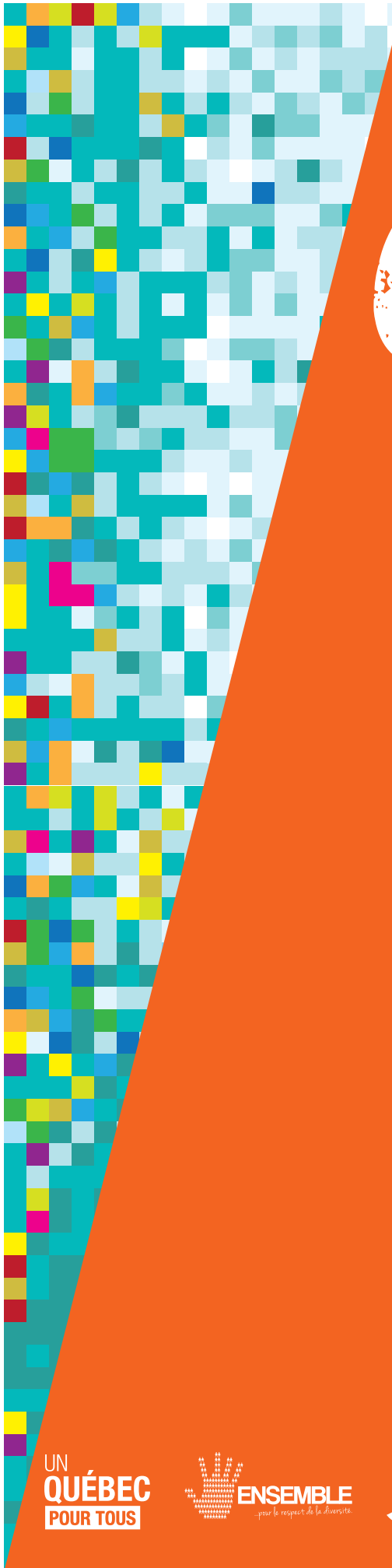
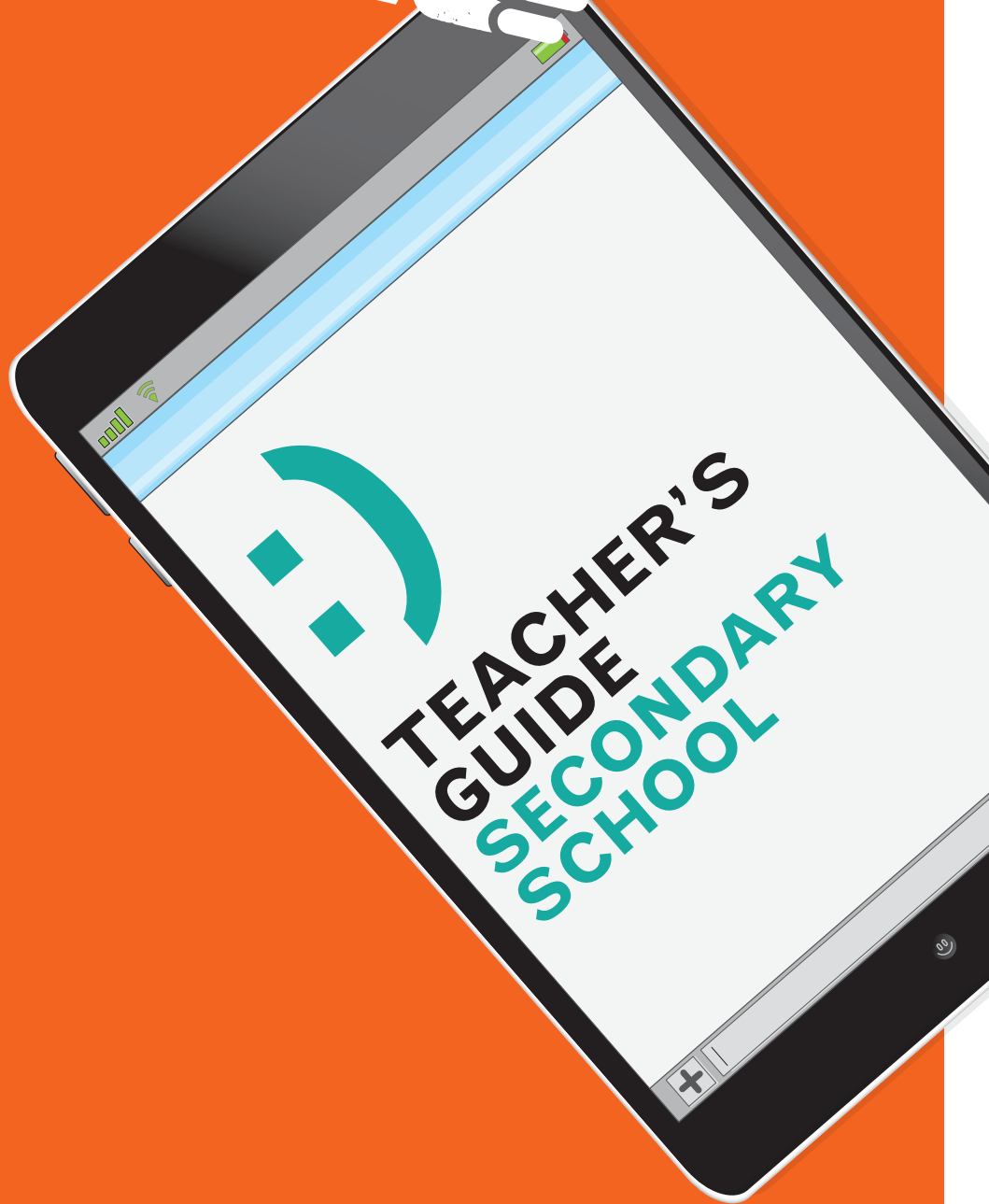


