible minorities, religions, Aboriginal people, women, GLBTQ and trans people, people with disabilities – and their campaign can promote tolerance in general or confront hate against any particular group. Explain to students that while there may be anger expressed towards dominant or advantaged groups (Whites, men, heterosexuals) it's not generally part of an ideology of hate and, even in the few cases where it is, these groups already have no shortage of people and organizations working on their behalf.

If after the discussion, any student still wishes to direct their campaign promoting tolerance towards a group that you feel is dominant or advantaged take a few minutes to do the Unpacking Privilege mini-lesson and make your decision based on the students' analysis in that activity.

- As a class, have students brainstorm and record the various strategies and tools they would use to get their message out and attract members and supporters.
- Have a student record this initial plan on paper while you discuss it as a class. Once you've developed something students feel confident with, move on to the jigsaw activity.

Jigsaw Activity

Set up five computer stations. On each of the five computers, have one of the following websites open.

1. Tolerance.Org (www.tolerance.org)
2. Someone (http://projectsomeone.ca/)
3. No Hate Speech Movement (http://www.nohatespeechmovement.org/)

4. It Gets Better Project (www.itgetsbetter.org)
5. Canadian Race Relations Foundation (http://www.crrf-fcrr.ca/en/)

Divide the class into five groups and assign each group to a computer station.

- While at their computer station, groups will research how the featured website is being used to address hate by answering the questions on the Challenging Online Hate Questionnaire. Every student needs to record their answers.

- Once this is done, have students form new groups in which there is at least one member from each of the original groups.

- Within these new groups have each group representative take the time to explain their websites to group members.

- Once this is done, have students rejoin their original groups. Using the Challenging Hate Online as a guide, discuss the various websites as a class.

Additional questions for students to consider are:

1. Is the organization a non-profit organization or a commercial operation, such as a TV network?

2. If the organization is a commercial operation, how does this website's connection to commercial interests

help or hinder its message?

3. How does each of the websites differ in how they address hatred? How are they similar?

4. How do these websites connect or enhance offline and online initiatives?

Once the discussion is completed, revisit with students the original plan for developing an online anti-hate campaign.

What would they change? What would they keep? From class discussion and the sites they've visited, have students put together a list of "best practices" or particularly effective approaches and techniques.

Final Activity: Create an Anti-Hate Campaign

Distribute the handout Developing an Anti-Hate Campaign and have each group apply what they have observed by developing a youth-oriented anti-hate campaign for the Internet.

Once completed, groups will present their campaigns to the rest of the class. Groups will be assessed according to the following criteria:

1. Outline
2. Clearly identified issues
3. Comprehensive, practical implementation plan
4. Clearly defined goals
5. Effective communication of campaign message
6. Effective use of digital media
7. Promotional Materials
8. Creativity
9. Appeal
10. Effectiveness

11. Informative

12. Good use of design elements

Extension Activity

As a class, launch an anti-hate/tolerance awareness campaign within the school or in the wider community. Have students collaborate on gathering information and constructing a message and then on disseminating their information through both traditional and digital methods. If you have contact with a school in another municipality, this could be a great way to show students how a network of activists can initiate a wide ranging campaign.

Додаток 6

Challenging Online Hate Questionnaire

Answer the following questions as completely as possible on a separate piece of paper. You will need this information to be able to discuss your assigned website later.

Website   Title:

_____

Name   of   Organization:

_____

Website   URL:

_____

Questions

1. Who is behind this website?

2. What is the main purpose of the organization?

3. What is the purpose of this website?

4. What kinds of hate does it address?

5. Who do you think is/are the website's intended audience(s)?

6. What approaches, techniques or initiatives does this organization use to address hatred? (For example, protests and rallies, helping victims, education, etc.) Does any specific approach stand out as being the best, or are a combination of approaches preferable?

7. Think back to the advantages that were discussed in class of using the Web for anti-hate campaigns. What Web capabilities does this organization use to promote its messages?

8. Which, if any, elements or initiatives do you think would resonate with youth?

9. Identify approaches, techniques, or strategies from the website that you might like to integrate into your own educational or anti-racism campaign or anti-racism site.

10. Question 1 of this exercise is "Who is behind this website?" Why do you think this would be an important question when you encounter a site like this?

Додаток 7

Developing an Anti-Hate Campaign

As a group you will apply what you have learned about Web-based and offline anti-hate initiatives by developing a youth-oriented anti-hate campaign.

Your campaign package should consist of:

1. An outline of the specific issue you intend to address and how you intend to create awareness (for example, through a contest, a forum, an Anti-Hate Day at your school).

2. The goals of your campaign.

3. The approach your campaign will take in confronting hate.

4. Promotional materials (for example, posters, pamphlets, a mock-up of a webpage for a supporting website,

etc.).

5. An outline of how you will use digital technology to amplify your message and promote your campaign.

Once completed, your group will present your campaign to the rest of the class.

Groups will be assessed according to the following criteria:

Outline

- Clearly identified issues
- Comprehensive, practical implementation plan
- Clearly defined goals
- Effectively communicated campaign message
- Effective use of digital media

Promotional Materials

- Creativity
- Appeal
- Effectiveness
- Informative
- Good use of design elements

Додаток 8

Jigsaw Activity Instructions

Your teacher will assign you into one of five groups.

Each group, will go to one of the five computer stations.

