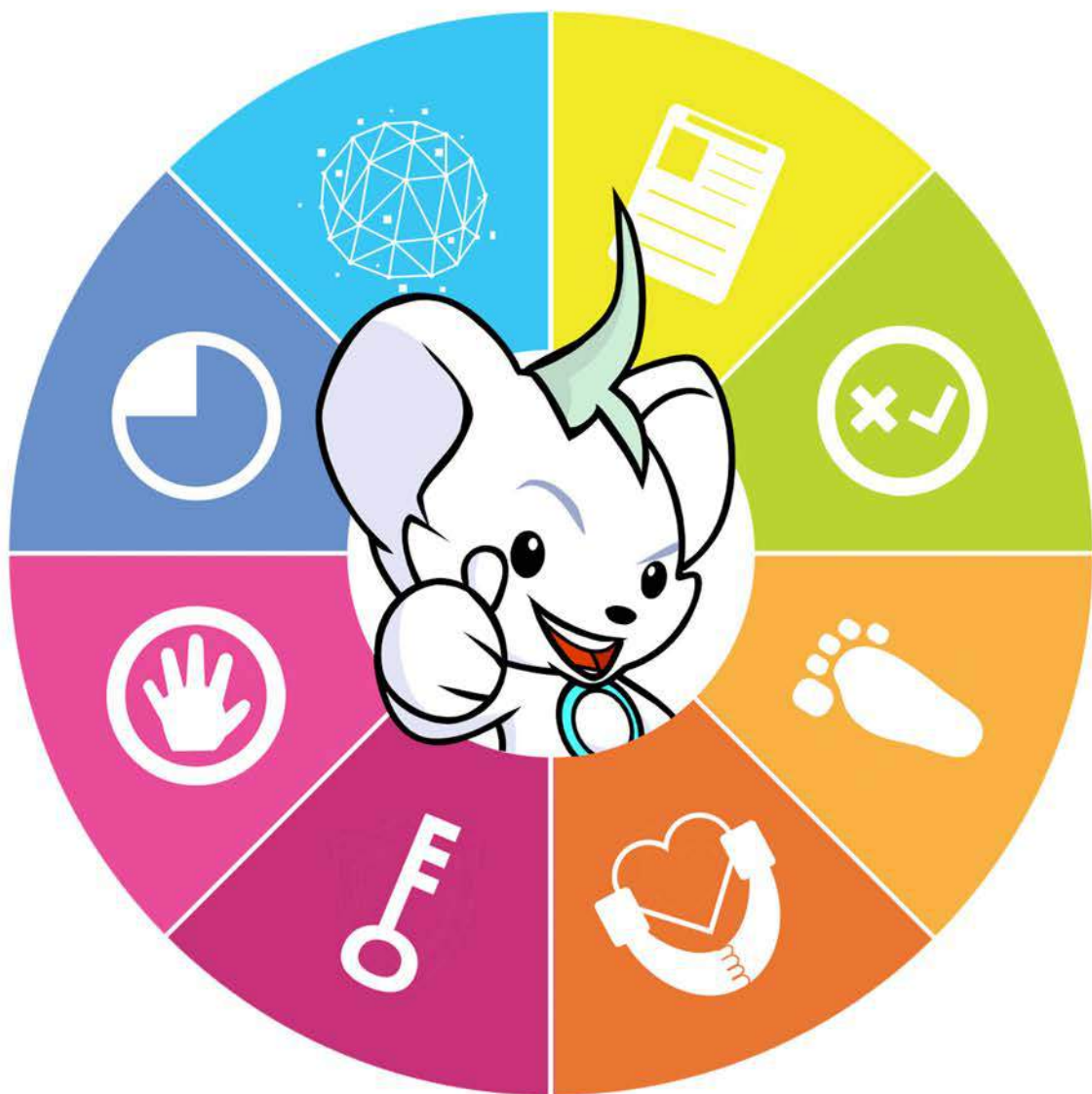


DQWorld™

Educator's Guide



Empower Children with
8 Digital Citizenship Skills
in 5 Days!

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Welcome

Dear Educators,

Children today are living an increasingly digital life. Every day, they navigate seamlessly between the real and digital worlds. We have been spending a lot of classroom time teaching children the skills they need to get through in the real world. We teach them how to add the prices of items on their shopping list. We teach them to read street signs so that they can find their way to their destinations. But it is equally important that we teach them the skills they need to succeed in today's environment—how to stay safe and thrive in this digital age.

A team of world-leading experts in education, media, cyber-wellness and game development has developed a platform specifically to empower children with the knowledge and skills, as well as the core values, to become future leaders in the digital era called “DQWorld.net”. Through the use of animated stories, interactive learning activities and thought-provoking challenges, children will be actively engaged in the learning process. At the same time, they get to understand both the responsibilities and rights of being digital leaders of the future, and the need for their positive contribution to help others.

Our mission is to make every child a digital leader. We encourage you to use our easy to use 5-day programme to inspire your children to become the true digital leaders of the 21st Century.

Sincerely,

Yuhyun Park, Ph.D.
Founder and Chief Citizenship Officer, DQ WORLD

Our Programme

DQWorld.net

DQ World is a world leading online education platform to teach children ages 8-12 the 8 Digital Citizenship Skills. It empowers them to become informed and discerning digital citizens.

Students will learn through gamified, mission-based activities that utilises interactive slides, mini-games, animated videos, and quizzes while being rewarded with badges, virtual coins, and certificates. All they need is a computer, tablet, or mobile device and Internet access as our site can be accessed anywhere.



DQ Challenge

Every year, DQ World holds an annual competition to identify the top 10 DQ Kids and 10 DQ Schools with the most points around the world. After creating an account, schools and students are automatically entered into the DQ Challenge where they could potentially win awards including certificates, trophies, and DQ World gift sets. For more details, go to the DQ Challenge tab under DQWorld.net.



Top DQ School
The school with the most points globally overall.



Top 10 DQ Kids
The 10 students that have the highest points.



Top 10 DQ Schools
The 10 schools with the most points.

What We Teach

As students explore the DQ World via missions, they will learn the 8 Digital Citizenship Skills:



Digital Citizen Identity

Ability to build and manage a healthy congruent identity online and offline with integrity



Screen Time Management

Ability to manage one's screen time, multitasking, and one's engagement in online games and social media with self-control



Cyber-bullying Management

Ability to detect cyber-bullying situations and handle them wisely



Cyber Security Management

Ability to protect one's data by creating strong passwords and to manage various cyber attacks such as SPAM, SCAM and phishing



Digital Empathy

Ability to be empathetic towards one's own and others' needs and feelings online



Critical Thinking

Ability to distinguish between true and false info, good and harmful content, and trustworthy and questionable contacts online



Digital Footprint Management

Ability to understand the nature of digital footprints and their real-life consequences and to manage them responsibly



Privacy Management

Ability to handle with discretion all personal information shared online to protect one's and others' privacy

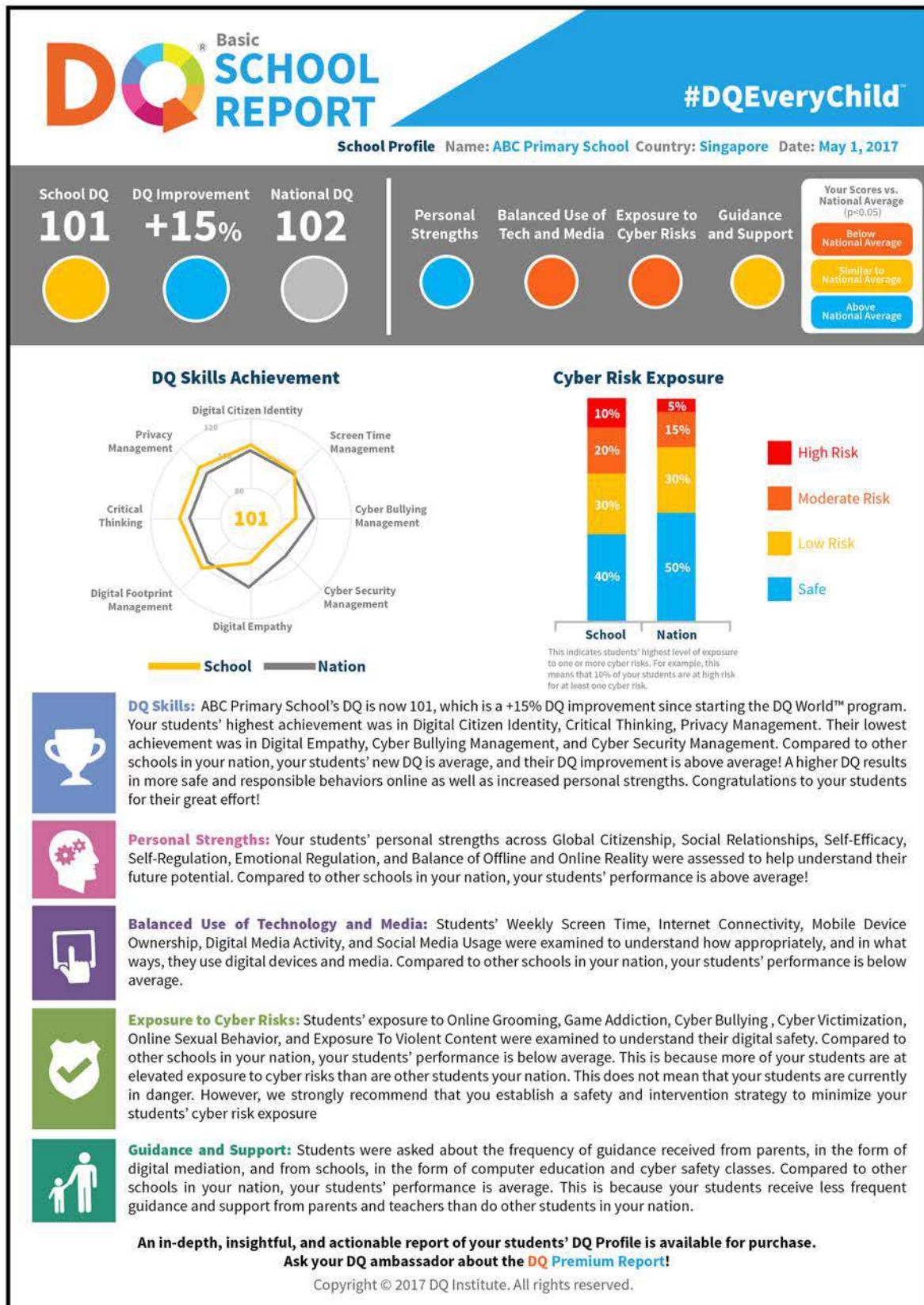
How Long is the Programme?

The programme is extremely flexible and fits into any educational curriculum, after-school programme, and/or short holiday workshops. Our most successful format is a **5-day workshop** where students spend about 2 hours a day going through DQ World.

Day 1	Introduction and Account Set-Up	Lesson 1 The Digital World P.1 Missions 1-2	Lesson 2 The Digital World P.2 Mission 3-5	Lesson 3 Screen Time Management P.1 Mission 6-10	Lesson 4 Screen Time Management P.2 Mission 11-15
	Lesson 5 Screen Time Management P.3 Mission 16-17	Lesson 6 Privacy Management P.1 Missions 18-20	Lesson 7 Privacy Management P.2 Missions 21-23	Lesson 8 Cyber-Bullying Management P.1 Mission 24-27	
Day 3	Lesson 9 Cyber-Bullying Management P.2 Mission 28-31	Lesson 10 Cyber-Bullying Management P.3 Missions 32-34	Lesson 11 Digital Citizen Identity P.1 Mission 35-41	Lesson 12 Digital Citizen Identity P.2 Mission 42-45	
	Lesson 13 Digital Footprint Management P.1 Mission 46-50	Lesson 14 Digital Footprint Management P.2 Mission 51-53	Lesson 15 Cyber Security Management P.1 Missions 54-57	Lesson 16 Cyber Security Management P.2 Missions 58-60	
Day 5	Lesson 17 Critical Thinking P.1 Mission 61-65	Lesson 18 Critical Thinking P.2 Mission 66-69	Lesson 19 Digital Empathy P.1 Missions 70-76	Lesson 20 Digital Empathy P.1 Missions 77-82	Wrap Up Discussion of DQ World Programme

Assessment with DQ Reports

After completion of DQ World, schools will receive a free Basic DQ School Report that provides an overview of students' aggregate data to understand your students' overall online risks and personal strengths. In addition, schools can purchase an in-depth Premium DQ School Report which can be found at the end of this booklet.



Resources For Educators

Besides an online programme, DQ World offers plenty of other resources offline to help you run the programme and excite your students.

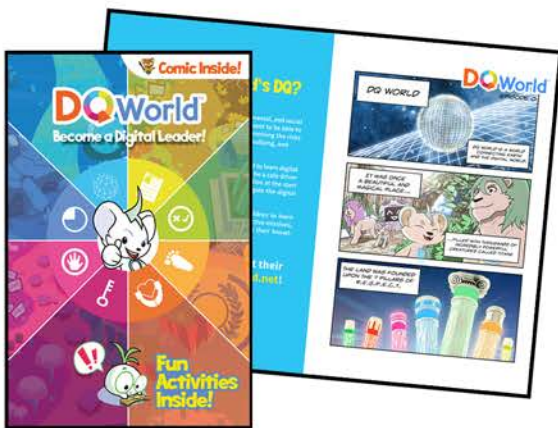


Class Lessons

20 class lessons with step-by-step instructions for educators to follow as well as all key learning objectives and summaries of all missions students go through online.

Student Workbooks

51 activity-filled printable worksheets for your students to review and supplement learning on DQWorld.net. DQ World also provides answer keys as well.



Comic Book Samplers

16-pages of comics and activities to bring interest to your students. Samplers can be handed out to students at the beginning of the programme after they have signed up.

School and Student Posters

A3 posters are available for schools to promote the 8 digital citizenship skills in their classrooms or school hallways. A4 posters are also available for students as well.



Getting Started

Signing Up

Step 1: Preparation

Before signing up, lead educators will need to have 3 things ready:

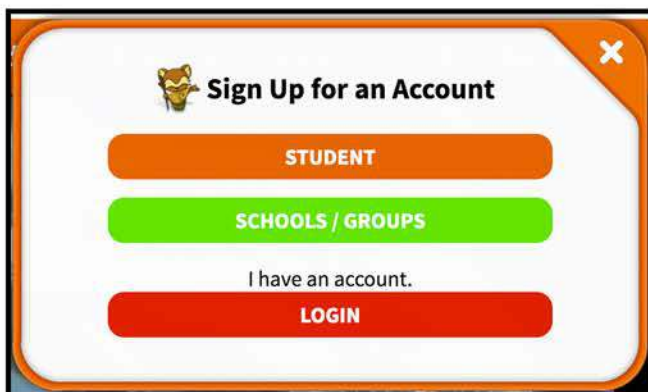
1. A valid email address
2. Total number of students that will use DQWorld.net
3. Computer and Internet access

Step 2: Register

1. Go to DQWorld.net and click **Sign Up**

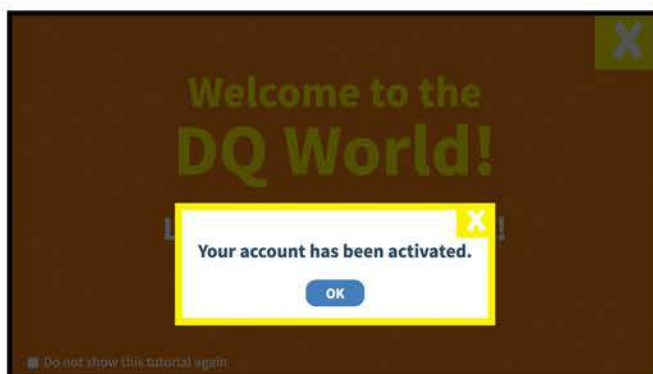


2. Select **Schools/Groups**



3. Enter your particulars. If you have an **access code** given to you, please enter it here. If not, you can ignore this field.

Step 3: Activate the account via email



Teacher's Admin Panel

After activating your account, you will be asked to go through a tutorial of how to use the system and be given an introduction to the programme. It only takes about 5-10 minutes and walks you through the set-up process. You can skip this at anytime.

The Teacher's Admin panel is an organized homepage that contains everything you need to run the DQ World programme.

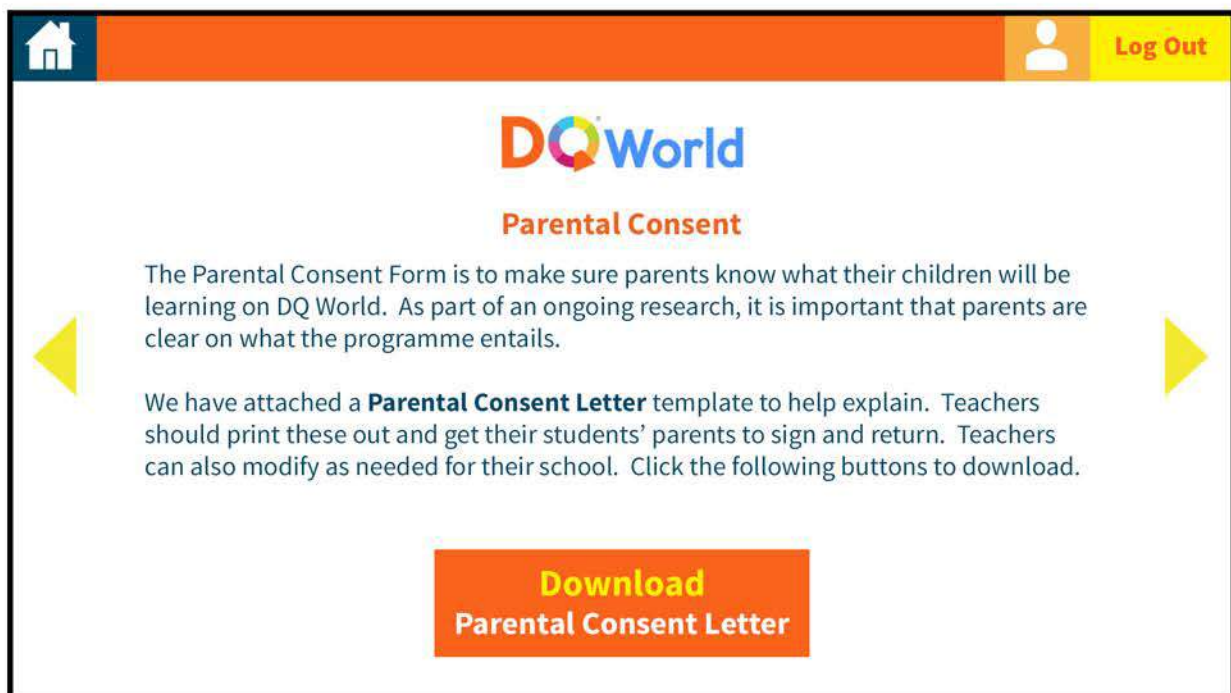


Parental Consent

We provide a parental consent form for parents to understand what their child will be doing on DQ World.



As part of an ongoing research, it will be important to print this document, give to the students, and have their parents read and sign it before they start DQ World.



A copy of the parental consent letter is attached on the next page for your use. Educators can also modify and create their own consent if they wish to.



Parental Consent Letter



Dear Parent/Guardian,

Our children are growing up in a dynamic digital world. They are comfortable with using a wide variety of digital devices, and are probably more adept at them than we are. But being expert navigators may give them a false sense of security. Sadly, we often hear news of a child's safety being compromised as a result of his/her curious digital exploration, sometimes even leading to harmful consequences such as encountering cyber-bulling, online predators and privacy invasion. These are as frightening as they are real.

From young, your child learned various life skills e.g. look left and right before crossing the road; do not follow a stranger home, etc. These days, it is just as critical for him/her to know how to be safe, smart and responsible in the digital world. That is why our class will be using the international award-winning DQ World Program. Besides gaining knowledge and skills to equip him/her for the digital era, your child will also acquire essential moral values by actively participating in the DQ World online program (DQWorld.NET) and classroom discussions.

DQWorld.NET is a holistic play and learn e-learning tool that allows students to engage in learning activities at their own time at home and in school.

This program is also accompanied by a NTU research portion which aims to understand how this digital citizenship e-learning program for children might enhance their digital citizenship skills and change their attitudes towards various cyber risks. We seek your consent in allowing your child/ward to participate in the research.

Your child/ward will be required to log onto and play an online program at home according to a teacher's instruction in order to complete the learning lessons. Your child/ward will complete survey and quiz questions as part of their online learning. Your children's data would be kept confidential and used solely for the purpose of the research, and the publication of reports only. Kindly indicate your consent by helping your child complete sign up and activate their accounts via email (shown on the next page).

If by chance you did not receive your activation email from us, please kindly check your Spam email box.

As parents, you can further support your child in what he/she is learning by reinforcing at home the lessons he/she has learned through this program. Do encourage your child to complete the DQWorld.NET program. On successful completion of this program, your child will receive the DQ Profile showing his/her profile of digital intelligence. A more detailed DQ Report will be available if you want to learn more about your child's strengths and weaknesses in the areas of digital intelligence, the level of exposure to digital risks and the recommendations for improvement. You can check out more information by visiting www.DQInstitute.org.



If you have any questions about the research, please contact Dr. Yuhyun Park at yhpark@ntu.edu.sg.

Further questions regarding ethical issues may be referred to:
NTU Institutional Review Board (IRB):
Email address: irb@ntu.edu.sg.



LETTER OF PARENTAL CONSENT

DQ World Program (DQWorld.NET)

I give permission for my child to take part in the DQ World program and its research.

Child's Name _____

School _____

Class _____

Name of
Mother/Father/Guardian _____

Parent's Email

(Your child will need your email to
in order to login to DQWorld.net)

Parent's Signature _____

Date _____

Adding Classes

Now it's time to set up your class(es) and create student accounts. If you are planning to have multiple classes, you'll need to prepare a list of teachers' emails and names as well as how many students are in each class.

Step 1: Click **Add Class**



Step 2: Fill in the details about the class

A screenshot of the 'Add Class' form in DQWorld. The form is titled 'Add Class' and contains several input fields: 'Name of Teacher:' with sub-fields for 'Given Name' and 'Family Name', 'Teacher's Email:', 'Class Name:', 'Grade Level:', and 'No. of Students:'. At the bottom of the form are two buttons: 'Cancel' and 'Submit'.

Note: If you want to assign the class to another teacher, enter their name and email in. As the lead educator, you will still be able to see everything about their class. However, the educator you assigned the class to will not be able to see other classes that you have created and can only view their assigned class.

Step 3: The teacher you assigned the class to will receive an **activation email** and will also need to activate their account. They will receive a default username and will need to change their password after they have logged in for the first time. You can also now add another class.

A screenshot of the confirmation message in DQWorld. The message is titled 'Add Class' and states: 'You've just set up Testing012 class with 2 students! An activation email has been sent to davisvu+12309@gmail.com to activate the class account and create their own password.' Below the message is the question 'Would you like to add another class?' and two buttons: 'No' and 'Yes'.

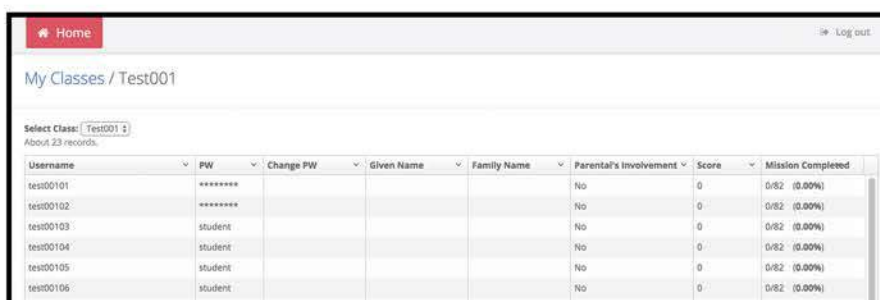
Distributing Student Accounts

After setting up class accounts, you will now distribute the students their login information that consists of a default username and password. If you are the lead educator, have your assigned class teachers do this part.

Step 1: Click **View My Classes**



Step 2: A list of default student usernames and passwords will be available based on the amount of users you inputted. Distribute each username and password to your students individually.

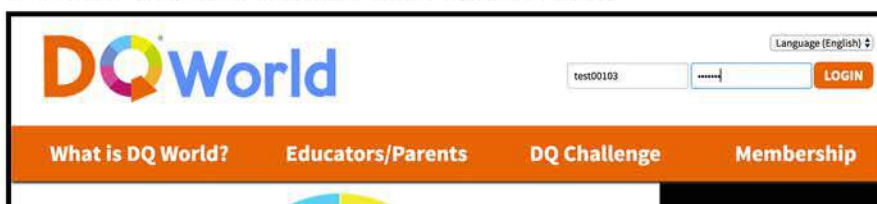


My Classes / Test001

Select Class: Test001
About 23 records.

Username	PW	Change PW	Given Name	Family Name	Parental's Involvement	Score	Mission Completed
test00101	*****				No	0	0/82 (0.00%)
test00102	*****				No	0	0/82 (0.00%)
test00103	student				No	0	0/82 (0.00%)
test00104	student				No	0	0/82 (0.00%)
test00105	student				No	0	0/82 (0.00%)
test00106	student				No	0	0/82 (0.00%)

Step 3: Students will then login for the very first time.



Step 4: Students will be asked if they want to change their username and password. If they do, they will need a parent's email address. If you do not want them to change, tell your students to click "NO".



Note: If your students do change their username and password, you will be able to see so in the same interface. Their names will also appear as they start using the programme.

View Student Progress

1 SCORE

The total score the student has earned so far on DQ World. This is not indicative of their DQ Score, and does not correlate to higher DQ.

2 MISSION COMPLETED

The total number of missions the student has completed out of a maximum 82.

Home
Log out

My Classes / Test001

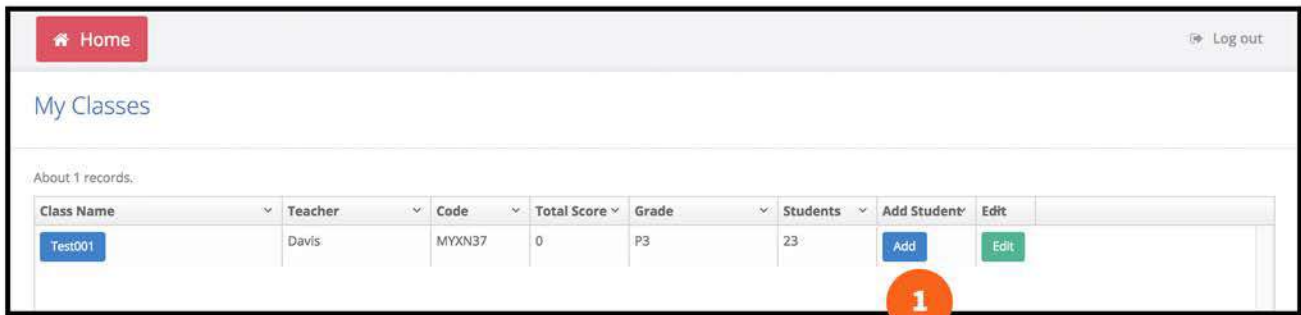
Select Class: Test001

About 23 records.