BE CYBER COOL



UN
QUÉBEC
POUR TOUS

ENSEMBLE
pour le respect de la diversité

FONDATION
Jasmin Roy

Institut
Pacifique
Centre Marieburg | Résolution de conflits | Médiation sociale

texto: 514-600-1002
TEL-JEUNES.com

Québec



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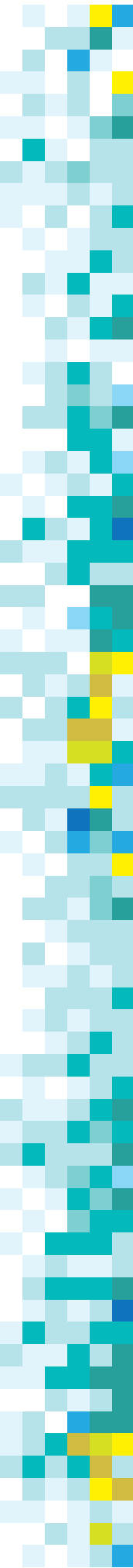


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TEACHER'S GUIDE

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ENSEMBLE POUR LE RESPECT DE LA DIVERSITÉ

ENSEMBLE *pour le respect de la diversité* is a non-profit organization whose mission is to work with young people to build a society free from discrimination and bullying.

ENSEMBLE *pour le respect de la diversité* is a leader in the field of education, reaching nearly 25 000 students every year in French-speaking and English-speaking public and private elementary and secondary schools throughout Québec.

We specialize in interactive workshops and follow-up programs in schools, in which we consult young people and ask them to talk about their personal situation.

Our telephone number is 514-842-4848, and our Web site is <http://www.ensemble-rd.com/en>.



FONDATION JASMIN ROY

The mission of the Fondation Jasmin Roy is to fight bullying, violence and discrimination against children in elementary and secondary schools. Its goal is to provide a safe and healthy environment for students, by supporting and organizing interventions for victims and aggressors. One of the Foundation's aims is to help identify lasting solutions to the problem of bullying in schools, by working closely with other stakeholders, including the Ministère de l'Éducation, du Loisir et du Sport, the education community and society in general. A further aim is to help prevent students from dropping out of school as a result of bullying, and to raise public awareness of the problem.



INSTITUT PACIFIQUE

The Institut Pacifique is a non-profit organization devoted to the development, application and promotion of expertise in the areas of conflict resolution and prevention of psychosocial problems. The organization has been an integral part of the community for more than 36 years, with the mission of building an environment free from violence and helping children, teens and adults to achieve their full psychosocial potential. Thanks to its expertise in the field of conflict resolution, the organization now reaches more than 105 000 students every year, and its activities extend throughout Québec.



TEL-JEUNES

For the last 20 years, Tel-jeunes has offered free, anonymous and confidential advice and intervention services, day and night, to young people in Québec between the ages of 8 and 20. A team of professional counsellors is available 24 hours a day by telephone, text, e-mail and Ch@t, or on the organization's forums. Since 1991, we have given direct assistance to more than 1 600 000 young people. Telephone: 1-800-263-2266. Text: 514-600-1002. <http://en.teljeunes.com/home>.



MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

Preventing and stopping violence and bullying are priorities for the government, as is the safety of students and school staff. School boards and schools, by enforcing the *Act to prevent and stop bullying and violence in schools*, play an important role in achieving these goals. The Ministère de l'Éducation, du Loisir et du Sport supports and assists the school system with this task, by providing funding, expertise, resource people and documentation.



SOME STATISTICS

70% - **70%** of young people say they have been bullied on the Internet, and **44%** say they have bullied someone at least once (see <http://definetheline.ca/dtl/>, 2007).

60% - At least **60%** of young people born in the digital era find it hard to distinguish harmless jokes from threats, invasions of privacy or persistent harassment (see SSHRC, Shariff, 2009-2011).

20% - **One in five children** aged 11 and 12 have received e-mails that frightened or upset them. Only **20%** told an adult (see Réseau Éducation Médias, 2001).

+ **GIRLS** - **Girls seem more likely to be victims** of cyberbullying than boys. Nearly three quarters of the respondents (teachers) reported instances of cyberbullying against girls, compared with just **40%** who reported instances against boys (see Centrale des syndicats du Québec, 2011).

80% - Contrary to popular belief, teachers think that **80%** of victims know who is responsible for bullying them on the Internet (see Centrale des syndicats du Québec, 2011).

28% - **28%** of young people say they have witnessed instances of cyberbullying (see Cyberbullying Survey, June 2009, University of Toronto).

1. BE CYBER COOL: LOG IN TO THE POSITIVE

PROJECT DESCRIPTION

“Be cyber cool”: As part of Anti-Bullying and Violence Awareness Week in Schools, which takes place every year during the first week of October, *ENSEMBLE pour le respect de la diversité*, the *Fondation Jasmin Roy*, the *Institut Pacifique*, *Tel-jeunes* and the *Ministère de l'Éducation, du Loisir et du Sport (MELS)* have joined forces to launch the theme of this year's campaign: *“Be cyber cool,”* with its slogan *“Log in to the positive.”*

The *“Be cyber cool”* project is designed to raise awareness among Québec's elementary and secondary school students of the importance of responsible social media use.