On each of the five computers, one of the following websites will be open:

1. Tolerance.Org (www.tolerance.org)
2. Someone (http://projectsomeone.ca/)
3. No Hate Speech Movement (http://www.nohatespeechmovement.org/)
4. It Gets Better Project (www.itgetsbetter.org)
5. Canadian Race Relations Foundation (http://www.crrf-fcrr.ca/en/)

- While at the computer station, group members will research how the featured website is being used to address hate by answering the questions

on the Challenging Online Hate Questionnaire. Every student must record his or her answers.

•When told to do so, you will then form five new groups that are made up of at least one member from each of the original groups.

•In the new group, each group representative will report to other members about the website his or her original group visited.

•Once this is done, you will rejoin your original group for a class discussion.

**Урок 4. Залякування в інтернеті та закон
(Cyberbulling and the Law)**

Вік учнів: 8-11 клас
Рівень складності: середній
Тривалість: 2 години

Опис уроку

На цьому уроці учні дізнаються та обговорять правові аспекти залякування. Під час розгляду декількох моделей ситуацій учні визначать серйозність ситуації, хто повинен нести відповідальність за законом, які заходи треба вжити у даній ситуації і хто має вживати заходи. Для того, щоб це визначити, учні дадуть відповідь на наступні питання:

Чим залякування в інтернеті відрізняється від звичайного залякування? Які ознаки інтернет залякування роблять його справою, яка має правові наслідки? За якими ознаками даний випадок може бути класифікований як цивільна чи кримінальна справа? Якого балансу між гарантіями свободи слова та прав безпеки громадян слід дотримуватися, спираючись на Канадську хартію прав і свобод та Конвенцію прав дитини? У яких випадках та яким чином школи несуть відповідальність у справах залякування?

На кінець уроку учні зможуть:
• Аналізувати моделі ситуацій та робити судження на їх основі;
• Визначати та обговорювати фактори, за якими онлайн дія може кваліфікуватися як залякування;
• Демонструвати знання правових термінів та визначень, що стосуються поняття «залякування»;
• Демонструвати знання відповідальності та етичної поведінки онлайн;
• Ознайомитися з Канадською хартією прав і свобод та Конвенцією прав дитини
• Оспорювати переконання чи погоджуватися з ним.

Cyberbullying and the Law

Overview
In this lesson, students learn about and discuss the legal aspects of cyberbullying. They review a variety of hypothetical scenarios and a case study, and they consider the seriousness of the situations, who is legally responsible, what action (if any) should be taken and by whom. To determine this, students will seek answers to the following questions: How does cyberbullying differ from offline bullying? What aspects of a cyberbullying case make it a cause for

legal action? What determines whether it is a civil or a criminal matter? How should rights to freedom of expression, guaranteed under the Canadian Charter of Rights and Freedoms and the Convention on the Rights of the Child, be balanced against rights to security of person? When and how are schools responsible for cyberbullying cases?

Learning Outcomes
Students will be able to:
• analyze scenarios and case studies, and make judgments on them
• consider and discuss factors that affect whether online actions are, in fact, cyberbullying
• demonstrate knowledge of legal terms and definitions related to cyberbullying
• demonstrate knowledge of responsible citizenship and ethical behaviour online
• become familiar with the Canadian Charter of Rights and Freedoms and the Convention on the Rights of the Child
• argue and support an opinion

Preparation and Materials
Read the following backgrounders for teachers:
• Cyberbullying – Rights and Responsibilities
• Cyberbullying and the Law Fact Sheet

Photocopy the following handouts:
• Cyberbullying Scenarios
• Cyberbullying Case Study
• Selections from the Canadian Charter of Rights and Freedoms and the Convention on the Rights of the Child

Procedure
Distribute the Cyberbullying Scenarios handout. Ask students to quickly read each hypothetical scenario and rank each one from 1 to 5, where:
1 = Totally acceptable and appropriate
2 = Possibly wrong, but no action needs to be taken
3 = Wrong, and school authorities or Internet service providers should take action
4 = Wrong, and civil action could be taken by the target or the target's parents
5 = Wrong, and criminal charges should be pressed
Class Discussion
Read through each of the scenarios with students and ask how they ranked each one. Some will likely have obvious and unanimous rankings (i.e. the negative review of the band is a 1), but most will involve some debate. Ask

students to explain what makes some scenarios more or less acceptable than others, especially those that are closely related (2, 4, 5 and 13, for instance, or 8 and 10).

For several scenarios, the answer will probably be "it depends." This is good: push the class to consider what the answer depends on, to bring out further aspects of the issue.

Major issues that should come out of this discussion are:

- Anonymity – does it make the perpetrator more or less responsible?
- Defamation – how can someone hurt another person's reputation? Is doing that the same thing as hurting them physically?
- Harassment – what does it involve?
- Is it wrong to say bad things about a person? If so, is it just morally wrong, or can it be legally wrong as well?

In what situations might it be acceptable?

- Does it make a difference if bad things are said in private or in public? Why?
- What control should a person have over images of herself or himself? Is it different if the person in the image created it herself or himself, or not? Does someone lose control over an image after it has been uploaded?
- What control should a person have over emails or other messages he or she sends? What about material posted in a public forum, like Facebook?
- Is it worse to harass or defame a teacher or a peer? Why?

Distribute the handout Selections from the Canadian Charter of Rights and Freedoms and the Convention on the Rights of the Child. Review and discuss these selections with students. As you do so, move the discussion from the specific examples in the Cyberbullying Case Study handout to the broader question of the conflict between the right to freedom of expression (Section 2 of the Charter) and the right to security of the person (Section 7).

