

Chapter 4:

About the Internet and Information Sharing

EDUCATOR FACILITATION GUIDE

PURPOSE OF THIS GUIDE

To provide practical tips and instructions for engaging students and handling difficult discussions on the topic of the internet and information sharing.

MAIN OBJECTIVES

- ▶ To acknowledge the significance of information sharing online and how it can be permanent.
- ▶ To share how information and conversations can be used to lure someone into sexual exploitation online.
- ▶ To empower students in keeping themselves safe online by practicing mindful information sharing.

CREATING A SAFE ENVIRONMENT

- ▶ Use inclusive language and terminology that acknowledges these issues can affect individuals of any gender, and ensure the tone remains non-judgmental.
- ▶ Emphasize respectful communication and confidentiality. It is important to listen and value each other's perspectives even if we don't agree with them.
- ▶ If your students have lots of questions or seem restless, take breaks in between the videos to debrief.
- ▶ Offer emotional outlets such as doodling or colouring sheets during the videos and discussion.
- ▶ Let your students know that if they feel triggered, they can go to the school office or speak with the school counsellor.
- ▶ Identify any local support resources and organizations on the issue ahead of time, so that you can readily refer students who may need additional support.

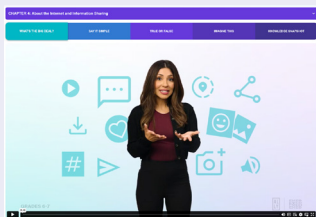
MODERATING DISCUSSIONS

- ▶ Ensure that all students have the opportunity to speak.
- ▶ Providing the class with an anonymous question box might help the students who may not feel comfortable asking important questions.
- ▶ If a question is inappropriate or derails the discussion, gently redirect it back to the main topic.
- ▶ If you don't know the answer, it's okay to admit it! Provide additional resources or take note to look into the question later.

IMPORTANT THINGS TO KNOW

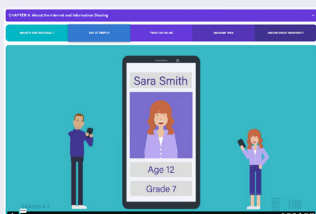
- ▶ Before starting this session, provide a disclaimer to the class: "Today, we will be discussing the internet and online safety. I recognize that every family has different rules regarding internet access and use. It is important to respect these differences. Our goal in the discussions we will be having is to learn how to use the internet safely and understand its potential dangers."
- ▶ What is the internet? The internet is a virtual space connecting billions of people and their devices worldwide. It allows us to quickly send and receive information and connect with others. We use it for many things: looking up information, learning, social media, gaming, consuming media, and interacting with others. It's a different form of reality that comes with its own risks and dangers.
- ▶ There are over 5.47 billion active internet users.
- ▶ At any moment there are also 750,000 predatory people online looking to connect with minors on popular platforms. (<https://news.un.org/en/story/2021/02/1084262>)
- ▶ Kids between the ages of 10-13 mostly use the online space for connecting and communicating with their peers, gaming, or social media use. Some of them engage in livestream conversations on dangerous platforms like Omegle, and some may even come across pornography.
- ▶ It is important to note that this age group often relies on the online world to meet various needs, such as self-esteem, connection, validation, affection, gaming rewards, and popularity. This can put them at risk of encountering harmful content or engaging in harmful behaviours if their needs are not being met in healthy ways.
- ▶ Half of the children aged between 7-11 years were reported to have a mobile device such as a smartphone. This figure rose to 87% in the case of teenagers aged between 12-17 years. (<https://www.statista.com/statistics/1319950/canada-mobile-usage-kids-and-teens-by-age/>)
- ▶ Over 65% of all people over the age of 13 use social media to some extent. (<https://datareportal.com/reports/more-than-half-the-world-now-uses-social-media>)
- ▶ 4 in 5 (79%) Canadian kids played at least one online video game in 2024. (<https://www.newswire.ca/news-releases/mtm-jr-releases-its-2024-data-on-canadian-kids-media-and-technology-habits-828510626.html>)
- ▶ The most popular platforms used by minors are: Youtube, TikTok, Snapchat, Discord, Roblox, Fortnite, Minecraft, Instagram, Kik, and Pinterest.
- ▶ Almost half of Canadian kids aged 7 to 17 (48%) have used Snapchat. (<https://www.newswire.ca/news-releases/mtm-jr-releases-its-2024-data-on-canadian-kids-media-and-technology-habits-828510626.html>)
- ▶ Identifying which apps, games, or platforms pose a risk involves considering several factors: the number of minors using them, whether they allow chat functions with strangers, the ability to upload and share photos, access to livestreaming, and claims about making photos disappear or keeping them private.
- ▶ Due to the anonymity, permanency, and lack of privacy on the internet, it is critical to be mindful and careful about sharing information. Any information (by text or image) that provides a window into your identity, location, hobbies, or needs would be classified as unsafe information to share.

FACILITATION TIPS FOR CHAPTER 4



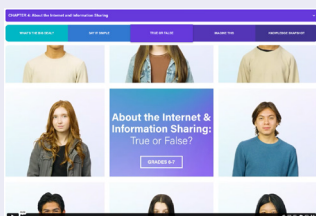
What's the Big Deal?

After introducing the chapter, engage students in a discussion about their online habits and experiences. Use open-ended questions to prompt reflection, such as: "What kind of information do you typically share online?" and "Have you ever considered who might have access to the information you share?" Encourage students to think critically about the potential risks and consequences of sharing personal information online and emphasize the importance of setting boundaries and being cautious about what they share.



