



Online Overdrive



Teacher's Guide (for Grades 4-6)

CLASS ACTIVITIES

LOOK TO YOUTHSPEAK FOR SELF-CARE STRATEGIES, RESOURCES, INFO AND MUCH MORE!

www.youthspeak.ca

(905) 967 - 0604

office@youthspeak.ca



@YouthSpeakCan



@YouthSpeakCan



@YouthSpeakCan



YouthSpeak
Performance Charity

Introduction

PURPOSE

At YouthSpeak, our vision is to inspire and empower youth to live resilient and meaningful lives. Our mission is to assist youth facing challenges through leadership training and empowering them by sharing personal stories in order to promote mental health, well-being, empathy, and hope in assemblies and workshops. We aim to make sure no child or youth feels alone, and those who are struggling with mental health or challenges are connected to available support tools to improve their overall well-being.

The purpose of this teacher guide is to provide valuable and easy-to-follow awareness-building activities. This teacher's guide is a resource that teachers can use in their classrooms with their students. The activities in this teacher guide are for the junior division but may be modified for your unique classroom.

HOW TO USE

This teacher guide contains activities that are designed to address online use. They can be used in the classroom to help students understand and explore important topics about online use and safety from a young age. Each activity has an estimated time frame and a material list at the top of the page. The specific steps on how to run the activity are under it. There are also virtual alternatives for each activity so you can use these activities in your online teaching as well. Teachers do not need to follow every step for each activity and can revise the steps to suit their unique classroom.

SAFE SPACE

Please remind students that the classroom is a safe space and encourage them to have open discussions about navigating online platforms. Discussing these topics can bring up strong thoughts and feelings, and it is important to let them know that if students are experiencing any difficult feelings and need help, that the teachers, administration, and other caring adults are always there to listen and support them.

1. Red Flags of Online

ORGANIZATION

GRADE: 4 to 6

TIME: 30 minutes


MATERIALS: A device with access to the internet

OBJECTIVE

To brainstorm with students about online interactions that might make them feel uncomfortable and to develop different strategies to use when they are navigating online interactions. By the end of this activity, students will be able to make responsible decisions when communicating online and understand the risks when interacting with others on social media platforms.

INSTRUCTIONS

1. First conduct a small introduction to the activity by asking students a series of questions by a show of hands.
 - a. How many people communicate with friends by text? Allow students to raise hands.
 - b. Then ask: How about by using video games, iMessage, WhatsApp, or any other social media app? Raise your hand if you use one of those to message your friends.
2. Let students know that you will be discussing what they can do to be safe and responsible when using the internet and interacting with others. To begin, you'll watch a video that talks about the benefits and potential risks they share.

 Being Safe on the Internet

https://www.youtube.com/watch?v=HxySrSbSY7o&ab_channel=AMAZEOrg

3. Prompt students to discuss the benefits and risks that were shown in the video, by raising their hands to share the answers.
 - a. Risks
 - i. You might not know who you're talking to for sure

- ii. Even if you delete your post, comment, or message someone could have already seen it
 - iii. Sharing your password can lead to others having access to your private information
 - iv. It's easier for others to say or do things online that they won't do in person
 - b. Benefits
 - i. You can talk and send funny videos with your friends after school
 - ii. Do research for homework
 - iii. Play video games
 - iv. Staying up to date with latest trends and what's going on in the world, for example the news
- 4. Lead a class discussion about the possible red flags and the feelings that come with using various online platforms.
 - a. Explain online red flags. A red flag feeling that you might experience from online use is maybe uncomfortableness, worry, sadness, and/or anxiety. You can also identify this red flag when you get that "gut feeling".
 - b. Ask students to raise their hands if any of the scenarios below might give them that red flag feeling. Prompt online students to use the chat by saying "red flag."
 - i. Sending funny videos to a friend
 - ii. A stranger online wants to meet you in person
 - iii. A person online is pressuring you to do something that you normally wouldn't do
 - iv. Someone asking you to share private information online
 - v. Sending pictures of yourself online
 - vi. Posting a fun picture that you like
- 5. Remind students that if they have ever felt those red flag feelings that it is okay to reach out and ask for help from a teacher, parent, or caring adult, just like the video said. It's important to acknowledge the feeling and try to find out where it is coming from, you can always take a break from the internet and return when you're comfortable.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. First conduct a small introduction on zoom or google meets, by asking students a series of questions. Students will be able to respond by virtually raising their hands as a “reaction” on zoom. .
 - a. How many people communicate with friends by text? Allow students to raise hands.
 - b. Then ask: How about by using video games, iMessage, WhatsApp, or any other social media app? Raise your hand if you use one of those to message your friends.
2. Let students know that you will be discussing what they can do to be safe and responsible when using the internet and interacting with others. To begin, you’ll watch a video that talks about the benefits and potential risks they share. The teacher will play this youtube clip and share their screen for the class.