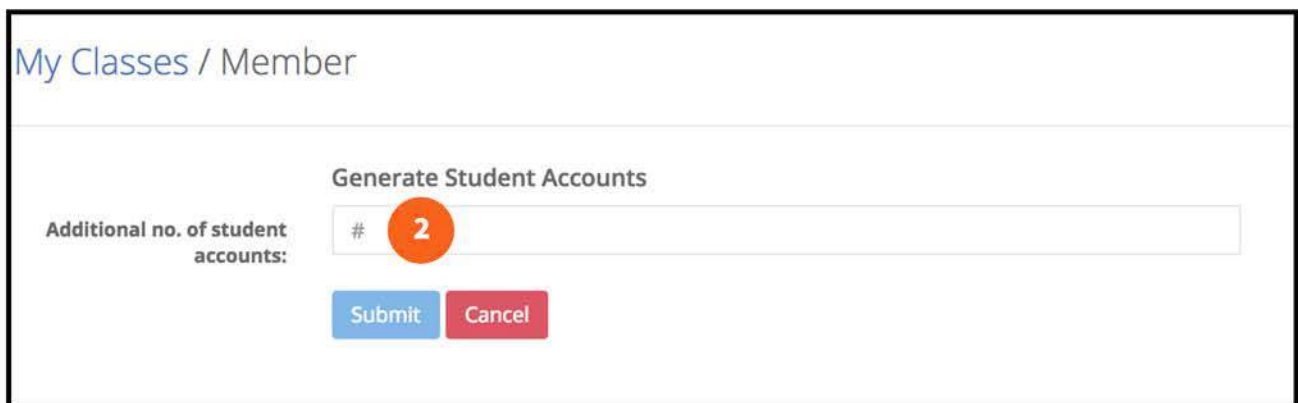
Username	PW	Change PW	Given Name	Family Name	Parental's Involvement	Score	Mission Completed
test00101	*****				No	0	0/82 (0.00%)
test00102	*****				No	0	0/82 (0.00%)
test00103	student				No	0	0/82 (0.00%)
test00104	student				No	0	0/82 (0.00%)
test00105	student				No	0	0/82 (0.00%)
test00106	student				No	0	0/82 (0.00%)
test00107	student				No	0	0/82 (0.00%)
test00108	student				No	0	0/82 (0.00%)
test00109	student				No	0	0/82 (0.00%)
test00110	student				No	0	0/82 (0.00%)
test00111	student				No	0	0/82 (0.00%)
test00112	student				No	0	0/82 (0.00%)
test00113	student				No	0	0/82 (0.00%)
test00114	student				No	0	0/82 (0.00%)
test00115	student				No	0	0/82 (0.00%)
test00116	student				No	0	0/82 (0.00%)
test00117	student				No	0	0/82 (0.00%)
test00118	student				No	0	0/82 (0.00%)
test00119	student				No	0	0/82 (0.00%)
test00120	student				No	0	0/82 (0.00%)
test00121	student				No	0	0/82 (0.00%)
test00122	student				No	0	0/82 (0.00%)

Adding Additional Students

- 1 ADD STUDENT** In order to add students, go to **View My Classes** and click **Add** under **Add Students** column. Only the lead educator who signed up for the original account can add students.



- 2 ENTER # OF STUDENTS** Enter the number of additional student accounts you would like to add and it should automatically be added to the end of your class list.

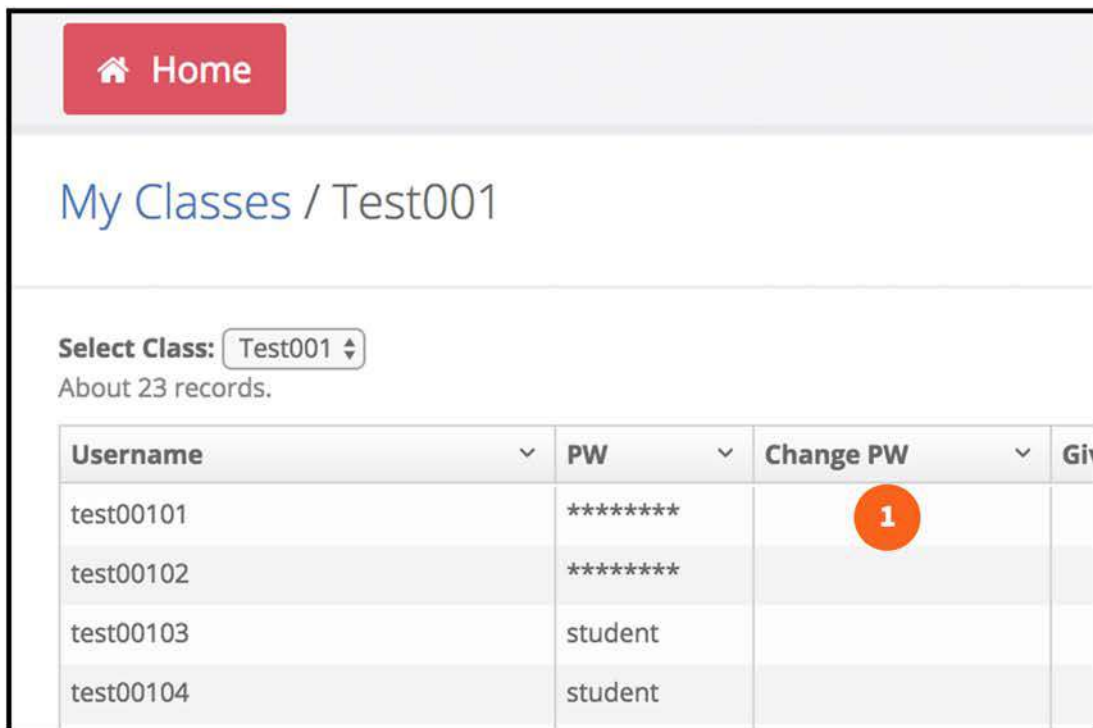


Resetting Student Passwords

1 CHANGE PW

If a student has forgotten their password, educators can reset their password by **double-clicking** the space next to the name under the Change PW column.

Enter a password with at least **8 characters** and press **ENTER**. It will automatically change the password and the student can now login with the new one.



The screenshot shows a web application interface. At the top left, there is a red button with a home icon and the text "Home". Below this, the page title "My Classes / Test001" is displayed. Underneath the title, there is a "Select Class:" dropdown menu currently set to "Test001". Below the dropdown, it says "About 23 records." A table with four columns is shown: "Username", "PW", "Change PW", and "Giv". The first row of the table has "test00101" in the "Username" column, "*****" in the "PW" column, and a red circle with the number "1" in the "Change PW" column. The second row has "test00102" and "*****". The third row has "test00103" and "student". The fourth row has "test00104" and "student".

Username	PW	Change PW	Giv
test00101	*****	1	
test00102	*****		
test00103	student		
test00104	student		

Starting the Programme

Day

1

Lesson 1 - The Digital World Part 1

Objective

Students will learn about the Digital World, a place that connects real world people and things over the Internet. They will learn about the 7 Pillars of RESPECT, digital media, and the Digital Leader's Creed.

Key Learning Points

1. Explore the idea of "The Digital World"
2. Know how to access DQWorld.net website using username and password
3. Learn The 7 Pillars of RESPECT



Note

- For the introduction, students should face the teacher and be away from computers.
- After the introduction, students may be stationed at individual student computers.

Build Background (15 minutes)

Introduction: The Digital World's Value and Problems (15 min)

Download and open the "DQ World Introduction" Powerpoint File. Follow the instructions for each slide. Pause between prompts and script questions and encourage students to share thoughts.

- **Click Slide 1 :**
 - Displays the word "WORLD" over a globe icon.
 - Ask students what ideas come to mind.
 - Tell students to name things in the world that they value (certain people, possessions, places). Write the answers from the students on the board so everyone can see what is being said.
- **Click Slide 2 :**
 - 'DIGITAL' appears to the left of 'WORLD' so that 'DIGITAL WORLD' is clearly visible. The globe icon appears more connected (as if by wires, signals, or technology).
 - Ask students what ideas come to their minds now.
- **Click Slide 3 :**
 - Images of digital media (SNS, instant messages, music icons) and keywords ("share, download, click") superimpose over the previous slide.
 - Explain that the DIGITAL WORLD is everything that people do, create, and share on the Internet. (web searching; watching YouTube videos; instant messaging; sharing photos, videos, and music; researching for a school project).
 - Ask students to name activities in the DIGITAL WORLD that they value.

- **Click Slide 4 :**
 - Darkness is cast over the Digital World. An impression of doubt, sadness, and dishonesty is given.
 - **Ask:**
 - The Digital World can be very helpful. But can it also be harmful?
 - Have you ever been upset by something in the Digital World? Have you seen an annoying “pop-up” advertisement; a rude message; a shocking picture; or even odd behavior from friends or family who were using the Internet
- **Click Slide 5 :**
 - A link to the DQ World introduction video is presented.
 - Play the online video <https://www.youtube.com/watch?v=okmeV9j7vbk> for students to view on a large screen or projector.

**Login
and
Briefing**
(5 minutes)

Have students log in to the DQ World platform using individual personal computers. Give each student individually their DQ World account’s username and password.


Say


- Open your web browser, and type the DQ World website url (www.dqworld.net) into the address bar. Find the spaces that say “username” and “password.” Enter your username and password carefully and click “login”. When asked to change your ID and password, click “no”. If students are allowed to change their username and password, remind them to write it down and keep it in a safe place.

Check that all students have headphones connected and are successfully logged-in.

Say

- Today, you will learn about the 7 Pillars of RESPECT. You will also answer important questions that may be difficult to understand. Please answer all questions carefully and honestly.
- Explore the surroundings by clicking around the map and paying attention to what you see. This will help you discover powerful secrets along your journey!
- You may now begin the DQ World adventure. Please stop when you get to the end of Mission 2. Good luck!

Mission 1 The Beginning	 Video: 5 mins
	<p>DQ World, a world that connects earth and the Digital World, is attacked by “Infolmons,” which are monsters that represent different types of cyber dangers.</p> <p>Students will be introduced to the DQ World story, and learn the 7 Pillars of RESPECT.</p> <p>The 7 Pillars of RESPECT</p> <ul style="list-style-type: none">• Radar – don’t hurt others• Eyes – don’t be jealous• Shout – help others in need• Protect – don’t steal• Ears – value others above yourself• Control – be disciplined• Teleport – honor your parents and teachers

Mission 2 The DQ HERO Chip	 Survey: 5 min
	<p>Students will obtain one of the 8 “FORCE potential” based upon their survey answers.</p> <ul style="list-style-type: none">• Disciplined Digital Manager• Resilient Security Defender• Responsible Digital Warrior• Shrewd Digital Navigator• Respected Digital Activist• Remarkable Digital innovator• Compassionate Mind Reader• Effective Digital Communicator

Wrap Up Discussion
(15 minutes)

Ask

- What is the problem happening in DQ World?
- Who are our heroes? Who are our villains? What are they fighting over?
- Who can name the 7 Pillars of RESPECT?
- Would anyone like to read their “FORCE Potential” aloud?
 - Raise your hand if you got “Resilient Security Defender.”
 - Raise your hand if you got “Disciplined Digital Manager.”
 - Raise your hand if you got another FORCE potential. What was it?
- What questions do you have about the Digital World?

Lesson 2 - The Digital World Part 2

Objective

Students will learn about the Digital World, a place that connects real world people and things over the Internet. They will learn about the 7 Pillars of RESPECT, digital media, and the Digital Leader's Creed.

Key Learning Points



1. Learn The Three C's of Digital Leaders and The Digital Leader's Creed
2. Recognize various kinds of digital media that exist in the Digital World
3. Understand that the Digital World connects real people with thoughts and feelings

Briefing (10 minutes)

Say

- In the last lesson, you learned the 7 Pillars of RESPECT. Who can name them all?
- Today brings a new question: What makes a Digital Leader?
- In this lesson, you will learn The Three C's of being a Digital Leader. You will also learn about different kinds of digital media. But be careful! At some point, evil Infollmons will interrupt and try to destroy the Digital World.
- Please stop once you finish Mission 5.

DQWorld.net (22 minutes: Missions 12 mins. + Optional Workbook 10 mins.)

Mission <div style="font-size: 2em; border: 2px solid white; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> 3 </div> Be a Digital Leader	 Video: 5 min	 Workbook: 5 min
	<p>J.J. is a charismatic 9-year old boy who struggles in elementary school. He and Nana, his optimistic classmate, discuss the wonders of the Digital World.</p> <p>Students will learn what makes a Digital Leader, including the Three C's and the DigitalLeader'sCreed.</p> <ul style="list-style-type: none"> • The Three C's of being a Digital Leader <ul style="list-style-type: none"> - Command – Take control of digital use in responsible, effective ways - Co-Create – Realize new ideas by using technologies and media - Change – Make differences and solve issues (health, education, environment) • The Digital Leader's Creed <ul style="list-style-type: none"> -“Love and respect! Treat others as you want to be treated!” 	

 **Video + Chat: 5 mins**

 **Workbook: 5 min**

Mission

4

What Type of Digital Leader Are You?

Nana shows J.J. various kinds of digital media, and J.J. is amazed by its variety.

Students will learn that we encounter many varieties of digital media when we are in the Digital World.

- Digital media is everything in electronic form on the internet
 - This includes messages, pictures, songs, videos, news, websites and more
- The Digital World:
 - is the experience of exploring digital media online
 - connects real people with real thoughts and feelings

 **Video: 2 mins**

Mission

5

The DQ HERO Chip

Dr. Park, a determined computer scientist, creates a program to give children DQ HERO powers. Suddenly she is attacked by an Infallmon named Boolee.

Dr. Park downloads the program into a chip and escapes from her lab. Meanwhile, J.J. is instructed by the principal to bring Lu, a sick classmate, his homework.

Students will see that “Infallmons,” monsters that represent cyber dangers, seek to endanger the Digital World by compromising core human values.

Wrap Up Discussion (13 minutes)

Ask

- What did J.J.’s principal ask him to do? Why?
- What do The Three C’s stand for? Who remembers The Digital Leader’s Creed?
- Who can name some different kinds of digital media?
- What global problems can the Digital World help us to solve?
- What are some things you would like to create by using the Digital World

Lesson 3 - Screen Time Management Part 1

Objective

Students will learn how to develop healthy screen time management habits in order to prioritize their most important tasks. They will learn to recognize multitasking, to beware of addiction, and to monitor their screen time patterns.

Key Learning Points



1. Know that multitasking decreases concentration
2. Be able to recognize, and suggest ways to reduce, distracted behavior
3. Recognize examples of cyberbullying
4. Suggest helpful ways to avoid game addiction



Briefing (5 minutes)




Say



- In the last lesson, you learned about Digital Leadership and digital media. Can anyone name a kind of digital media?
- In today's lesson, we will learn about multitasking. Multitasking is when we do many things at once. Do you multitask? If so, during what activities?
- We sometimes multitask while on the computer because doing so makes us feel as if we are accomplishing many things. But multitasking often connects us to the Digital World for too long, and makes us feel distracted and unable to concentrate. Today we will learn how to control multitasking and to fight addiction. Of course, Infolmons would love to see students like you become addicted – but don't let them have their way!
- You can now login to DQWorld.net. Please stop after completing Mission 10.



DQWorld.net (25 minutes: Missions 15 mins. + Optional Workbook 10 mins.)

Mission 6 Controlling Multi-tasking	 Video: 5 min + Game: 5min	 Workbook: 5 min
	<p>J.J. is distracted from homework because he is multitasking on his phone and computer. Nana informs J.J. that multitasking decreases concentration and suggests tips for him to focus on his essay.</p> <p>Students will learn the negative consequences of multitasking and learn ways to reduce feelings of distraction.</p> <ul style="list-style-type: none"> • Multitasking decreases concentration <ul style="list-style-type: none"> - Digital media can be a distraction that causes long-term stress • Ways to reduce distracted behavior include: <ul style="list-style-type: none"> - Turning off phones and computers when reading - “Giving the brain a break” 	

Mission  7 The Bump	 Video: 1min
	<p>Dr. Park protects the DQ Chip from Infallmons by fleeing into town. She crashes into J.J., who is too busy playing his game to watch where he is going.</p> <p>Dr. Park sneaks the chip into J.J.'s pocket, and continues her escape. Students will see a consequence of being preoccupied with a digital device.</p>

Mission  8 Preventing Game Addiction	 Chat + Survey + Video: 6min	 Workbook: 5 min
	<p>Snow White loves playing games just a bit too much. Find out what happens when someone becomes a game addict.</p> <p>Students will learn that kids can become an “Inzomb”, a slave of infallmons, if they forget to do homework, eat, sleep, and spend time with friends and family due to being addicted to games.</p>	

Mission  9 One Bad Message	 Video: 1min
	<p>Lu is persuaded by Boolee to seek revenge against people who have bullied him online — cyberbullies.</p> <p>Students will see how very simple unkind behavior can cause deep resentment in others. Even one bad message can count as cyberbullying.</p>

Mission  10 Too Much Game Time	 Video: 1min
	<p>J.J. arrives at Lu's house, only to find Lu's room empty and eerily lit by a computer screen. J.J. leaves Lu's homework outside his door. Upon returning home, J.J. is scolded by his mother because his phone was confiscated for playing games during school.</p> <p>Students will see how excessive online use can result in addictive behavior and negative consequences in school.</p>

Wrap Up Discussion (15 minutes)

Ask

- Why did Dr. Park bump into J.J. as she was fleeing the Infallmons?
- What is an “Inzomb”? Do you know anyone who acts like one?
- Why do we need to take breaks from gaming?
- Who can name a healthy activity to do whenever we feel the urge to play games?
- Can you think of good computer use rules to fight game addiction?

Lesson 4 - Screen Time Management Part 2

Objective

Students will learn how to develop healthy screen time management habits in order to prioritize their most important tasks. They will learn to recognize multitasking, to beware of addiction, and to monitor their screen time patterns.

Key Learning Points



1. Understand that all playtime had on digital devices counts as “screen time”
 - Homework and study done on digital devices does NOT count as screen time
2. Know that too much screen time is bad for health
3. Name some harmful effects of excessive “screen time”
4. Understand self control, and one’s own “screen time” habits
5. Know how to balance “screen time” with other responsibilities using “The 3-2-1 Rule”
6. Create a “Screen Time Pledge”
7. Know the importance of sharing online activities with parents
8. Create a “Family Media Pledge”

Briefing (5 minutes)

Say

- In the last lesson, we saw what happens when we grow addicted to our screens. Does anyone remember a harmful effect of having too much screen time?
- Today we will examine our own screen time habits. We will also discover “The 3-2-1 Rule” that helps us make time for our most important responsibilities. Finally, we’ll make a family media pledge to make sure we don’t become an “Inzomb” - who, as you know, is someone who forgets to take care of responsibilities and loved ones. By managing our screen time well, we can maintain self control to create a balanced lifestyle that is responsible, healthy, and fun!
- You may begin. Please stop after completing Mission 15.

DQWorld.net (40 minutes: Missions 20 mins. + Optional Workbook 20 mins.)

Mission <div style="font-size: 2em; font-weight: bold; border: 1px solid white; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">11</div> Harmful Effects of Excessive Screen Time	 Survey + Video: 7min	 Workbook: 5 min
	<p>Nana notices that J.J. is irritable in school. She helps J.J. realize that taking a break from screens could be a helpful solution for him. By managing his screen time, J.J. starts to feel better and spend more time participating in other activities.</p> <p>Students will see that spending too much time on their digital devices can cause negative moods and other mental consequences.</p> <ul style="list-style-type: none"> • Too much screen time causes: <ul style="list-style-type: none"> - Frustration and anger - Addiction - Difficulty focusing, i.e., a shortened attention span 	

Mission 12 Self-Control in Digital Use	Chat + Facts: 5 min	Workbook: 5 min
	<p>Students will learn the importance of self-control and the harmful effects of too much screen time.</p> <ul style="list-style-type: none"> Self-control is the ability to control feelings, thoughts and actions, and to wait patiently for better rewards later while making moral, selfless decisions 	

Mission 13 Balancing Screen Time	Fact + Pledge: 3min	Workbook: 5 min
	<p>Students will learn to manage their screen time with the 3-2-1 Rule. They will also create a “Screen Time Pledge” that will be automatically emailed to parents.</p> <ul style="list-style-type: none"> Screen time refers to time spent in front of any screen (e.g. TV, tablet PC, computer, or mobile phone) for entertainment Screen time must be balanced with other responsibilities “The 3-2-1 Rule” <ul style="list-style-type: none"> 3: Play games less than 3 times a week 2: Limit total screen time to less than 2 hours a day 1: Play games for less than 1 hour a day 	

Mission 14 Gone	Video: 1min
	<p>J.J. discovers the DQ Chip in his pocket and plugs it into his phone. The chip suddenly teleports J.J. to DQ World.</p> <p>Students will watch as J.J. physically enters the DQ World for the first time.</p>

Mission 15 Family Media Rule	Chat + Pledge: 4 min	Workbook: 5 min
	<p>Students will learn about healthy media habits within their family. They will also create and submit a “Family Media Pledge” that will be emailed to parents automatically.</p> <ul style="list-style-type: none"> Healthy media habits include: <ul style="list-style-type: none"> Regularly discussing with parents what you do online - Friending, messages, camming (using a video camera, live, to exchange ideas) 	

**Wrap Up
Discussion
(Optional)**

Ask

- What does “The 3-2-1 Rule” teach us?
- Raise your hand if you have more than 2 (or 4 or 6) hours of screen time each week. What are harmful consequences of having too much screen time?
- What is self-control? Does anyone have a good idea to improve self-control?
- What is profile privacy? Why do we need it?
- Have your parents ever scolded your screen time habits? Tell us about it.

Day

2

Lesson 5 - Screen Time Management Part 3

Objective

Students will learn how to develop healthy screen time management habits in order to prioritize their most important tasks. They will learn to recognize multitasking, to beware of addiction, and to monitor their screen time patterns.

Key Learning Points

1. Learn to prioritize tasks (family, friends, and responsibilities vs. screen time)
2. Understand there are consequences for NOT completing responsibilities
3. Take the Screen Time Management Quiz

- Teachers may preview quiz questions in “Quiz Answer Key,” available in the DQ World Teacher’s Admin under “Teacher’s Materials”. Today’s briefing is longer so that teachers may briefly touch upon key concepts and clarify misunderstandings before students take the Screen Time Quiz.



Note

- Screen Time Quiz Topics:
 1. Controlling Multi-tasking
 2. Preventing Game Addiction
 3. Harmful Effects of Excessive Screen Time
 4. Self-Control in Digital Use
 5. Balancing Screen Time
 6. Family Media Rule

Briefing

(10 minutes)

Say

- In the last lesson, we learned about self-control. How much screen time does a person with good self-control have? Based on your own screen time, do you think you have good self control?
- Today, we will think about responsibility. What are your most important responsibilities? What might happen if you ignored them?
- Sometimes, we might get so addicted to posting, watching, and playing games online that we forget what is most important. We will soon learn to prioritize tasks, and see the consequences of ignoring responsibilities.
- Finally, we must put our DQ HERO knowledge to the test and pass the Screen Management Time Quiz. Does anyone have questions before the quiz?
- Get ready to show what you know! Please stop after you complete the Screen Time Management Quiz in Mission 17.

 **Facts + Game: 5 min**

 **Workbook: 5 min**

Mission

16

Managing Time
and Priorities

Students will learn to set priorities by importance, and the consequences of ignoring responsibilities.

- Setting priorities means:
 - Knowing how to separate tasks by level of importance, with most important tasks coming first
 - Considering the consequences of NOT doing particular tasks:
 - Not spending time with family and friends can result in poor relationships
 - Not eating and sleeping can make you unhealthy and unfocused

 **10min**

Mission

17

Screen Time
Management
Quiz

Have your students read and respond carefully to the quiz questions. The quiz can only be taken once. Students who finish early could:

- Explore the DQ World map in more detail
- Complete unfinished workbook assignments
- Look for a classmate who has very different screen time habits, and talk about their habits together

Wrap Up Discussion (15 minutes)

Ask

- What are some consequences of not sleeping on time? Of not eating?
- What are consequences of not spending time with friends and family? Of not doing homework?
- Could someone name three responsibilities that you have? Can you prioritize those responsibilities from most important to least important?
- How can managing your screen time help you prioritize your tasks?

Lesson 5 - Screen Time Management Part 3

Objective

Students will learn how to develop healthy screen time management habits in order to prioritize their most important tasks. They will learn to recognize multitasking, to beware of addiction, and to monitor their screen time patterns.

Key Learning Points

1. Learn to prioritize tasks (family, friends, and responsibilities vs. screen time)
2. Understand there are consequences for NOT completing responsibilities
3. Take the Screen Time Management Quiz

- Teachers may preview quiz questions in “Quiz Answer Key,” available in the DQ World Teacher’s Admin under “Teacher’s Materials”. Today’s briefing is longer so that teachers may briefly touch upon key concepts and clarify misunderstandings before students take the Screen Time Quiz.



Note

- Screen Time Quiz Topics:
 1. Controlling Multi-tasking
 2. Preventing Game Addiction
 3. Harmful Effects of Excessive Screen Time
 4. Self-Control in Digital Use
 5. Balancing Screen Time
 6. Family Media Rule

Briefing (10 minutes)

Say

- In the last lesson, we learned about self-control. How much screen time does a person with good self-control have? Based on your own screen time, do you think you have good self control?
- Today, we will think about responsibility. What are your most important responsibilities? What might happen if you ignored them?
- Sometimes, we might get so addicted to posting, watching, and playing games online that we forget what is most important. We will soon learn to prioritize tasks, and see the consequences of ignoring responsibilities.
- Finally, we must put our DQ HERO knowledge to the test and pass the Screen Management Time Quiz. Does anyone have questions before the quiz?
- Get ready to show what you know! Please stop after you complete the Screen Time Management Quiz in Mission 17.

 Facts + Game: 5 min

 Workbook: 5 min

Mission

16

Managing Time
and Priorities

Students will learn to set priorities by importance, and the consequences of ignoring responsibilities.

- Setting priorities means:
 - Knowing how to separate tasks by level of importance, with most important tasks coming first
 - Considering the consequences of NOT doing particular tasks:
 - Not spending time with family and friends can result in poor relationships
 - Not eating and sleeping can make you unhealthy and unfocused

 10min

Mission

17

Screen Time
Management
Quiz

Have your students read and respond carefully to the quiz questions. The quiz can only be taken once. Students who finish early could:

- Explore the DQ World map in more detail
- Complete unfinished workbook assignments
- Look for a classmate who has very different screen time habits, and talk about their habits together

Wrap Up Discussion (15 minutes)

Ask

- What are some consequences of not sleeping on time? Of not eating?
- What are consequences of not spending time with friends and family? Of not doing homework?
- Could someone name three responsibilities that you have? Can you prioritize those responsibilities from most important to least important?
- How can managing your screen time help you prioritize your tasks?

Lesson 6 - Privacy Management Part 1

Objective

Students will learn how to manage online privacy in order to protect their personal information. They will learn what kinds of information is considered personal, why it is important to protect it, and how to hide it from public access.

Key Learning Points

1. Recognize various forms of personal information
2. Know the importance of keeping privacy on social media
3. Recognize what type of sites and apps are considered Social Media (Facebook, YouTube, Snapchat, Instagram, chatting apps, etc.)
4. Understand the danger of sharing personal information (contact information, photos, and videos) on Social Media/Social Networking Sites (SNS) and apps
5. Recognize the “Infolmons’ 5 Deadly Attacks”
6. Create a “DQ Shield Pledge”

Briefing (5 minutes)

Say

- In the last lesson, we learned about prioritizing our important responsibilities. Who can name a responsibility that is more important than playing online games?
- Now, raise your hand if you’ve ever posted photos of yourself to a website or app where strangers can see it. Why did you do this? Also, have you ever accepted a friend request from someone you’ve never met in person? Why?
- Today, a troublesome new Infolmon, ‘Snooper,’ is stealing personal information. If you have used Snapchat, Facebook, or YouTube, Snooper might have already stolen information from you!
- Social media sites are great for Infolmons who love to spy on innocent digital travelers all over the world. We must learn to defend ourselves and our friends from these online attacks by recognizing what kind of information Infolmon Snooper is after.
- It’s time to enter Zone 2. Don’t forget to click around your surroundings for clues.

DQWorld.net (30 minutes: Missions 20 mins. + Optional Workbook 10 mins.)

Mission

18

Left Behind

 Video: 3min

J.J. wakes up in the Digital World and finds Lu trapped. Confronted by evil Infolmons, J.J. runs away, leaving Lu surrounded. Although J.J. escapes, Boolee instructs Snooper, a sneaky hacker Infolmon, to scour his personal information.

Students will see how personal information can be stolen by others.