Use the following questions to focus the discussion:

- Right to freedom of expression – What limits on this right can be "justified in a free and democratic society"? (Sections 1 and 2 of the Charter; Articles 12, 13 and 17 of the Convention.)
- Right to security of the person – Does this include protection from damage to a person's reputation? Does it protect people from fear as well as from actual harm? (Section 7 of the Charter, Articles 17 and 19 of the Convention.)
- What duty do schools and teachers have to prevent and act on cyberbullying? How does this relate to Section 7 of the Charter and Article 19 of the Convention? How can schools, teachers and parents respect students' right to privacy (Article 16 of the Convention) while also fulfilling this duty?

Case Study Exercise

Distribute the handout Cyberbullying Case Study, and review it with the class. Divide the class into six groups and assign each group to a role as follows:

- Perpetrator
- Target
- Parents of target
- Bystanders (people who know the target and saw the website)
- Teacher of perpetrator and target
- Police

Ask each group to analyze the case from their assigned point of view, considering the issues that came up in the class discussion and that were covered in the Cyberbullying and the Law Fact Sheet. Give each group an additional question to consider:

- Scott: How can you defend your actions?
- Colin: Was what you did cyberbullying as well? If so, how can you accuse Scott? If not, why not?
- Colin's parents: What should school and civil authorities do about this case? Why?
- Other members of Scott's Facebook group: What can you do, and should you have done, in this case? Why?
- Teacher: What can you do, and should you have done, in this case? Why?
- Police: Should criminal charges be laid in this case? If so, which ones and why? If not, prepare an explanation of why not for the target's parents.

After each group has shared its analysis, ask the class to find a consensus on how the case should be handled.

Final Activity

Have each group develop a school policy against cyberbullying.

Instruct students to consider the following questions while they are developing the policy:

- How can students' right to freedom of expression be balanced with the school's duty to provide an environment that is free from bullying?
- What definition of cyberbullying should be provided to students through the school policy? Can the definition help to balance the students' rights?
- What issues are most important in a school environment?
- What forms of discipline are appropriate for cyberbullying cases?
- Which decisions should be left to the discretion of the teacher and principal, and which should be required in all cases (for instance, should teachers be required to report all cyberbullying incidents to the police)?

Cyberbullying – Rights and Responsibilities

Types of Cyberbullying

Peer Against Peer

According to MediaSmarts' 2014 report Cyberbullying: Dealing With Online Meanness, Cruelty and Threats, thirty-seven percent of Canadian students in grades 4-11 report that someone has said or done something mean to them online. The same report found that there is a significant overlap (39%) between students who have said or done mean things and students who have had mean things said about them.

Perpetrators may be more inclined toward bullying online because they do not see or hear the consequences of their behaviour, which discourages the development of empathy.

Student(s) Against Authority

There have been a number of reports of students engaging in online bullying behaviour against teachers and administrators. Most often this has taken the form of web pages or social network groups created to criticize or mock teachers, photos of teachers manipulated to be embarrassing or offensive and uploading of embarrassing videos.

The Internet makes this kind of behaviour easier because young people feel that they are out of the school's reach on the Internet and because it permits a cloak of anonymity.

Legal Approaches

Criminal Law

Criminal harassment is an offence under the Criminal Code. It consists of communication that causes another person to fear for his or her life or the lives of others. It can also apply to "stalking" behaviour, where frequency (rather than content) causes the fear. Even if the perpetrator did not intend to frighten someone, she or he can be charged with harassment if the target feels threatened.

Defamatory libel is also an offence under the Criminal Code. It consists of communication that can severely harm the reputation of an individual. There have been few recent cases of defamatory libel, all of them against people in positions of authority such as police, judges and prison guards. (For details, go to www.answers.com/topic/defamation-1.)

Publishing intimate images without consent was added as an offence in 2015. This includes both intentionally spreading an image "in which the person is nude, is exposing his or her genital organs or anal region or her breasts or is engaged in explicit sexual activity" as well as "being reckless as to whether or not that person gave their consent to that conduct."

Civil law: defamation

Defamation in civil law means communicating a false statement (which does not have to be in words – it could be an image, a movie, etc.) that will do harm to the reputation of another person. It must have a clear and obvious target

and be accessible to one or more people besides the person making the statement and the target.

Generally speaking, spoken or transitory defamation is called slander and written or permanent defamation is called libel. Both can be the subject of lawsuits by the target.

"The reasonable person": To be libellous, the material must seem defamatory to a person who is "reasonable," not a person with delicate or fragile sensibilities. There is no absolute legal test for this and it must be defined case-by-case, though there are precedents.

Innocent reproduction: A person who knowingly reproduces or forwards defamatory material, or causes it to be distributed, can be held liable for her or his actions. The exception is where she or he had no reasonable way of knowing that the material was defamatory. For instance, a teacher would be liable if the defamation appeared on the school website (where he or she has final approval over its content) but probably not if it appeared in an email sent from the school's computer lab, since the teacher could not reasonably supervise what every student was doing at every moment.

Human rights law: safe work environment

All employers are required to guarantee a safe work environment to their workers. This applies to teachers – school boards and administrators must act against any bullying behaviour toward their teachers – and it also applies to students. Therefore, school boards, administrators and teachers have a responsibility to guarantee a safe learning environment for their students. Even if bullying is taking place outside the school (such as on a website), the school has a responsibility to act if the situation is preventing any student from enjoying a safe learning environment.