https://www.youtube.com/watch?v=HxySrSbSY7o&ab_channel=AMAZEOrg

3. Prompt students to discuss the benefits and risks that were shown in the video. Students may write in the chat or raise their hand using zoom features.

Risks

- i. You might not know who you’re talking to for sure
- ii. Even if you delete your post, comment, or message someone could have already seen it.
- iii. Sharing your password can lead to others having access to your private information
- iv. It’s easier for others to say or do things online that they won’t do in person

b. Benefits

- i. You can talk and send funny videos with your friends after school.
 - ii. Do research for homework.
 - iii. Play video games.
 - iv. Staying up to date with latest trends and what’s going on in the world, for example the news.
4. Lead a class discussion about the possible red flags and the feelings that come with using various online platforms.

- a. Explain online red flags. A red flag feeling that you might experience from online use is maybe uncomfortableness, worry, sadness, and/or anxiety. You can also identify this red flag when you get that “gut feeling”.
 - b. Ask students to raise their hands using the reaction button on zoom, if any of the scenarios below might give them that red flag feeling. Prompt online students to use the chat by saying “red flag.”
 - i. Sending funny videos to a friend
 - ii. A stranger online wants to meet you in person
 - iii. A person online is pressuring you to do something that you normally wouldn’t do
 - iv. Someone asking you to share private information online
 - v. Sending pictures of yourself online
 - vi. Posting a fun picture that you like
5. Remind students that if they have ever felt those red flag feelings that it is okay to reach out and ask for help from a teacher, parent, or caring adult, just like the video said. It’s important to acknowledge the feeling and try to find out where it is coming from, you can always take a break from the internet and return when you’re comfortable.

2. Online Safety Traffic Light

ORGANIZATION

GRADE: 4 to 6

TIME: 30 minutes

MATERIALS: Red, Green, and Yellow construction paper cut into squares. Distribute the squares to each student so that they each have a red, green, and yellow square at their desks.

OBJECTIVE

To demonstrate to students the importance of online safety and when to get help from an adult when they are unsure. By the end of this activity, students will be able to identify apps and websites that are safe for online use.

INSTRUCTIONS

1. Ask students: When you go outside with your friends without an adult, what are some things that you do to stay safe?
 - a. Give students the opportunity to provide their answers. Prompt them by giving examples.
 - i. Telling an adult where you are and what you're doing so they can find you.
 - ii. Won't go too far from home.
2. Explain the game like this.
 - a. Just like we have to be cautious and safe in real life, we have to practice those same habits online.
 - b. Say: I am going to read out a list of fake scenarios about a made up website or app you might visit. After I read each scenario you can lift up your red, yellow, or green paper to respond. Online students can comment on the color in the chat, or use a red, green, or yellow emoji if they'd like.
 - c. Green: it's safe and good to go

Yellow: I'm not sure and should check it out with a caring adult

Red: this is not safe and makes me feel uncomfortable

3. Use these scenarios to prompt students to use their red, green, and/or yellow cards in response.
 - a. You join a gaming website and a player that you don't know asks for your real name and age. RED
 - b. You're on a website that has inappropriate pop up ads. RED
 - c. You're watching a couple of funny videos on youtube but start to see suggested videos that are meant for older kids. YELLOW
 - d. You found a great gaming site and you show it to the caring adults in your life and they agree. GREEN
 - e. You are playing an all ages online game that allows everyone to chat with each other. YELLOW
 - f. You're using the internet to search up helpful videos for homework. GREEN
 - g. A site that shows your favorite tv shows. GREEN
 - h. Your teacher instructs you to use a specific site to learn more about a subject. GREEN
4. Encourage students to use the Internet Traffic Light exercise when navigating online spaces to ensure they're safety.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Ask students over zoom or google meets: When you go outside with your friends without an adult, what are some things that you do to stay safe?
 - a. Give students the opportunity to provide their answers. Prompt them by giving examples.
 - i. Telling an adult where you are and what you're doing so they can find you.
 - ii. Won't go too far from home.
2. Explain the game like this.
 - b. Just like we have to be cautious and safe in real life, we have to

practice those same habits online.