Mission

19

Personal Information

Survey + Video+ Chat: 7 min

Workbook: 5 min

Safe, a FORCE that helps DQ HEROES, teaches everyone about how to keep personal information safe.

Students will be shown many examples of personal information in order to strengthen recognition. They will also learn how to guard the personal information of others as they would their own.

- Types of personal information include: (e.g. TV, tablet PC, computer, or mobile phone) for entertainment
 - Full names, phone numbers, passwords
 - Addresses, school names, trusted locations
 - Photos with strangers
- The information of family and friends must also be treated with care

Mission

20

Keeping Privacy on Social Media

Facts + Survey + Pledge: 10 min

Workbook: 5 min

Students will learn what personal information is gathered from popular social networking sites (SNS), along with tips to prevent falling victim to privacy invasion.

- Personal information is gathered on social media sites (YouTube, Facebook, Instagram, Snapchat, Club Penguin, etc.)
 - Who can see your profile
 - Privacy settings can be modified to deter unwanted contact
 - Reject friend requests from strangers
 - Cover webcam when not in use
- The Infolmons' 5 Deadly Attacks
 1. Personal Information
 2. New Online Strangers
 3. Spam and Scam (e.g. clicking a free offer)
 4. Inappropriate Content
 - Always tell an adult if inappropriate content is received - don't share it!
 5. Cyberbullying
 - "Block the user and do not reply. Save the evidence and show an adult!"
- Adding strangers as new friends can be dangerous. If in doubt, check with a trusted adult.
- Create a DQ Shield Pledge

**Wrap Up
Discussion**
(10 minutes)

Ask

- What does Snooper do when J.J. runs away in Mission 18?
- Can anyone remember what personal information is? Please provide an example.
- What can you do to help keep your personal information private? (setting profiles to private, refraining from sharing contact information such as address, full name, location, etc.)
- What kinds of things should be private on your online profile?
- What are the Infolmons' 5 Deadly Attacks?
 - What are the 3 steps to take if you are being cyberbullied?

Lesson 7 - Privacy Management Part 2

Objective

Students will learn how to manage online privacy in order to protect their personal information. They will learn what kinds of information is considered personal, why it is important to protect it, and how to hide it from public access.

Key Learning Points

1. Know how to protect others privacy with “The 3 W’s” (What, Why, Where) that must be asked before uploading a friend’s personal information
2. Know the meaning of privacy
3. Know about Internet privacy rights, and the importance of reviewing privacy policies
4. Understand the term “third party”
5. Take the Privacy Management Quiz



Note



- Teachers may preview quiz questions in “Quiz Answer Key,” available in the DQ World Teacher’s Admin under “Teacher’s Materials”. Today’s briefing is longer so that teachers may briefly touch upon key concepts and clarify misunderstandings before students take the Privacy Quiz.
 - Privacy Quiz Topics:
 1. Personal Information
 2. Keeping Privacy on Social Media
 3. Protecting Others’ Privacy
 4. Internet Privacy Rights



Briefing (10 minutes)

Say

- In our last lesson, we learned how to protect our privacy on Social Networking Sites. Can anyone remind us of one way to do this?
- Now, we will think deeper about privacy. Raise your hand if you use Facebook, Twitter, or Instagram. Have you ever uploaded photos of yourself or your friends online?
- Do you know who can see the things you post? Today we will learn about protecting other’s privacy and Internet privacy rights. Being able to protect our privacy online will keep us safe from many Infolmon attacks!
- In the end, we must defeat Snooper in the Privacy Management Quiz. Does anyone have questions before we start?
- Get ready! Please stop after you completed the Privacy Management Quiz in Mission 23.

DQWorld.net (30 minutes: Missions 20 mins. + Optional Workbook 10 mins.)

<p style="font-size: 24px; font-weight: bold; margin: 0;">Mission</p> <div style="text-align: center; border: 2px solid white; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; display: flex; align-items: center; justify-content: center;"> 21 </div> <p style="margin: 0;">Protecting Others' Privacy</p>	 Chat + Comic + Facts: 5 min	 Workbook: 5 min
	<p>Students will learn the importance of protecting others' personal information, including what they need to ask and tell before uploading photos, videos, and other items.</p> <ul style="list-style-type: none"> Get permission from friends when uploading info, photos, or videos of them Online attacks can happen to friends as a result of your upload Inform friends of 3 things when uploading their personal information: <ol style="list-style-type: none"> 1. What is being posted (is it a video, a photo, or personal information?) 2. Why it's being posted (For fun? For other reasons?) 3. Where it will be posted (YouTube? Somewhere else?) <ul style="list-style-type: none"> - Each friend included in the photo/video/information should be asked for permission 	

<p style="font-size: 24px; font-weight: bold; margin: 0;">Mission</p> <div style="text-align: center; border: 2px solid white; border-radius: 50%; width: 60px; height: 60px; margin: 10px auto; display: flex; align-items: center; justify-content: center;"> 22 </div> <p style="margin: 0;">Internet Privacy Rights</p>	 Facts + Survey: 5 min	 Workbook: 5 min
	<p>Students will learn that unprotected personal information is dangerous. They will also learn basic privacy terminology.</p> <ul style="list-style-type: none"> A stranger having access to your personal information without permission is dangerous Privacy is a basic human right (Article 16-Protection of privacy, the UN Convention on the Rights of the Child.) Privacy means having full control over your own personal information <ul style="list-style-type: none"> You decide who has your personal information: <ul style="list-style-type: none"> Sites like Facebook share personal information such as photos and videos, birth date, location, and relationships People or companies who have access to your private information can contact you, sell you unwanted things, or even sell your information to other companies Every website and app should have a privacy policy that explains how they use your personal information Be aware of any "third party" <ul style="list-style-type: none"> "Third party" refers to a stranger who is neither you (the first party) nor the website you are connecting with (the second party) 	

 10 min

Mission

23

Privacy
Management
Quiz

Have your students read and respond carefully to the quiz questions. The quiz can only be taken once.

Students who finish early could:

- Explore the DQ World map in more detail
- Complete unfinished workbook assignments
- Look for a classmate who uses the same SNS, and talk about their own privacy settings

Wrap Up Discussion (5 minutes)

Ask

- If you are going to upload a picture of your friends, what should you ask them first? (The three W's)
- Why should we ask our friends for permission before uploading info, photos, or videos about them?
- What is privacy? Why do we care if it's protected, or not?
- Raise your hand if you have ever read a privacy policy before using a SNS site.
- What does the "third party" mean? Where might you find this term?

Lesson 8 - Cyberbullying Management Part 1

Objective

Students will learn how to identify, diffuse, and prevent cyberbullying situations. They will learn how to detect cyberbullies, be able to recognize the roles of cyberbullying, and understand the importance of seeking help in order to protect themselves and others from cyberbullying.

Key Learning Points



1. Understand the meaning of cyberbullying
2. Know what cyberbullying is by knowing the phrase, “Cyberbullying H.U.R.T.s”
3. Be able to identify types of cyberbullying and cyberbullying situations




Briefing (5 minutes)

Say

- In our last lesson, we were taught that it is important to protect the privacy of ourselves and our friends. Does anyone remember “The Three W’s”?
- Today, we will consider a new problem: Bullies. Do you know what a bully is? A bully is someone who uses his or her power over another person in a hurtful way. Have any of you ever met a bully? How does a bully behave?
- Did you know that bullying can also happen in the Digital World? It may not be physical, but it can still hurt very much. It’s called “cyberbullying,” and it is a real problem. Today, we are going to learn how to recognize cyberbullying situations so that we can better protect our friends and ourselves from being ‘HURT’.
- You may begin. Please stop after you complete Mission 27.

DQWorld.net (27 minutes: Missions 12 mins. + Optional Workbook 15 mins.)

Mission  Lu Under Pressure	 Video: 1min
	Boolee urges Lu to get revenge on J.J. for not standing up for him. Students will recognize thoughts that may lead to cyberbullying.

Mission  Detecting Cyberbullying	 Comic + Survey + Chat: 2 min	 Workbook: 5 min
	Students will learn that cyberbullying happens in various settings and will chat with Lu about getting revenge on cyberbullies.	

Facts: 2 min

Workbook: 5 min

Mission

26

What is Cyberbullying?

Students will learn about where cyberbullying occurs and know what cyberbullying entails.

- Cyberbullying is the act of using the Internet, cell phones, video games, or other digital devices to do something mean or hurtful on purpose to others
- “Cyberbullying **HURTS**”:
 - **Harmful on purpose**
 - It is done with the intention of hurting someone
 - Bullying is different from “teasing”
 - Teasing is meant to deepen a friendship by being funny
 - A friend can be asked to stop teasing if it is hurtful
 - **Uses power**
 - Cyberbullies want to feel powerful and often pick on someone who is weaker, not as popular, or cannot defend themselves
 - **Ripples**
 - Even though a hurtful message is sent once, it can spread virally, or uncontrollably, to many friends or even be posted on a webpage that many people can see
 - **Technology carries the messages**
 - Cyberbullying happens through mobile phones, text messages, emails, instant messages, chat rooms, social networking sites, and other technology tools

Facts + Video: 7 min

Workbook: 5 min

Mission

27

Identifying Types of Cyberbullying

Students will learn to identify types of cyberbullying in order to help them avoid taking part in cyberbullying situations. Students must thoroughly click on all videos within each E-nail slide.

- Boolee harms his victims with his “deadly e-nails”
 - E-nails are emails, texts and chats containing mean message
- Recognize types of e-nails
 - E-nail 1: Pretending to befriend someone
 - Little Red Riding Hood tells an online friend where her grandmother lives. This mistake leads to the Big Bad Wolf finding grandma!
 - “What happens when Red Riding Hood tells her “friend” where her grandma lives?”
 - Answer: “The Big Bad Wolf finds grandma and tries to eat her, but grandma beats him up!”

Day

3

Lesson 9 - Cyberbullying Management Part 2

Objective

Students will learn how to identify, diffuse, and prevent cyberbullying situations. They will learn how to detect cyberbullies, be able to recognize the roles of cyberbullying, and understand the importance of seeking help in order to protect themselves and others from cyberbullying.

Key Learning Points

1. Be aware that involvement in cyberbullying can occur unknowingly
 - There are 4 different roles of cyberbullying
2. Know how to diffuse a cyberbullying situation
 - We can take 5 steps to diffuse a cyberbullying situation
3. Know the 3 steps to take when being cyberbullied
4. Understand the 9 things to help deal with cyberbullying situations

Briefing (4 minutes)

Say

- Last class, we learned that cyberbullying “HURTS”. Can you remember what HURT stands for?
- Have you or a close friend ever been cyberbullied? It can be pretty awful. What do you think motivates a cyberbully? Do you think that you could ever be one?
- Today, we will take a closer look at cyberbullying and how we can help stop it. Remember, cyberbullying shouldn’t be ignored just because it happens on a digital device. It is a real problem that can affect our lives both online and offline.
- You may begin! Please stop after you’ve finished Mission 31.

DQWorld.net (31 minutes: Missions 16 mins. + Optional Workbook 15 mins.)

 **Survey + Comic + Activity : 4 min**

 **Workbook: 5 min**

Mission

28

Involved in
Cyberbullying
Unknowingly

Students will learn the four roles of cyberbullying to help them understand how involvement of cyberbullying can occur unknowingly. They will also learn how to be an “up-stander” in order to help victims of cyberbullying situations.

- Examples of cyberbullying:
 - Making fun of someone by posting or sending stories, jokes, or pictures about them
 - Excluding them from an online group
 - Sending or posting untrue things about someone
 - Entering and/or changing someone’s email, website, or computer without their permission
 - Pretending to be someone in order to make them look bad or get them in trouble

Mission

28

Involved in Cyberbullying Unknowingly

- The 4 different roles of cyberbullying
 - Bully: The child who starts the bullying and plays the leader
 - Victim: The child who is being bullied
 - Supporter: The child who is attracted to the bullying act and takes part in it
 - By-stander: The child who does not like the bullying act but doesn't want to get involved
- You can be an up-stander whenever you choose to speak up for a cyberbully victim
- Victims of cyberbullying can follow the same three steps from mission 20
 - Stop/Block the user and do not reply
 - Save the evidence
 - Tell/Show an adult

Mission

29

Diffusing a Cyberbullying Situation

Facts: 2min

Workbook: 5 min

Students will learn that the Internet is a place where people from different backgrounds, countries and cultures share thoughts and opinions. Very often, people will argue about things online.

Students will learn steps to take that will diffuse online disagreements.

- Know to take these 5 steps when receiving mean or hurtful messages:
 - 1. Take time out** - Reply after taking a time out to calm down
 - 2. Rule your emotions** - Respond after anger subsides
 - 3. Beware of starting a flame war** - Angry replies often result in both parties responding with unkind words and insults
 - 4. Decide to de-escalate** - Figure out how to respond to someone in a way that prevents the argument from getting out of hand
 - 5. Look for areas of agreement** - Find a peaceful way by first finding things that you both agree on. You could tell them that you respect their views but disagree with them

Mission

30

Viral Virus

Video: 2min

Lu, under Infallmon Boolee's control, hacks into J.J.'s account and insults his friends with negative messages. As a result, J.J. feels helpless.

Students will see how being a cyberbully can emotionally harm others and cause negative impacts upon the real lives of others.

 Survey + Chat + Video + Game: 8 min

 Workbook: 5 min

Mission

31

Dealing with Cyberbullying

Learn how to manage emotions and be smart when in cyberbullying situations.

Students will learn how to react to cyberbullying situations in a calm and effective manner.

- Remember to stop and don't reply, save the evidence (take screenshots), and tell a parent or teacher when being cyberbullied
- Know the **9 tips** for dealing with **cyberbullying**:
 1. **Don't respond:** Avoid giving satisfaction to a bully by responding
 2. **Don't retaliate:** Rather than becoming a retaliating cyberbully, choose to mute or ignore the bully, or simply leave the chat room
 3. **Save the evidence:** Harassing messages can be captured, saved, and shown to someone who can help
 - Save the evidence even if it seems to be a minor issue - in case things get worse
 4. **Block the bully:** If the harassment is coming in the form of instant messages, texts, or profile comments, use preferences or privacy tools to block the person
 5. **Reach out for help:** Talk to a friend or refer the matter to an authority such as a chatroom moderator, web administrator, or trusted adult
 6. **Use reporting tools:** Report offensive content to help remove it
 - If the abuser threatens you with physical harm, and there is reason to believe they know who you are or where you live, call the police and request a report as soon as possible
 7. **Be civil:** Even in anger, don't sink to the level of a cyberbully
 8. **Don't be a bully:** Consider your words and temper your aggression
 9. **Be an upstander, not a bystander:** Stand up for the other people in the online community and do so as respectfully as possible

Wrap Up Discussion (10 minutes)

Ask

- How does Lu decide to take revenge on J.J. in the Mission 30 video?
- What is cyberbullying? What kinds of things does cyberbullying include?
- What are the 4 different roles of cyberbullying?
- What is the difference between a bystander and a supporter?
- Can you remember the 5 steps to take when receiving hurtful or mean messages?

Lesson 10 - Cyberbullying Management Part 3

Objective

Students will learn how to identify, diffuse, and prevent cyberbullying situations. They will learn how to detect cyberbullies, be able to recognize the roles of cyberbullying, and understand the importance of seeking help in order to protect themselves and others from cyberbullying.

Key Learning Points

1. Recognize who your trusted adults are
2. Know when to seek help from trusted adults
3. Take the Cyberbullying Management Quiz

Briefing (4 minutes)

Say

- In our last lesson, we learned that cyberbullying involves more than just two people. Can anyone tell me the difference between a by-stander and an up-stander? Who can tell us the 3 things you should do when being cyberbullied?
- Sometimes, we can't handle troublesome situations like cyberbullying on our own. When you're in trouble, do you have someone you can ask for help? Today, we are going to learn when we should seek help from a trusted adult. Who do you think a trusted adult could be? By knowing when to seek help from our trusted adults, we can better protect ourselves and our friends.
- Finally, we must pass the Cyberbullying Management Quiz and advance to Zone 4! Does anyone have questions before we start?
- Please stop once you have finished the Cyberbullying Management Quiz in

DQWorld.net (25 minutes: Missions 15 mins. + Optional Workbook 10 mins.)

 **Comic + Survey: 2 min**

 **Workbook: 5 min**



Mission


32

Who are My
Trusted Adults

Students will learn who qualifies to be a trusted adult, and be encouraged to identify trusted adults they know.

- Trusted adults are people you can look up to and rely on
 - Trusted adults are willing to be with you to help you when you are in trouble
 - Be quick to tell trusted adults when you see a potential cyber danger, no matter how small

<p>Mission</p> <p style="font-size: 2em; border: 2px solid white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">33</p> <p>When to Seek Help</p>	 Video + Facts + Survey: 3 min	 Workbook: 5 min
	<p>Raz, a TITAN, accepts a new friend request and must learn to use the TELEPORT Power to tell an adult!</p> <p>Students will learn to seek help from trusted adults when being uncomfortably contacted by online strangers.</p> <ul style="list-style-type: none"> Online strangers may seem nice, but you must not trust them Seek help from a trusted adult, parent, or teacher if: <ul style="list-style-type: none"> You are receiving threats You are being asked to meet a stranger You are sharing personal information 	

<p>Mission</p> <p style="font-size: 2em; border: 2px solid white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">34</p> <p>Cyberbullying Management Quiz</p>	 10 min
	<p>Have your students read and respond carefully to the quiz questions. The quiz can only be taken once.</p> <p>Students who finish early could:</p> <ul style="list-style-type: none"> Explore the DQ World map in more detail Complete unfinished workbook assignments Look for a classmate who has been an up-stander in a bullying situation and share their stories

Wrap Up Discussion
(10 minutes)

Ask

- Who is a trusted adult? Name someone who is a trusted adult for you.
- Besides a trusted adult, who can you seek help from when you find trouble online?
- For what kind of trouble should you seek help from a trusted adult?
- Does anyone feel like they don't have a trusted adult to turn to?
- Has anyone ever asked a trusted adult for help because of something that happened in the Digital World? What happened?

Lesson 11 - Digital Citizen Identity Part 1

Objective

Students will learn about how the internet works and what it means to be a digital citizen. They will learn about online and offline personas, online integrity, and how to facilitate a friendly and supportive community while in the Digital World.

Key Learning Points

1. Understand the basics of how the Internet works
2. Be able to recall the Digital Leader Creed
3. Know the meaning of global citizen
4. Know the four steps to foster global citizenship
5. Contemplate one's own future goals and dreams



Note

This lesson contains 4 workbook pages. If necessary, save time by limiting wrap up discussion or by assigning workbook lessons as homework.

Briefing (4 minutes)

Say

- In our last lesson, we learned how to diffuse cyberbullying, and when to tell a trusted adult about trouble on the Internet. These important actions keep our Internet safe and trusted.
- But have you ever stopped to ask yourself - how does the Internet work? Does anyone have an idea? It may seem like magic, but it is actually a fascinating technological operation. Today, we will learn about the Internet and how it works. Thanks to the Internet, we can realize our dreams much easier than before. You do have dreams as a Digital Leader, don't you?
- We will also learn about what it means to be a global, or digital, citizen. By being a good digital citizen, we can spread kindness, creativity, and joy to billions of people!
- You may begin. Please stop after completing Mission 41.

DQWorld.net (40 minutes: Missions 22 mins. + Optional Workbook 18 mins.)

Mission

35

Here with You

 Video: 2 min

Master Naam, the guardian of the DQ World, rescues J.J. from the attacks of Boolee and his minions.

Students will watch as Master Naam saves J.J. from trouble.

 **Video: 4 min**

 **Workbook: 5 min**

Mission

36

How Does the Internet Work?

Nana teaches J.J. how the Internet works.

Students will learn about the technology that makes the Internet work.

- The Internet is short for “Interconnected Network”
- The network is made of millions of computers, connected by wires around the earth
- Phones use radio signals set to a router, called wifi, which is also connected by wires
- Websites exist on a server, which is a computer that hosts the website
- Each server has a unique Internet address called an Internet protocol (IP) address
 - An IP address is a long series of numbers that identifies a computer and - allows computers to communicate
 - By remembering the website address, the computer will find the IP address for you
 - You can find your computer’s IP address by googling “What is my IP address?”
- Every photo uploaded to the Internet is broken into little parts known as packets
 - Packets are reassembled when they arrive at the destination computer
 - If there is a lot of traffic, some packets may take longer to arrive, creating delayed chat, lag, blurry pictures, or lack of sound
- When you connect through wifi, these packets must travel through the air
 - Things such as walls or appliances can interfere with a wireless signal
 - The closer the wifi router, the stronger the signal

 **Video: 4 min**

Mission

37

Wake Up!

While dreaming, J.J. encounters an Infolmon known as Magui, the King of Lies. J.J. wakes up in the company of Master Naam who informs him that he is now in DQ World, a place that connects Earth and the Digital World (referred to by humans as the Internet).

Students will watch a video about J.J.’s dream.

Facts: 2 min

Workbook: 5 min

Mission

38

Digital Leader
Creed

Students will review the essentials of the Digital Leader Creed and RESPECT

- Remember the Number 1 Rule and Creed of all Digital Leaders:
 - “Do unto others as you would have them do unto you”
- RESPECT is the virtue that enforces the Digital Leader Creed
 - “Everyone should be treated with dignity for their inherent worth, be it online or offline”
- RESPECT means that you value or admire someone by treating them in a considerate, courteous and polite manner
 - Your actions reflect your personal values
- Be kind to others if you want to be treated kindly
 - Be kind to people even when you don’t like them
 - Everyone is worthy of respect

Facts + Survey + Flag Activity : 7 min

Workbook: 4 min


Mission



39

Being a Global
Citizen

Students will learn what it means to be a global, or digital, citizen. They will also learn the importance of facilitating a friendly and supportive online environment.

- Citizen is a word for membership in a particular country, town or city
 - Digital citizens are global citizens
- “A global citizen is someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice and takes action in personally meaningful ways.” - U.S. Fund for UNICEF
 - Global citizenship is not granted by a government
 - It is a matter of demonstrating characters, values or habits of mind, body, and spirit as a global citizen in the Digital World
- Understand that tolerance is an essential value for global citizens that helps you to:
 - Respect each other regardless of differences in race, gender, appearance, culture, beliefs, or abilities
 - Stay open to new perspectives and beliefs
 - Reject prejudice, stereotypes, hatred and bigotry
- Learn the four steps to foster global citizenship:
 1. Respect your own self and take pride in your own culture
 2. Welcome differences
 3. Look out for similarities in the midst of diversity
 4. Never tolerate prejudice and hatred
- Students will draw a flag of their country of origin and describe their cultural heritage

Mission 40 The Calling	 Video: 2 min
	<p>Master Naam informs J.J. that Boolee intends to release Magui, the King of Lies. Magui seeks to control people’s minds. J.J. insists that, as an ordinary kid, he cannot help. Master Naam tells J.J. that he will be the first of many DQ HEROES — children who protect what is good in the Digital World.</p> <p>Students will learn that the Internet is not a game, but a virtual world with real consequences.</p> <ul style="list-style-type: none">• Every child has the ability to uphold what is good within the Digital World

Mission 41 What’s My Dream?	 Chat: 5 min	 Workbook: 5 min
	<p>Students will be encouraged to think about and articulate their own dreams, goals, and obstacles.</p>	

Wrap Up Discussion (Optional)

Ask

- Who rescues J.J. in the Mission 35 video?
- Where does J.J. wake up? How did he get there?
- What does “Internet” stand for? Can anyone summarize how the Internet works?
- Who can repeat the Digital Leader Creed?
- What is a global citizen? Can you remember the four steps to foster global citizenship?

Lesson 12 - Digital Citizen Identity Part 2

Objective

Students will learn about how the internet works and what it means to be a digital citizen. They will learn about online and offline personas, online integrity, and how to facilitate a friendly and supportive community while in the Digital World.

Key Learning Points

1. Know the importance of creating congruent online personas
 - These embody integrity and thoughtfulness
2. Understand the importance of presenting one's true self online
3. Recognize the difference between identity and online persona
4. Know the meaning of integrity and its role in the virtual world
5. Take the Digital Citizen Identity Quiz

Teachers may preview quiz questions in “Quiz Answer Key,” available in the DQ World Teacher’s Admin under “Teacher’s Materials”. Today’s briefing may be used in part to briefly touch upon key concepts and clarify misunderstandings before students take the Digital Citizen Identity Quiz.




Note



- Digital Citizen Identity Quiz Topics:
 1. Be a Digital Leader
 2. Digital Leaders in the Digital World
 3. How Does the Internet Work?
 4. Digital Leader Creed
 5. Being a Global citizen
 6. What’s My Dream?
 7. Congruent Online and Offline Identities
 8. Integrity of Online Persona



Briefing (10 minutes)

Say

- In our last class, we learned about the four steps to foster global citizenship. Can anyone remember one of those steps? We also spoke about how to be a good global citizen, and a good digital citizen. We learned to respect ourselves and others when we are online.
- Today, we will learn about the difference between your real identity and online persona. Can anyone guess what the term “online persona” means? We will also see how creating an online persona with integrity, or honesty, can help foster a fun online experience.
- Finally, we must put our knowledge to the test in order to pass the Digital Citizen Identity quiz. Does anyone have questions?
- Please stop once you’ve completed Mission 45.

<p>Mission</p> <p style="font-size: 2em; border: 2px solid white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">42</p> <p style="text-align: center;">RAZ, The TITAN</p>	<p> Video: 1 min</p>
	<p>J.J. meets RAZ, the last TITAN - the Titan of Respect.</p> <p>Students will be introduced to RAZ, J.J.'s new companion.</p>

<p>Mission</p> <p style="font-size: 2em; border: 2px solid white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">43</p> <p style="text-align: center;">Congruent Online and Offline Identities</p>	<p> Survey + Comic: 3 min</p>	<p> Workbook: 5 min</p>
	<p>Students will learn why it is important to behave with integrity while online.</p> <ul style="list-style-type: none"> Understand the meaning of a fake persona when online An online persona can affect who you are offline <ul style="list-style-type: none"> J.J. may be a good team player when offline, but when online, he plays selfishly and criticizes others in order to boost his sense of popularity and power. He begins to take on the role of his virtual character rather than maintain his real world personality. Know importance of creating an online persona with integrity and thoughtfulness 	

<p>Mission</p> <p style="font-size: 2em; border: 2px solid white; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">44</p> <p style="text-align: center;">Integrity of Online Persona</p>	<p> Facts + Chat + Video: 8 min</p>	<p> Workbook: 5 min</p>
	<p>Students will learn the difference between one's own identity and online persona and the importance of upholding integrity while online</p> <ul style="list-style-type: none"> Know the difference between identity and online persona <ul style="list-style-type: none"> Identity is the complete set of characteristics that define who you are - your attributes, your character, and your personality Online persona is your social identity - how you present yourself online With selected sharing and filtering, we customize our online persona Although there often is a disconnection between identity and online persona: <ul style="list-style-type: none"> a large disconnection between identity and online persona can lead to unhappiness a false online persona can result in a self-absorbed ego, especially when its goal is to acquire "likes", "followers", and "comments" It is important to uphold integrity for our online-selves <ul style="list-style-type: none"> Integrity means "being honest, undivided, and upright to the principle" "Choose to be honest and trustworthy even when nobody is watching" 	

 8 min

Mission

45

Digital Citizen
Identity Quiz

Have your students read and respond carefully to the quiz questions. The quiz can only be taken once.

Students who finish early could:

- Explore the DQ World map in more detail
- Work with a partner on unfinished workbook assignments
- Find a classmate who has a similar / different online persona, and talk about it

Wrap Up Discussion (5 minutes)

Ask

- Who did J.J. meet in the Mission 42 video?
- In the comic, how did J.J. act differently online than in real life? Why does he do this?
- What does it mean to present your “true self” online? What is a fake persona?
- What is integrity? Name a behavior that shows it.
- What did you think of the man with no arms and legs from the video in Mission 44? Did he seem happy? Why?