It is part of a structured, concerted effort by the school team to implement the preventive measures in the school's anti-bullying and anti-violence plan.

The goals:

- To create a social movement that will not only prevent and stop **cyberbullying**, but will also make people aware of how to use the social networks in a more responsible way in Québec society
- To send a message to the effect that the artistic, political, education, sports and other communities will work with students to stop violence and bullying, and acknowledge the actions taken by young people
- To provide positive education

General objectives:

- To develop a positive, preventive approach to the use of cyberspace
- To encourage students who use social networks to develop social skills related directly to the prevention of violence and bullying, such as empathy, conflict resolution and effective communication skills
- To promote students' awareness of the impact of the texts they write and the personal videos and photographs they post on social networks

Objective of the pedagogical component:

- To provide students with tools that will help prevent cyberbullying

2. AND WHAT ABOUT “BEING CYBER COOL”?

WHAT EXACTLY DOES “BEING CYBER COOL” MEAN?

“Being cyber cool” refers to **any type of friendly, positive, encouraging behaviour** in cyberspace, and also behaviour aimed at **preventing or reducing** cyberbullying.

WHY “BE CYBER COOL”?

- We are convinced that **every individual** who is present in cyberspace has the power to take a stand against cyberbullying.
- Young people need to develop the **knowledge and social skills** that will allow them to behave properly in cyberspace.
- Young people need to be prepared to **respond constructively** to the situations they encounter in cyberspace.
- “Being cyber cool” is a practical way **to prevent** cyberbullying.
- Young people can and should demonstrate **leadership** by acting in a constructive way in cyberspace, despite the influence of certain adults who may sometimes behave badly.

HOW DO WE LEARN TO “BE CYBER COOL”?

Young people will be encouraged to:

- develop their ability to **analyze** the situations they encounter in cyberspace
- become aware of the importance of certain **social skills** in behaving properly on the Internet
- understand the impact of empathy, self-esteem, anger management and good communication skills on their cyber behaviour

- understand the importance of **reporting or taking action** to prevent bullying from escalating

WE HOPE “BEING CYBER COOL” WILL HAVE A REAL IMPACT ON YOUNG PEOPLE’S EXPERIENCE IN CYBERSPACE.

3. CYBERBULLYING: SOME GENERAL INFORMATION*

WHAT IS CYBERBULLYING?

Cyberbullying is a term that refers to the use of the Internet to bully or harass someone. There are two main forms of Internet-based bullying (see <http://en.teljeunes.com/home>):

- Threats or insults sent directly by e-mail or chat
- Rumours and/or photographs circulated or posted on the Internet that damage another person’s reputation

Some examples:

- Sending cruel or threatening e-mails, text messages or instant messages
- Posting embarrassing photographs
- Creating an Internet site to mock someone
- Posting insults on someone’s page
- Creating false user accounts on social network Web sites to ridicule someone
- Giving scores to people in online surveys
- Disclosing secrets or spreading rumours about someone
- Harassing other players in online video games

SPECIFIC FEATURES

- Cyberbullies do not see their victims’ non-verbal reactions, meaning that it is harder for them to feel empathy and therefore easier to behave in a hurtful way.
- Messages can be sent instantly, in unlimited quantities, and be seen by dozens, hundreds or even thousands of people.

*Content adapted from <http://en.teljeunes.com/home>.

- Abusive messages remain online even when the bullying has stopped, meaning that the negative impact for the victim will persist.
- Cyberspace is in constant evolution and the legislation governing it can be complex. Young people therefore know very little about the potential legal consequences of their actions. The fact is, however, that much of the unpleasant behaviour that takes place in cyberspace is punishable under Canada's *Criminal Code*.

WHY DO YOUNG PEOPLE BECOME CYBERBULLIES?

- Because they think it will benefit them, for example in terms of their social status, power, popularity or recognition
- Because they believe violence is an effective way to obtain revenge or to defend or assert themselves

4. BE CYBER COOL: LOG IN TO THE POSITIVE

INSTRUCTIONS

WHAT IS IT? (A downloadable educational kit)

- Five simulation exercises to be presented to the students in workshops of varying lengths. The class reacts to the exercises, and may choose whether or not to use the suggested technological media.
- Teacher's guide:
 - one introductory activity
 - one workshop to identify good cyber behaviour
 - educational questions and answers to encourage reflection after the simulation exercises have been presented
 - theoretical content on the social skills required for responsible cyber behaviour
 - a list of resources
 - a lexicon



FOR WHOM?

- The simulation exercises are intended for secondary school students.
- The exercises can be led by homeroom teachers, non-teaching professionals or other adults from the school.

WHEN?

- It is suggested that **one workshop per day** be offered throughout the week of **September 30 to October 4, 2013**: Anti-Bullying and Violence Awareness Week in Schools.
- Workshops may also be presented throughout the school year.

HOW?

- Using the educational kit, available on the partners' Web sites:

Ministère de l'Éducation, du Loisir et du Sport du Québec:

www.mels.gouv.qc.ca/en/log-in-to-the-positive/ (teachers' section)

ENSEMBLE pour le respect de la diversité: <http://www.ensemble-rd.com/en>

Fondation Jasmin Roy: www.fondationjasminroy.com (French only)

Institut Pacifique: www.institutpacifique.com (French only)

The workshops should take place in the classroom, with or without the proposed technological media (platform, computers, interactive whiteboard).

WITHOUT TECHNOLOGICAL MEDIA

Print the educational material and follow the structure presented in Section 5 of this guide.