- c. Say: I am going to read out a list of fake scenarios about a made up website or app you might visit. After I read each scenario you can comment on the color in the chat, or use a red, green, or yellow emoji if they'd like.
- d. Green: it's safe and good to go

Yellow: I'm not sure and should check it out with a caring adult

Red: this is not safe and makes me feel uncomfortable

3. Use these scenarios to prompt students to respond. Online students can comment on the color in the chat, or use a red, green, or yellow emoji if they'd like.

- e. You join a gaming website and a player that you don't know asks for your real name and age. RED
- f. You're on a website that has inappropriate pop up ads. RED
- g. You're watching a couple of funny videos on youtube but start to see suggested videos that are meant for older kids. YELLOW
- h. You found a great gaming site and you show it to the caring adults in your life and they agree. GREEN
- i. You are playing an all ages online game that allows everyone to chat with each other. YELLOW
- j. You're using the internet to search up helpful videos for homework. GREEN
- k. A site that shows your favorite tv shows. GREEN
- l. Your teacher instructs you to use a specific site to learn more about a subject. GREEN

4. Encourage students to use the Internet Traffic Light exercise when navigating online spaces to ensure they're safety.

3. Online Contract

ORGANIZATION

GRADE: 4 to 6

TIME: 30 minutes

MATERIALS: White board / Markers / Chart Paper / Handout

OBJECTIVE

To demonstrate to students the importance of online safety and to develop different strategies for navigating through online interactions. By the end of this activity, students will be able to refer to the online class rules as a framework to ensure they are staying safe online.

INSTRUCTIONS

1. As a class discuss the dangers and possible risks associated with internet use amongst the students.

Prompts:

- What are some risks involved with browsing the web?
 - Can posting online impact your future?
 - Is it safe to meet up with people you have met online?
 - Are all websites safe to browse? What should you do if you come across a website that is inappropriate?
 - Is bullying better or worse if it happens online?
2. As students answer the discussion prompts, the teacher will write their points down on the whiteboard.
 3. The class will then create a "class contract". This contract will be a list of 10 rules that students will sign and agree to follow when browsing the web. As students come up with rules the teacher will write them on the whiteboard or chart paper. These rules can include what to post online, what to share

online, anti-bullying rules and how to navigate inappropriate sites.

4. Once this contract is made, the teacher will print copies out for each student. All the students sign the contract, and keep it in their notebook.
5. One large master copy of the contract may be printed and posted in the classroom.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. As a class, on zoom or google meets, discuss the dangers and possible risks associated with internet use amongst the students.

Prompts:

- What are some risks involved with browsing the web?
 - Can posting online impact your future?
 - Is it safe to meet up with people you have met online?
 - Are all websites safe to browse? What should you do if you come across a website that is inappropriate?
 - Is bullying better or worse if it happens online?
2. As students answer the discussion prompts, the teacher will share their screen and write down discussion points on the app "Padlet".
 3. The class will then create a "class contract". This contract will be a list of 10 rules that students will sign and agree to follow when browsing the web. These rules can include what to post online, what to share online, anti-bullying rules and how to navigate inappropriate sites. This will be created on a google document that the teacher will share. All students will have access to this document.
 4. Once this contract is made, the students will electronically sign the contract, and save it to their computer or print it if possible and keep it in their notebook.

4. My Digital Footprint

ORGANIZATION

GRADE: 4 to 6

TIME: 30 minutes

MATERIALS: Red, Green, and Yellow construction paper cut into squares. Distribute the squares to each student so that they each have a red, green, and yellow square at their desks.

OBJECTIVE

To help students understand the importance of their online activity and presence. By the end of this activity, students will be able to understand the importance of tracking their digital footprint and take the necessary steps to ensure they have an online presence that will help keep them safe and that they will be proud about in the future.