Day

4

Lesson 13 - Digital Footprint Management Part 1

Objective

Students will learn how to manage their digital footprints in order to protect themselves from online attacks. They will learn to carefully consider, monitor, and manage their online activity to help avoid negative real world consequences.

Key Learning Points

1. Know what is included in a digital footprint
2. Know what digital footprints reveal, and what strangers can do with this
3. Know what “digital footprints are persistent” means
4. Understand the importance of a good digital reputation



Note

This lesson contains 4 workbook pages. Save time by limiting wrap up discussion or by assigning workbook lessons as homework.

Briefing (5 minutes)

Say

- In the last lesson, we learned about real identities and online personas. Does anyone recall the difference between these two?
- We might think that our real selves are the only things that can leave footprints. In fact, our online personas can as well.
- Do you know that almost everything you do online leaves a virtual trail about you for others to see? Even going to a website leaves information about your visit!
- Today, we are going to learn about these “digital footprints” and why it is important to be careful with our online activity. Infomons love to track our digital footprints! This is why we must think carefully about what information we are creating online.
- You may begin. Please stop after completing Mission 50.

DQWorld.net (40 minutes: Missions 20 mins. + Optional Workbook 20 mins.)

 Video: 3 min

Mission

46

Guardian's
Gates

J.J. and Master Naam head towards Guardian's Gates, a safe place within the DQ World, where J.J. will train to be a DQ HERO with the two DQ Knights: Discerning Heart and New Heart.

Students will notice a turning point as J.J.'s begins training to become a DQ HERO.

 Facts + Survey: 3 min

 Workbook: 5 min

Mission

47

What is Digital Footprint?

Students will learn that everything that is said or done online leaves a trail known as a “digital footprint”

- A digital footprint is everything on the Internet that is about a user, including:
 - Photos, memes, and videos of you posted by you or other people
 - Your email, texts, blog posts and comments on social media
 - Information on your visit to a website, searching for info or filling out a form online
 - What other people say about you online
- Digital footprints are often permanent and beyond the ability to change or delete

 Facts + Video: 4 min

 Workbook: 5 min

Mission

48

Digital Footprints Reveal Personal Info

Nana and J.J. discuss the dangers of befriending strangers online.

Students will learn how digital footprints can result in being found by online strangers, and that this poses a real life threat.

- A digital footprint can include personal information such as:
 - Address or phone numbers
 - Details about your friends and family
 - Embarrassing pictures or videos
 - Things that you didn’t mean to let other people see
- Once your digital footprint is on the Internet, anyone can search for your personal information
- Online strangers can use digital footprints to:
 - Pretend to be someone they are not, in order to gain trust
 - Monitor the actions of others
 - Meet and harm others
 - Steal passwords and hack into accounts
 - Steal money by taking credit card numbers or tricking a user to buy something online that never arrives
- Be careful of what is shared online, what sites are visited, and with whom you are speaking

Video + Facts: 5 min

Workbook: 5 min

Mission

49

Persistent
Digital
Footprints

Beware of sending or forwarding hurtful messages to friends or enemies. What you send can even come back to hurt you! Students will see how forwarding hurtful messages to friends and enemies can not only hurt others, but themselves as well.

- It is difficult, and sometimes impossible, to erase digital activity
 - Private messages can be screenshotted and shared
 - Anyone can download a copy of an uploaded photo
 - Backups and mirrors may even create copies immediately
- Google may create a copy (“cache”) of a post saved for the search engine
 - Search engine results may continue to show the contents of a deleted post for some time after it has been removed from the original site
- Digital footprints can be persistent
 - “Persistent” means “lasting for a long time” or “difficult to delete”
 - Pictures or videos that go viral may have hundreds to thousands of copies online
- Know the 3 questions to ask themselves before posting:
 - Is it possible that you will regret it later?
 - How does it make you look?
 - Are you happy for your friends or family to see it?

Chat + Facts + Survey: 5 min

Workbook: 5 min

Mission

50

Digital
Footprint
Impacts
Digital
Reputation

Students will learn the positive and negative impacts a digital footprint can have on one’s digital reputation.

- Reputation is the impression other people have of you and your character
- Your digital footprint affects how others see you both online and offline
 - Others may monitor a user’s digital footprint to determine whether or not the user is someone they would like to associate with
 - This may impact others’ decisions such as whether or not to:
 - Invite you to be their friend or to join a club
 - Select you for an award, for admission to college university, or for a job
- Digital footprints can be either damaging or beneficial, depending on what you post
 - Damaging aspects of digital footprints include:
 - Predators may use the information to get close to or harm you
 - People may be suspicious and avoid you if they think you don’t have a good character
 - Beneficial aspects of digital footprints include the ability to create a positive online persona that reflects your best qualities
- Know how to build a good online persona:
 - Contribute positive comments
 - Share details of your awards and accomplishments
 - Show your creativity and share ideas

Mission

50

Digital
Footprint
Impacts
Digital
Reputation

- Regularly check your digital footprint by searching your name and unique nicknames
- Always keep your digital reputation in mind
 - Delete anything you have posted which you regret and are not happy with
 - Be more mindful of future posts

Wrap Up Discussion (Optional)

Ask

- What is a digital footprint? What are examples of damaging or beneficial ones?
- What kinds of personal information can a digital footprint include?
- Why is it very difficult to erase your digital footprints?
- What is reputation? How is it connected to your digital footprint?
- How can you begin to make a beneficial digital footprint today?

Lesson 14 - Digital Footprint Management Part 2

Objective

Students will learn how to manage their digital footprints in order to protect themselves from online attacks. They will learn to carefully consider, monitor, and manage their online activity to help avoid negative real world consequences.

Key Learning Points

1. Recognize the real life consequences of digital footprints
2. Be able to apply “Stop. Think. Connect.” to virtual situations
3. Pass the Digital Footprint Management Quiz

Teachers may preview quiz questions in “Quiz Answer Key,” available in the DQ World Teacher’s Admin under “Teacher’s Materials”. Today’s briefing is longer so that teachers may briefly touch upon key concepts and clarify misunderstandings before students take the Digital Footprint Management Quiz.





Note



- Digital Footprint Management Quiz Topics:
 1. What is a Digital Footprint?
 2. Digital Footprints Reveal Personal Info
 3. Persistent digital Footprints
 4. Digital Footprint Impacts digital Reputation
 5. Real Life Consequences of Digital Footprints
 6. Stop. Think. Connect.


Briefing (10 minutes)

Say

- In the last lesson, we learned all about digital footprints. We learned that strangers can use damaging digital footprints for bad purposes. Can anyone remember a way to leave a beneficial footprint?
- Did you know that your digital footprint can affect not just your life, but the lives of others? We must remember that even though we can hide behind our screens while exploring the Digital World, we are all real people with real feelings. Today, we are going to learn about some real life consequences of digital footprints and the importance of thinking carefully before we act online.
- In the end, we will test our DQ HERO knowledge in order to gain access into Zone 6. Before we take the Digital Footprint Management Quiz, does anyone have any questions?
- You may start. Please stop once you finish Digital Footprint Management Quiz in Mission 53.

<p style="font-size: 24px; font-weight: bold; margin: 0;">Mission</p> <div style="text-align: center; font-size: 48px; font-weight: bold; border: 2px solid white; border-radius: 50%; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">51</div> <p style="color: white; font-weight: bold; margin: 5px 0 0 0;">Real Life Consequences of Digital Footprints</p>	 Facts: 2 min	 Workbook: 5 min
	<p>Students will learn some real life consequences of their digital footprints.</p> <ul style="list-style-type: none"> Although online communication is often faceless, it can still impact how others feel <ul style="list-style-type: none"> Your messages may hurt others without you realizing In the comic, Tom made the mistake of believing that if you cannot see someone's reaction, then they don't have a reaction Remember to apply the "Digital Leader Creed" every time you post anything online <ul style="list-style-type: none"> "Would I want someone to treat me like this?" Remember that what you post online can have consequences for yourself and others 	

<p style="font-size: 24px; font-weight: bold; margin: 0;">Mission</p> <div style="text-align: center; font-size: 48px; font-weight: bold; border: 2px solid white; border-radius: 50%; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">52</div> <p style="color: white; font-weight: bold; margin: 5px 0 0 0;">Stop. Think. Connect.</p>	 Video + Facts: 3 min	 Workbook: 5 min
	<p>Listen to "Discipline" about remembering to stop, think, and connect before sending any messages online.</p> <p>Students will be reminded to consider the results of their actions before sending messages online.</p> <ul style="list-style-type: none"> One SHOULD and CAN control what they decide to share and post Learn to STOP and THINK before they send, forward, post, comment, upload, download, open an attachment, launch an app, or run a program <ul style="list-style-type: none"> STOP when you are angry and wait until later to respond THINK about who the message is being shared with and how it makes you look <ul style="list-style-type: none"> What if parents and teachers could see this message? Messages may be shared by others intentionally or accidentally <ul style="list-style-type: none"> The recipient could forward it, show their screen to someone, take a screenshot and share it, or someone could take their phone Know the importance of communicating with compassion, even when it's with someone you dislike 	

<p style="font-size: 24px; font-weight: bold; margin: 0;">Mission</p> <div style="text-align: center; font-size: 48px; font-weight: bold; border: 2px solid white; border-radius: 50%; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">53</div> <p style="color: white; font-weight: bold; margin: 5px 0 0 0;">Digital Footprint Management Quiz</p>	 10 min
	<p>Have your students read and respond carefully to the quiz questions. The quiz can only be taken once.</p> <p>Students who finish early could:</p> <ul style="list-style-type: none"> Explore the DQ World map in more detail Complete unfinished workbook assignments Remember that what you post online can have consequences for yourself and others

Wrap Up
Discussion
(13 minutes)

Ask

- Why can it be difficult to know how people react to online posts?
- When should we apply the Digital Leader Creed?
- What does it mean to STOP and THINK?
- Can anyone think of a situation where using STOP and THINK could be helpful?
- Why is it important to communicate with compassion?

Lesson 15 - Cyber Security Management Part 1

Objective

Students will learn how to keep their information safe from hackers by creating strong online passwords, identifying and avoiding scams and spam, and keeping their digital devices up to date with security programs.

Key Learning Points

1. Know how to create a strong password
2. Understand the 4 rules to keeping a password safe
3. Create a PROTECT Power Pledge
4. Know the meaning of SPAM and SCAM
5. Recognize types of spam and scams and how to deal with them

Briefing (5 minutes)

Say

- In our last lesson, we learned to be mindful of our digital footprints. How would you feel if someone took control of your online persona and created many damaging digital footprints of you? When this happens, we say that your account has been “hacked.” How can someone hack into another person’s account?
- Today, we will see that passwords are all that stand between your privacy and those sneaky Infolmons. We are going to learn how to create a strong password so that hacking Infolmons like Snooper cannot guess their way into our online profiles! We will also learn how to manage spam and scams. Even innocent looking chain emails and free offers are ploys that Infolmons use to steal your password information. Learn how to avoid these sneaky scams, and you will be able to protect yourselves!
- You may begin. Please stop after completing Mission 57.

DQWorld.net (35 minutes: Missions 20 mins. + Optional Workbook 15 mins.)

 Video: 4 min

Mission

54

Cloak of Silence and Eyes of Detection

Master Naam leaves J.J. to train at Guardian’s Gates with its protectors, the DQ Knights. While J.J. fails the missions with Discerning Heart, Boolee notices that Master Naam has left Guardian’s Gates and plots to bring his Infolmons to invade it.

Students will be reminded of the importance of keeping personal information private and avoiding messages from strangers.

- Understand the importance of being “on guard” at all times while online
 - Cloak of Silence - Do not post personal information publicly or tell strangers your personal information
 - By keeping your information invisible, you can protect yourself online
 - Eyes of Detection - Fake emails and messages from strangers can be harmful if replied to

Facts + Video: 5 min

Workbook: 5 min

Mission

55

Creating Strong Passwords

The only thing standing between Snooper your personal information is your password!

Students will learn to protect themselves from password theft, which can be used to steal personal information through the Internet.

- Creating a strong password is the first step to blocking strangers from accessing your accounts
- A password should not include anything that can tell who you are, like your birthday, name, address, or phone number
- Instead of a single word, think of a sentence or quote you like
 - E.g. “Jack and Jill went up the hill.” > (jajwuth)
 - To make the password even stronger, change some of the letters to uppercase letters (JajwUth)
 - Change some letters to symbols (J&jwUth).
 - Add some numbers (J&jwUth7)
- A strong password has 8 characters, numbers, symbols, lowercase letters, and uppercase letters
- A strong password can only be guessed if it is revealed to someone
 - Never share your password (except with a trusted adult)
 - Don’t write it down near your computer
 - Don’t use the same password everywhere
- Students should remember to logout when they are finished
- Accounts can be hacked if they are not logged out on public computers

Chat + Facts + Pledge: 4 min

Workbook: 5 min

Mission

56

Keeping Passwords Safe

Students will learn more safe habits to keep their passwords protected.

- Understand the importance of keeping strong passwords safe
 - The 4 rules to keeping your passwords safe:
 1. Don’t share your password with anyone other than your parents or a trusted adult
 2. Use a different password for every account you have online
 3. Always log out of a computer that isn’t yours
 4. Try to change your password regularly — at least every six months
- Take the “PROTECT Power Pledge”
 - Check the boxes and sign the PROTECT Power Pledge
 - Click “Post to DQ Squad” when finished

 Facts + Video: 7 min

 Workbook: 5 min

Mission

57

Managing
SPAM and
SCAM

Steer clear of cyber tricks! Remember, free offers are usually not free. If you are asked for personal information, you may find a charge on you or your parent's bill! Stay away from pop up contests, strange emails, or any offer that asks for personal information.

Students will learn how to avoid deceiving offers, including SPAM and SCAMS, that often result in financial loss or compromise of personal information.

- Learn the meaning of Spam and Scam
 - A scam is a trick to get your personal information, normally by pretending to offer you something for free
 - Spam is unwanted emails or texts that are mostly advertisements sent to a large number of addresses
- Know how to identify Spam and Scam to protect yourself and your personal information
 - Spam and scams often trick a user into clicking fake emails, fake mobile texts and posts, and pop-up ads to sneak into the computer and phone
- Be cautious of emails
 - Chain emails may put friends at risk if forwarded
 - A chain email could contain viruses and should be deleted immediately
 - Emails from strangers may contain viruses from links or attachments
 - An email from a trusted friend that doesn't sound like your friend may indicate that the account has been hacked
 - Tell a trusted adult immediately
 - Delete the email or mark it as junk
- Don't click on "free offer" ads
 - Free games, ringtones, or other downloads can be a way of tricking a user into giving up personal information or infecting the computer with viruses
 - If a free offer asks for credit card information, it's likely the product isn't free
- Recognize that free personality tests may also take your personal information
 - These tests could be gathering facts about the user in order to learn personal information that can be used to guess passwords or other information
- When in doubt, don't click!

Wrap Up Discussion (5 minutes)

Ask

- The DQ Knights are training J.J. to be a DQ HERO! Can you remember what the "Cloak of Silence" is? What about the "Eyes of Detection"?
- Why is creating a strong password important?
- What are the 4 rules to keeping your password safe?
- How often should you change your password?
- What is spam? What is scam? Have you ever been tricked by them?

Lesson 16 - Cyber Security Management Part 2

Objective

Students will learn how to keep their information safe from hackers by creating strong online passwords, identifying and avoiding scams and spam, and keeping their digital devices up to date with security programs.

Key Learning Points

1. Understand the term “phishing” and what it includes
2. Know the 4 rules of mobile device safety
3. Take the Cyber Security Management Quiz

Teachers may preview quiz questions in “Quiz Answer Key,” available in the DQ World Teacher’s Admin under “Teacher’s Materials”. Today’s briefing is longer so that teachers may briefly touch upon key concepts and clarify misunderstandings before students take the Cyber Security Quiz:



Note

- Cyber Security Quiz Topics:
 1. Creating Strong Passwords
 2. Keeping Passwords Safe
 3. Managing SPAM and SCAM
 4. Managing Phishing
 5. Observing Mobile Security

Briefing (10 minutes)

Say

- Has anyone ever clicked a free offer online?
- Last class, we learned about spam and scams and why they can be dangerous to click. Some scams pretend to be a fun offer or test, but did you know that some scams can be scary, too? Sometimes a scammer can even make you think you are in trouble!
- Today, we are going to learn about phishing, a type of scam that pretends to be something you enjoy or someone you trust in order to get your personal information.
- Finally, we must pass the Cyber Security Management Quiz! Does anyone have questions about Cyber Security before we start?

Mission

58

Managing Phishing

 Facts + Click Activity: 4 min

 Workbook: 5 min

Students will learn about the characteristics of Phishing, along with the risks it poses.

- Phishing is a scam where someone tries to steal your personal information by pretending to be someone you trust, a game, an offer, or even your email service
- Phishing sites, ads, or emails may contain:
 - Altered logos
 - If a logo is a different color, squashed or appears skewed, it may be a fake imitation
 - Free offers
 - “Free offers” may ask for personal information such as a cell phone number, credit card number, etc.
 - Ask parents or teachers about these sites
 - Sense of urgency
 - Conveying a sense of urgency or a threat may indicate phishing
 - Open a new browser and navigate to the original website to check for issues with an account
 - If the URL is slightly different, it could be an imitation website
- Phishing scams often ask for personal information as a way to hack into your accounts
 - Delete emails and text messages that ask you to confirm or provide personal information like passwords, mobile numbers, credit card numbers, or ID numbers
 - Real companies don’t ask for this information via email or text
 - Check for spelling and bad grammar
 - Spelling or grammar mistakes in an unknown email may indicate phishing
 - Beware of LINKS in emails
 - Check to see if an email link is a real website by resting your mouse, without clicking, on the link to see if the address matches the link that was typed in the message
 - When in doubt, don’t click!

Mission

59

Observing Mobile Security

 Comic + Facts: 8 min

 Workbook: 5 min

Students will learn the importance of being safe on mobile devices, tablets, and computers by following four helpful safety rules.

- The 4 Rules of Being Safe:
 1. Have a strong password
 2. Never share your password except with trusted adults
 3. Keep your device and apps updated
 4. Turn off bluetooth, wi-fi, and location services when not in use
 - When tuned on, mobile devices can be unknowingly tracked

 8 min

Mission

60

Cyber Security
Management
Quiz

Have your students read and respond carefully to the quiz questions. The quiz can only be taken once.

Students who finish early could:

- Explore the DQ World map in more detail
- Complete unfinished workbook assignments
- Quietly discuss examples of phishing scams they have encountered with a friend

Wrap Up Discussion (5 minutes)

Ask

- What is “phishing”?
- What are some things that a phishing site, ad, or email may contain?
- Will a real company ever ask for your personal information like passwords or credit card numbers through email or text?
- Why should you be careful of links in emails?
- What are the 4 rules of keeping your mobile device safe from hacking?

Day 5

Lesson 17 - Critical Thinking Part 1

Objective

Students will learn how to protect themselves online by thinking critically about their choices. They will learn the potential dangers of befriending strangers online, how to avoid inappropriate and violent content, as well as testing online information for validity through reliable resources.

Key Learning Points

1. Be able to clearly distinguish between online and offline friends
2. Know that a lack of profile privacy can result in real life consequences
3. Be able to identify safe and unsafe activities with online friends
4. Know the 12 Stranger Alerts
5. Know how to avoid violent content



Note

This lesson contains 4 workbook pages. If necessary, save time by eliminating briefing, limiting wrap up discussion, or assigning workbook lessons as homework.

Briefing (Optional)

Say

- In our last lesson, we learned about the scamming, spamming, and phishing that online strangers do. So doesn't it make sense also to be careful about who we friend online?
- Do you know the difference between an online friend and offline friend? Online friends are those we have never known in real life. Has anyone been asked to meet an online friend in person? If so, did your parents know about it? It's important to remember that we don't know everything about our online friends, and we need to be extra cautious!
- Today we are going to learn about the potential danger that friending strangers can pose. We will also learn about avoiding inappropriate content so that we can remain strong as DQ HEROES!
- You may begin. Please stop once you finish Mission 65.

DQWorld.net (45 minutes: Missions 25 mins. + Optional Workbook 20 mins.)



Video: 2 min



Workbook: 5 min

Mission

61

Blocker Shield
and Iron Will

J.J. continues to fail missions with Discerning Heart.

Students will be reminded of how to avoid inappropriate content and detect unusual behavior of friends online.

- Know the importance of being “on guard” at all times while online
 - Blocker Shield: Discern who your real friends are and who is an imposter
 - Iron Will: Avoid inappropriate content online

 Chat + Video: 10 min

 Workbook: 5 min

Mission

62

Who Do You Meet Online

Be aware of what you post on your online profiles! If you don't keep your information private, it's like keeping your front door wide open for strangers.

Students will see how posting private information publicly can result in unwanted contact from strangers.

- Learn the importance of managing profile privacy on websites
 - A lack of profile privacy can lead to real life consequences
 - Strangers can lie and pretend to be a new friend while searching your information and learning more about you, putting your real life in danger

 Survey + Video: 5 min

 Workbook: 5 min

Mission

63

Who are Online Friends?

Remember to be smart and alert when someone you don't know asks to meet up or makes you feel as though your trusted adults don't care about you. Use the TELEPORT Power!

Students will learn the importance of protecting their personal information from online friends due to real life dangers.

- Meeting online friends can be dangerous
 - Having only met online, you cannot be positive the person is who they say they are
 - Never feel obliged to give out personal information or meet up with strangers
- Online friends are people you have never known in real life
 - Be cautious of online friends who request to meet up as they may not be who they claim to be
 - An online friend's profile photo may not be their actual photo
 - A safer approach is to know the friend personally or through a mutual friend
- If you must meet with an online friend:
 1. Make sure to talk to trusted adults/friends
 2. Meet in a public place with trusted adults/friends
 3. Never follow the online friend to any private place (e.g. car, house, or others)
- Use the TELEPORT Power to tell a trusted adult when:
 - Someone you don't know asks to meet up
 - Strangers make you think parents or teachers don't understand you
 - You feel any doubt

Mission

64

The 12
Stranger Alert

J.J. and Nana discuss “stranger danger” and befriending strangers online.

Students will learn how to detect whether or not a new online friend may be dangerous.

- Know the 12 Warning Signs of Stranger Danger:

1. Flattery

- “You are so nice, I bet you are popular!”

2. Asks about personal information

- “What school do you go to? Do you live near the school?”

3. Secrecy

- “Don’t tell anyone about us chatting, our friendship is special!”

4. Tells you to not trust others

- “Don’t worry, you can trust me with your address. Most of your friends are fake, they don’t believe in you like I do!”

5. Tells you to distrust your parents

- “Your mom shouldn’t treat you like a baby. You shouldn’t trust her!”

6. Makes you feel bad

- “Don’t be a coward, tell me! I thought you were cool...”

7. Persuades through manipulation

- “You’re such a good person. Join me and my friends to stand up against our enemies and parents!”

8. Threatens to end the friendship

- “I thought you were different, maybe we shouldn’t be friends...”

9. Gifts

- “Hey, let me buy the game for you! It’s the least I can do for a good friend.”

10. Requests photos

11. Suspicious

- “My camera is broken... but I can send you an older pic!”

12. Wants to meet in secret

- “Let’s meet up. Don’t tell anyone, okay?”

- If you decide to meet with an online friend, tell an adult and be on your guard, look for the signs, be smart and be safe
- Be aware that these signs may not all show at once. A dangerous stranger may take time to build trust
- Whenever a situation becomes uncomfortable, stop communicating and check with a trusted adult or parent

 Survey + Video: 5 min

 Workbook: 5 min

Mission

65

How to Avoid
Violent
Content

J.J. feels sick after playing a violent game with his friends online. Nana decides to help by teaching J.J. about normalization and how to avoid inappropriate games.

Students will learn that playing violent games can negatively impact their mindsets.

- Recognize that the types of games played affect what you become accustomed to
- Normalize means that something begins to feel normal the more often it is done
 - Playing violent video games normalize being cruel and aggressive
 - Violent games may make a frequent player insensitive to cruelty, causing them to become more aggressive, easily irritated, or meaner to others in real life
- Ask questions about the games you choose to play:
 1. Does your character harm others?
 2. Do you score higher the more violent you are?
- Be aware of what you choose to play:
 - Some games are more violent and aggressive than others
 - Find friendly games you enjoy where characters help each other
 - Avoid games where you must hurt other characters to advance
 - Notice if a game negatively affects how you feel when you're not playing it

Wrap Up Discussion (Optional)

Ask

- In mission 61, the DQ Knights taught J.J. more DQ HERO skills! Can you remember what they were?
- What could happen if you don't protect your online privacy?
- Why should we be cautious with online friends?
- What does it mean to "use the TELEPORT Power" when you are in trouble?
- What are the 12 warning signs of Stranger Danger?
- What does it mean to become "normalized" to something?

Lesson 18 - Critical Thinking Part 2

Objective

Students will learn how to protect themselves online by thinking critically about their choices. They will learn the potential dangers of befriending strangers online, how to avoid inappropriate and violent content, as well as testing online information for validity through reliable resources.

Key Learning Points

1. Understand the consequences of watching inappropriate content
2. Understand how to critique content
3. Be able to decipher between true and false information by verifying facts
4. Take the Critical Thinking Quiz

Teachers may preview quiz questions in “Quiz Answer Key,” available in the DQ World Teacher’s Admin under “Teacher’s Materials”. Today’s briefing may be used for teachers may briefly touch upon key concepts and clarify misunderstandings before students take the Critical Thinking Quiz.






Note




- Critical Thinking Quiz Topics:
 1. Who do You Meet Online?
 2. Who are Online Friends?
 3. The 12 Stranger Alerts
 4. How to Avoid Violent Content
 5. What is Inappropriate Content?
 6. How to Content Critique
 7. True vs. False Info




Briefing (Optional)

Say

- Last class, we learned about avoiding inappropriate content and being cautious with who we befriend online. Can you remember any of the 12 warning signs of Stranger Danger?
- Have you ever seen a picture online that you couldn’t believe was true?
- How do you know if the information you find online is accurate?
- Today we are going to talk about critiquing online content and how to fact check the information you find. We will also take a moment to think about the consequences of viewing inappropriate content. Afterwards, we’ll use our knowledge to pass the Critical Thinking Quiz to get to the final zone!
- You may begin. Please stop when you have completed Mission 69.

Mission  What is Inappropriate Content?	 Survey + Comic + Facts: 5 min	 Workbook: 5 min
	<p>Students will learn that there are negative consequences to watching inappropriate/adult content.</p> <ul style="list-style-type: none"> • Lack of sleep • Unwilling to hang out with friends • Search for more bad videos, photos, or games • Dropping school grades 	

Mission  How to Content Critique	 Video + Survey: 2 min	 Workbook: 5 min
	<p>Listen to “Discipline” about using content critique before playing games or watching videos that may not be suited for you.</p> <p>Students will learn how to determine if a game or video is appropriate for them by using content critique.</p> <ul style="list-style-type: none"> • Before playing games, watching videos, or using media, it’s important to use content critique <ol style="list-style-type: none"> 1. Check the rating <ul style="list-style-type: none"> • Only play games that are appropriate for you • Ratings can be found on the cover of the game or movie <ul style="list-style-type: none"> • Early Childhood, Everyone, Everyone 10+, Teen, Mature 17+, Adults Only 18+ 2. Check reviews <ul style="list-style-type: none"> • See what others say online or in magazines to make sure the game is appropriate 3. Check with your parents <ul style="list-style-type: none"> • Talk with parents before trying a new game or website • Remember to block unwanted content 	

Mission  True vs. False Info	 Video + Facts + Websearch: 8 min	 Workbook: 5 min
	<p>J.J. works on a presentation for school. Nana realizes J.J. has added some rather unusual photos to his slides and encourages him to fact check the information he finds before adding them to his presentation.</p> <p>Students will learn how to fact check information they find online by comparing it with multiple, reliable sources.</p> <ul style="list-style-type: none"> • Know that the Internet is full of false information <ul style="list-style-type: none"> • Shocking online information and content should be assumed wrong until you are sure it is true or unless it was gathered from a reputable site 	

Mission

68

True vs. False
Info

- Understand how to fact check information
 - Use reliable sources for gathering information
 - Reputable websites (“Established Institutions”) include those run by the government, universities, or major news establishments
 - Find multiple sources to support the information
 - Verify your facts by searching again using keywords such as hoax, fake, or false
 - Photo editing software and video special effects can mean that images and videos can be faked
 - Text and quotes can be faked
- Anyone can upload anything onto many websites regardless of if its authenticity
 - Check the reliability of the sources where you found the information
- Practice verifying the statement from the slideshow
 - Find 3 reliable sources and paste the URL into the boxes

 10 min

Mission

69

Critical
Thinking Quiz

Have your students read and respond carefully to the quiz questions. The quiz can only be taken once.