WITH TECHNOLOGICAL MEDIA

- A “Be cyber cool” platform is available from **September 30 to October 30, 2013**, to encourage interaction in class and between classes.
- The school principal can register your school at inscription@cyberappreciation.com and obtain a school code that can be used to create the school page.
- Follow the structure presented in Section 5 of this guide.guide d'animation.

5. PROPOSED STRUCTURE FOR PRESENTING SIMULATION EXERCISES IN THE CLASSROOM

WITHOUT THE WEB PLATFORM

1. Briefly **introduce** the project to the students, reminding them of its goals (see the introductory workshop, *Netiquette*, on page 8).
2. Give printed copies of the **simulation exercise** to the students and read the exercise together.
3. Using the Teacher's Guide, encourage the students to **think about** the exercise by asking the proposed **questions** and presenting the related theory.
4. The students are asked a question to see if they would like to **take part** in the simulation exercise. Work on a response together, taking into account what they have learned in the simulation exercise.
5. At the end of each activity (simulation exercise), work with the students to review what they have learned and identify the elements they would like to include in their Netiquette.
6. When the students have completed the five simulation exercises, ask them to complete their group Netiquette.

WITH THE WEB PLATFORM ("Be cyber cool")

1. Access the **Web platform** using the school's access code.
2. Briefly **introduce** the project to the students, reminding them of its goals (see the introductory workshop, *Rules of Netiquette*, on page 8).
3. Present the **simulation exercise** Web platform to the students and look through it.
4. Using the *Teacher's Guide*, encourage the students to **think about** the exercise by asking the proposed **questions** and presenting the related theory.
5. The students are asked a question to see if they would like to **take part** in the simulation exercise. Work on a response together, and **share your response with other students at the school via the Web platform**. When your response has been posted, your school's other classes can comment on it.
6. If other classes have already posted their responses, ask the students to identify the positive or constructive aspects of the responses, and post constructive comments on the platform.

7. At the end of each activity (simulation exercise), work with the students to review what they have learned and identify the elements they would like to include in their Netiquette.

8. When the students have completed the five simulation exercises, ask them to complete their group Netiquette and post it on the “*Be cyber cool*” platform.

NOTES FOR THE TEACHER

At the end of this Guide, you will find **definitions** of some of the terms used, along with a **lexicon** of words, expressions, emoticons and abbreviations used by young people in cyberspace.

The Guide also contains some possible **answers** to the questions on the simulation exercises. These answers are suggestions only, and we recommend that you encourage and maintain the discussion using the students’ own answers. The Guide also contains **some information** on social skills.

If you are not comfortable presenting or discussing some of the simulation exercises but nevertheless feel they would be relevant for the class, we suggest you **ask your school’s student services professionals** to moderate the workshops.

PLEASE NOTE

Actions in cyberspace are not limited to instant messages and written comments in social media. There are a host of other possibilities too. When we refer to young peoples’ **actions and behaviours** in cyberspace, we mean:

- written comments, regardless of the platform used
- the use of specific platform functions that allow for indirect communication (e.g. *Facebook’s Like* function)
- posting of or references to videos and photographs using specific platform functions (e.g. identifying someone on an *Instagram* photograph)
- an action taken by an online gaming character
- any other action that sends a direct or indirect message in cyberspace

6. INTRODUCTORY WORKSHOP: RULES OF NETIQUETTE

OBJECTIVES


- To make the students aware of how to behave properly in cyberspace
- To make the students aware of the social skills needed to forge healthy, constructive relationships in cyberspace
- To guide the students' thinking in order to help them create rules of Netiquette for the group at the end of the project

MATERIALS

- Teacher's Guide
- Cardboard mini-tablet: "*Be Cyber Cool: A Few Rules of Netiquette*"
- A *High-Speed Photograph* simulation exercise (Web version or printed copy for all students)

WHAT TO DO: NETIQUETTE

- Present the sample *rules of Netiquette* on the cardboard mini-tablet.
 - Ask the following questions:
 - What do you think rules of Netiquette are?
 - Have you ever seen or read any rules of Netiquette?
 - What are they for?
 - What do you think of the sample Netiquette on the "Be cyber cool" card?
 - Do you agree with the rules on the card?
 - Is it easy to follow these rules on the Internet? Why?
 - What are the benefits of preparing rules of Netiquette specifically for the group?
- Present the concept of Netiquette, using the following content:
 - Netiquette (a combination of the words *Net* and *etiquette*) is a term used to refer to the set of conventions governing proper behaviour by Internet users on the networks, and in particular during discussions on forums or by e-mail.

- 
- Netiquette is based on values such as tolerance, respect for others, the ability to listen, and courtesy. The basic rules of good manners apply just as much on the Internet as in the realm of traditional communications. In other words, hateful, racist and sexist remarks, as well as flaming, insults and crude language should be avoided (see: Office québécois de la langue française).
 - By definition, Netiquette is a set of rules of conduct for Internet users. So far, however, rules of Netiquette have tended to focus more on exchanges conducted by e-mail, instant messaging or discussion forums, and do not necessarily reflect the range of potential interactions among young people in cyberspace today.
 - Some aspects of Netiquette are technical in nature (e.g. don't write in block letters), but it is more important that young people should be **challenged** to include social skills and use **Netiquette as a means of "being cyber cool"**; in other words, as a **tool to help prevent cyberbullying**.
 - Point out that, during the week, the students will be asked to examine and react to a number of fictional situations occurring in cyberspace. They will then **devise their own, shared rules of Netiquette, to be followed by all members of the group**. Essentially, they will be identifying the types of behaviour (good and bad) illustrated in the fictional situations in order to come up with their own rules of Netiquette.
 - Ask the students to propose some potential rules of Netiquette.