Duty of care: Schools have an additional responsibility to act in loco parentis, or in the place of parents, because they have charge of children. Therefore, their duty to prevent and act on cyberbullying extends beyond that of employers.

Teachers and administrators must be aware of tangible and foreseeable harm that might come to students under their care. For teachers or administrators to be held liable, the harm done must be related to an action or omission on their part.

Several provinces and territories also specify teachers and administrators' responsibilities in cyberbullying cases. For more information, see Cyberbullying and the Law.

Rights and Responsibilities under Civil Law

The following is a composite list of the rights and responsibilities of students and teachers in regard to cyberbullying under civil law. Individual schools, school boards, and provinces or territories may have their own formal codes of rights and responsibilities.

Summary of a student's rights and responsibilities:

- a right to learn in a safe environment
- a right to be treated with respect by teachers, staff and other students
- a right to free expression where that right does not libel another person, cause another person to fear for her or his safety, or interfere with the operation of the class and school, and the creation of a safe learning environment for all students
- a responsibility to treat all teachers, staff and other students with respect
- a responsibility to use school space and equipment, including computers, in a responsible and appropriate way
- a responsibility to report to the teacher or administration anything that may interfere with maintaining a safe learning environment

Summary of a teacher's rights and responsibilities:
- a right to be treated with respect by students, colleagues and staff
- a right to take appropriate action, or recommend appropriate action to the administration, to maintain a safe learning environment
- a right to free expression where that right does not libel another person, cause another person to fear for his or her safety, or interfere with the operation of the class and school, and the creation of a safe learning environment for all students
- a responsibility to treat all students, colleagues and staff with respect
- a responsibility to take seriously and act on anything she or he feels may interfere with maintaining a safe learning environment
- a responsibility to ensure that school space and equipment, including computers, are used in an appropriate and respectful way
- a responsibility to take all necessary steps to maintain a safe learning environment Cyberbullying and the Law Fact Sheet

According to MediaSmarts' 2014 report Cyberbullying: Dealing With Online Meanness, Cruelty and Threats, thirty-seven percent of Canadian students in grades 4-11 report that someone has said or done something mean to them online. The same report found that there is a significant overlap (39%) between students who have said or done mean things and students who have had mean things said about them.

Cyberbullying can be much more severe in its effects than offline bullying because the targets feel they have no escape. Also, because of the wide scope of the Web, there can be many more witnesses to the bullying.

Personal conflicts can start more easily online, and become serious more quickly, because a lot of the cues we use to tell how someone is feeling – such as tone of voice, facial expression, or body language – are absent in most forms of digital communication. This can make it hard to tell the effects of something we've said or done to another person, and can also keep us from feeling empathy towards them.

Forms of Cyberbullying

Verbal or emotional abuse is the most prevalent form of bullying online. Social bullying, another pervasive form – particularly with girls – includes social exclusion and spreading gossip and rumours.

Making public content that was meant to be private – such as photos or videos – is another frequent bullying activity, and is particularly common in the context of relationships. Finally, bullying may take the form of impersonation or spoofing, in which the perpetrator actually represents him or herself as the target.

How the Law Addresses Cyberbullying

Federal Law

Cyberbullying can be addressed under civil law or criminal law, based on the situation.

Civil law: This is the branch of law that deals with property rights, personal dignity and freedom from injury. Under civil law, there are three approaches to cyberbullying:

1. A cyberbully may be engaged in defamation. This is when the bully causes harm to someone's reputation by spreading false information about that person. In general, defamation that appears temporarily (as unrecorded speech or in a live broadcast) is called slander and defamation that appears permanently (in a book or on a website) is called libel.

To be libellous a statement must: do harm to someone's reputation; have a clear and obvious target; and be seen by people other than the person making the statement and the target.

In libel cases, the target can lay a suit against the person making the statement. If the suit is successful, the person making the statement will have to pay damages (money) to the target.

A person accused of libel may defend himself or herself by saying that the statement was true, that it was a fair comment (a genuine criticism, not a personal attack), or that he or she innocently reproduced the statement without knowing what it was.

2. A perpetrator may be creating an unsafe environment by making the target feel that she or he cannot go to school without facing violence, teasing or exclusion. Schools and workplaces are required to provide a safe environment for their students or employees and must take any appropriate action to do so. A school, therefore, might punish a student for online behaviour that is making it hard for other students to learn in a safe environment. In Ontario, for instance, the Safe Schools Act has been changed to specifically include online behaviour: students can now be suspended or expelled for cyberbullying, even if it is done outside the school.

A school or workplace that does not do everything it can to provide a safe environment can be sued by the target(s). Even if a statement is not libellous, spreading it around might still create an unsafe environment.

3. Finally, a person is responsible for any consequences that he or she might reasonably have guessed would happen. Therefore, a perpetrator who

suggests that a depressed student should kill herself would be liable if the student actually did kill herself as long as the perpetrator had reason to believe it was a likely result.

Criminal law: This branch of law determines which actions are crimes against the state. In criminal law, there are three approaches to cyberbullying:

1. Harassment is a crime under the Criminal Code. Harassment is when something a person says or does makes someone fear for his or her safety, or for the safety of others. Even if the perpetrator did not intend to frighten someone, she or he can be charged with harassment if the target feels threatened. Criminal harassment is punishable by up to 10 years in prison.

2. Defamatory libel is a crime under the Criminal Code. It is most often treated as a crime if the libellous statement is directed against a person in authority and could seriously harm his or her reputation.

Defamatory libel is punishable by up to five years in prison.

