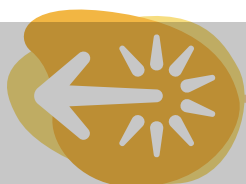# Outcomes

- Students will understand the benefits of the internet.
- Students will understand how to increase safety online.
- Students will know how to get help if they are uncomfortable while online.

Background

The internet is an interactive online environment that has become an integral part of children's social lives. Children are eager to "go online" typically using the internet for fun and entertainment. In light of these changes, we need to take a step back and examine the magnitude of risks, inherent risks, and what children need to help them be prepared.

Children often find themselves in situations in which they are communicating with others. It quickly becomes confusing for them as to what information is okay to share and what information is not.

Before communicating with others and sharing personal info, children should check with their parents or a grown-up who is caring for them. The root safety strategy for this is, *If asked to share and your parents aren't aware, SAY NO!*

The internet presents the following three categories of risk for children: **content, conduct, and contact (the three 3Cs).**[1]

Content: Exposure to sexually explicit material

Children cannot handle being exposed to sexually offensive material. Ensure they understand they can talk to you about anything they see on the internet that makes them feel scared or uncomfortable without fear of losing internet privileges.

Conduct: Public nature of the internet

The internet is a public forum and once information has been sent the sender loses control of how it may be used.

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[1] The 3 Cs of online risks was created in 2010 by EU Kids Online. They have since updated the taxonomy to include a fourth C – "contract". As contracts are beyond the scope of this lesson, we do not cover them here. Interested readers may learn more about "contract" at https://core-evidence.eu/posts/4-cs-of-online-risk.

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Outcomes

- Students will be able to identify the benefits and the risks of the internet.

- Students will understand the importance of personal boundaries related to online communication, pictures, videos, and livestreaming.

- Students will demonstrate skills for responding safely to situations that present risk online.

Background

The internet is an effective tool for children to use to broaden their knowledge.

Most experiences children will have on the internet will be positive; however, it is necessary for children to be aware of the risks associated with using the internet and of what to do if they encounter unsafe situations online.

Children in Grade 4 often enjoy playing games, but they do not yet have the experience or knowledge to effectively manage the situations they may come across. It is important for children at this age to be aware of those risks and learn how to recognize inappropriate behaviour and handle difficult situations safely.

This lesson plan aims to help bridge essential conversations about online personal safety specific to chat components of games.

The internet presents the following three categories of risk for children: **content, conduct, and contact (the three 3Cs).[1]**

Content: Exposure to sexually explicit material

Children are not capable of handling exposure to sexually explicit material. Ensure they understand they can talk to you about anything they see on the internet that makes them feel scared or uncomfortable without fear of losing internet privileges.
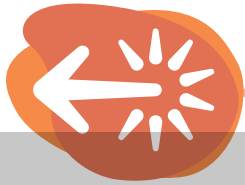
Conduct: Public nature of the internet

The internet is a public forum and once information has been sent, the sender loses control of how it may be used or misused.

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Outcomes

- Students will identify benefits and risks of the internet and technological devices.
- Students will know how to make safe decisions to increase personal safety online.

Background

Since technology is seamlessly weaved into children's lives, it is important they are aware of both the benefits and the risks of instantaneous communication with the world. The internet is an unregulated space with billions of internet users worldwide. Therefore, children need to be empowered with the knowledge of how they can use the internet and devices safely.

The internet presents the following risks that can be broken into three categories: content, conduct, and contact (the three Cs).

Content: Exposure to sexually explicit material

Much of what children come across online is sexual in nature. Ensuring they understand the pornographic material they are likely to come across is not representative of healthy relationships. Assure the students it is common to feel uncomfortable when they come across this online. Reinforce the message that this material makes a lot of grown-ups uncomfortable as well.

Conduct: Public nature and permanence of the internet

The internet is a public place, and once information has been sent, the sender loses control of how it may be used.

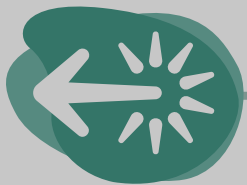**Contact/conduct: Building relationships online**

Children are using the internet to connect and socialize. They need to be taught the difference between healthy and unhealthy relationships. They need to know how they deserve to be treated, how to respect others, and behave responsibly online. Behaviour is often less inhibited online, and it is important for children to understand that the expectation of appropriate behaviour offline is the same online.

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Outcomes

- Students will be able to identify benefits and risks to the internet and technological devices.

- Students will be able to describe safe and unsafe behaviour related to the internet and technological devices.

- Students will be able to recognize an ethical responsibility in social contexts online.

- Students will be able to describe ways to seek help and respond safely in unsafe situations.

Background

Technology gives children in this generation the opportunity to communicate with people around the world. With this comes the benefits and risks to personal safety. Children need to be empowered with knowledge and skills to use the internet safely.