NOTE FOR THE TEACHER

Below are the rules of Netiquette that apply to the *VrakTV* forum. They are shown here for information purposes only, and need not be presented to the students. You may, however, use them as inspiration to guide the students.

As a participant in the *VrakTV* forums:

1. I never give out my mailing address, telephone number or e-mail address in the messages I post, and I never disclose another person's contact information or real name.
2. Every message I post includes an answer to a specific question. Naturally, I can expand on my answer and include extra elements, but I must give my opinion on the subject under discussion.

3. I never use the forum to talk about pornography or other sex-related subjects, not even in jokes. This is not the place for that.
4. I do not promote drug use, since it is illegal.
5. I do not encourage violence and I never make threats of any kind. I am here to relax and have fun, but in a respectful way.
6. I do not fill up the page with messages that are 300 metres long, containing symbols or combinations of letters that ordinary Earthlings cannot read. In addition, I do not use HTML tags in my messages.
7. I am aware that I can say what I like, as long as I choose words that are respectful of others. My freedom of expression is exercised alongside that of others, and there is nothing to be gained by running other people down. Every person is entitled to his or her opinion; nobody has the absolute truth.
8. I do not try to insert photographs, images or hyperlinks in my messages; in any case, they will be removed.
9. I do not send the same message more than once.
10. I make sure I am respectful to others by never making racist or sexist remarks.
11. I can always use my imagination and propose ideas to VrakTV. I am also encouraged to initiate constructive debate.
12. If I do not follow any of VrakTV's forum rules of Netiquette, my messages may be removed and I may even be banned from the forums.

See: www.vrak.tv/politique/netiquette.jsp.

- Announce the time for the next "*Be cyber cool: Log in to the positive*" activity. We suggest you continue immediately with the *High-Speed Photograph* simulation exercise.

7. POSSIBLE ANSWERS: A HIGH-SPEED PHOTOGRAPH

QUESTIONS	POSSIBLE ANSWERS
How do you think Julie feels?	Ashamed, humiliated, sad, desperate, angry, etc.
Who can Julie ask for help?	A friend, Tel-jeunes, a member of the school staff, her parents, etc.
What might Myriam's intentions have been?	Harm her friend's reputation in order to improve her own, get attention, get revenge, etc.
What are the potential legal consequences and social impact of what they did?	
For Julie:	Possible charges under the <i>Criminal Code</i> (distribution of pornographic material); some people may change their opinion of her, or their behaviour toward her, either positively or negatively (e.g. Maxime); stress from different emotions; etc.
For Myriam:	Suspension, expulsion, possible charges under the <i>Civil Code of Québec</i> or the <i>Criminal Code</i> (defamatory utterances); some people may change their opinion of her, positively or negatively; etc.
For Maxime:	Possible charges under the <i>Criminal Code</i> (possession and distribution of pornographic material); some people may change their opinion of him, or their behaviour towards him (e.g. Julie); etc.
Do you think they were aware of these consequences?	Students' answers
Why do you think someone would send a nude photograph of themselves over the Internet?	Attract attention, gain affection, trigger desire; low self-esteem; please someone else; etc.

What do you think of Tony's input? Was it constructive?

Initially, Tony's intervention is constructive, in that he encourages Julie to be assertive and positive. On the other hand, he subsequently encourages Julie to insult Myriam and use verbal violence in order to be assertive. Tony's intervention is therefore not constructive because it encourages cyberbullying.

In a situation such as this, there are many witnesses, including all the people who saw Julie's photograph on the Internet and read the nasty comments on *Facebook*. What can witnesses do to help avoid this type of situation? Share your ideas with the other students in the class or on the "Be cyber cool" platform.

At the end of the activity, work with the students to review what they have learned and identify the elements they would like to include in their rules of Netiquette.

8. POSSIBLE ANSWERS: CAUGHT IN THE TRAP!

QUESTIONS	POSSIBLE ANSWERS
Why did Jacob write to Melodie on <i>Facebook</i> ?	Manipulate her; emphasize the fact that he did not intend to be her boyfriend; impress his friends; get attention; feel in control of a person or of the situation; etc.
How might Melodie feel as a result of what has happened?	Betrayed, humiliated, sad, angry, etc.
Do you think the people who posted anonymous comments on the site might get into trouble?	Refer to the Be in the Know! box, and emphasize the fact that no one on the Internet is ever completely anonymous.
What can be done to avoid this kind of situation, and how can they be resolved when they occur?	Be careful when joining sites, and limit the information you share (Melodie); think about the potential impact of your actions (Jacob); do not post comments; take a clear stance by writing a polite comment stating that you disagree with what has happened; offer support to Melodie; apologize to Melodie; calmly disagree with what Jacob did; etc.
Why do you think Stephanie enjoys this site?	It allows her to be the centre of attention and to feel important; she feels part of a “community”; she thinks people are honest; she enjoys mystery; etc.

In the classroom or on the “Be cyber cool” platform, take a stance on the “Melodie the Psycho” profile and share your post with other students at the school.

At the end of the activity, work with the students to review what they have learned and identify the elements they would like to include in their rules of Netiquette.