INSTRUCTIONS

1. As a class, the teacher will ask students to pick a famous person they would like to research. To begin, the teacher will share their screen with the students. Together the class will research information about the person that the class has selected. This is used as a tool to show how much information you can find on a person online. The class will find information such as; where do they live, what is their relationship status, what do they do for a living, have they participated in any controversial events etc. You must be mindful that the person you research is appropriate for the class. Then conduct a discussion.

Prompts:

- How would you feel if all this information was out there about you?
- How do you think this information makes this person feel?
- Is this information positive or negative?
- How do you think their parents feel about this information?

2. Students will then be given a chart that is shown below.

The Digital Footprint I want to have	The digital footprint I currently have	The steps I need to take in order to have the digital footprint I desire?

3. The class will be instructed to review all the social media they have and fill in the chart. They may also do an internet search of themselves and see what they find. Are there some things they would like to change? Are there things that they didn't realize were online?
4. Lastly the class will discuss some steps and strategies in order to manage students' digital footprint. (Examples: Manage privacy settings, delete photos you do not want to be there, make sure you have careful consideration anytime you post something.)

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. As a class, on zoom or google meets, the teacher will ask students to pick a famous person they would like to research. They may put suggestions in the chat or unmute themselves and speak up.
2. To begin, the teacher will share their screen with the students. Together the class will research information about the person that the class has selected. This is used as a tool to show how much information you can find on a person online. The class will find information such as;
 - Where do they live,
 - What is their relationship status,
 - What do they do for a living,
 - Have they participated in any controversial events etc.

You must be mindful that the person you research is appropriate for the class. Then conduct a discussion via zoom.

Prompts:

- How would you feel if all this information was out there about you?
 - How do you think this information makes this person feel?
 - Is this information positive or negative?
 - How do you think their parents feel about this information?
3. Students will then be given this chart on a google document that is shown below.

The Digital Footprint I want to have	The digital footprint I currently have	The steps I need to take in order to have the digital footprint I desire?

--	--	--

4. The class will be instructed to review all the social media they have and fill in the chart. They may also do an internet search of themselves and see what they find.

Prompts:

- Are there some things they would like to change?
 - Are there things that they didn't realize were online?
5. Lastly the class will discuss some steps and strategies in order to manage students' digital footprint. (Examples: Manage privacy settings, deleting photos you do not want to be there, make sure you have careful consideration anytime you post something.)

5. Doctor's Letter

ORGANIZATION

GRADE: 4 to 6

TIME: 30 minutes

MATERIALS: Human body handout / T - Chart Handouts

OBJECTIVE

To help students understand the dangers and health effects of spending too much time online. By the end of this activity, students will be able to understand the importance of taking a break from technology, learn a variety of different steps and strategies to limit their time online and find a healthy balance of online and offline activities.

INSTRUCTIONS

1. Conduct a discussion amongst students to help them begin to think about the time they spend online.

Prompts:

- What are some of your favorite things to do online or involving technology?
 - How much time do you spend online?
 - Do you think this is too much time?
 - What do your parents say when you spend a lot of time online?
 - Does your body feel any different when you spend a lot of time online?
2. Students will be given a handout of a picture of the human body. On the handout they will label different parts of the body where they experience signs of being online for too long. (For example: neck hurts from hunching over, eyes hurt from staring at a screen for so long, they feel hungry, moody etc.)
 3. After students have completed labeling the diagram they will fill in the chart below.

What part of my body feels different?	What are some steps I can do to feel better?

4. The teacher will take up the t-chart and discuss the variety of different signs students experience when they are online for too long and what steps they can take to feel better. (Examples: go for a walk, read a book, talk to your family, drink some water, eat some food etc.)
5. The students will then write a letter from the perspective of a family doctor to a student who spends too much time online or using technology. Students will become an “expert” on the symptoms regarding too much screen time and how they can manage it. The letter will list the different steps they can take to address symptoms and ensure they are living a good balance off online and offline activities.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Conduct a discussion, over zoom or google meets, amongst students to help them begin to think about the time they spend online.