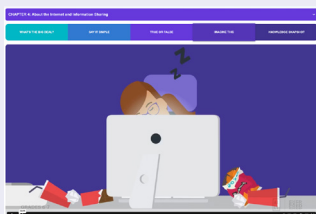
Say It Simple

Have students reflect on their online presence by checking their profiles and thinking about their online activities. Discuss the messages their online portrait may send to unfriendly accounts and encourage a conversation about what information should be kept private.



True or False

Use this video as an opportunity to discuss the importance of being safe online and careful about what information we share and who we share it with. You can pause the video after each question, to have discussion about what everyone thinks their answer would be, and discuss if you agree with what Camille, Kevin, Nate and Kara share.



Imagine This

Engage students in a discussion about information sharing using the scenario in the video. Prompt reflection by asking questions like: What does this teach us about sharing information online? Encourage students to consider the messages Noah's online portrait communicates, and how friends and potential risks interpret and respond to online information.



Knowledge Snapshot

Print out the page to keep in the classroom or at home as a summary of the key learnings from this chapter. Encourage students to use the reflection page as a tool for practice and applying what they've learned.

FAQ'S AND RESPONSES TO GET YOU THINKING

Q: How can I tell if someone online is actually who they say they are?

R: The short answer is that you can't. Even if you have been talking with someone for a while, they seem genuine and they have a convincing profile, there is always a chance that they may not be telling the truth. It's easy to fake your name, age, school, pictures and stories when online. That's why it is so important not to share personal information with someone you do not know in person, even if it is someone your friend claims to know. The best people to tell whether someone is being genuine or not online are your trusted adults such as parents, guardians, or teachers.

Q: How can you make a fake video or photo look like it's live?

R: Many platforms, such as Snapchat and TikTok, offer filters that use AI to change your appearance in real time. Some of these filters can adjust how old someone looks or even alter their gender. These tools can also be used on livestream platforms. For example, on Snapchat, you can send what appears to be a live photo, but it may actually be a photo from your camera roll uploaded as a sticker. For more detailed explanations, there are tutorials posted on Youtube.

Q: How do I know whether someone online is a safe person to share information with?

R: Great question! We discuss how to know someone is harmful and what warning signs to watch out for in [Chapter 6: Predatory People and Grooming](#).

Q: How long does information stay on the internet for? How can someone find it if I delete it?

R: When you post something online, it can stay on the internet or be accessible indefinitely. Information can stay in places like backups, archives, or other people's copies of what was posted. Even if you delete something, it might not disappear completely. What you post can be shared, screenshotted or saved by other people, and it could end up in places you didn't expect. Sometimes, parts of what you posted might be stored on servers or in backups that aren't publicly visible but can be accessed and hacked. If you're ever unsure or worried about something you've shared, talking to a trusted adult can help you understand what to do next.

Q: What should I do if I see something online that disturbs me or that I wasn't supposed to see?

R: While you might feel confused, embarrassed, or upset, it's really important to talk to a trusted adult about it. They can also explain what you saw in a way that makes sense and help you understand that it's not your fault. They can offer guidance on what to do next and help you feel safe. Sometimes, they might help you report the content so that others don't have to see it, too.

EXTENSION ACTIVITIES

- ▶ Have students create a map (or whiteboard) of their digital footprint, including all the places they've shared information online (social media, websites, games, subscriptions, etc.).
- ▶ Assign students with a different app or popular platform and ask them to explore and review its privacy settings. Have them educate their classmates about their findings.
- ▶ Continue learning—build on the material from the previous chapters and introduce [Chapter 5: Sextortion](#) to introduce a common form of online blackmail.

SUPPLEMENTARY MATERIALS



To access the following resources, scan the QR code or [click here](#).

More Videos

- ▶ Cybersmart Detectives
- ▶ Being Safe on the Internet
- ▶ Social Media: Ways to Stay Healthy

Other Educational Resources

- ▶ GetCyberSafe.Ca
- ▶ Zoe & Molly Online
- ▶ MediaSmarts Teacher Resources

DISCLOSURES AND REPORTING

As a teacher, you may be one of the first trusted adults a student confides in about these topics. While some may be brief personal stories shared casually, others may require a more serious intervention.

- ▶ Be calm. Reacting with your own shock or disapproval creates further emotional distress.
- ▶ Listen attentively and without interrupting the student.
- ▶ Validate their feelings and acknowledge their courage in speaking up.
- ▶ Avoid making any promises about keeping things confidential or how their parent/ guardian may react. Provide them with comfort that you will continue to be a support and be sensitive to their worries.
- ▶ Ask them if anyone else knows about this already. If a trusted adult in their life already knows, you can simply engage in empathetic listening and ensure that you follow your school/organization's protocols. If a minor is currently at risk of harm or is being harmed, it is your duty to report it to your local child welfare services.
- ▶ Document the disclosure per your school/ organization's best practices.
- ▶ Provide continued support by checking in or providing them with other resources that are available to them.
- ▶ There may be times where a student does not feel comfortable coming forward or is not yet aware that they are experiencing a form of sexual exploitation. The following are signs to look out for as possible indicators:
 - Skipping class or school;
 - A change in grades or participation in classroom or school activities;
 - Appearing more tired than usual;
 - Device addiction;
 - Dressing more provocatively or having items they may not be able to afford;
 - Not hanging around their usual group of friends;
 - Isolating themselves;
 - Having profiles on apps that are not age appropriate;
 - Being involved in intimate image sharing; or
 - Having newfound mental health struggles.
- ▶ If you notice any of these behaviours from a student, make sure to take note and voice your concerns to a school counsellor or administrator.

KIDS HELP PHONE (24/7)

- ▶ Call 1-800-668-6868
- ▶ Text "CONNECT" to 686868

NEEDHELPNOW.CA

- ▶ Help with removing sexual pictures/videos

CYBERTIP.CA

- ▶ Report about shared intimate images