3. Publishing intimate images without consent was added as an offence in 2015. This includes both intentionally spreading an image "in which the person is nude, is exposing his or her genital organs or anal region or her breasts or is engaged in explicit sexual activity" as well as "being reckless as to whether or not that person gave their consent to that conduct."

Section 2 of the Canadian Charter of Rights and Freedoms guarantees freedom of expression. However, this right is guaranteed "subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society" and, in the case of cyberbullying, must be weighed against Section 7. The latter section guarantees "the right to life, liberty and security of the person." In general, Section 2 of the Charter has not been accepted as a defence in civil or criminal bullying cases.

Provincial and Territorial Laws

Several provinces and territories have laws specifically dealing with online and offline bullying:

Ontario: The Education Act now includes a specific definition of "bullying": "bullying" means aggressive and typically repeated behaviour by a pupil where,

(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or

(ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social

status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

The following definition of cyberbullying is also given:

(1.2) Without limiting the generality of the definition of "bullying" in subsection (1), bullying includes bullying, known as cyber-bullying, that is done through any form of electronic means using any technique, including,

(a)   creating a web page or a blog in which the creator assumes the identity of another person;

(b)   impersonating another person as the author of posted content or messages; and

(c)   communicating material to more than one person or posting material on an electronic medium that may be accessed by one or more persons.

The amended Act also requires schools to provide "instruction on bullying prevention during the school year for every pupil," "remedial programs designed to assist victims of bullying" and "professional development programs that are designed to educate teachers in schools within its jurisdiction about bullying and strategies for dealing with bullying." Each school board is also required to "establish a bullying prevention plan for bullying in schools within the board's jurisdiction."

Quebec: An Act to prevent and stop bullying and violence in schools modifies the Education Act and the Act Respecting Private Education. It defines bullying as "any behaviour, speech, actions or gestures, including cyberbullying, expressed directly or indirectly, in particular through social media, having the aim of injuring, hurting, oppressing or ostracising an individual." School boards are required to create anti-bullying plans and all school staff must take part in the plan.

Alberta: The Education Act was revised in 2012 to define bullying as "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation." The Act requires students to "refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means," while school boards must "establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour." Alberta's law is notable because it requires students to report cyberbullying if they witness it, with penalties including suspension and expulsion possible for those who do not.

New Brunswick: Section 1 of the Education Act includes both online and offline bullying in its definition of "serious misconduct." Students are also guaranteed a "positive learning and working environment" free from "bullying,

cyberbullying, harassment and other forms of disruptive or non-tolerated behaviour or misconduct, including behaviour or misconduct that occurs outside school hours and off the school grounds to the extent the behaviour or misconduct affects the school environment." Principals are required to develop a positive learning and working environment plan and to report any incident of serious misconduct to the superintendent of the school district. Each school also must have a Parent School Support Committee that advises the principal on how to promote respectful behavior and prevent misconduct, helps to develop policies on how to prevent disrespectful behaviour or misconduct and how to support both those students who have participated in disrespectful behaviour and those who have been affected by it.

Manitoba: In 2013 the province passed a bill that defines bullying in a way that specifically includes cyberbullying and makes parents responsible for their children's cyberbullying if the parent is aware of it, could reasonably predict the effect of it and did nothing to stop it. It also gives judges or justices of the peace the power to issue protection orders that may keep a perpetrator from contacting the target or even using any digital communications. The law also defines a tort of cyberbullying in civil law and allows targets to sue perpetrators or, in certain cases, their parents.

Northwest Territories: The Education Act now includes a definition of "bullying" that includes acts, committed in school and out of school, intended or likely to cause fear or distress or to create a negative learning environment and where there is a real or perceived power difference between the perpetrator and the target. It also provides examples of cyberbullying including impersonating someone online or sharing harmful content online. The Act also requires school divisions to create Safe Schools Plans that address bullying and cyberbullying.

Nova Scotia: In 2013, the province legally defined bullying as "behaviour, typically repeated, that is intended to cause or should be known to cause fear, intimidation, humiliation, distress or other harm to another person's body, feelings, self-esteem, reputation or property, and can be direct or indirect, and includes assisting or encouraging the behaviour in any way" and cyberbullying as "bullying by electronic means that occurs through the use of technology, including computers or other electronic devices, social networks, text messaging, instant messaging, websites or e-mail." The Cyber-Safety Act lets targets of cyberbullying apply for "protection orders" that may put limits on perpetrators' actions or make them identify themselves, and makes parents of perpetrators responsible for their child's actions if the perpetrator is under 18. In 2015 a Nova Scotia judge ruled that the law violated the Charter of Rights and Freedoms and ordered it immediately struck down. At the time of writing (December 2015) no law has been drafted to replace it.

International Law
Canada is a signatory to the Convention on the Rights of the Child, which guarantees children certain rights that may be relevant in cases of cyberbullying.

The Convention has no direct legal power but all federal laws should comply with it.

Articles 12 and 13 of the Convention state that children have the right to their opinions and to express themselves.

These rights should only be limited out of respect for others' rights or to protect public health or public safety.

Article 16 of the Convention states that children have the right to privacy.

Article 17 of the Convention states that children have the right to access information through books, TV, the Internet and other media.

Article 19 of the Convention states that children have the right to be protected from being hurt, either physically or emotionally.

Cyberbullying Scenarios

Remember that civil deals with property rights, personal dignity and freedom from personal injury. Civil penalties consist of fines and limitations on behaviour. Criminal law makes certain behaviours illegal and punishable by fines and/or imprisonment. (For example, if you don't get your faulty brakes fixed and you hit another car, that will likely fall under civil law. If you ram another car on purpose, that will fall under criminal law.)