Prompts:

- What are some of your favorite things to do online or involving technology?
 - How much time do you spend online?
 - Do you think this is too much time?
 - What do your parents say when you spend a lot of time online?
 - Does your body feel any different when you spend a lot of time online?
2. Students will be randomly paired up and put into breakout rooms, they will consult about the different symptoms that can occur when being online for too long. (For example: neck hurts from hunching over, eyes hurt from staring at a screen, they feel hungry, moody etc.)
 3. After students have discussed in their breakout rooms, this chart will be available on google documents for them to edit.

What part of my body feels different?	What are some steps I can do to feel better?

--	--

4. The teacher will discuss the different answers given and take up the t-chart on zoom or google meets. (Examples: go for a walk, read a book, talk to your family, drink some water, eat some food etc.)
6. The students will write a letter on google documents. This letter will be from the perspective of a family doctor to a student who spends too much time online or using technology. Students will become an “expert” on the symptoms regarding too much screen time and how they can manage it. The letter will list the different steps they can take to address symptoms and ensure they are living a good balance off online and offline activities.

Book Lists to Check Out

Kids' Books About Social Media and Digital Life

<https://www.common sense media.org/lists/kids-books-about-social-media-and-digital-life>

17 Humorous Children's Books about Social Media, Technology and the Internet

<https://lollipopbookclub.com/lb-blog/best-childrens-books-about-social-media-technology/>

6 Essential Books to Teach Kids About Media Literacy Now

<https://www.cyberwise.org/post/6-essential-books-to-teach-kids-about-media-literacy-now>

Social Media Books for Kids

<https://bookroo.com/explore/books/topics/social-media>

Resources

- Kids Help Phone: Text- 686868 (24/7 support)
<https://kidshelpphone.ca/>
- Find trusted, culturally competent therapists that know *our* feelings and can help navigate being a strong, black woman.
<https://therapyforblackgirls.com/>
- Black Youth Helpline: serves all youth and specifically responds to the need for a Black youth specific service, positioned and resourced to promote access to professional, culturally appropriate support for youth, families and schools.
<https://blackyouth.ca/> +1416-285-9944 / +1833-294-8650
- Naseeha is a 12pm-12am confidential & anonymous helpline for Muslim youth to discuss mental health & wellness struggles.
Text: 1-866-627-3342 Phone: 1-866-627-3342
- Hope For Wellness is a 24/7 helpline for indigenous peoples and the chat is online at their website, phone and chat counseling is available in English and French. On request, phone counseling is also available in: Cree, Ojibway, and Inuktitut.
Phone: 1-855-242-3310 www.hopeforwellness.ca
- Youth Line offers confidential and non-judgmental peer support through our telephone, text and chat services.
<https://www.youthline.ca/> +1647-694-4275
- If you or someone you know is in crisis or requires immediate support, please contact 310-COPE at 1-855-310-COPE (2673) or visit your nearest emergency department.
- ConnexOntario is focusing on mental health and addiction services in the province 1-866-531-2600

Apps for Students:

- Calm: This app teaches activities to help you sleep, breathe and relax.
- HelloMind: Young worriers can significantly benefit from HelloMind, an app which helps change negative thought patterns.
- Smiling Mind: It is designed to help children through the stresses, and challenges of daily life. It offers programs for a variety of age groups, including 7-9, 10-12, 13-15, 16-18 and adults.
- MindShift: Scientifically proven strategies based on Cognitive Behavioral Therapy (CBT) to help you learn to relax and be mindful, develop more effective ways of thinking, and use active steps to take charge of your anxiety.

Want to Get Involved and Help Empower Other Youth and Inspire Change?

Here are some ways you can support:

- Join an event committee
- Attend our events
- Join our Board of Directors
- Follow us on social media



@youthspeakcan



YouthSpeak



YouthSpeakCAN



@youthspeakcan

- Donate to Canada Helps
 - You can click the “Donate” Button on the www.youthspeak.ca homepage
 - OR this link will take you straight to the donation page
https://www.canadahelps.org/en/charities/youthspeak-performance-charity-organization/?utm_expid=.Z0WUQV4rT9mKtKTXtGPdnw.0&utm_referrer=https%3A%2F%2Fyouthspeak.ca%2F
- Share your special skills with our team of youth to help build their leadership
- Perform administrative tasks that are important behind the scenes work
www.youthspeak.ca
905-967-0604
volunteers@youthspeak.ca