9. POSSIBLE ANSWERS: THE OTHER SIDE OF THE COIN

QUESTIONS	POSSIBLE ANSWERS
Why do you think Genna created the false profile?	Test Martin's loyalties; damage Melanie's reputation, etc.
What could Genna have done to avoid creating the false profile and hate page?	Manage her anger towards Martin; express her concerns properly; think about the impact of what she was about to do, for herself, for Melanie and for Martin; etc.
What might the consequences be for Melanie, and how does she feel? How might she feel when she discovers the hate page?	She needs to clarify the situation with her "real" friends; her reputation may be damaged, she may become anxious, frustrated, sad, humiliated, ashamed, etc.
Has anything illegal been done, and how can the situation be resolved?	What Genna did may potentially be considered illegal (see the Be in the Know! box); remove the false profile, close the hate page, etc.

In the classroom or on the "Be cyber cool" platform, write a message to Genna, keeping in mind that Martin and Genna are going through a difficult time.

At the end of the activity, work with the students to review what they have learned and identify the elements they would like to include in their rules of Netiquette.

10. POSSIBLE ANSWERS: WHEN FICTION OVERTAKES FACT

QUESTIONS	POSSIBLE ANSWERS
What do you think about the situation?	Students' answers; address the illegal aspects of what the protagonists have done.
What can you do if you witness this kind of situation?	Given the very serious nature of the situation, you should not join in this type of conversation, even to express a positive point of view. Instead, take a screen capture and report the situation to an adult at school.
What might have driven Audrey, Jeanne, Valerie, Naser and Jamal to do this? Is it just because they don't like their teacher?	To get revenge; to do something with their friends; to feel important; to feel in control. They may not like Ms. Léveillée, but they are not driven purely by a desire for revenge.
What might the consequences be for Ms. Léveillée and for the students?	<p>For Ms. Léveillée: Damaged reputation, fear, sadness, shame, anger, depression. She might resign from her job; etc.</p> <p>For the students: What they have done is serious and there may be consequences at school, under the rules of conduct.</p> <p>Take time out to read the Be in the Know! box with the students.</p>
Do you think the students who "liked" the comments really wanted to harm Ms. Léveillée? Why would they "like" comments such as these?	Probably not. To feel as though they belong; to feel important; to feel as though they are involved in something important; etc.

In the classroom or on the "Be cyber cool" platform, take a stance on Valerie's *Facebook* timeline. At the end of the activity, work with the students to review what they have learned and identify the elements they would like to include in their rules of Netiquette.

11. POSSIBLE ANSWERS: SLAM DUNK!

QUESTIONS	POSSIBLE ANSWERS
Do you think what Sam said on <i>Facebook</i> is acceptable? Why?	Initially, Sam's remarks were acceptable; he told his friends that he didn't like their behaviour. However, his last comment is somewhat threatening and might have caused the situation to deteriorate.
After the discussion on <i>Facebook</i> , why do you think Sam has posted altered photographs of his friends on <i>Instagram</i> ?	He's angry; he wants vengeance; he wants attention from his peers, especially the basketball team; he wants to feel important; etc.
What consequences will the posts have for the basketball team? For Max, Salvatore and Sam?	The team may become less united because some players take a position "for" or "against" Sam; the photographs may damage the reputations of Salvatore, Sam and Max; possibility of being suspended from the team or the school, etc.
What did the basketball players do to make the situation worse? What could they have done differently?	"Liking" the altered photographs of Salvatore and Max; they could have refused to use the bad joke or kept it to themselves; they could have encouraged Sam to train harder; they could have taken a stance against the altered photographs of Max and Salvatore; etc.

In the classroom or on the "Be cyber cool" platform, comment on the last photograph posted by Sam.

At the end of the activity, work with the students to review what they have learned and identify the elements they would like to include in their rules of Netiquette.

After completing all five simulation exercises, ask the students to complete their rules of Netiquette and either post them on the "*Be cyber cool*" platform or display them in the classroom, so that everyone can follow them.

12. SOCIAL SKILLS IN CYBERSPACE

COMMUNICATION

Communication and “being cyber cool”

- **Young people continually take sides and express opinions in cyberspace**, whether directly, in e-mails and text messages, or indirectly, by posting photographs and videos or using the functions and applications of games and platforms.
- It is essential for the students to have a **real communication tool** that they can use to assert themselves positively and constructively in cyber conflicts.

What is a clear message?

A clear message is a peaceful means of self-assertion that allows students to express opinions in a way that is respectful of others. It comprises three actions:

- 1-Express the emotion generated by the situation.
- 2-State what the other person did to upset them, and name the consequences of that behaviour.
- 3-Make realistic demands (now or for the future).

For example:

You sent me a text saying you were going to the movies this evening, but we were supposed to see each other. It's disappointing and frustrating. I'd like you to explain why you decided to change our plans.

* Young people who use the clear message technique in all conflicts, not just cyber conflicts, are able to be assertive in a positive way. However, in situations involving any form of violence or bullying, clear messages should be **avoided**. Young people who are victims or witnesses of violence or cyberbullying should **report the situation to a trusted adult and immediately withdraw from the discussion**.

Young people find it difficult to report instances of violence or bullying. It is therefore extremely important for adults to hear them out and then take action in accordance with the school's procedures. The young person must also be told what has been done (e.g. the situation has been mentioned to the school principal; a written report has been made, etc.); this will encourage them to go to adults with their problems. Young people may hesitate to report an incident either because they are afraid the adult will restrict their Internet access, or because they believe the adult will not do anything about the situation.