Now read each of the scenarios below, and rate the seriousness of each one from 1 to 5, where:

1 = Totally acceptable and appropriate

2 = Possibly wrong, but no action needs to be taken

3 = Wrong, and school authorities or Internet service providers should take action

4 = Wrong, and civil action could be taken by the target or the target's parents

5 = Wrong, and criminal charges should be pressed

For any scenario you rate as a 3, 4 or 5, think about who is responsible, who should take action and what action should be taken.

1. A student posts a negative review of a concert given by another student's band. The review focuses on the band members' skill as musicians and the quality of their music.

1 2 3 4 5

2. A student tweets that one of the teachers at his school is unqualified to teach. The teacher's name is not used, but he is clearly recognizable to anyone who knows him.

1 2 3 4 5

3. A teacher discovers a website that is intended to mock a student in her class and will likely lead to the student being harassed at school. The site was not created at school and is not hosted on school computers (though it can be accessed from them).

1 2 3 4 5

4. A student uploads to YouTube a video of his band performing a song that makes fun of teachers. No specific teacher is named or is identifiable from the song.

1 2 3 4 5

5. A student writes a letter to the school administration stating that a teacher has used improper discipline in class.

1 2 3 4 5

6. A student creates a fake Facebook profile in the name of another student in the class. The other student is Middle Eastern and the profile contains photos of him doctored to look like Osama Bin Laden and statements, supposedly made by him, supporting terrorism.

1 2 3 4 5

7. A student finds that photos of her, which were taken by her (now ex-) boyfriend have been shared publicly on Instagram. Then they were copied and reproduced in many more places, including photo-sharing sites. Her ex-boyfriend says that he is not responsible for what was done with the photos after he uploaded them.

1 2 3 4 5

8. A student writes a private email to his girlfriend accusing her of cheating on him.

1 2 3 4 5

9. A teacher asks students in her class to help write holiday greetings in a variety of languages for the school's website. Without the teacher's knowledge, one of the students' contributions is a false and insulting statement against another teacher.

1 2 3 4 5

10. A student posts a picture of her boyfriend on her Instagram account with the hashtag #cheatingslime.

1 2 3 4 5

11. A student discovers that other students in his class have created an online poll in which students are invited to vote on which students in the class should be beaten up.

1 2 3 4 5

12. A student creates a website in which she criticizes school policies and suggests that several teachers, whom she names, are overly strict in their discipline.

1 2 3 4 5

13. A student creates a Facebook group in which he states that one of his teachers is a space alien who is scheming to abduct students and take them to her home planet.

1 2 3 4 5

14. A student sends frequent emails to his ex-girlfriend. When she asks him to stop, he sends more emails, many of which contain abusive language.

1 2 3 4 5

15. A teacher discovers that students are being pressured by a popular student to remove an unpopular student from their Facebook "friends" lists.
1 2 3 4 5

Selections from the Canadian Charter of Rights and Freedoms and the Convention on the Rights of the Child

The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it, subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

This means that everyone has the rights listed in the Charter. In some cases those rights may be limited if they interfere with other people's rights.

Section 2 of the Charter states that everyone has the following fundamental freedoms:

(a) freedom of conscience and religion;

(b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;

(c) freedom of peaceful assembly; and

(d) freedom of association.

This means that everyone is free to think and believe what they want. Everyone is free to express themselves and to gather peacefully with anyone they want.

Section 7 of the Charter states that everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

This means that nobody can have their safety threatened or their freedom limited. The exception is that you can be put in jail if you have committed a crime. This includes a right to be protected against attacks on your reputation.

The Convention on the Rights of the Child guarantees the rights set out in it to all children in countries that have are signatories to it, including Canada.

Articles 12 and 13 of the Convention state that children have the right to their opinions, and to express themselves.

These rights should only be limited out of respect for others' rights or to protect public health or public safety.

That means that you can believe what you want, and say (draw, film, etc.) what you want, but you should respect other people's rights when you do. You also can't say things that would directly hurt other people, for instance by making them panic.

Article 16 of the Convention states that children have the right to privacy.

Article 17 of the Convention states that children have the right to access information through books, TV, the Internet and other media.

Article 19 of the Convention states that children have the right to be protected from being hurt, either physically or emotionally.

Cyberbullying Case Study

(What follows is a work of fiction. Any resemblance to real people, places or situations is purely coincidental.)

Scott, a Grade 9 student, transferred to a new school halfway through the semester. He quickly connected with the other students who are on Facebook and made friends with some of them at school as well.

After a while, though, Scott noticed that his friends list was shrinking as people removed him from their friends lists. He was puzzled by this at first until one of his offline friends told him that Colin, a Grade 11 student, had gotten angry at Scott because he had seen Scott talking to Linda, Colin's ex-girlfriend. Colin had begun to pressure everyone he knew to remove Scott and Linda from their friends lists on Facebook and to ignore them at school as well.

One afternoon in the computer lab, Scott got angrier and angrier at Colin and his friends. Since he had finished his work for the period, he decided to start a Facebook group called "Why I Hate Colin" and he invited everyone still on his friends list to join it. It turned out that there were quite a few people at the school who did not like Colin and his friends, and Scott's group grew quickly. Whenever the message traffic on the group slowed, Scott would try to boost it by posting some shocking accusation about Colin, such as suggesting that he had cheated on Linda or that he had hit her when they were dating (Linda was not involved in the group and had never said any such thing).