Students who finish early could:

- Explore the DQ World map in more detail
- Complete unfinished workbook assignments
- Look online for images or information for examples of digital media that represent false information

Wrap Up Discussion (Optional)

Ask

- What are some negative side effects of watching inappropriate/adult content?
- What are the three things to check before playing games, watching videos, or using media?
- What are the 3 reliable sources for gathering information that we learned about in Mission 68?
- How can you verify the facts you find online? Who can upload something online?
- If a game is rated as “Everyone 10+”, who in this classroom should play it? Raise your hands.

Lesson 19 - Digital Empathy Part 1

Objective

Students will learn how to develop digital empathy and courage in order to facilitate a positive and supportive online experience for themselves and others with whom they interact.

Key Learning Points

1. Recall the 4 ways to stand up for bullying victims
2. Understand the importance of having courage in cyberbullying situations
3. Know the difference between bystanders and upstanders
4. Recognize the importance of listening with empathy



Note

Today's lesson contains many missions. To save time, limit wrap up discussion or assign workbook pages as homework.

Briefing (5 minutes)

Say

- In the last lesson, we learned about how to intelligently critique content and tell the difference between true and false information. Using our heads is very powerful. But what about our hearts? Do we need to use them?
- Have you ever been too afraid to help someone in need? Raise your hand if you have been brave enough to help someone, even if you were scared. Sometimes we need to have courage and be strong to do the right thing.
- Today, we are going to learn about speaking up and being an upstander so that we can help ourselves and others in need. Courage is one of the strongest skills of a DQ Hero! Do you think you can handle it?
- You may begin. Please stop once you've finished Mission 76.

DQWorld.net (40 minutes: Missions 28 mins. + Optional Workbook 12 mins.)

Mission

70

Failed

Video: 2 min

Snooper and his minions make their way to Guardian's Gates in an attempt to break through the entrance while Discerning Heart continues to train J.J.

Students will watch as Infallmons attempt to break into Guardian's Gates through use of hacking.

- Know the importance of being courageous online in order to do good in the Digital World
- Stance of Courage: a DQ Hero must stand up for others when they are being bullied

Facts + Survey + Comic + Chat: 5 min

Workbook: 5 min

Mission

71

Courage to Speak Up

Students will learn the importance of courage when it comes to helping others. They will be encouraged to speak up and help others in times of need.

- Recognize that courage and will-power are essential to helping others in need
 - Courage is the willingness to say and do the right thing, regardless of the cost
- “Shhh” is the eerie Ice Queen who intimidates kids and causes them to become helpless bystanders
 - She invades children’s minds with fear and heartlessness all without

Chat + Video + Comics + Quiz: 4 min

Workbook: 5 min

Mission

72

By-standers vs. Up-standers

1. Students will rewatch the video where J.J. first finds himself in DQ World.
2. A kid lays injured on the road and is passed by people refusing to help him with the exception of a kind stranger. The stranger helps nurse the kid back to health without asking for anything in return.

Students will learn to decipher bystanders from upstanders and the importance of doing what is right in order to help others. They will be encouraged to stand up for others.

- Recognize the difference between bystanders and upstanders
 - Bystanders are people who knew about a bullying incident but chose not to assist
 - Upstanders are people willing to stand up and take action in defense of others
- The 4 ways to stand up for bullying victims:
 1. Feels + Needs - Show that you care by asking about their needs and how they feel
 2. Interrupt the bullying by inviting victims not to respond and help them to walk away from the situation
 3. Speak out - Make it clear to the bully that meanness is not acceptable
 4. Tell trusted adults
 - Reporting a bully is not being a tattletale
 - Reporting a bully is done with the intention of keeping the victim safe

 **Video: 3 min**

Mission

73

A Titan's
Sacrifice

Snooper and his minions invade Guardian's Gates where they find Raz. J.J. witnesses the instance and attempts to run away but is attacked by Snooper. Raz gets injured defending J.J.

Students will see that it takes courage to protect others. They will be encouraged to face their fears and contemplate the idea of self-sacrifice for the greater good.

 **Video: 4 min**

Mission

74

New Heart's
Training

J.J. watches over Raz as he recovers from his injuries. The DQ Knights inform J.J. that Raz's strength depends on J.J.'s ability to become strong as a DQ HERO. J.J. is presented with another training mission but fails once again.

Students will learn the importance of monitoring what they expose themselves to online.

- Understand the importance of protecting information from various online attacks
 - Internet content is like food for the mind
 - The food may look appealing, but some are good and others are bad for your wellbeing

 **Video: 4 min**

Mission

75

Something in
Common

J.J. struggles to become a DQ HERO and nearly decides to give up before Raz takes a moment to speak with him. The two soon realize they have more in common than they once thought.

Students will learn to manage negative emotions, and exercise empathy when interacting with others.

- Remember to tell a trusted adult rather than get angry and respond when you feel a sense of danger
- Guardian's Gates: Remember not to respond in anger when being bullied
- Time Freeze: Be able to stop playing games when time is up

 Chat + Video + Facts: 6 min

 Workbook: 5 min

Mission

76

Listening
with Empathy
Online

See what other young students know about the meaning of empathy.

Students will consider the meaning of the word ‘empathy’ and recognize examples of empathizing with others.

- It is important to have empathy when connecting with others
- Understand the meaning of empathy and listening
 - Empathy is the ability to understand what another person is feeling and what he or she needs
 - Empathy starts from listening
 - Listening means “hearing” both the words someone else speaks and the emotion of their heart
 - It becomes harder to listen to a person’s heart when communicating through the Internet and mobile due to lack of observable facial expressions
 - It’s important to pay close attention to the words being read in online messages
- Know the importance of connecting with understanding and without judgement
 - Be supportive, and avoid judging or discounting the emotions of another
 - “I understand how you feel.”
 - “I am sad that you got hurt.”

Wrap Up Discussion (Optional)

Ask

- In the video, J.J. learns about the “Stance of Courage”. What does this mean?
- In the Mission 74 video, we saw New Heart trying to train J.J. about Internet content. He said that Internet content was like food. Why?
- During training, how does J.J. react when he is being bullied?
- What two things are essential for helping others in need?
- What is the difference between bystanders and upstanders?
- What are the 4 ways to stand up for bullying victims?

Lesson 20 - Digital Empathy Part 2

Objective

Students will learn how to develop digital empathy and courage in order to facilitate a positive and supportive online experience for themselves and others with whom they interact.

Key Learning Points

1. Be eager to speak up with empathy in order to help others
2. Understand how to “listen” to the heart of another
3. Practice ways to grow more empathetic with others
4. Recognize that everyone makes mistakes. There are consequences of judging others too quickly.
5. Take the Digital Empathy Quiz

Teachers may preview quiz questions in “Quiz Answer Key,” available in the DQ World Teacher’s Admin under “Teacher’s Materials”. Today’s briefing may be used so that teachers may briefly touch upon key concepts and clarify misunderstandings before students take the Digital Empathy Quiz.






Note



- Digital Empathy Quiz Topics:
 1. Courage to Speak Up
 2. By-standers vs. Up-standers
 3. Listening with Empathy Online
 4. Speak Up with Empathy
 5. Empathy for Cyber Victims
 6. Don’t be Judgemental Online




Briefing (5 minutes)

Say

- In our last class, we learned how to speak up and be an upstander online. Can you remember the four ways to stand up for bullying victims?
- Raise your hand if you’ve ever made a mistake that you thought was a good choice at first. Does anyone know the meaning of the word ‘empathy’? Today we will learn about listening with empathy and avoiding judgement online.
- Finally, you will try your best as you pass the Digital Empathy Quiz. Raise your hands if you have any questions before the quiz!
- This is your final lesson. Good luck, and use all of your digital skills to complete your DQ Hero training! You may begin!

Mission  77 Speak Up with Empathy	 Comic + Facts: 2 min	 Workbook: 5 min
	<p>Students will learn to empathize with and provide assistance to others in need of support.</p> <ul style="list-style-type: none"> • Be able to recognize cyberbullying and how a bystander would react in particular cyberbullying situations • Practice empathy by relating to the emotions of various characters in the comic 	

Mission  78 Getting It Right	 Video: 5 min
	<p>J.J. becomes determined to reattempt his training, only this time he passes each mission by remembering the skills he's learned throughout his journey.</p> <p>Students will learn how to protect their virtual devices by installing protective software and keeping their devices up to date.</p> <ul style="list-style-type: none"> • Be able to recall all the defenses learned in order to apply them in the Digital World <ul style="list-style-type: none"> • Guardian Weapon - Protect your computer by using these 6 tips: <ol style="list-style-type: none"> 1. Install and activate antivirus and antispymware software 2. Set your security software to automatically update 3. Install a firewall 4. Don't buy security software from unexpected pop-up messages, emails, or ads that claim to have scanned your computer and detected malware 5. Check to make sure your computer is not already infected 6. Keep yourself informed about the latest online safety and security risks <ul style="list-style-type: none"> • Always keep the latest version of security software • Content Critique - Look carefully and only take in things that are beneficial to you <ul style="list-style-type: none"> • Check carefully before clicking any links online • Time Freeze - be able to manage your screen time and have the control to get up when time is up • Guardian's Gate - Don't respond angrily to bullying situations <ul style="list-style-type: none"> • Instead of trying to work out a problem alone when in trouble, tell a trusted adult

Mission  79 Empathy for Cyber Victims	 Comic + Facts + Chat: 4 min	 Workbook: 5 min
	<p>Students will learn to empathize with others in hurtful situations. They will be encouraged to consider their own stresses in order to relate with others in the Digital World.</p> <ul style="list-style-type: none"> • Recall what to do in cyberbullying situations and be able to relate to different cyberbullying roles 	

 **Facts + Comic + Chat: 5 min**

 **Workbook: 5 min**

Mission

80

Don't be
Judgemental
Online

Students will learn to refrain from judgement when others make mistakes online. They will also learn the importance of connecting with compassion in order to help prevent cyberbullying situations. Students will be encouraged to think about their own needs for acceptance at home and at school.

- Understand that everybody makes mistakes
 - Mistakes may be unintentional
 - Some mistakes seem like the right thing to do in a particular situation but are actually wrong
 - Avoid treating someone badly or condemning them due to unintentional bad behavior or a mistake
- Remember The Digital Leader's Creed when you see other's mistakes
 - Refrain from judgement or condemnation
- Know that it is easy to pass judgement on others in the Digital World without fully understanding the situation
 - Be aware that your judgement may not always be correct
 - Hasty accusations online can easily hurt others
- Online mobs are when a bunch of people gang up against another on the Internet
 - Often times the person who begins the mob gets so carried away in anger that they express it through hurtful messages online
 - The bully starts by thinking they are acting for good reasons to teach the person a lesson for being bad, but in reality they are making the situation worse
- Remember to connect with compassion

 **Video: 4 min**

Mission

81

The DQ HERO

The DQ Knights present J.J. with the final test: Ultimate Golden Force. By completing all of the DQ Knights' missions successfully, J.J. helps Raz to unlock his full potential. J.J. decides to stay in DQ World as a DQ HERO to help defeat Infolmons with Raz, the TITAN.

Students will be reminded of how to protect themselves and others when using the Internet.

- Recall how to avoid various kinds of Infolmon attacks using the knowledge gained from zones 1-8
- Cloak of Silence Zone - Don't share personal information
- Eyes of Discernment Zone - Don't fall for spam and scams
- Blocker Shield Zone - Don't accept strangers as online friends
 - Avoid sending personal information and photos to online friends
 - Don't meet with online friends
- Ultimate Golden Force - Be kind to others and treat others how you wish to be treated
 - Be honest with others, especially parents and trusted adults

 Video: 4 min

Mission

82

Digital Empathy
Quiz

Have your students read and respond carefully to the quiz questions. The quiz can only be taken once.

Students who finish early could:

- Explore the DQ World map in more detail
- Complete unfinished workbook assignments
- Quietly discuss how they intend to uphold the Digital Leader's Creed when online

Wrap Up Discussion (Optional)

Ask

- In Mission 78, J.J. finally passed all of the DQ Knights' tests. Can you remember some of the skills he used to pass them?
- What is empathy?
- Why is it important to practice empathy with others?
- Why should we think carefully before criticizing someone's mistake?
- What are the 6 tips to protect your computer or mobile device?
- What does it mean to listen with your heart?

Student Materials

Name: _____

Date: _____

Be a Digital Leader

DQWorld.net

Mission



Digital Citizen
Identity

**We belong to the Digital Leader Generation!
We can use the power of technology to unlock our potential.**

A Digital Leader can be identified by the 3 C's.
List the 3 C's and write down what each C means.

C _____ : _____

C _____ : _____

C _____ : _____

A digital leader masters technology, instead of being mastered by technology.

How can you use technology and creativity to improve the way you and your friends live?
Think about the problems you may face and focus on the areas you are passionate about.
Digital leaders have strong passions and pursue them to realize their dreams.

**Do you remember the song J.J. & Nana sang in the video?
Sing together with your friends and remember what makes Digital Leaders.**



Love and respect!



Treat others as you want to be treated!



Keep dreaming big!

And we can be the change that is needed!

Name: _____

Date: _____

Mission

4

Digital Citizen
Identity

What is the Digital World?

DQWorld.net

Do you know that whenever you get onto the Internet, start Googling, watching videos on Youtube, or sending instant messages on your mobile, you are actually entering another world called “the digital world”? Let’s find out what it means to be a “digital citizen” in this digital world!

Everything we watch, hear, and play on the computer and on mobile devices exists in an electronic form. They are called digital media.

Circle the activities done in the digital world.

Swimming

Playing games

Online Chatting

Watching videos on
Youtube

Sending text
messages

Researching
from websites

Googling

Hiking

Surfing the
Internet



Everything that
you experience
through a
digital medium
makes up the
Digital World!

Write down some other examples of activities you can do in the digital world.

Name: _____

Date: _____

Controlling Multi-tasking

DQWorld.net

Mission

6

Screen Time
Management

Multitasking is misleading and can be very ineffective.

Do you think your brain is able to absorb everything when you multitask?

Circle TRUE or FALSE for the sentences below.

- 1 Every time you switch your attention between tasks, it takes awhile for your brain to refocus. TRUE / FALSE
- 2 You are getting stuff done more quickly and efficiently when you multitask. TRUE / FALSE
- 3 Multitasking will let you be happier and more confident as you will be connected to your friends all the time. TRUE / FALSE
- 4 Learning to focus and concentrate is an essential skill that multitasking does not train. TRUE / FALSE
- 5 When you do your homework, you should ignore all distractions until you are done. TRUE / FALSE

Mission

8

Screen Time
Management

Name: _____

Date: _____

Preventing Game Addiction

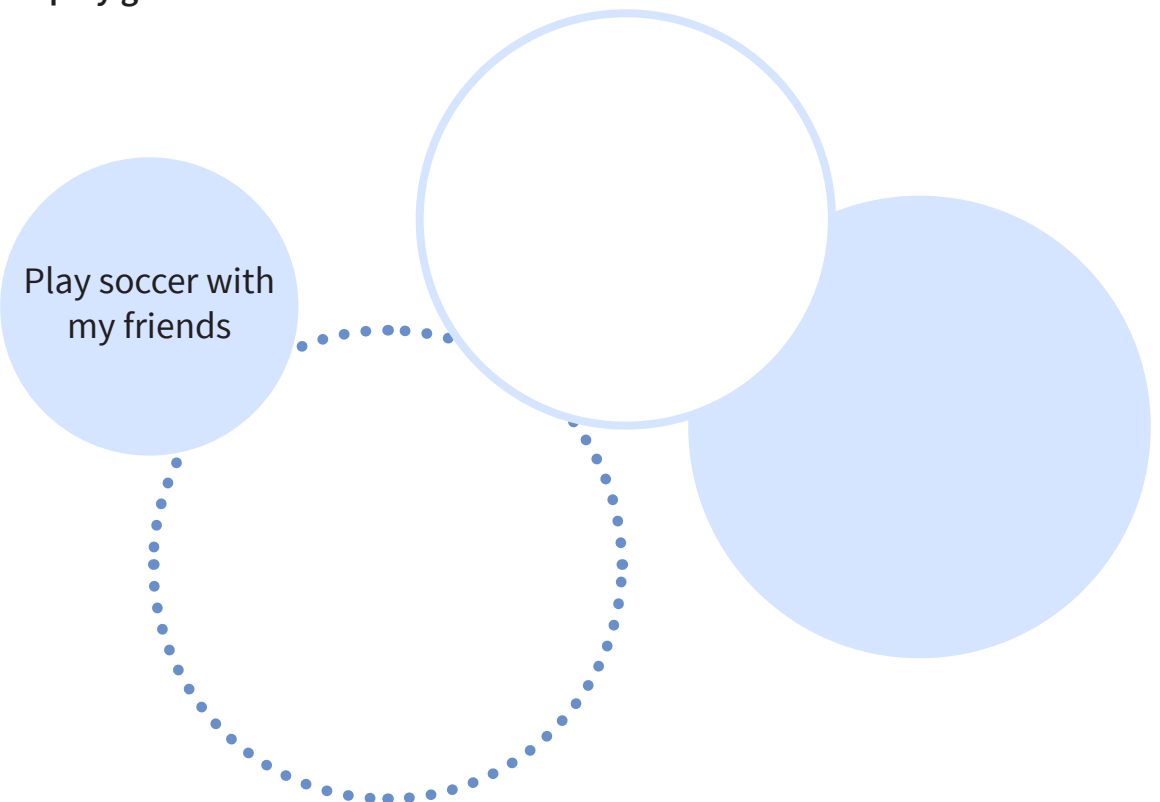
DQWorld.net

J.J. took the gamer type survey and got "Hardcore Gamer"! Find out what kind of a gamer you are in DQWorld.net Mission 12.

Create your own rules on the use of computers/mobiles that will be the most helpful for you to avoid game addiction.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

There are many things you can do other than playing games. Write down some fun and healthy activities you can turn to whenever you feel the urge to play games.



Name: _____

Date: _____

Mission

11

Screen Time Management

Harmful Effects of Excessive Screen Time

DQWorld.net

Have you ever gotten upset because you could not continue to play games or use the Internet?

Let's check how much SCREEN TIME you get every day.

Color the time-slots you spend in front of a screen on a typical day. If you do 2 or 3 things in the time slot, you can color it with multiple colors.

12am - 1am	6am - 7am	12pm - 1pm	6pm - 7pm
1am - 2am	7am - 8am	1pm - 2pm	7pm - 8pm
2am - 3am	8am - 9am	2pm - 3pm	8pm - 9pm
3am - 4am	9am - 10am	3pm - 4pm	9pm - 10pm
4am - 5am	10am - 11am	4pm - 5pm	10pm - 11pm
5am - 6am	11am - 12am	5pm - 6pm	11pm - 12pm



Watching videos



Play video games



Social media / Chatting

How much time do you spend in front of a SCREEN? _____ h _____ m

Do you think it is too much? Yes / No



It is important for you to know how to control your screen time so that you can balance online and offline realities.

Mission 12

Screen Time
Management

Name: _____

Date: _____

Self-Control in Digital Use

DQWorld.net

In DQWorld.net Mission 12, you will learn about the harmful effects of too much screen time and the importance of self-control.

1. Write down some of the harmful effects of too much screen time.

2. Discuss with your parents how much screen time is appropriate for you.



My SCREEN TIME is

_____ h _____ m in a day



Q. What is an important value needed to control your screen time?

A. _____ - _____

Digital leaders can control their actions! As a digital leader, you have the inner strength to make the right choices even in situations where bad ideas pop into your mind to tempt you.

Name: _____

Date: _____

Balancing Screen Time

DQWorld.net

Screen time refers to the time spent in front of any screen for entertainment. Time spent doing homework on the computer does not count!

Mission

13

Screen Time Management

Use the options below to fill in the blanks.

3 times a week

2 hours a day

1 hour a day

THE 3-2-1 RULE

3! Play games less than _____.

2! Limit my total screen time to less than _____.

1! Play games for less than _____.

Make your own Screen Time Pledge!

I, _____, pledge to:

Play games less than _____ times a week.

Limit my total screen time to less than _____ hour(s) a day.

Play games for less than _____ hour(s) a day.

Name: _____

Date: _____

Family Media Rule

DQWorld.net

Let's make a media pledge for your family and commit to keeping a healthy media habit together.

Now you and your parents can sign on the pledge!
Remind each other of your promises.

Family Media Pledge

We will talk to each other regularly about our internet use and digital lives.

We will regularly discuss having technology-free periods in our lives.

We agree not to let digital media interrupt important family time.

We agree to use digital media and devices safely and responsibly.

Parents

Child

Signature: _____

Signature: _____

Name: _____

Name: _____

Name: _____

Date: _____

Managing Time and Priorities

DQWorld.net

Mission

16

Screen Time Management

Time is a limited treasure. You only have 24 hours in a day. It is important to build a good habit of managing your time effectively. The first step is to do the more important tasks first.

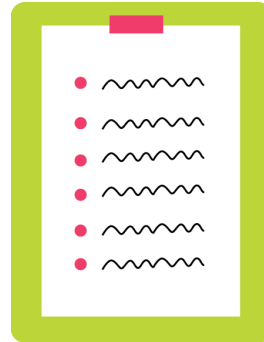
Prioritize the following tasks by filling in the blanks below.

- Doing homework
- Playing video games
- Chatting online

1 _____

2 _____

3 _____



Which is the most important task?

What are the consequences of NOT doing it?

What do you need to complete today?

**Keep your priority in mind.
Make your priorities a reality through your actions.**

Name: _____

Date: _____

Mission

19

Privacy Management

Personal Information

DQWorld.net

Personal information is any information UNIQUE TO YOU. It includes all information used to IDENTIFY YOU in real life.

Circle all the examples of personal information you should not share with strangers.

Passwords

Home address

Age or date of birth

Phone number

Photo of you

Friend's/Family's
phone number

Full name

Funny joke

Current location

School name

Photo of friends
and family

Nick name

Interests/Hobbies



Sharing personal information online can have harmful consequences. Remember to keep your personal information private or the infollmons will take them!

Name: _____

Date: _____

Keeping Privacy on Social Media

DQWorld.net


Mission

20

Privacy Management

Social networking sites can be dangerous as you do not know who you will meet there. We need the iZ SHIELD to detect the infollmons' 5 deadly attacks!


Check Nana's profile on Facenote. What is wrong with her profile? Give reasons for the problem areas as numbered below.


1 

2 **Info**
Lives in Singapore
DOB: 14 Sept 2005
School: IZ Primary
Phone: 9411-0000
Interest: Reading

3 **Nana Lee**

Time Line

4  **NANA**
Arrived at ABC restaurant just now
Public

5  Today is Jay's birthday!
We are having a party at Universal Studios tonight!

1 _____

2 _____

3 _____

4 _____

5 _____

Name: _____

Date: _____

Mission

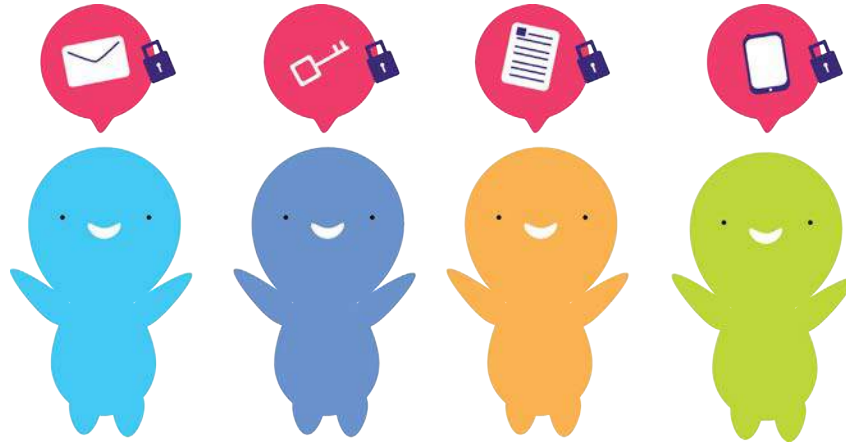
21

Privacy Management

Protecting Others' Privacy

DQWorld.net

Respect other's privacy and seek their permission before posting content related to them!



Everyone has the right to keep personal information private.

All people are equal, and so are you and your friends. Other people's personal information also needs to be protected, just as yours does.

What should you tell your friends before you post any of their personal information?

1. W _____?

2. W _____?

3. W _____?

Name: _____

Date: _____

Internet Privacy Rights

DQWorld.net

Mission

22

Privacy
Management

"Privacy" is your basic human right. You have the right to keep your personal information private. This means that you should have full control over your personal information.

What does privacy mean as a human right?

Privacy as a human right means that you should have _____

The first step to protect your privacy right is for you to decide who gets to have your personal information!

In order to maintain your own privacy on the Internet, you need to check three things. Fill in the blanks below. Remember, these are the three questions to check whenever you visit a website or use an app.



- Does it collect _____ about you?
- Does it have a link to " _____ " ?
- Does it share the information with _____ ?

Remember! Make it a habit to ask these three questions whenever you use a site or an app.

Name: _____

Date: _____

Mission

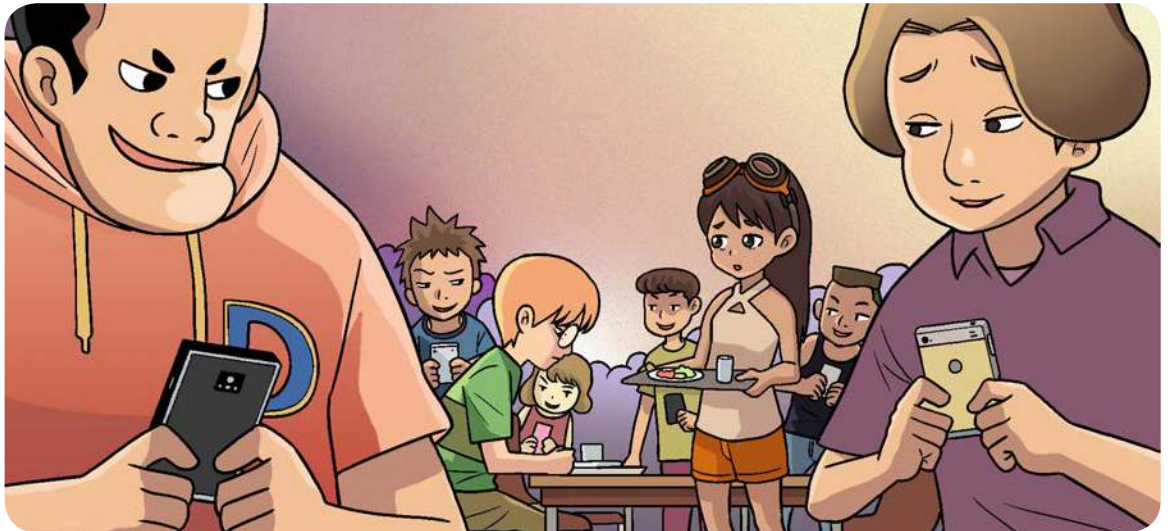
25

Cyberbullying
Management

Detecting Cyberbullying

DQWorld.net

Cyberbullying hurts people and can be as simple as sending or forwarding a mean message.



How do you think Lu felt after experiencing cyberbullying?