PITFALLS OF CYBER COMMUNICATION

- Risk of misinterpreting messages received from other people because non-verbal signs are not apparent
- Risk of communicating too quickly, without thinking about the wording used or the potential consequences of the message

To **avoid these pitfalls**, it is important for the students:

- to be aware of their perceptions and understand the elements in the other person's message that caused them to react (past events, weaknesses, past conflicts, etc.), in order to avoid misinterpreting it
- to take the time to think about the words they use, to avoid misunderstandings or the possibility of offending others
- to make sure their message is clear and that the person receiving it has understood what it means
- to ask for clarification if they feel they may not have understood what the other person is trying to say
- to use a different communication channel if necessary


EMPATHY

What is empathy?

Empathy is the ability to recognize and understand what another person is experiencing. It involves putting oneself in that person's shoes, in a non-judgmental way, to understand what is happening to them.

Empathy and “being cyber cool”

- Empathy in cyberspace starts by being aware that you are communicating with **real human beings**, and not with avatars, computer screens or fictional characters.
- It is normal to transform the human behind the screen into an abstract concept, but this can reduce empathy. The students must therefore be made aware that their actions have **real consequences for real people**.

- 
- It is important to remember that, for many students, empathy requires an effort, and hence **time**. **They should take a few moments to think** about the impact of their actions or reactions, so that they will develop empathy and be more constructive in their discussions.
 - Students should be made aware of **the importance and impact of what they do in cyberspace**. Something that takes just a few seconds (or even one second) may affect someone else for a whole day, a week, a year or, in some cases, for his or her entire life.
 - Empathy is developed mainly by trying **to identify other people's feelings**. If there is no feedback from the other person in the form of non-verbal signs, as is the case in cyberspace, it can be very difficult to know exactly what he or she is feeling.
 - One way to generate empathy is to **ask the students** what they would feel if they were in the situation they have imposed on the other person. Of course, everyone is different and this strategy may not always work, but it is usually effective. For cyber-bullying, it can help the students to realize that their actions have impacts in real life.

MANAGING EMOTIONS

Managing emotions and “being cyber cool”

- Although young people may seem to be “in a little bubble” or removed from the real world when sitting in front of their screens, **they still feel emotion**. Whether they are playing online games with friends, sending and receiving instant messages or posting on social media, they are interacting with others and experiencing joy, satisfaction and pleasure, as well as anger, jealousy, shame, fear and so on.
- If students are to interact positively in cyberspace, they must be aware of these emotions and be able to recognize them.
- If they can do this, they will be able to manage their emotions more effectively, take time out to calm down when necessary, and avoid hasty reactions.
- Managing emotions does not mean keeping them in check, burying them, repressing them or denying them. On the contrary, it involves **welcoming them, acknowledging them**, distinguishing them, and listening to the messages they convey (see the *Différents mais pas indifférents* program, Institut Pacifique, 2008).
- Everyone has his or her own method of calming down. Some of the most effective techniques include **stepping away from the screen** for a few seconds, **breathing deeply**, and taking time out to **think** about the real meaning of the message.

- **Even waiting just a few seconds** before reacting can help to avoid problems, and may even stop some instances of cyberbullying.
- In some situations it may take more than a few seconds to calm down. Where this is the case, the most constructive thing to do may be to **log out**, go and do something else for a while, and log in again later on, when in a calmer state of mind.

SELF-ESTEEM

What is self-esteem?

Germain Duclos (2000) defines self-esteem as an awareness of the value that a person **ascribes to himself or herself** in different spheres of life. Self-esteem is influenced among other things by the person's relationships with friends and relatives, and his or her experiences, successes and failures (see *Différents, mais pas indifférents*).

Self-esteem and “being cyber cool”

- Because of the broad variety of comments, reactions and sources of stimulation to which students are exposed every day (or every minute) in cyberspace, healthy basic self-esteem is vital if they are to interact with others constructively.
- Healthy self-esteem allows students to assert themselves in a positive way, react thoughtfully and resist negative pressure from others.

The impact of self-esteem on behaviour

Healthy self-esteem

- Respectful self-assertion
- Ability to acknowledge responsibility
- Emotional stability
- Sensitivity toward others

Low self-esteem

- Avoidance of conflict, so as not to have to be assertive
- Hasty reactions to provocation or comments
- Difficulty in seeing the value of others
- Use of confrontation or disparagement

Inflated self-esteem

- Difficulty in accepting criticism
- Difficulty in acknowledging responsibility for own actions
- Tendency to push responsibility onto others

There are a number of factors that affect young people's ability to develop healthy self-esteem. **Below are some suggestions that may be helpful:**

- Emphasize the students' strengths.
- Encourage the students to regard their problems as challenges, and to play down mistakes.
- Encourage the students to set realistic goals for themselves.

With regard to cyberspace in particular:

- Encourage students who use positive, respectful language.
- Remind students that disparaging remarks can have an adverse impact on self-esteem.
- Help students to acknowledge their share of the responsibility in conflicts.
- Encourage students who adopt a positive stance in cyberspace or who are "cyber cool."

See: *Différents, mais pas indifférents*, Institut Pacifique.

