

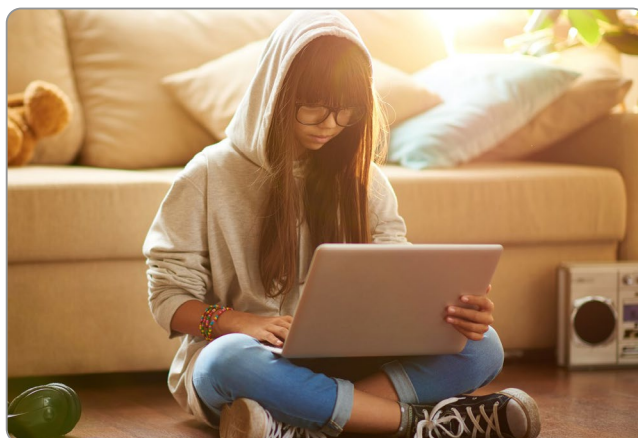
TELUS Wise in control



A facilitator's guide.

TELUS Wise® workshops are available free-of-charge and help empower Canadians of all ages to have a positive experience as digital citizens.

telus.com/WiseWorkshops



The workshop

Keep your online reputation in control.

Grades: 6-9

Duration: 1 hour

TELUS Wise in control engages youth in a discussion about protecting and positively growing their online reputation.

The workshop is divided into 7 digital literacy scenarios that show how someone's behaviour online impacted their future. The scenarios cover:

- Privacy and permission settings
- Intimate images
- Distracted driving
- Cyberbullying
- Think before you post
- Keep your passwords private
- Identity theft

The workshop can be completed independently, assigned as homework, or educators and program facilitators can lead the workshop with a group.



Welcome: Introducing the workshop



Begin by telling participants what content will be covered in the workshop, and start the conversation by asking, “What is an online reputation?” Encourage responses from participants, acknowledging them.

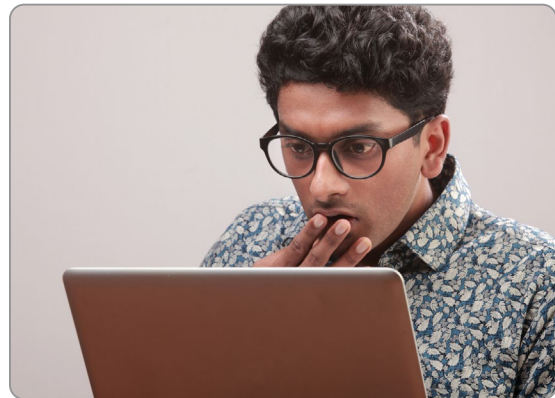
Tell participants that when it comes to the Internet, smartphones and other connected devices, everything we post, text, like, comment and share contributes to our online reputation.

Read aloud the text on screen, turning the flip cards to reveal more information, and click **NEXT** in the bottom right corner to navigate to the next lesson.

Think before you post - meet Dev

In this scenario, we meet Dev, the “I’m SO embarrassed” interviewee. Begin by reading the scenario aloud and ask participants, “What could Dev have done differently?” Encourage responses from participants, acknowledging them.

Remind participants that posting inappropriate pictures or comments have a big impact on their online reputation and their future. We should always think before we post and consider our actions online.



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Privacy and permissions - meet Susan

In this scenario, we meet Susan, the “always connected” student. Begin by reading the scenario aloud and ask participants, “What could Susan have done differently?” Encourage responses from participants, acknowledging them.

Next, watch the **video: Privacy and permission settings**.

Remind participants that they should always read the privacy and permission settings when signing up for a new app so they’re aware of what information they’re sharing with the public and with the app’s developers.

Follow the prompts and click **NEXT** in the bottom right corner to navigate to the next lesson.



Keep your passwords private - meet Kyla

In this scenario, we meet Kyla, the “I can’t believe this” student. Begin by reading the scenario aloud and ask participants, “What could Kyla have done differently?” Encourage responses from participants, acknowledging them.

Remind participants of the importance of never sharing passwords with anyone, and that imitating someone else online or accessing someone else’s account can be a form of cyberbullying.

Read aloud the text on screen, turn the flip cards to reveal more information, and click **NEXT** in the bottom right corner to navigate to the next lesson.



Cyberbullying - meet Miguel

In this scenario, we meet Miguel, the “hot-headed” cyberbullying target. Begin by reading the scenario aloud and ask participants, “What could Miguel have done differently?” Encourage responses from participants, acknowledging them.

Read aloud the text on screen, turn the flip cards to reveal more information, and watch the **video: Cyberbullying**.

Remind participants that there are always steps they can take to get help if they experience or witness cyberbullying, and to always choose kind online.

Follow the prompts and click **NEXT** in the bottom right corner to navigate to the next page.

Intimate images - meet Taylor

In this scenario, we meet Taylor, the “what did you do?!” photo sharer. Begin by reading the scenario aloud and ask participants, “What could Taylor have done differently?” Encourage responses from participants, acknowledging them.



Remind participants that beyond using strong passwords, we should always respect personal boundaries online. It’s ok to say “no”.

While taking and sending intimate images is risky behaviour in itself, forwarding intimate images of someone else without their consent is illegal, morally wrong and can cause a lot of

hurt for everyone involved. Explain that storing an intimate image of someone else on your device can be considered illegal - especially if the person in the image is under the age of 18.

Continue by reading aloud the text on screen, turning the flip cards to reveal more information and click **NEXT** in the bottom right corner to navigate to the next page.

For additional resources and lesson plans on sexting, visit: telus.com/HowWouldUFeel

Distracted driving - meet Johnny

In this scenario, we meet Johnny the “I’ve got this in control” distracted driver. Begin by reading the scenario aloud and ask participants, “What could Johnny have done differently?” Encourage responses from participants, acknowledging them.

Note: many participants will not yet have a driver’s license, but you can make the scenario relatable by discussing the similar dangers of distracted walking.

Read aloud the text on screen, turn the flip cards to reveal more information, and watch the **video: Distracted driving**.

Remind participants that it’s up to all of us to use technology responsibly and make distracted driving socially unacceptable.

Follow the prompts and click **NEXT** in the bottom right corner to navigate to the next page.

Identity theft - meet yourself

In this scenario, “I just had my identity stolen,” participants are invited to think about themselves being a victim of identity theft. Begin by reading the scenario aloud and ask participants, “What could you have done differently?” Encourage responses from participants, acknowledging them.



Read aloud the text on screen, turn the flip cards to reveal more information, and watch the **video: Identity theft**.

Remind participants of the risks of posting personal, private information online. Even some online quizzes can be designed for you to reveal too much information, putting yourself at risk.

Read aloud the text on screen, and click **NEXT** in the bottom right corner to navigate to the next lesson.

Are you in control of your online reputation?

After reviewing the scenarios share the **quiz: Are you in control of your online reputation?**

If participants have access to a personal device they can reflect on how well they're protecting and positively managing their online reputation by completing the **TELUS Wise in control challenge**.

Wrapping up the workshop

Tell participants, "as you've learned through these scenarios there is a lot that we do in our digital world that can impact our reputation. Remember, everything you post, text, like, comment and share makes up your digital footprint, and can have a big impact on your future."

For educators and workshop facilitators

TELUS Wise has a wealth of digital literacy lesson plans, classroom activities and resources, available to download free-of-charge at telus.com/wise.



We encourage educators and workshop facilitators to take the post-workshop survey to help improve the program. **Take the survey.**