Let's be honest. Have you ever hurt your friends and/or other people by sending them mean messages? Write down (a) how you can stop yourself from hurting someone again, and (b) what you should do if you see someone experiencing cyberbullying.



Cyberbullying harms everyone involved and not just those on the receiving end!

Name: _____

Date: _____

What is Cyberbullying?

DQWorld.net

Mission

26

Cyberbullying
Management

Let's find out more about cyberbullying, so that you can spot it in the future.

What is CYBERBULLYING?



Cyberbullying is the act of using the Internet, cellphones, video games or other _____ to do something mean or hurtful _____ to others.

Cyberbullying **HURTS!**

H

U

R

T



Cyberbullying is unkind and it is never funny.

Name: _____

Date: _____

Identifying Types of Cyberbullying

DQWorld.net

Cyberbullying can happen in many ways and can often go unnoticed.

OK, truth time!

Have you ever been a cyberbully? Which of these online activities have you taken part in?

Write Yes or No in the blanks

- 1** I made fun of someone by sending and posting stories, jokes, or pictures about him/her. (_____)
- 2** I purposefully excluded someone from an online group. (_____)
- 3** I sent or posted cruel and untrue things about someone. (_____)
- 4** I entered or used someone's email, website, or computer without his/her permission, then made changes / sent something to make them look bad. (_____)
- 5** I sent or posted messages to someone saying that I will hurt them. (_____)
- 6** I pretended to be someone else and sent/posted messages to get that person into trouble or make the person look bad. (_____)
- 7** I kept on sending someone rude and insulting messages. (_____)
- 8** I spread rumours or gossip about someone online. (_____)
- 9** I tricked someone to provide me with secret or embarrassing information and then I sent/posted it online to others. (_____)

Being Involved in Cyberbullying Unknowingly

It's so easy to take part in cyberbullying. It takes only one 'click' or one 'forward' to spread mean messages online. Sometimes you may not even be aware that you are participating in cyberbullying.

Name the 4 roles of cyberbullying.



1

The child who starts the bullying and plays a leader.



2

The child who is being bullied.



3

The child who is attracted to the bullying act and takes part in it.



4

The child who does not like the bullying act but does not want to get involved.



The best way to defend yourself and your friends against Boolee is to always be an Up-stander!

Once bullying occurs, all four people can become slaves of Boolee!

Name: _____

Date: _____

Mission

29

Cyberbullying
Management

Diffusing a Cyberbullying Situation

DQWorld.net

The internet is a place where all kinds of people from different backgrounds, countries and cultures can share their thoughts and opinions. Very often, people will disagree about various things online.

What are the 5 steps to consider before responding to mean or hurtful messages?

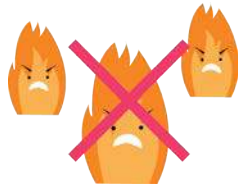
Use the following clues to complete the 5 steps.



Step 1: _____ TIME _____



Step 2: _____ EMOTIONS



Step 3: _____ A FLAME WAR



Step 4: _____ DE-ESCALATE



Step 5: _____ AGREEMENT



Remember, you
can rule over
your emotions.
Don't let them
rule over you!

Name: _____

Date: _____

Dealing with Cyberbullying

DQWorld.net

Mission

31

Cyberbullying
Management

When you are attacked by Boolee, stay cool!

Fill in the blanks to complete the 3 steps to stop cyberbullying. Then, search for the missing words in the crossword puzzle below.

Step 1. STOP! Don't _____

Step 2. Save the _____

Step 3. Tell a _____

L	D	D	N	I	E	H	W	S	T	D	T
U	Z	H	D	M	D	E	C	B	K	J	R
V	E	C	W	S	J	I	V	Y	Z	A	U
F	P	E	J	K	M	O	M	U	X	I	S
E	D	V	Z	R	E	P	L	Y	Q	F	T
B	G	I	Y	D	L	W	R	B	H	Z	E
M	L	D	Y	O	W	R	U	E	U	T	D
X	U	E	S	Z	P	S	G	M	B	G	A
W	Z	N	G	N	C	G	X	U	O	E	D
D	Y	C	B	K	V	C	Z	W	J	L	U
A	T	E	F	W	K	J	I	Y	O	T	L
P	E	A	B	A	U	F	Z	V	I	Z	T

Name: _____

Date: _____

Who are My Trusted Adults?

DQWorld.net

Fill in the blanks.

are people you can look up to and rely on. They are willing to be with you to help when you are in trouble.

Be quick to tell when you see a potential cyber danger, be it a small or big matter.

Who are the trusted adults that you can get help from?

1. Name:
Relation:

2. Name:
Relation:

3. Name:
Relation:

Are you sure these are adults you can really trust? Yes / No

Don't hesitate to seek help from them when you need to.

Name: _____

Date: _____

When to Seek Help

DQWorld.net

Mission

33

Cyberbullying
Management

Always tell trusted adults when you run into cyber dangers!

Do you recall a time you needed help?
Describe what happened and how you asked for help.



Sometimes situations can be too dangerous for you to handle on your own.

It is important to get help from trusted adults when you encounter any cyber danger.

Let's list some scenarios where we might need to ask for help!

Scenario 1 I am receiving t h _____ s .

Scenario 2 A stranger is asking me to m _____ t him or her.

Scenario 3 Someone is trying to get my p _____ l
l _____ n .



Infolmons make you think that parents and teachers don't care and cannot help, when in fact they can be your biggest protectors.

Name: _____

Date: _____

Mission

36

Digital Citizen
Identity

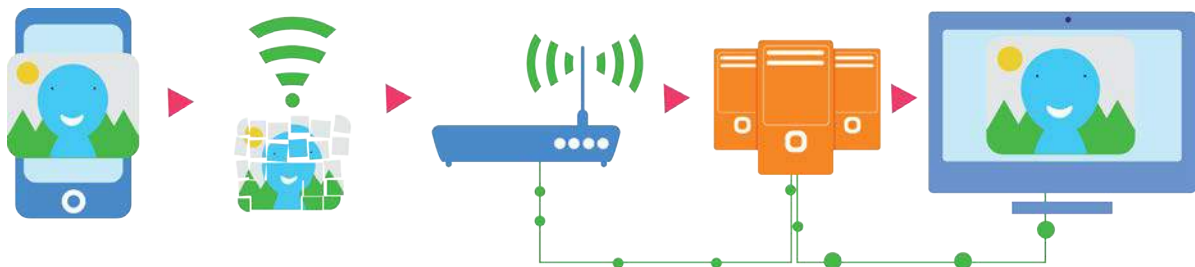
How Does the Internet Work?

DQWorld.net

Internet =

+

How does your photo on your mobile get sent to the computer of a person in another country?



This is what happens when you send a photo.

- 1 The photo image is broken into little parts called _____ and sent to your router by radio signals called _____.
- 2 The router sends signals through _____.
- 3 The website is located on a computer called a _____.
- 4 The photo image is reassembled for you to see.

Each device (e.g. computer, mobile) has a unique IP address.



Check your own IP address!

Go to Google and type "What is my IP address?"

Write it here:

Name: _____

Date: _____

Digital Leader Creed

DQWorld.net

Mission

38

Digital Citizen
Identity

RESPECT is the virtue that makes up the Golden Rule.

In order to uphold the Digital Leader Creed, let's first consider how you should treat others.

Fill in the blanks.

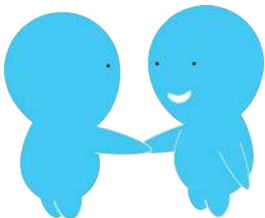
Digital Leader Creed: "Do unto others as you would have them unto you."



"Everyone should be treated with _____
for their _____ ,
be it online or offline."



Always ask _____ before you act,
"Would I want someone to treat me like this?"



_____ means that you **value or admire someone** by treating them in a *considerate, courteous and polite manner*.

Name: _____

Date: _____

Mission

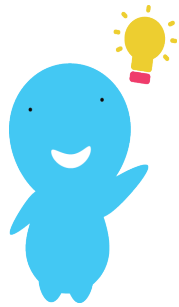
38

Digital Citizen
Identity

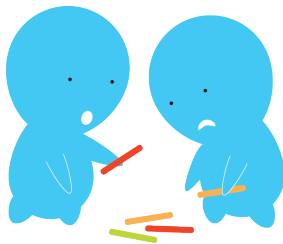
DQWorld.net

Digital Leader Creed

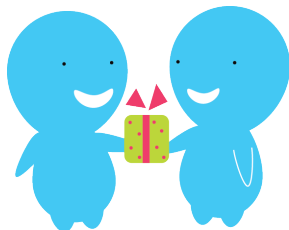
RESPECT is the virtue that makes the Golden Rule.



How you treat people will show them how you think of them. Your actions _____ your personal values.



_____ to others, if you want to be treated kindly.



_____ even when you don't like them. Just as you are worthy to be respected, so are they, regardless of your feeling for them.

Name: _____

Date: _____

Being a Global Citizen

DQWorld.net

Mission

39

Digital Citizen
Identity

Global citizenship is a matter of demonstrating characters, values or habits of mind, body and spirit as a global citizen in the digital world.

Fill in the blank to complete each sentence.

Across
1

“A _____ citizen is someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice and takes action in personally meaningful ways.” - by U.S. Fund for UNICEF

There are four steps to foster global citizenship.

Across
2

1. _____ your own self and take pride in your own culture.

Down
2

2. Welcome _____.

Across
3

3. Look out for _____ the midst of diversity.

4. Never tolerate prejudice and hatred.

Down
1

_____ is an essential value for global citizens.

Down
3

_____ citizens are “global citizens”.



Name: _____

Date: _____

Mission

39

Digital Citizen
Identity

Being a Global Citizen

DQWorld.net

Global citizenship is a matter of demonstrating characters, values or habits of mind, body and spirit as a global citizen in the digital world.

Complete the crossword puzzle using the missing words on the previous page.

1



1

2

3

2

3



Name: _____

Date: _____

What's My Dream?

DQWorld.net

Mission

41

Digital Citizen
Identity

DREAM QUEST

Remember what we learnt about being a Global Citizen? What are some ways you would like to see the communities you are part of change for the better?

PERSONAL
SPHERE

My dream for myself is that _____

LOCAL
COMMUNITY

My dream for my community is that _____

NATIONAL
COMMUNITY

My dream for my country is that _____

GLOBAL
COMMUNITY

My dream for the world is that _____

DIGITAL
COMMUNITY

My dream for the digital community is that _____



What are some of the things you are currently doing to achieve your dreams?

Dreams help us see that things don't have to stay the same and guide us to ask, "How can I make a difference?"



Digital citizen

Name: _____

Date: _____

Mission

43

Digital Citizen
Identity

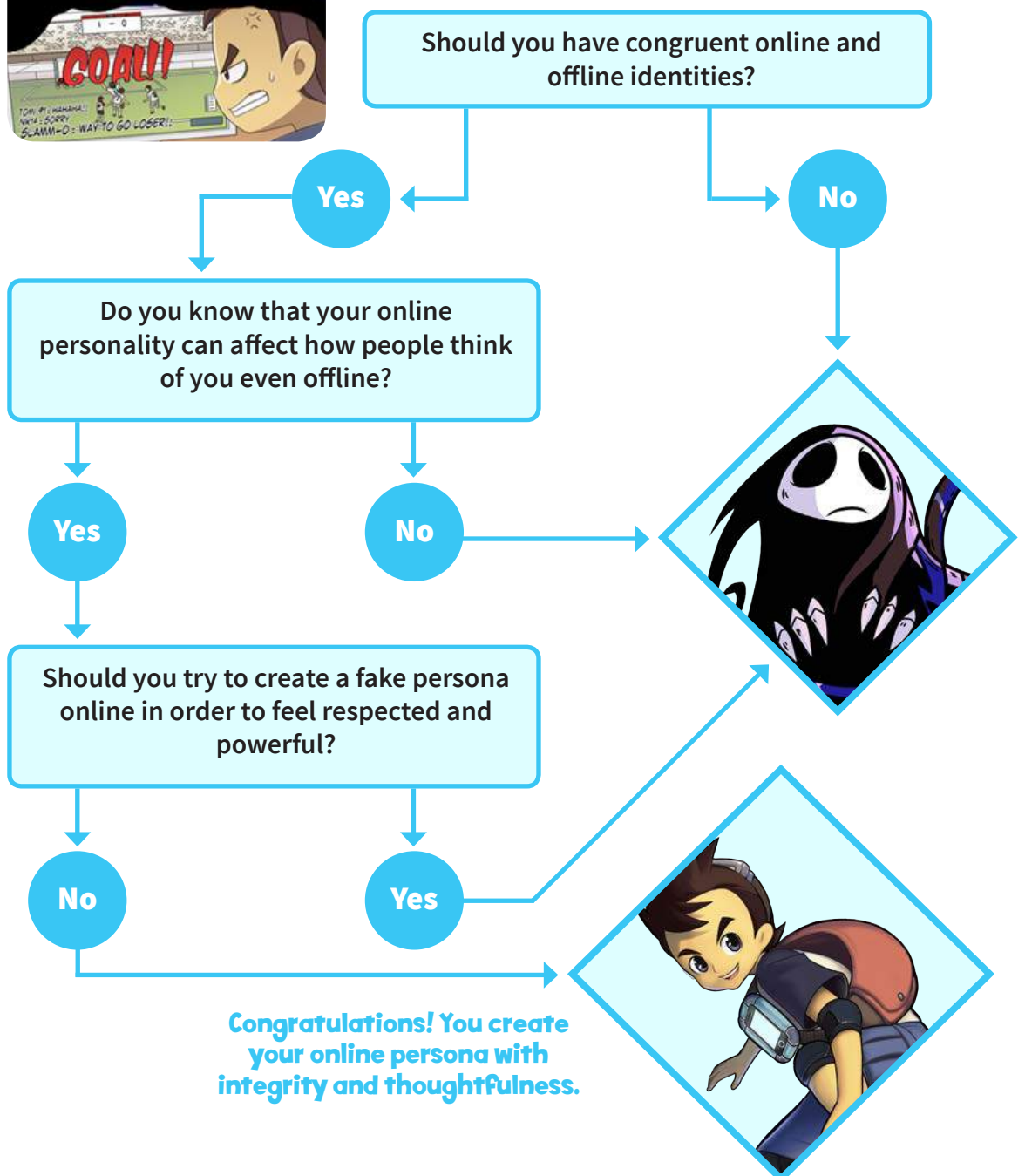
Congruent Online and Offline Identities

DQWorld.net

Create your online persona with integrity and thoughtfulness.



Jugo is the Infallmon who tries to deceive you into thinking that you can behave in whatever manner you like when you are online. Let's avoid falling into Jugo's trap by making the right decisions!



Name: _____

Date: _____

Integrity of Online Persona

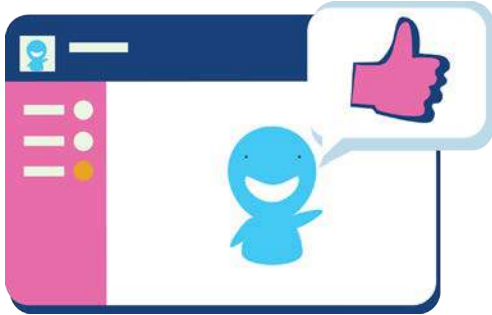
DQWorld.net

Mission

44

Digital Citizen
Identity

Uphold integrity for our online-self



Integrity means “being honest, undivided, and upright to the principle.”

Remember, people like individuals who are authentic and real! Present your true self.

Select the five adjectives that best describe your true self and use them to fill in the blanks below.

Ambitious Compassionate Enthusiastic Generous Insightful
Organized Patient Trustworthy Creative Pragmatic
Forgiving Helpful Devoted Competitive Out-going
Assertive Thoughtful Kind Sincere

My true self is _____, _____, _____,
_____ and _____.

What can you do to make sure your online-self reflects your true self?



Presenting an incongruent online persona can lead to unhappiness and discontentment. On the other hand, when your online persona reflects your true self it can become a force that helps you become the BEST YOU, the REAL YOU.

Name: _____

Date: _____

What is Digital Footprint?

DQWorld.net

Your digital footprint refers to everything on the internet can provide information about you!

Circle the words which may be your digital footprint.

Photo

Hand letter

Text message

Blog post

Search history

School newsletter

Filling out an online form

Video

Mobile chat

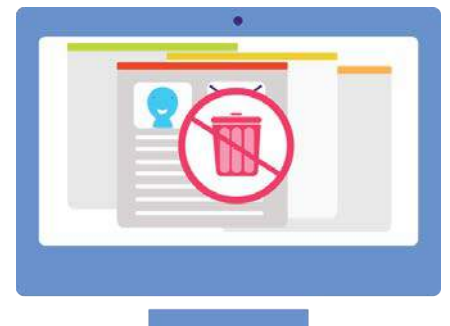
Online comment

E-mail

Fill in the blank.

Once your information gets on the internet, getting it off is almost impossible!

It is often _____ and beyond your ability to change or delete.



Name: _____

Date: _____

Digital Footprints Reveal Personal Info

DQWorld.net

Mission

48

Digital
Footprint
Management

Carefully managing your digital footprint can help keep your personal information safe.

Your digital footprint can include personal details you never want anyone to find out.

Once your digital footprint is on the internet, anyone can discover your personal information or more information about you.



How can strangers take advantage of your digital footprint?

Strangers can _____

Strangers can _____

Strangers can _____

Strangers can _____

Strangers can _____



Be careful with what you share, who you chat with, and which sites you visit. Remember, whatever you do online leaves behind evidences about you – your digital footprint!

Name: _____

Date: _____

Persistent Digital Footprints

DQWorld.net

Digital Footprints last for a long time and are difficult to delete

DOUBLE PUZZLE

Directions:

Unscramble the following words related to the Digital World

1. CYVAPRI - ● _____
2. ENOILN - _____ ●
3. RBYCE YBLLU - _____ ●
4. BERDTASNY - _____ ●
5. IIDGLAT - _____ ●
6. PERNATDUS - _____ ●
7. ITIPRORY - _____ ●
8. FOLENFI - _____ ●
9. NKTERWO - _____ ●
10. PITOTOFRN - _____ ●



Now use the circled letters above to complete a word that fits into the blank below.

● ● ● ● ● ● ● ● ● ●

1 2 3 4 5 6 7 8 9 10

Digital footprint can be _____
 “ _____ ” means “*lasting for a long time*” or “*difficult to delete*”!

Name: _____

Date: _____

Digital Footprint Impacts Digital Reputation

DQWorld.net

How you appear and behave online can affect how people relate to you

Fill in the blank.

What we do online leaves an impression on who we are and actually affects how other people judge us.

How you appear and behave online can affect how other people relate to you!

We call this _____ .

This is the impression other people have of you and it reflect upon your character.

Your digital footprints can be either DAMAGING or BENEFICIAL, depending on what you post online.

On the bright side, you have the power to create a positive online persona that reflects your best qualities!

Write down some ways you can present a good digital reputation.

Mission

50

Digital
Footprint
Management

Name: _____

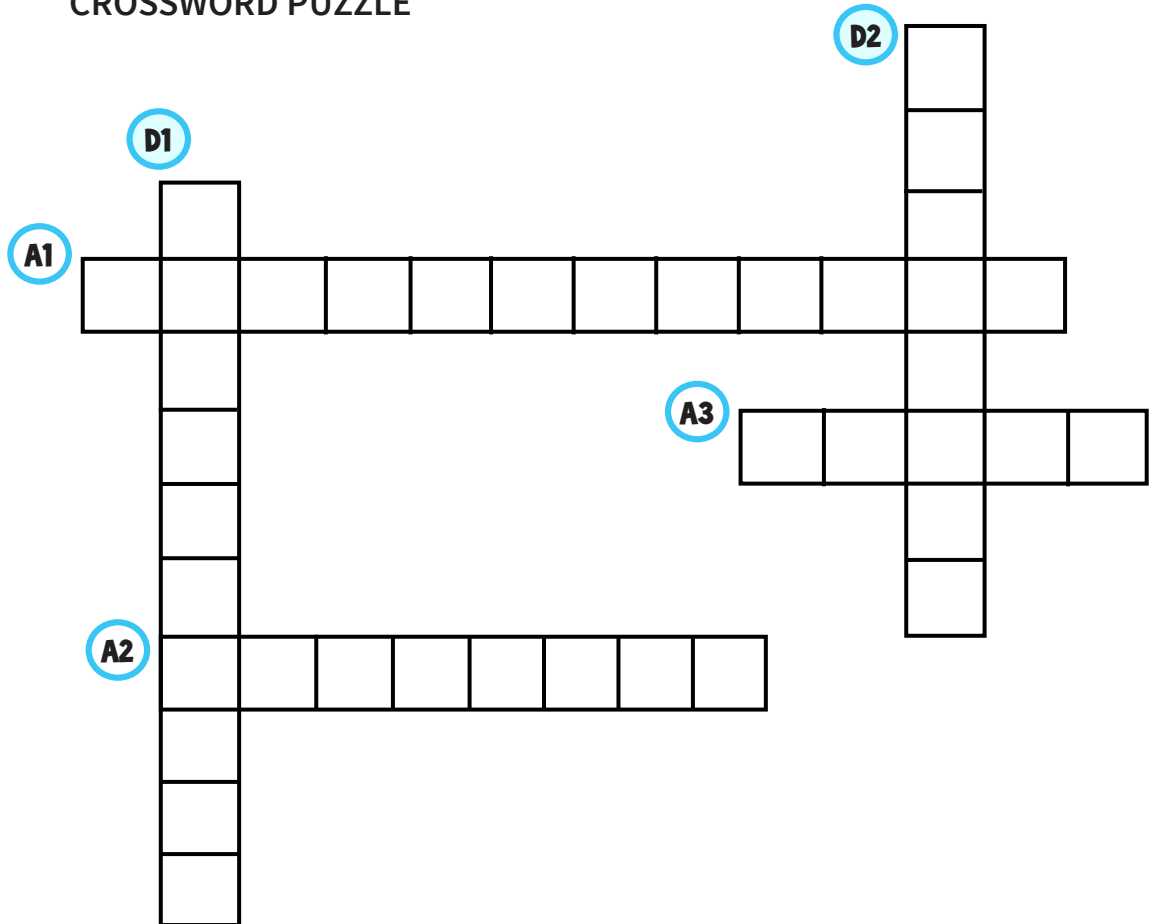
Date: _____

Real Life Consequences of Digital Footprints

DQWorld.net

Treat others how you want to be treated.

CROSSWORD PUZZLE



ACROSS

- A1.** Your online activity can have _____.
- A2.** When you aren't face-to-face with others, it is hard to see their _____.
- A3.** _____ others as you want to be treated.

DOWN

- D1.** Apply the _____ every time you post something online.
- D2.** Online communication is often _____, so it is hard to know what impact our words have.

Name: _____

Date: _____

Stop, Think, Connect

DQWorld.net

Mission

52

Digital
Footprint
Management

Stop, think, and connect before you act on the Internet!

Like an athlete needs to practice their sport, all of us need to practice using the stop, think, and connect model to manage our digital relationships.

Fill in the table below.

RESPONSE ACTIVITY	Stop and check your instinctual response	Think about the consequences	Connect with compassion.
Calling someone in an online game a "noob"	<i>Example</i>		
	<i>I will wait until I am less angry to reply.</i>	<i>I could ruin someone's day.</i>	<i>I would not want someone to criticize me while I play.</i>
Sharing an embarrassing photo of a friend online			
Forwarding a "chain email"			
Sending a funny "selfie" to a friend			



You **SHOULD** & **CAN** control the things you share and post about.

Name: _____

Date: _____

Creating Strong Passwords

DQWorld.net

When you lock the door of your house, do you leave the key on the door so that anyone can find the key and unlock the door?

Setting a weak password which anyone can guess is just like leaving the door to your online account wide open for attack.

Let's try to make a strong & memorable password.

Step 1: Think of a sentence with at least 8 words

Step 2: Take the first letter of each word

Step 3: Change some of letters to uppercase

Step 4: Change some of letters to be symbols

Step 5: Add some numbers



**Now you have a strong password.
Do NOT share it! Only you should know your password.
Keep it safely.**

Name: _____

Date: _____

Keeping Passwords Safe

DQWorld.net

Mission

56

Cyber Security
Management

After learning how to create a strong password, you will now learn how to keep it safe and make a pledge to do so.

4 Rules to keep your passwords safe.

The 4 rules to keep your password safe are listed below with some errors in them. Highlight the incorrect words and complete the rules by changing the words.

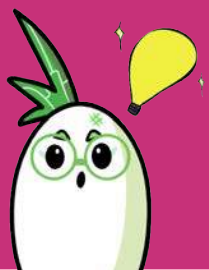
Let's try to make a strong & memorable password.

Rule 1: Don't share your password with anyone other than your friends or a trusted adult.

Rule 2: Use the same password for every online account you have.

Rule 3: Always log into a computer that isn't yours!

Rule 4: Try to change your password regularly - it is recommended that you do so every six years.



ONLY you should know your password. Do NOT share it! Keep all passwords safely.

Name: _____

Date: _____

Mission

57

Cyber Security
Management

Managing SPAM and SCAM

DQWorld.net

Remember - when in doubt, DON'T CLICK!

Fill in the blanks in the sentences below.



_____ is an unwanted email or text mostly advertisements sent to a large number of addresses.



_____ is a trick to get your personal information, normally by pretending to offer you something for free.

Read the sentences below and check TRUE or FALSE.
Correct the sentence to make it TRUE, if the sentence is FALSE.

- | | |
|---|--------------|
| 1 Never send a chain email to your friends!
These emails may have viruses! | TRUE / FALSE |
| 2 I must reply when I receive an email from
an online friend but whom I haven't met. | TRUE / FALSE |
| 3 Stay away from pop-ups and ads no matter
how much fun they look, especially those offering
"FREE" stuff. | TRUE / FALSE |
| 4 When in doubt, just click! | TRUE / FALSE |

Name: _____

Date: _____

Managing Phishing

DQWorld.net

Mission

58

Cyber Security
Management

Identifying and managing phishing attempts

Fill in the blank in the sentence below.



_____ is a scam where someone tries to steal your personal info by pretending to be someone you trust like a friend, your game, or even your email service!

Are the statements below true or false? Circle the correct answer.

- 1** If the website logo looks different or unusual, it is probably a fake website. **TRUE / FALSE**
- 2** If something is completely FREE, it is a rare opportunity that we should seize. **TRUE / FALSE**
- 3** Messages that convey a sense of urgency or threat should be treated with suspicion. **TRUE / FALSE**
- 4** If the website looks the same, it's okay for the URL to be slightly different. **TRUE / FALSE**
- 5** You should delete emails and text messages that ask you to provide personal information. **TRUE / FALSE**

Name: _____

Date: _____

Mission

59

Cyber Security
Management

Observing Mobile Security

DQWorld.net

Follow the 4 rules to keep your mobile safe.

Time for a word search. Fill in the blanks and find the relevant words in the word search puzzle below.

Rule 1:

Have a _____.

Rule 2:

Only _____ your number to people that _____.

Rule 3:

Keep your device _____ with the latest

_____.

Rule 4:

Turn off your _____, _____ and location services when not in use.

C	S	A	Z	K	U	C	J	X	B	D	Z	Y	J
C	T	N	K	Z	L	P	H	A	L	W	V	S	U
N	R	O	W	L	X	O	D	H	U	O	A	C	V
X	O	T	B	H	B	E	L	A	E	P	N	U	M
M	N	V	X	Y	C	V	W	Y	T	N	K	W	H
M	G	L	O	Q	M	I	G	V	O	E	L	Y	H
H	P	P	R	X	D	F	I	W	O	K	D	G	F
A	A	B	C	B	N	Y	V	M	T	M	S	B	O
L	S	B	W	I	F	I	E	X	H	P	W	Y	N
Y	S	R	J	Z	O	F	I	L	B	E	Z	Y	T
C	W	C	D	R	H	L	R	M	D	O	W	J	R
T	O	W	S	W	O	G	H	G	S	J	L	Z	U
N	R	R	M	W	M	F	R	I	U	B	Y	L	S
H	D	S	O	F	T	W	A	R	E	J	E	E	T



Digital Leaders exercise caution. Following the 4 rules helps to keep your mobile safe.