APPENDIX 1

WEB SITES OF INTEREST (FOR ADULTS AND STUDENTS)

Centre for Youth Crime Prevention

Royal Canadian Mounted Police
www.rcmp-grc.gc.ca/cycp-cpcj/index-eng.htm

Cybertip!ca

Canada's national tipline for reporting the online sexual exploitation of children
www.cyberaide.ca/app/en/index

Define the Line

Clarifying the blurred lines between cyberbullying and digital citizenship
www.definetheline.ca

Educaloi.qc.ca

The law explained
www.educaloi.qc.ca (French only)

Media Smart

Canada's centre for digital and media literacy
www.mediasmart.ca

Internet 101

www.internet101.org

Internet101.ca

Royal Canadian Mounted Police
www.rcmp-grc.gc.ca/is-si/index-eng.htm

Kids Help Phone

www.kidshelpphone.ca

Log in to the positive

www.mels.gouv.qc.ca/en/log-in-to-the-positive/

Non à la cyberintimidation

www.cyberintimidation.com (French only)

PrevNet

Promoting relationships and eliminating violence network
www.prevnet.ca

Service de police de la ville de Montréal

www.spvm.qc.ca/en/jeunesse/ados.asp

Soyez net sur le net!

www.ereputation.paris.fr (French only)

Tel-Jeunes

<http://en.teljeunes.com/home>

Vigilance sur le Net Videotron

www.vigilancesurlenet.com (French only)

Web Aware

www.webaverti.ca/english/default.html

APPENDIX 1

SITES USED BY ALL AGES

Ask.fm <http://ask.fm/>

Blablaland

<http://www.blablaland.com/> (French only)
(Parental consent required)

Do you look good?

<http://doyoulookgood.com/index/home?lang=en>

Facebook www.facebook.com

Flickr

<http://www.flickr.com/>

(You can create an account, or look at photographs without creating an account.)

Google +

IMVU

http://www.imvu.com/?save_locale=1

Instagram <http://instagram.com/>

Kik <http://kik.com/>

MySpace <http://myspace.com>

(Parental consent required)

Skype www.skype.com/en/

Snapchat

Textme <http://go-text.me/>

Tumblr www.tumblr.com/

Twitter <https://twitter.com/>

Twoo <http://twoo.com/>

YouTube www.youtube.com/

APPENDIX 2

USEFUL DEFINITIONS

Blog

A blog is a Web site created by an individual to present content on the Internet, in which he or she expresses opinions on specific subjects. Blogs are open to visitors, who may react to the content by posting comments (see <http://en.teljeunes.com/home>; <http://dictionary.reverso.net/>).

Chat room

A chat room is a forum through which people can meet one another, exchange opinions and chat with friends or strangers (see <http://int.smeet.com/>).

Cyberspace

Term used to refer to the virtual world that is accessed via computer networks, including the Internet, which is considered to be the “ultimate network” (see www.linternaute.com/).

Defamation

Defamation is a term used to describe remarks or actions that damage the honour or reputation of a person.

E-mail

E-mail is a service through which written messages and documents are sent in digital form over the Internet, into the mailbox of an addressee chosen by the sender. It is a way of conducting “private” conversations with friends (see <http://en.teljeunes.com/home>; http://en.wikipedia.org/wiki/Main_Page).

Instant messaging

Instant messaging is a system that allows for instantaneous exchanges of text messages and files between computers connected to the Internet. It allows people to stay in contact with their friends. Unlike e-mail, instant messages can be used to conduct interactive dialogue (see <http://en.teljeunes.com/home> and http://en.wikipedia.org/wiki/Main_Page).



APPENDIX 2

Personal Web page

Personal Web pages are like business cards, introducing their owners by describing who they are and what they like. They provide a space through which people can express their opinions and discuss issues with their friends (see <http://en.teljeunes.com/home>).

Social networks

Social networks are Internet applications through which users (who may be individuals or organizations) can stay connected. They each have their own dynamic structure or form of social grouping. Their users provide the vast majority of content, including texts, photographs, hyperlinks and so on. The best-known social networks in Québec are Facebook, YouTube, Twitter and MySpace (see <http://en.teljeunes.com/home> and http://en.wikipedia.org/wiki/Main_Page).

APPENDIX 3

A SHORT LEXICON OF CYBER TERMS

- **Bestie:** Short form of “best friend”
- **BFF:** Acronym meaning “Best Friend Forever”
- **Chick:** A term used by young people to describe someone who is very pretty
- **Chill:** A term used to mean “relax”; also used to refer to something good (e.g. “It’s chill!”)
- **Cover:** A song reinterpreted by another singer
- **Hacker:** Term used to refer to someone who is able to bypass a firewall and obtain unauthorized access to a computer system or network
- **Hashtag:** A word or group of words following the keyboard character # used to index and categorize Web content (e.g. #fashion); users who click on a hashtag are able to access all publications or photographs bearing that hashtag
- **LAWL:** Acronym meaning “Laughing a Whole Lot”
- **LOL:** Acronym meaning “Laughing Out Loud”; young people modify it according to whether they find something very funny or less funny. E.g. lol, lol!!, LOL, LOLZ
- **Photoshoot:** Term used to refer to a photography session
- **Some1:** Short form of “someone”

- **Swag:** A term used to refer to someone who dresses or behaves in a different way, or has unusual tastes
- **Text:** Short form of “text message”
- **Y:** Short form of “why”
- **#SEXT:** Term used to refer to a sext

EMOTICONS

:P	Sticking out tongue	><	Mocking
:o	Surprised	:)	Smiling
o_O	Surprised	;) 	Winking
XD	Laughing a lot	<3	Heart

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www.cyberintimidation.com (French only)

Office québécois de la langue française
www.oqlf.gouv.qc.ca/english/charter/index.html

Service de police de la ville de Montréal
www.svvm.qc.ca/en/jeunesse/ados.asp

Tel-Jeunes
<http://en.teljeunes.com/home>

Vigilance sur le Net Videotron
www.vigilancesurlenet.com (French only)

Web Aware
www.webaverti.ca/english/default.html



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