The internet presents the following three categories of risk for children related to sexual exploitation: **content, conduct, and contact (3Cs)**[1]

Content: Exposure to sexually explicit material

Children are not developmentally ready to be exposed to sexually graphic material. It is important that children are being told about the possibility of being exposed to this type of content online and the importance of telling an adult about it when it happens. Children can come across this material inadvertently or intentionally.
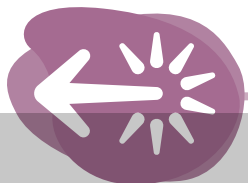
Conduct: Online record

Children need to understand the internet is a public space and once information is shared, the sender loses control of how it may be used. They also need to understand that information shared can be easily misused by others.

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Outcomes

- Students will consider the benefits and risks associated with the internet and advancing technologies.
- Students will understand how content shared electronically can be misused.
- Students will learn to how to make safe and ethical decisions online.

Background

With the internet integrated seamlessly into daily life, it is necessary that adolescents are aware of the ways in which advancing technologies carry risks and how they can mitigate these risks.

As young people experiment with their behaviour online, they often underestimate the potential negative consequences of sharing their personal information and pictures. They often do not fully appreciate how they lose control of the content as soon as it is sent and how it can easily be used by others.

The online world presents the following risks that can be broken into three categories: **content, contact, and conduct (the three Cs).**[1]

Content: Exposure to harmful material and/or illegal material

Repeated exposure to harmful material normalizes the content, which can shape young attitudes and beliefs. Adolescents may turn to pornography in pursuit of understanding sexual experiences; however, pornography often showcases unhealthy relationships and should not be viewed as an example of a safe and healthy partnership. Presenting a standard of healthy relationships to adolescents is imperative for their understanding of what relationships should be like.

Offenders may also use pornographic or child sexual abuse material to groom their young victims, attempting to desensitize and normalize sexual violence.

Conduct: Public nature and permanence of the online world

The internet is a public space and once information has been sent online, the sender loses control over how it may be used. The potential consequences can be devasting and often not weighted out by youth so they can end up in over their head very easily.

Contact/conduct: Building relationships online

Adolescents use the internet to build relationships. Examine the difference between a healthy and

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Outcomes

- Students will understand how attitudes and beliefs can contribute to sexual violence, including how the use of Artificial Intelligence and sharing intimate images can impact others.

- Students will understand sextortion and ways to prevent sextortion, and how to respond if they are being sextorted.

- Students will understand what constitutes sexual consent.

- Students will understand what constitutes sexual abuse.

- Students will be able to distinguish between healthy and unhealthy relationships.

- Students will know how to help a friend who discloses sexual abuse or assault.

- Students will know where to go for help.

Required material

- ☐ *Grade 9/10 presentation slide*
- ☐ *Grade 9/10 videos*
- ☐ *True or false questionnaire* activity sheet
- ☐ *True or false statements and answers gallery walk cards*
- ☐ *KWL+ activity sheet*
- ☐ *Check in on learning quiz*
- ☐ *Check in on learning answer key*
- ☐ *Questionable answers topic cards*
- ☐ *It is a Big Deal activity booklet*
- ☐ *Chain challenge activity sheet*

- ☐ *Chain challenge answer key*
- ☐ *Sextortion case studies sheet*
- ☐ *Defining differences activity sheet*
- ☐ *Reading scenarios activity sheet*
- ☐ *Red flag scenarios answers sheet*
- ☐ *Activity review sheet*
- ☐ *Recall, insight, question activity sheet*
- ☐ Chart paper*
- ☐ Markers*
- ☐ Sticky notes*

Suggested time: Three sessions at 45 minutes each

Note: Materials with an asterisk (*) are not supplied.

SAMPLE PAGE 2 of LESSON

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Outcomes

- Students will distinguish between healthy and unhealthy relationships.

- Students will be able to identify coercion and control in relationships and the harms associated.

- Students will be able to assert resistance skills in unhealthy situations.

- Students will learn how to establish and maintain personal boundaries and how to respect other people's boundaries.

- Students will learn about the harmful stereotypes and their impact on beliefs and behaviours.

- Students will know where to seek help and support.

Required Materials

- ☐ **Grade 11/12 presentation slides**
- ☐ **Grade 11/12 videos**
- ☐ **Check in on learning student quiz**
- ☐ **Check in on learning answer key**
- ☐ **KWL+ activity sheet**
- ☐ **Sketchy situations scenarios**
- ☐ **Poetic pattern activity sheet**
- ☐ **Name of the game topic cards**
- ☐ **Book analysis activity sheet**
- ☐ **It Is a Big Deal activity booklet**
- ☐ **Lights, camera, action! activity sheet**
- ☐ **Lights, camera, action! feedback rubric**

- ☐ **Create a symbol activity sheet**
- ☐ Chart paper
- ☐ Markers*
- ☐ Access to a computer* (to complete the quiz after watching the videos; if students do not have access to a computer, a printable copy of the check in on learning student quiz is provided)
- ☐ Tablet* (to complete *Lights, camera, action!* activity)
- ☐ Sticky notes*
- ☐ Optional*: paper

Suggested time: Three sessions at 45 minutes each

Note: Materials with an asterisk (*) are not supplied.

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