Name: _____

Date: _____

Whom Do You Meet Online?

DQWorld.net

Mission

62

Critical
Thinking

Develop good discernment, know who to trust!

Online friends are people you meet online, but **have never known in real life.**

Can you tell the difference between ONLINE and OFFLINE friends?

Write down “ONLINE” or “OFFLINE” next to the different friends you meet.

1 _____ friend – Met at your school

2 _____ friend – Met through online chatting

3 _____ friend – Plays online games together
but have not met in real life

4 _____ friend – Plays soccer together during
PE class

5 _____ friend – Has mutual friends on
Facebook

6 _____ friend – Has mutual friends in school

Online friends can be fun and friendly.
But some of them can also be potentially dangerous.

Name: _____

Date: _____

Mission



Critical
Thinking

Who are Online Friends?

DQWorld.net

Know when to use iZ TELEPORT to tell a trusted adult!

Circle TRUE or FALSE next to the sentences below.
Turn false statements into true ones by correcting the errors in them.

Example



Share your personal information with online friends

TRUE / FALSE



Share your personal information with online friends

TRUE / FALSE

- 1** You should agree to meet up when someone whom you've only met online asks you to meet in person. TRUE / FALSE
- 2** Online friends are people you have met online, but have never known in real life. TRUE / FALSE
- 3** You should keep silent when you know someone is pretending to be someone he or she is not. TRUE / FALSE
- 4** Don't hesitate to seek advice from a trusted adult when you are in need. TRUE / FALSE
- 5** You should ignore strangers who try to contact you online. TRUE / FALSE

Name: _____

Date: _____

The 12 Stranger Alerts

DQWorld.net

Mission

64

Critical
Thinking

Stranger danger is a real threat. Be discerning and remember to seek help!

These are the 12 warning signs of stranger danger.
Let's try to remember what they are and fill in the blanks.

1. FLATTERY
2. ASKS ABOUT
3. SECRECY
4. TELL YOU TO NOT OTHERS
5. TELL YOU TO YOUR PARENTS
6. MAKES YOU FEEL BAD
7. PERSUADES THROUGH MANIPULATION
8. THREATENS TO END
9. OFFERS YOU GIFTS
10. WANTS
11. SUSPICIOUS
12. WANTS TO

Do you know that not everyone online is telling the truth?
If you ever see any of these warning signs, even just one or two, stop communicating and consult a trusted adult!

Name: _____

Date: _____

Mission

65

Critical
Thinking

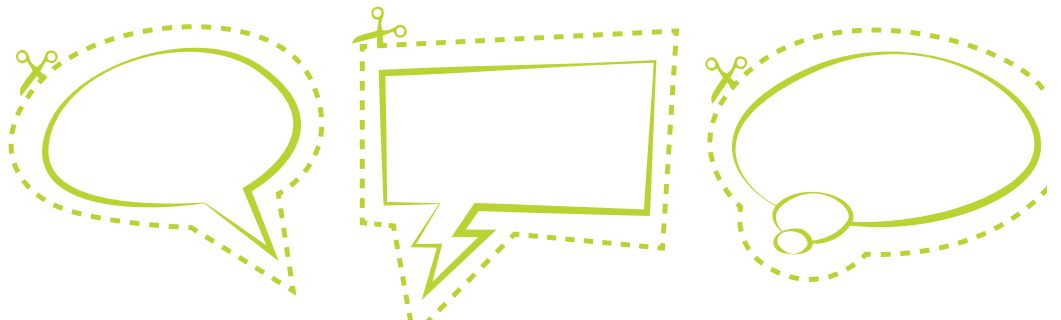
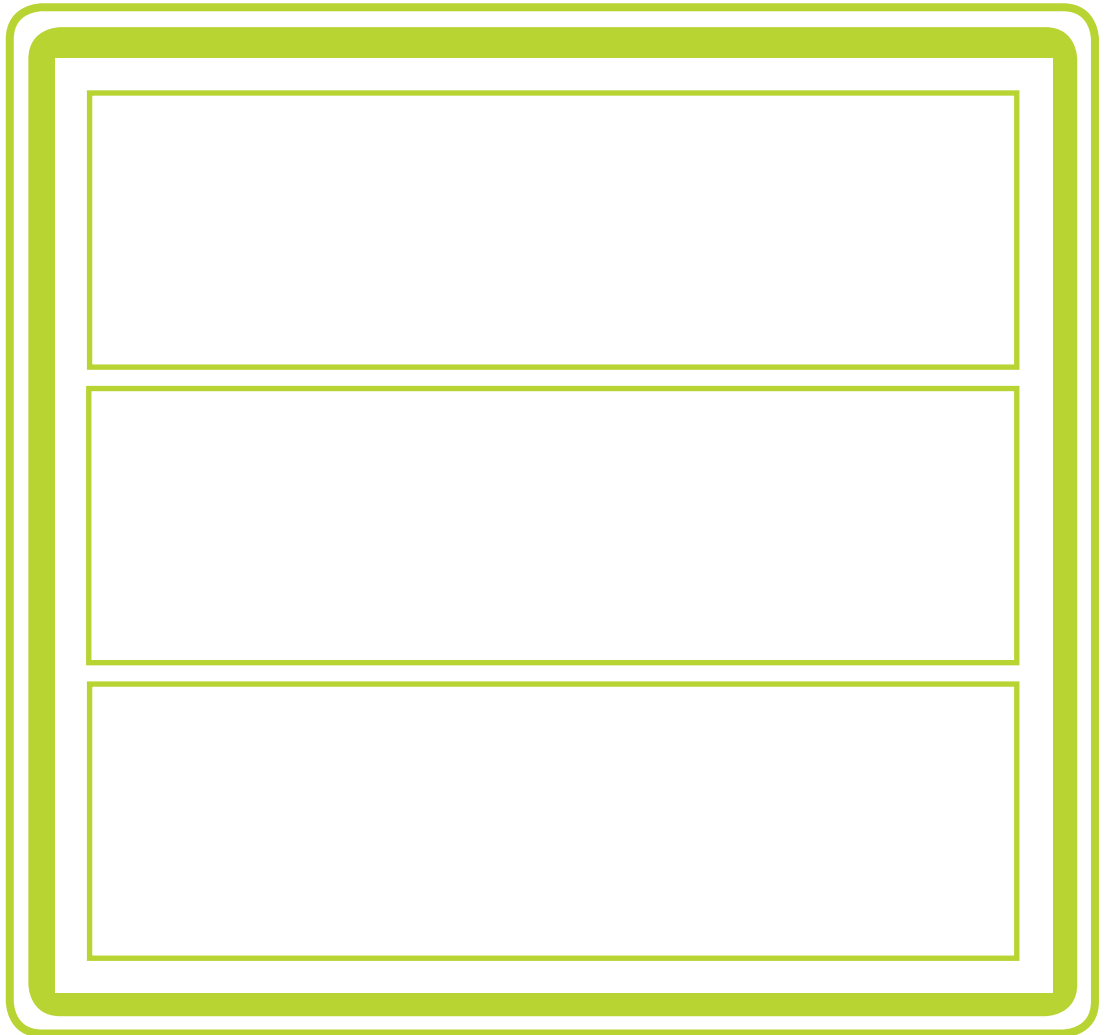
How to Avoid Violent Content

DQWorld.net

Learn to protect yourself from the threat of violent content

How would you teach your friends to avoid violent content in the digital world?

Plan a comic that has a cyber-safety message in it. You can work on your own or team up with your friends.



Name: _____

Date: _____

What is Inappropriate Content?

DQWorld.net

Break out of bad habits before it is too late

Remember these images? Fill in the caption that accompanied each image in the Mission.







Mission

66

Critical Thinking



Inappropriate content can cause you to develop bad habits. It can destroy your mind before you realize it. Get away before it is too late!

Name: _____

Date: _____

Mission

67

Critical Thinking

How To Critique Content

DQWorld.net

Check to make sure content is good and appropriate for you.

Brutus has scrambled some keywords to try and confuse you. Unscramble the relevant words and write them down.

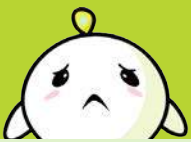


Be a Content Critique by:

- 1 Check the **SINTRAG** - _____
Only play games appropriate for you.
- 2 Read **SVIEWRE** - _____
Check what others say!
- 3 Check with your **RNETSAP** - _____
Talk to a trusted adult before trying new games or websites.

Take the following steps to block unwanted content:

- 1 Close or **EELTED** the unwanted file - _____
- 2 **LCKOB** the perilous website - _____
- 3 Use software that **LIFRETS** web traffic - _____
- 4 Talk to a **RSUTTDE** adult - _____
- 5 Use **LIDCH-REFIDYLN** search engines - _____



Remember that violent and inappropriate content can be extremely harmful. A digital leader uses Content Critique to protect him or herself!

Name: _____

Date: _____

True vs. False Info

DQWorld.net

Mission

68

Critical Thinking

Always verify your facts by double-checking them

Circle all the established institutions in the box below.

Government websites

Entertainment news websites

News organizations

Community wikis

Blogs

Your friend's social media post

University websites

Internet forums

Do you think this “flying skateboard” image is real or fake?
Use your digital skills to find out.



1. Is it real or fake?

2. What search term did you use?

2. What are two websites you used to verify this fact??

Name: _____

Date: _____

Courage to SPEAK UP

DQWorld.net

Courage is the willingness to say and do the right thing, regardless of the cost.

Speaking up may be difficult, but it's up to us to do what's right. We have the ability to speak up and help one another!

Do you remember the incident when George and James sent mean messages to Lu? If you were to witness this situation, how would you speak up for Lu?



To avoid becoming a helpless bystander, we must exercise courage and help those in need!

Circle True or False next to the sentences below.

- | | | |
|----------|---|--------------|
| 1 | You should just ignore it when someone uploads an embarrassing photo on social media about your friend. | TRUE / FALSE |
| 2 | You should tell trusted adults to stop a cyberbullying situation. | TRUE / FALSE |
| 3 | You should join in the fun and play a prank on a friend in a group chat. | TRUE / FALSE |
| 4 | You should tell him/her to stop if you see someone texting mean messages to your friend. | TRUE / FALSE |

Name: _____

Date: _____

By-standers vs. Up-standers

DQWorld.net

Mission

72

Digital
Empathy

Be an Upstander and defend people in need.

UPSTANDERS are willing to stand up and take action to defend people in need. As an UPSTANDER, what would you do for your friend who is being bullied? Answer the questions in the four steps below.

FEELS + NEEDS

How can you show your friend that you care?



INTERRUPT

How would you interrupt the bullying?



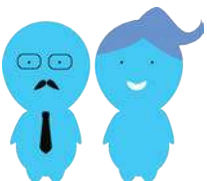
SPEAK OUT

How can you speak up for your friend?



TELL TRUSTED ADULTS

Who is/are your trusted adult(s)? How and what will you tell them?



Name: _____

Date: _____

Listening with Empathy Online

DQWorld.net

We have to work extra hard to have empathy in the digital world.

Fill in the blank.



_____ is the ability to understand what another person is feeling. It is seeing the world through his or her eyes.

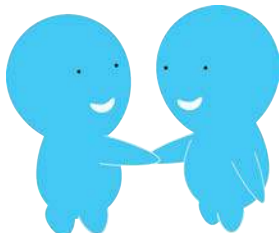
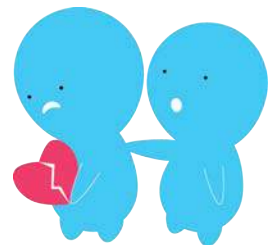
When we use the Internet and mobile, it becomes harder for us to listen to the other person's heart because we can't see their face and expressions when they are typing a message to us.



So, it is very important to _____
_____.

There are 2 steps to truly understand other's feeling and needs.

Step 1:



Step 2:

Keep in mind these 2 steps and try to listen to each other's heart. Have empathy!

Name: _____

Date: _____

Speaking Up With Empathy

DQWorld.net

Mission

77

Digital
Empathy

Stand up for yourself and others.

Use each of the following words once to form sentences we can use to help Andy.

Something The About Take Immediately
Down Andy Feeling Mean Post You

To: Mom

Tom posted _____ !

To: Andy

How are _____ ?

To: Tom

You should _____ !

Look at your answer to this question from Mission 14:

“(a) how you can stop yourself from hurting someone again, and (b) what you should do if you see someone experiencing cyberbullying.”

Write down an improved answer using what you have learnt in this Mission.

Name: _____

Date: _____

Mission

79

Digital
Empathy

Empathy for Cyber Victims

DQWorld.net

Remember to treat others how you want to be treated.

Using what we learnt in Mission 48 about empathy, describe Mabel's feelings when she was falsely accused of being a thief.



If you were Raz, what would you recommend J.J. do?
Try to use what we learnt in previous Missions.



A digital leader always remembers to stop, think and connect, to stand up for his or her friends, and to behave responsibly online.

Date: _____

Don't Be Judgemental Online

DQWorld.net

Mission

80

Digital
Empathy

Connecting with compassion is better than being too quick to judge.

Fill in the blanks.

_____ are when a bunch of people gang up against one person on the Internet. Maybe the person acts badly and it makes them mad.

How would you feel if you were Grace?

Everybody makes mistakes which includes you and me.

“The Golden Rule. ***Do unto others as you would have them do unto you.***”

When you see other people’s mistakes, do not be quick to judge or condemn them.



Now, what would you do if you see other people’s mistakes?

Mission 3

- Commands : Take control of our digital use in responsible and effective ways.
- Co-Creates : Become a part of the digital ecosystem by creating new content and realizing new ideas using technologies and media.
- Changes : Make differences by solving global issues such as the environment, health, education, and others!

Mission 4



Mission 6

- 1. True
- 2. False
- 3. False
- 4. True
- 5. True

Mission 8

Example:

- 1. Do not use computer over 1 hour in a day
- 2. Never play computer game before finish homework

Example:

- Help mom’s house work
- Jump rope 500 times
- Play baseball with friends

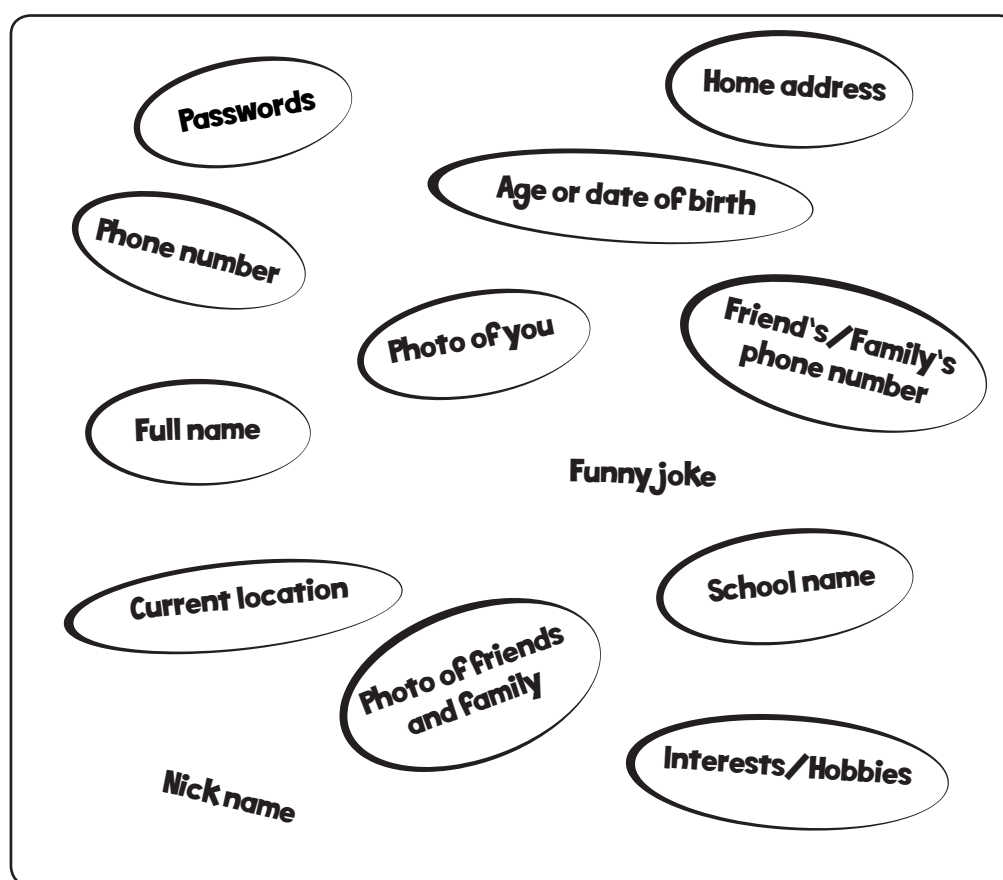
Mission 12

SELF – CONTROL

Mission 13

- 3 times a week
- 2 hours a day
- 1 hour a day

Mission 19



Mission 20

Example:

1. Do not post your photo publicly.
2. Do not post your personal information as address, phone number, school name, and others.
3. Do not post your full name publicly.
4. Make sure settings set on private especially your photos and videos.
5. Do not post your location publicly.

Mission 21

1. WHAT? Tell them what you will be posting.
2. WHY? Let your friend know why you will post it.
3. WHERE? Let your friend know where you plan to post.

Mission 22

full control over your own personal information.

- personal information
- privacy policy
- third parties

Mission 26

technology devices , on purpose

Harmful On Purpose

Uses Power

Ripples

Technology Carries the Messages

Mission 28

1. Bully
2. Victim
3. Supporter
4. By-stander

Mission 29

Step 1. Take **TIME** out

Step 2. Rule your **EMOTIONS**

Step 3. Beware of starting **A FLAME WAR**

Step 4. Decide to **DE-ESCALATE**

Step 5. Look for areas of **AGREEMENT**

Mission 31

Answer:

L	D	D	N	I	E	H	W	S	T	D	T
U	Z	H	D	M	D	E	C	B	K	J	R
V	E	C	W	S	J	I	V	Y	Z	A	U
F	P	E	J	K	M	O	M	U	X	I	S
E	D	V	Z	R	E	P	L	Y	Q	F	T
B	G	I	Y	D	L	W	R	B	H	Z	E
M	L	D	Y	O	W	R	U	E	U	T	D
X	U	E	S	Z	P	S	G	M	B	G	A
W	Z	N	G	N	C	G	X	U	O	E	D
D	Y	C	B	K	V	C	Z	W	J	L	U
A	T	E	F	W	K	J	I	Y	O	T	L
P	E	A	B	A	U	F	Z	V	I	Z	T

Step 1. **STOP! Don't** reply

Step 2. **Save the** evidence

Step 3. **Tell a** trusted adult

Mission 32

- Trusted adults

- trusted adults

Mission 33

Scenario 1. I am receiving threats.

Scenario 2. A stranger is asking me to meet him or her.

Scenario 3. Someone is trying to get my personal information.

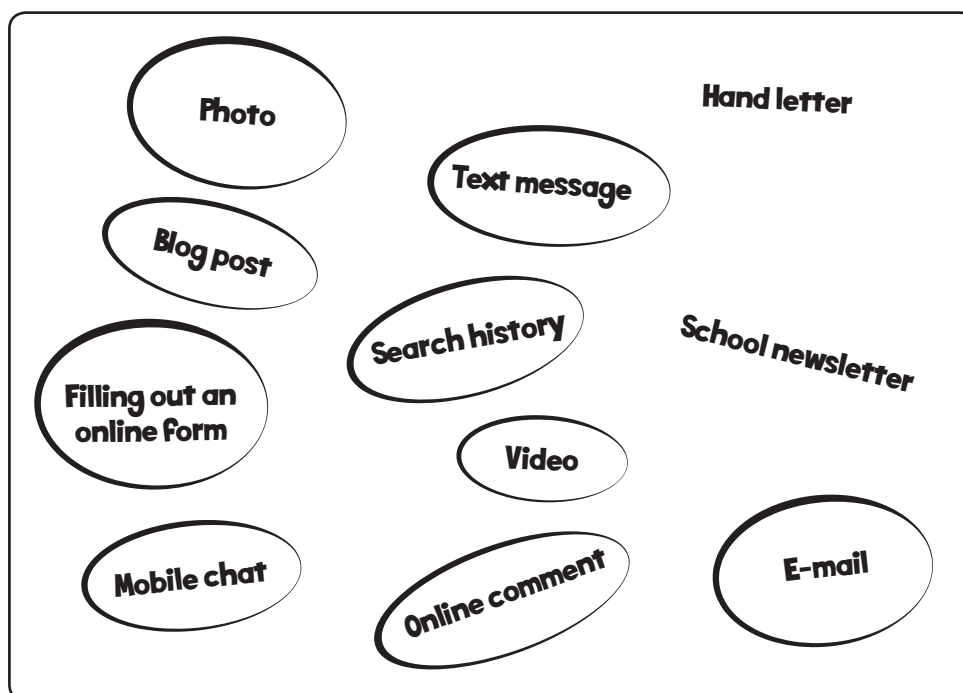
Mission 36

Answer: Interconnected + Network

1. Packets , Wi-fi
2. Wires
3. Server

Mission 47

Answer:



Answer: Permanent

Mission 48

Example:

Strangers can try to trick and steal from you.

Strangers can try to be friend with you and gain your trust but they have bad intentions.

Strangers can try to steal your personal information.

Strangers can try to meet up and hurt you.

Strangers can try to steal your password to hack into your account.

Mission 49

- | | |
|----------------|---------------|
| 1. PRIVACY | 6. UPSTANDER |
| 2. ONLINE | 7. PRIORITY |
| 3. CYBER BULLY | 8. OFFLINE |
| 4. BYSTANDER | 9. NETWORK |
| 5. DIGITAL | 10. FOOTPRINT |

Answer: P E R S I S T E N T

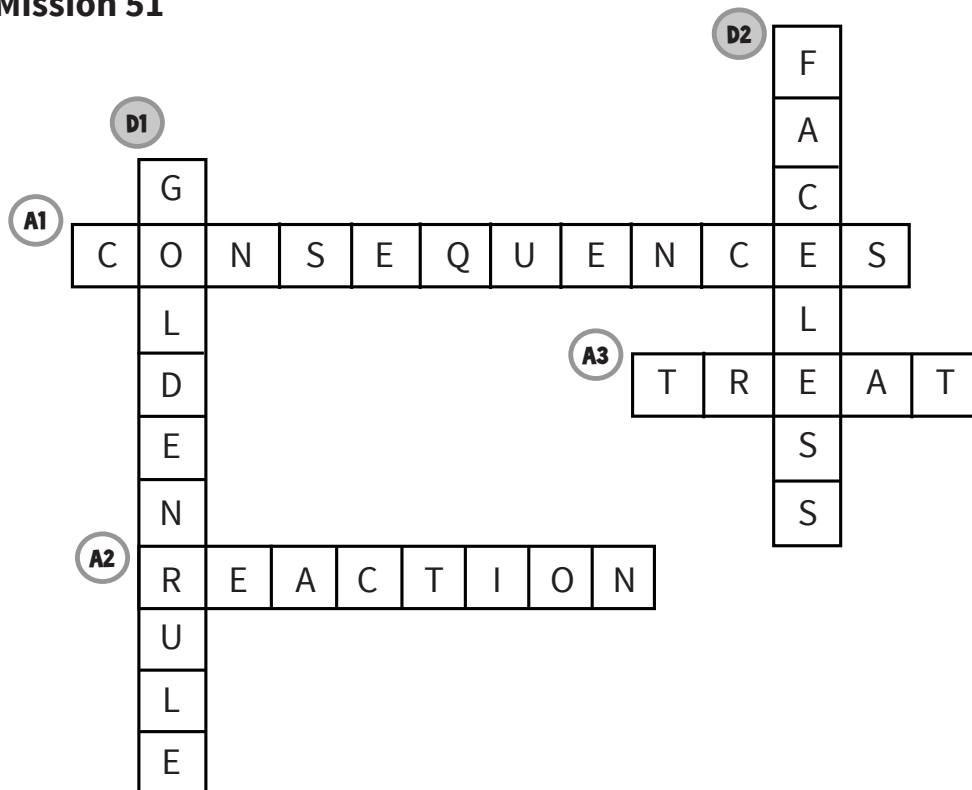
Mission 50

Answer: Reputation.

Example

- Contribute positive comments
- Share details of your awards and accomplishments
- Show your creativity and share ideas
- Be thoughtful and respectful in your posts

Mission 51



Mission 55

Example:

Step 1. Treat others as you want to be treated.

Step 2. Toaywtbt

Step 3. ToAyWtBt

Step 4. ToAyWt&t

Step 5. ToAyWt&t72

Mission 56

Rule 1. Don't share your password with anyone other than your parents or a trusted adult

Rule 2. Use a different password for every account you have online

Rule 3. Always log out of a computer that isn't yours

Rule 4. Try to change your password regularly recommended every six months

Mission 57

- Spam

- Scam

1. True

3. True

2. False

4. False

Mission 58

Answer: Phishing

1. True

4. False

2. False

5. True

3. True

Mission 59

Answer:

C	S	A	Z	K	U	C	J	X	B	D	Z	Y	J
C	T	N	K	Z	L	P	H	A	L	W	V	S	U
N	R	O	W	L	X	O	D	H	U	O	A	C	V
X	O	T	B	H	B	E	L	A	E	P	N	U	M
M	N	V	X	Y	C	V	W	Y	T	N	K	W	H
M	G	L	O	Q	M	I	G	V	O	E	L	Y	H
H	P	P	R	X	D	F	I	W	O	K	D	G	F
A	A	B	C	B	N	Y	V	M	T	M	S	B	O
L	S	B	W	I	F	I	E	X	H	P	W	Y	N
Y	S	R	J	Z	O	F	I	L	B	E	Z	Y	T
C	W	C	D	R	H	L	R	M	D	O	W	J	R
T	O	W	S	W	O	G	H	G	S	J	L	Z	U
N	R	R	M	W	M	F	R	I	U	B	Y	L	S
H	D	S	O	F	T	W	A	R	E	J	E	E	T

Rule 1. **Have a** strong password.

Rule 2. **Only** give your number to people that you trust.

Rule 3. **Keep your device** updated with the latest software.

Rule 4. **Turn off your** wi-fi, bluetooth and location services when not in use.

Mission 62

- | | |
|------------|------------|
| 1. Offline | 4. Offline |
| 2. Online | 5. Online |
| 3. Online | 6. Offline |

Mission 63

- | | |
|----------|---------|
| 1. False | 4. True |
| 2. True | 5. True |
| 3. False | |

Mission 64

2. **ASK ABOUT** PERSONAL INFO
4. **TELL YOU TO** TRUST **OTHERS**
5. **TELL YOU TO** DISTRUST **YOUR PARENTES**
8. **THREATENS TO END** FRIENDSHIP
10. **WANTS** PHOTOS
12. **WANTS TO** MEET

Mission 66

- You do not hang out with friends.
- You search for more bad videos/photos/games.
- You school grades suffer.
- You do not sleep well.

Mission 67

1. Check the **SINTRAG** – RATINGS
 2. Read **SVIEWRE** - REVIEWS
 3. Check with your **RNETSAP** - PARENTS
-
1. Close or **EELTED** the unwanted file - DELETE
 2. **LCKOB** the perilous website - BLOCK
 3. Use software that **LIFRETS** web traffic - FILTERS
 4. Talk to a **RSUTTDE** adult - TRUSTED
 5. Use **LIDCH-REFIDYLN** search engines – CHILD-FRIENDLY

Mission 68

Answer:



Mission 71

Example:

I'll tell George and James to stop sending a mean message

- | | |
|----------|----------|
| 1. False | 3. False |
| 2. True | 4. True |

Mission 76

Answer: Empathy

Answer: Pay close attention to the words we're reading in the online messages

Step 1. Feel with the people

Step 2. Connect with understanding without judgment.