Soon other members of the group started to make their own accusations and suggestions about Colin, some even saying that Colin should have water balloons thrown at him when he went up the main stairway. Scott responded to that suggestion saying rocks should be thrown instead.

After a few weeks, one of Colin's friends discovered the group and reported it to him. Colin told his parents and they decided to report it to the principal and keep him out of school until things had been worked out, as well as to report what Scott had done to the police.

General Questions

- Who is the perpetrator in this case? Who is the target?
- What acts of cyberbullying have happened in this case? How serious would you rank each one as being?

Group Questions

- Scott: How can you defend your actions?
- Colin: Was what you did cyberbullying as well? If so, how can you accuse Scott? If not, why not?
- Colin's parents: What should school and civil authorities do about this case? Why?
- Other members of Scott's Facebook group: What can you do, and should you have done, in this case?
- Why?
- Teacher: What can you do, and should you have done, in this case? Why?

- Police: Should criminal charges be laid in this case? If so, which ones and why? If not, prepare an explanation for the target's parents as to why not..

Урок 5. Встановлення справжності фото та відео (Authentication Beyond the Classroom)

Вік учнів: 9-10 класи
Рівень складності: середній
Тривалість: 1-2 години

Опис уроку

На цьому уроці учні познайомляться з «вірусними» фото, відео та новинами, які розповсюджуються через соціальні мережі. Учні побачать, наскільки важко визначити їх справжність, спираючись лише на їх зміст і познайомляться з інструментами та технікою визначення їх справжності, спираючись на контекст, навчаться приймати рішення, щодо доцільності пересилання таких фото- та відео- матеріалів друзям та родині.

На кінець уроку учні зможуть:
- Розвинути критичне сприйняття;
- Вивчити стратегії та техніку визначення справжності онлайн контенту;
- Застосовувати стратегії визначення справжності поза межами школи;
- Поводити дослідження онлайн;
- Презентувати результати дослідження, включаючи висновки дослідження.

Authentication Beyond the Classroom

Overview

In this lesson, students discuss "viral" photos, videos and news stories that spread via social media. They are shown how challenging it is to authenticate these using only their content and are introduced to tools and techniques for gauging their accuracy based on context, with an eye towards making wise and responsible decisions about whether or not to forward them to their friends and family.

Learning Outcomes

Students will:
- Develop habits of skepticism
- Learn strategies and techniques for authenticating online content
- Apply authentication strategies outside of school contexts
- Perform research online
- Present research findings, including a judgment based on research

Preparation and Materials
- Prepare the project slideshow, Viral Videos: Real or Fake?
- Photocopy the handouts: The New 5 Ws and Viral News Fact-Check
- Find four to six recent viral news stories. You can use sites such as:
    1. The Washington Post's "What Was Fake on the Internet This Week"
       (http://www.washingtonpost.com/newssearch/search.html?st=%22 what+was+fake+on+the+internet%22&submit=Submit)
    2. The Mirror's "Viral" page (http://www.mirror.co.uk/all-about/viral)
    3. NBC's "Viral" page (http://www.nbcnews.com/pop-culture/viral) or
    4. BuzzFeed's News page (http://www.buzzfeed.com/news).

(Not all of the stories have to be fake. Because of the unpredictable content on some of these pages, it's best to curate the stories ahead of time rather than letting students browse for them.)

Procedure

Viral Photos

Begin by asking students how many of them have seen "viral" photos or videos that were passed around on social media. (Most or all hands will go up.) How many have seen a viral photo in the last week? How many have passed on viral photos to other people (by sharing them, retweeting them, tagging them, etc.)?

Now ask: How many have ever seen a viral photo that turned out to be a fake? If they have, did they guess that it was a fake? If they did not guess, how did they find out?

Show the first eight slides of the slideshow Viral Photos: Real or Fake? Ask students to guess which ones were real and which ones were fake, and to explain how they came to that conclusion.

Next, show slides 9 to 14. Which ones did students get right? Which did they get wrong? How reliable was their reasoning?

Why Does it Matter?

Go to slide 15 and ask: Why does it matter if we're wrong about something like viral videos? Let students discuss the question for a few minutes but don't make them come to any conclusion.

Show slides 16-17 and ask students to spot the difference. (An extra missile was added.) Explain that this is a photo of an Iranian missile test, which was released by the Iranian government to make it look like more of the missiles being tested were launched successfully.

Now show slides 18-19 and ask students to spot the difference. (The women have been removed from the image.)

Explain that this was a news photo from a rally in Paris, in which several women – including German chancellor Angela Merkel – were Photoshopped out

when it appeared in the conservative Orthodox Israeli newspaper The Announcer.

Now show slides 20-21 and ask students to spot the difference. (The text of the sign in the middle has been changed.)

Explain that this was a news photo from the protests in Ferguson, Missouri, over the shooting of an unarmed African-American man. This doctored photo was used by racists to try to make the protests seem illegitimate, but wound up being spread by many people.

Point out to students that it's not just photos and videos that are viral: viral rumours, health tips, and news stories – which may be mistakes, hoaxes or malicious disinformation – spread just as easily. Remind students of the media literacy key concepts Media are constructions and Media have social and political implications. For more information on these concepts, see http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals.

Authenticating Viral Stories

Tell students that if they doubted all the photos, their instincts were good: you shouldn't believe anything you see or read through social media until you verify it. Point out how similar the bicycle-in-a-tree and piano-around-a-tree photos in the slideshow were. Was there any way to tell, just from looking at the photos, which was real and which was fake?

(Not really.)

Unfortunately, Canadian students are least likely to do anything to authenticate information that comes to them from social networks. As well, the triangle method – looking for other sources that say the same thing – can lead us astray when it comes to viral content because we often are seeing the same story come from several different sources.

Now distribute the handout The New 5 Ws and go through it with the class. Now show slides 22-23 to the class and ask: How would you decide whether or not to spread this story?

Discuss with the class for a few minutes, highlighting techniques from The New 5 Ws that seem relevant. Show slides 24-32 and talk through them with the class. What's their verdict? (The story appears to be genuine.)

Assessment/Evaluation
Distribute the handout Viral News Fact-Check and have students perform the assignment, authenticating a recent viral photo or news story by finding at least three pieces of evidence from different sources that suggest it is either true or false. If you wish to use the assignment for evaluation you can grade it with the Viral News Fact-Check Rubric.

Додаток 9

THE NEW 5 Ws

What makes a photo or a news story go viral? Research suggests that it's when something engages our emotions, surprises us, gives us a striking image or a personal connection to the story, and provokes our curiosity. Unfortunately, those same things also make us less likely to look critically at something – which means it's easy to be tricked by fake viral content.

So how can you know if something that's spreading is true?

Here's an update to the classic "5 Ws" that you can use.

WHEN should you double-check?

Research shows that students are least likely to fact-check news and other things that come to them through social networks like Facebook or Twitter, but these are their most common sources of news.

- You don't have to debunk everything that comes to you, though. Ask yourself these questions:
- Am I about to share, tag, retweet or forward this?
- Could someone base an important decision (about their health, their career, travel, etc.) on this?
- Is it about a hot or controversial issue?
- Does this seem "too good to be true"?

If the answer to any of those is "Yes", double-check it!

So HOW can you find out if something is real or not?

Ask these questions before you share or spread something:

WHAT kinds of fake content should I watch out for?

There are a lot of different kinds of fakes being spread around. Before you believe something (or share it), make sure it isn't one of these:

- Jokes: "Fake news" sites like The Onion and The Beaverton publish spoof news stories that look a lot like the real thing – sometimes too real, as many have been shared on social media by people who believed they were true.
- Hoaxes: The darker side of jokes are hoaxes that are spread on purpose to mislead people. Sometimes these are motivated by various kinds of prejudice; other times they're just done out of malice.
- Scams: Sometimes the purpose of a fake is to separate you from your money, to get you to give up your personal information, or to get you to click on a link that will download malware onto your computer.
- Ads: Advertisers know that viral content is one of the best ways to get their messages to young people.

Some things that are spread around are obviously ads, but others are disguised as "real" content. As with jokes, ads can also be spread by people who don't realize they're ads.

WHY is it being spread around? Is it trying to sell something? To scare you? To make you laugh? To make you angry?

VIRAL PHOTOS:
REAL OR FAKE?

REAL

This is a real alligator, photographed on a golf course in Florida.

This mountain is real, but the statue was added by Photoshop.

This photo is entirely staged, with the bear added by Photoshop.

This really is a bicycle that got stuck in a tree that grew around it, in Washington state. However, many people mistakenly claim that it has been there since World War I: in fact it was left there around 1954.

The tree and the piano are real – but the piano was taken apart and re-assembled around the tree by an artist.

REAL

This photo really does capture a weasel riding on the back of a woodpecker – probably in an attempt to kill it. The woodpecker threw the weasel off moments later and escaped.

FACT-CHECK IT!

BuzzFeed NEWS

When a wee critter is rescued from the wild, a snug place to stay can make them feel better.

That's where Katie Deline-Ray comes in.

The 39-year-old Ontarian runs Wildlife Rescue Nests, a project that sends crocheted and knitted nests to wildlife rescue and rehabilitation centres.

Questions:

1. **Does it use loaded language?**

2. **Are they trying to get me to buy or believe something?**

3. **Who is spreading it?**

4. **Is there a source given?**

5. **Does it seem "too good to be true"?**

---

1. **Does it use loaded language?**

A. No. The story is cute but the language is fairly plain.

The 39-year-old Ontarian runs Wildlife Rescue Nests, a project that sends crocheted and knitted nests to wildlife rescue and rehabilitation centres.

Deline-Ray told BuzzFeed Canada she started the project in 2013 after seeing a similar initiative in the U.S.

"The key to making the nests is tension on the yarn," said Deline-Ray.

"The tension must be kept tight on the yarn so there are no loops or loose sections. This is to help avoid any claws or little toes getting caught."

---

2. **Are they trying to get me to buy or believe something?**

A. No. There's a link to a knitting pattern in the story, but it's free.

3. Who is spreading it?

BuzzFeedNEWS

BuzzFeed – a legitimate site that has a history of spreading "news" stories without fact-checking.

---

4. Is there a source given?

A. Yes: The *Wildlife Rescue Nests* Facebook page, which leads to a webpage. Neither one has contact information.

---

4. Does it seem "too good to be true"?

A. Kind of...

Let's dig a little deeper...

Searches:

"wildlife rescue nests" hoax

"wildlife rescue nests"
site:www.snopes.com

"katie deline-ray"

No relevant results for
"wildlife rescue nests" hoax

No results for "wildlife rescue nests"
site:www.snopes.com

Many results from different
sources for "katie deline-ray"
that confirm the story