Mission 77

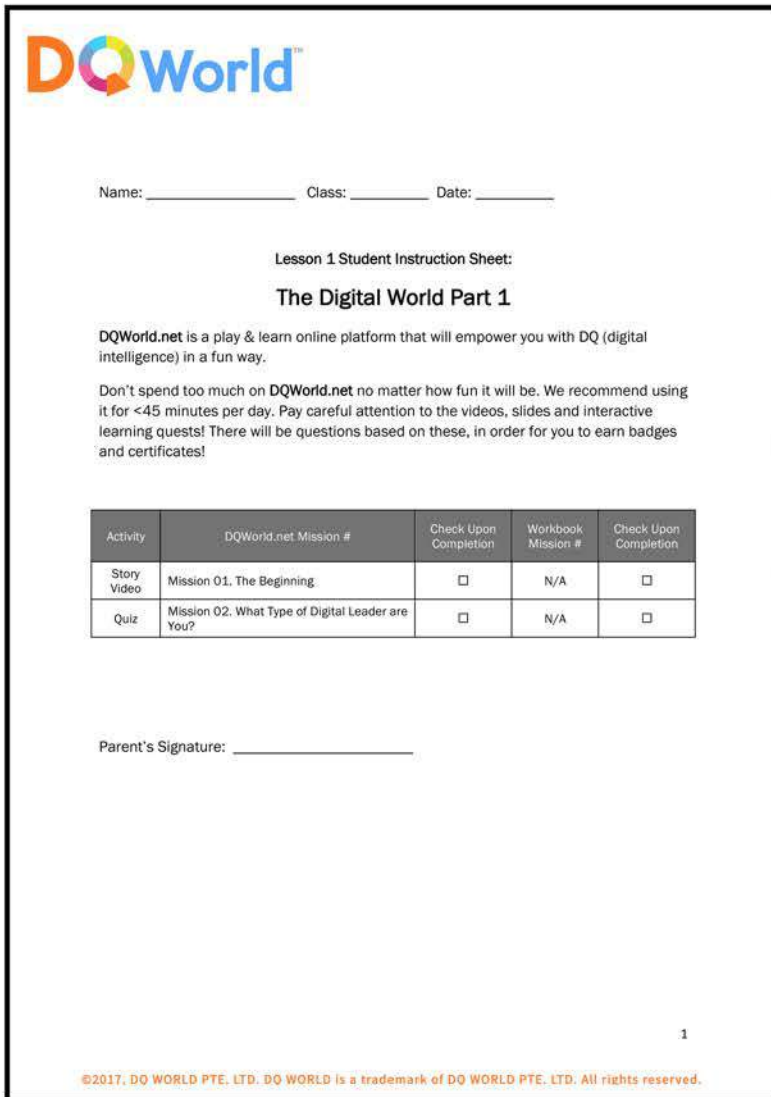
1. **Tom posted** something mean about Andy!
2. **How are you feeling?**
3. **You should** take down the post immediately!

Mission 80

Answer: Online mobs

Student Instruction Sheets

For educators that want to have their students complete more of the programme outside of class, you can use the following Student Instruction Sheets to pass out to students to keep track of their progress at home. You can assign workbook pages as well. If not, you can tell them to ignore that column. All students have to do is check off as they complete and have their parent sign (if necessary).



DQWorld™

Name: _____ Class: _____ Date: _____

Lesson 1 Student Instruction Sheet:
The Digital World Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on DQWorld.net no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these, in order for you to earn badges and certificates!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 01. The Beginning	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Quiz	Mission 02. What Type of Digital Leader are You?	<input type="checkbox"/>	N/A	<input type="checkbox"/>

Parent's Signature: _____

1

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ate: _____

ion Sheet:
Part 2

empower you with DQ (digital

y fun it will be. We recommend using
e videos, slides and interactive
ese, in order for you to earn badges

Check Upon Completion	Workbook Mission #	Check Upon Completion
<input type="checkbox"/>	Mission 03	<input type="checkbox"/>
<input type="checkbox"/>	Mission 04	<input type="checkbox"/>
<input type="checkbox"/>	N/A	<input type="checkbox"/>

these learning points? How would

Parent's Signature: _____

2

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Part 1

r you with DQ (digital

t will be. We recommend
ideos, slides and
hese in order for you to

Workbook Mission #	Check Upon Completion
Mission 06	<input type="checkbox"/>
N/A	<input type="checkbox"/>
Mission 08	<input type="checkbox"/>
N/A	<input type="checkbox"/>
N/A	<input type="checkbox"/>

3

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Name: _____ Class: _____ Date: _____

Lesson 1 Student Instruction Sheet:

The Digital World Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these, in order for you to earn badges and certificates!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 01. The Beginning	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Quiz	Mission 02. What Type of Digital Leader are You?	<input type="checkbox"/>	N/A	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 2 Student Instruction Sheet:

The Digital World Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

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Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 03. Be a Digital Leader	<input type="checkbox"/>	Mission 03	<input type="checkbox"/>
Learning Lesson	Mission 04. What Type of Digital Leader Are You?	<input type="checkbox"/>	Mission 04	<input type="checkbox"/>
Story Video	Mission 05. Digital Leaders in the Digital World	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing these missions, how can you apply these learning points? How would you act differently now **as a digital leader**?

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 3 Student Instruction Sheet:

Screen Time Management Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Screen Time Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 06. Controlling Multi-tasking	<input type="checkbox"/>	Mission 06	<input type="checkbox"/>
Story Video	Mission 07. Bump	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 08. Preventing Game Addiction	<input type="checkbox"/>	Mission 08	<input type="checkbox"/>
Story Video	Mission 09. One Bad Message	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Story Video	Mission 10. Too Much Game Time	<input type="checkbox"/>	N/A	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 4 Student Instruction Sheet:

Screen Time Management Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Screen Time Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 11. Harmful Effects of Excessive Screen Time	<input type="checkbox"/>	Mission 11	<input type="checkbox"/>
Learning Lesson	Mission 12. Self-Control in Digital Use	<input type="checkbox"/>	Mission 12	<input type="checkbox"/>
Learning Lesson	Mission 13. Balancing Screen Time	<input type="checkbox"/>	Mission 13	<input type="checkbox"/>
Story Video	Mission 14. Gone	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 15. Family Media Rule	<input type="checkbox"/>	Mission 15	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 5 Student Instruction Sheet:

Screen Time Management Part 3

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Screen Time Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 16. Managing Time and Priorities	<input type="checkbox"/>	Mission 16	<input type="checkbox"/>
Quiz	Mission 17. Screen Time Quiz	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing the missions in Zone 1, how can you apply these learning points?

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 6 Student Instruction Sheet:

Privacy Management Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Privacy Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 18. Left Behind	<input type="checkbox"/>	Mission 18	<input type="checkbox"/>
Learning Lesson	Mission 19. Personal Information	<input type="checkbox"/>	Mission 19	<input type="checkbox"/>
Learning Lesson	Mission 20. Keeping Privacy on Social Media	<input type="checkbox"/>	Mission 20	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 7 Student Instruction Sheet:

Privacy Management Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Privacy Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 21. Protecting Others' Privacy	<input type="checkbox"/>	Mission 21	<input type="checkbox"/>
Learning Lesson	Mission 22. Internet Privacy Rights	<input type="checkbox"/>	Mission 22	<input type="checkbox"/>
Quiz	Mission 23. Privacy Quiz	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing the missions in Zone 1, how can you apply these learning points?

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 8 Student Instruction Sheet:

Cyber-bullying Management Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Cyber-bullying Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 24. Lu Under Pressure	<input type="checkbox"/>	Mission 24	<input type="checkbox"/>
Learning Lesson	Mission 25. Detecting Cyber-bullying	<input type="checkbox"/>	Mission 25	<input type="checkbox"/>
Learning Lesson	Mission 26. Defining Cyber-bullying	<input type="checkbox"/>	Mission 26	<input type="checkbox"/>
Learning Lesson	Mission 27. Identifying Types of Cyber-Bullying	<input type="checkbox"/>	Mission 27	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 9 Student Instruction Sheet:

Cyber-bullying Management Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Cyber-bullying Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 28. Being Involved in Cyber-bullying Unknowingly	<input type="checkbox"/>	Mission 28	<input type="checkbox"/>
Learning Lesson	Mission 29. Diffusing a Cyber-bullying Situation	<input type="checkbox"/>	Mission 29	<input type="checkbox"/>
Story Video	Mission 30. Viral Virus	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 31. Dealing with Cyber-bullying	<input type="checkbox"/>	Mission 31	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 10 Student Instruction Sheet:

Cyber-bullying Management Part 3

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Cyber-bullying Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 32. Who are My Trusted Adults	<input type="checkbox"/>	Mission 32	<input type="checkbox"/>
Learning Lesson	Mission 33. When to Seek Help	<input type="checkbox"/>	Mission 33	<input type="checkbox"/>
Quiz	Mission 34. Cyber-bullying Quiz	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing the missions in Zone 3, how can you apply these learning points?

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 11 Student Instruction Sheet:

Digital Citizen Identity Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Digital Citizen Identity Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 35. Here With You	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 36. How Does The Internet Work?	<input type="checkbox"/>	Mission 36	<input type="checkbox"/>
Story Video	Mission 37. Wake Up!	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 38. Digital Leader Creed	<input type="checkbox"/>	Mission 38	<input type="checkbox"/>
Learning Lesson	Mission 39. Being a Global Citizen	<input type="checkbox"/>	Mission 39	<input type="checkbox"/>
Story Video	Mission 40. The Calling	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 41. What's My Dream?	<input type="checkbox"/>	Mission 41	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 12 Student Instruction Sheet:

Digital Citizen Identity Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Digital Citizen Identity Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 42. RAZ. The Titan	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 43. Congruent Online and Offline Identities	<input type="checkbox"/>	Mission 43	<input type="checkbox"/>
Learning Lesson	Mission 44. Integrity of Online Persona	<input type="checkbox"/>	Mission 44	<input type="checkbox"/>
Quiz	Mission 45. Digital Citizen Quiz	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing the missions on the Zone 4, how can you apply these learning points? How would you act differently now **as a digital leader**?

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 13 Student Instruction Sheet:

Digital Footprint Management Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Digital Footprint Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 46. Guardian's Gates	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 47. What is Digital Footprint?	<input type="checkbox"/>	Mission 47	<input type="checkbox"/>
Learning Lesson	Mission 48. Digital Footprints Reveal Personal Info	<input type="checkbox"/>	Mission 48	<input type="checkbox"/>
Learning Lesson	Mission 49. Persistent Digital Footprints	<input type="checkbox"/>	Mission 49	<input type="checkbox"/>
Learning Lesson	Mission 50. Digital Footprint Impacts Digital Reputation	<input type="checkbox"/>	Mission 50	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 14 Student Instruction Sheet:

Digital Footprint Management Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Digital Footprint Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 51. Real Life Consequences of Digital Footprints	<input type="checkbox"/>	Mission 51	<input type="checkbox"/>
Learning Lesson	Mission 52. Stop. Think. Connect.	<input type="checkbox"/>	Mission 52	<input type="checkbox"/>
Quiz	Mission 53. Digital Footprint Quiz	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing the missions on the Zone 5, how can you apply these learning points? How would you act differently now **as a digital leader**?

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 15 Student Instruction Sheet:

Cyber Security Management Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Cyber Security Management Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 54. Cloak of Silence and Eyes of Detection	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 55. Creating Strong Passwords	<input type="checkbox"/>	Mission 55	<input type="checkbox"/>
Learning Lesson	Mission 56. Keeping Passwords Safe	<input type="checkbox"/>	Mission 56	<input type="checkbox"/>
Learning Lesson	Mission 57. Managing SPAM and SCAM	<input type="checkbox"/>	Mission 57	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 16 Student Instruction Sheet:

Cyber Security Management Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

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Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 58. Managing Phishing	<input type="checkbox"/>	Mission 58	<input type="checkbox"/>
Learning Lesson	Mission 59. Observing Mobile Security	<input type="checkbox"/>	Mission 59	<input type="checkbox"/>
Quiz	Mission 60. Digital Security Quiz	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing the missions in Zone 6, how can you apply these learning points?

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 17 Student Instruction Sheet:

Critical Thinking Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Critical Thinking Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 61. Blocker Shield and Iron Will	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 62. Who Do You Meet Online?	<input type="checkbox"/>	Mission 62	<input type="checkbox"/>
Learning Lesson	Mission 63. Who are Online Friends?	<input type="checkbox"/>	Mission 63	<input type="checkbox"/>
Learning Lesson	Mission 64. The 12 Stranger Alerts	<input type="checkbox"/>	Mission 64	<input type="checkbox"/>
Learning Lesson	Mission 65. How to Avoid Violent Content	<input type="checkbox"/>	Mission 65	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 18 Student Instruction Sheet:

Critical Thinking Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

Don't spend too much on the **DQWorld.net** no matter how fun it will be. We recommend using it for <45 minutes per day. Pay careful attention to the videos, slides and interactive learning quests! There will be questions based on these in order for you to earn the Critical Thinking Badge!

Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 66. What is Inappropriate Content?	<input type="checkbox"/>	Mission 66	<input type="checkbox"/>
Learning Lesson	Mission 67. How To Critique Content	<input type="checkbox"/>	Mission 67	<input type="checkbox"/>
Learning Lesson	Mission 68. True vs. False Info	<input type="checkbox"/>	Mission 68	<input type="checkbox"/>
Quiz	Mission 69. Critical Thinking Quiz	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing the missions in Zone 7, how can you apply these learning points?

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 19 Student Instruction Sheet:

Digital Empathy Part 1

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

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Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Story Video	Mission 70. Failed	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 71. Courage to Speak Up	<input type="checkbox"/>	Mission 71	<input type="checkbox"/>
Learning Lesson	Mission 72. By-Standers vs. Up-Standers	<input type="checkbox"/>	Mission 72	<input type="checkbox"/>
Story Video	Mission 73. A Titan's Sacrifice	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Story Video	Mission 74. New Heart's Training	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Story Video	Mission 75. Something In Common	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 76. Listening with Empathy Online	<input type="checkbox"/>	Mission 76	<input type="checkbox"/>

Parent's Signature: _____

Name: _____ Class: _____ Date: _____

Lesson 20 Student Instruction Sheet:

Digital Empathy Part 2

DQWorld.net is a play & learn online platform that will empower you with DQ (digital intelligence) in a fun way.

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Activity	DQWorld.net Mission #	Check Upon Completion	Workbook Mission #	Check Upon Completion
Learning Lesson	Mission 77. Speak Up with Empathy	<input type="checkbox"/>	Mission 77	<input type="checkbox"/>
Story Video	Mission 78. Getting It Right	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Learning Lesson	Mission 79. Empathy for Cyber Victims	<input type="checkbox"/>	Mission 79	<input type="checkbox"/>
Learning Lesson	Mission 80. Don't Be Judgemental Online	<input type="checkbox"/>	Mission 80	<input type="checkbox"/>
Story Video	Mission 81. The DQ HERO	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Quiz	Mission 82. Digital Empathy Quiz	<input type="checkbox"/>	N/A	<input type="checkbox"/>

After completing the missions in Zone 8, how can you apply these learning points?

Parent's Signature: _____

School Collateral

School Posters

DQ World provides school posters that schools can hang in their classrooms or hallways. There are 8 posters (one for each Digital Citizenship Skill). As students complete each Digital Citizenship Skill, educators can hang up each poster accordingly to show the class how much they've completed! Use these posters as symbols of achievement and class progress.



Screen Time Management



**Ability to manage one's screen time, multitasking,
and one's engagement in online games and
social media with self-control**

Privacy Management



Ability to handle with discretion all personal information shared online to protect one's and others' privacy

Cyber-Bullying Management



**Ability to detect cyber-bullying situations
and handle them wisely**

Digital Citizen Identity



**Ability to build and manage a healthy congruent
identity online and offline with integrity**

Digital Footprint Management



**Ability to understand the nature of digital footprints
and their real-life consequences and to manage
them responsibly**

Cyber Security Management



Ability to protect one's data by creating strong passwords and to manage various cyber attacks such as SPAM, SCAM and phishing

Critical Thinking



**Ability to distinguish between true and false info,
good and harmful content, and trustworthy and
questionable contacts online**

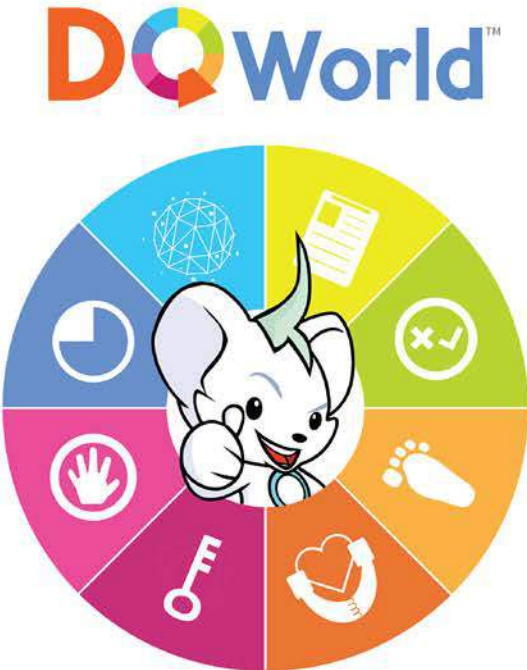
Digital Empathy



**Ability to be empathetic towards one's own
and others' needs and feelings online**

DQ Challenge Poster

Remind students that they are part of a global competition by having the DQ Challenge poster up in the classroom. Educators can laminate this poster and write the top 10 students in their class and constantly update it. You can also have one for each zone or month!



www.DQWorld.net

Top 10 DQ Students

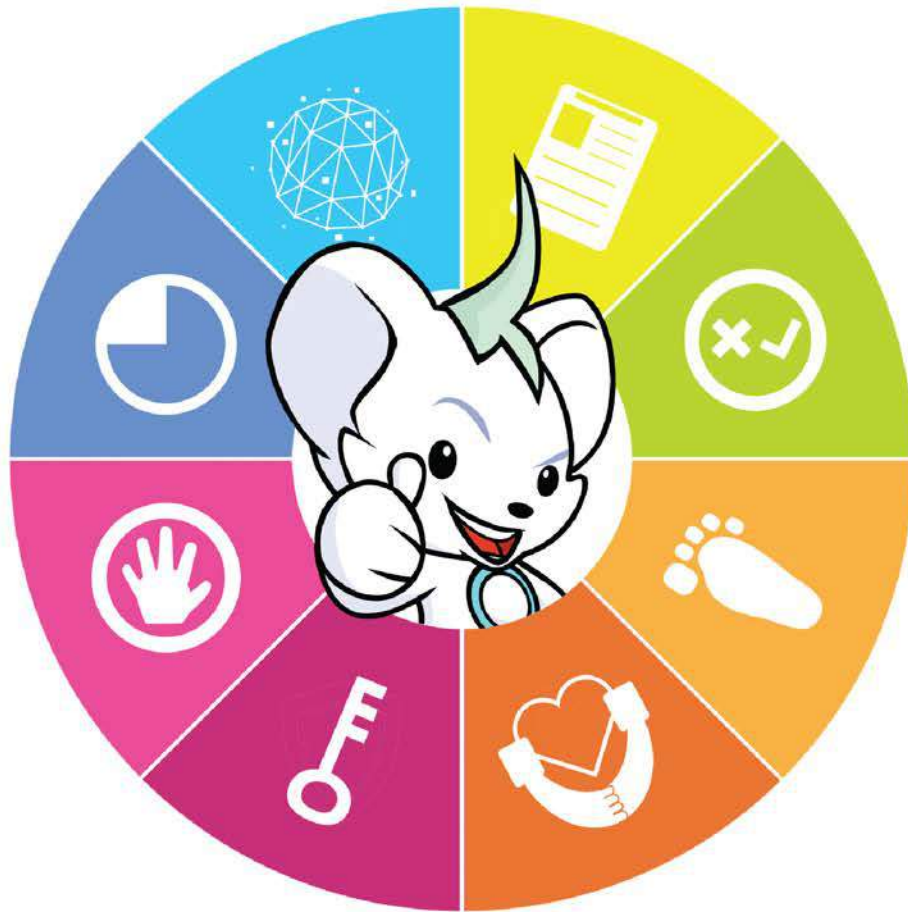
1.	1	Score	6.	Score	2
2.		Score	7.	Score	
3.		Score	8.	Score	
4.		Score	9.	Score	
5.		Score	10.	Score	

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1 STUDENT NAME Write the student's real name or username here.

2 TOTAL SCORE Write the student's total score in this section.

DQWorld™



Top 10 DQ Students

1.	Score	6.	Score
2.	Score	7.	Score
3.	Score	8.	Score
4.	Score	9.	Score
5.	Score	10.	Score

DQWorld™

Become a Digital Leader!



Start Now @
DQWorld.net

IQ EQ DQ

Digital Intelligence Quotient

8 Digital Citizenship Skills on DQWorld.net



Digital Citizen Identity

Ability to build and manage a healthy congruent identity online and offline with integrity



Screen Time Management

Ability to manage one's screen time, multitasking, and one's engagement in online games and social media with self-control



Cyber-Bullying Management

Ability to detect cyber-bullying situations and handle them wisely



Cyber Security Management

Ability to protect one's data by creating strong passwords and to manage various cyber attacks such as SPAM, SCAM and phishing



Digital Empathy

Ability to be empathetic towards one's own and others' needs and feelings online



Critical Thinking

Ability to distinguish between true and false info, good and harmful content, and trustworthy and questionable contacts online



Digital Footprint Management

Ability to understand the nature of digital footprints and their real-life consequences and to manage them responsibly



Privacy Management

Ability to handle with discretion all personal information shared online to protect one's and others' privacy



Comic Inside!

DQWorld™

Become a Digital Leader!



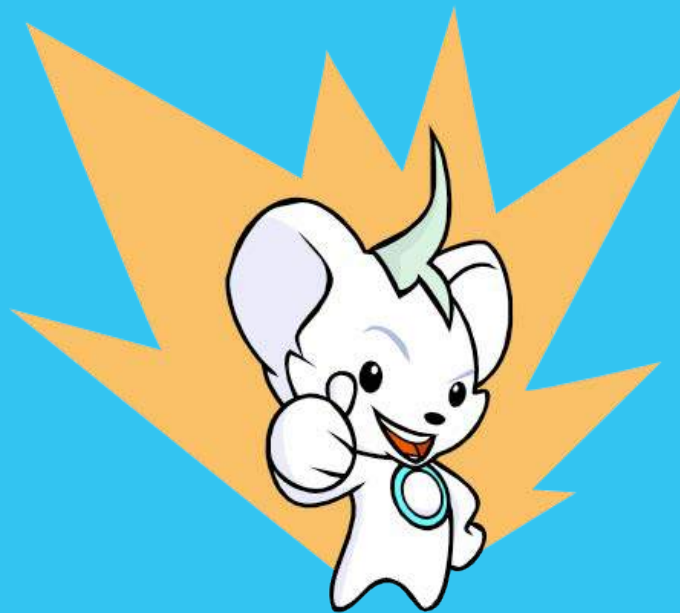
**Fun
Activities
Inside!**

What is DQWorld.net?

DQ World is a world leading online education platform to teach children ages 8-12 the 8 Digital Citizenship Skills. It empowers them to become informed and discerning digital citizens.

Born and raised in the digital world, children need to learn digital skills for the future. Just as one needs to learn to be a safe driver before taking the wheel, children need DQ education at the start of their digital life to ensure they can safely navigate the digital world.

Start Now @ DQWorld.net!



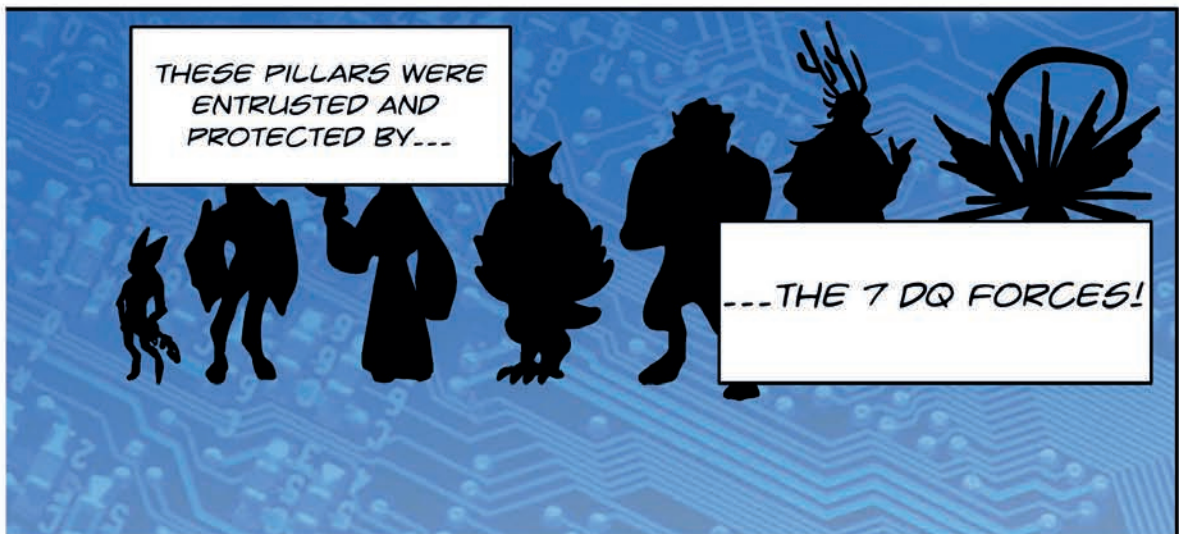
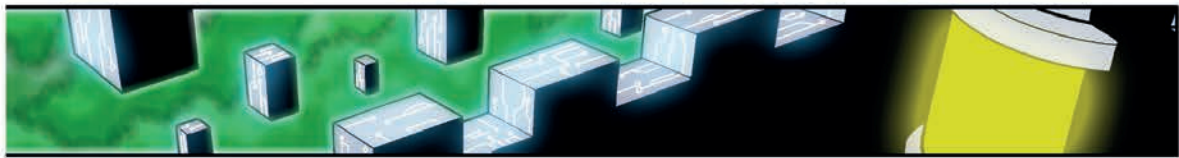
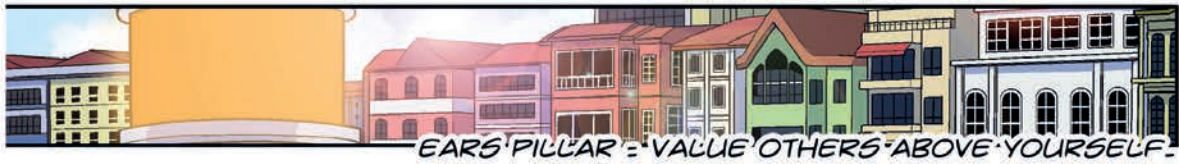
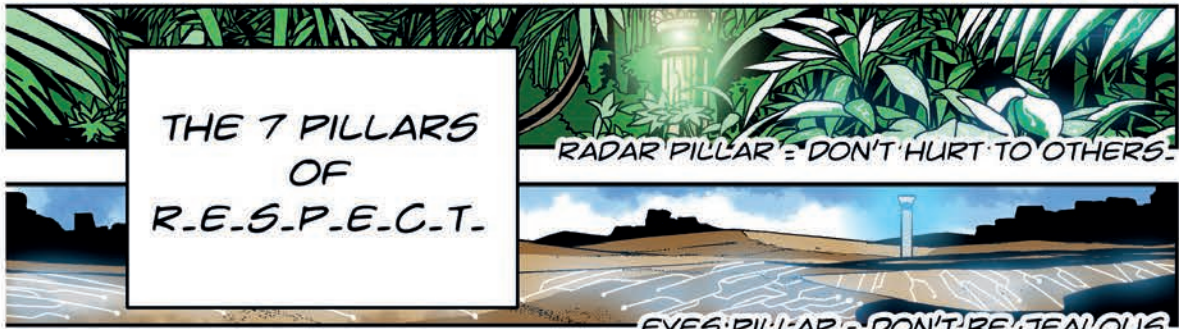
DQ WORLD

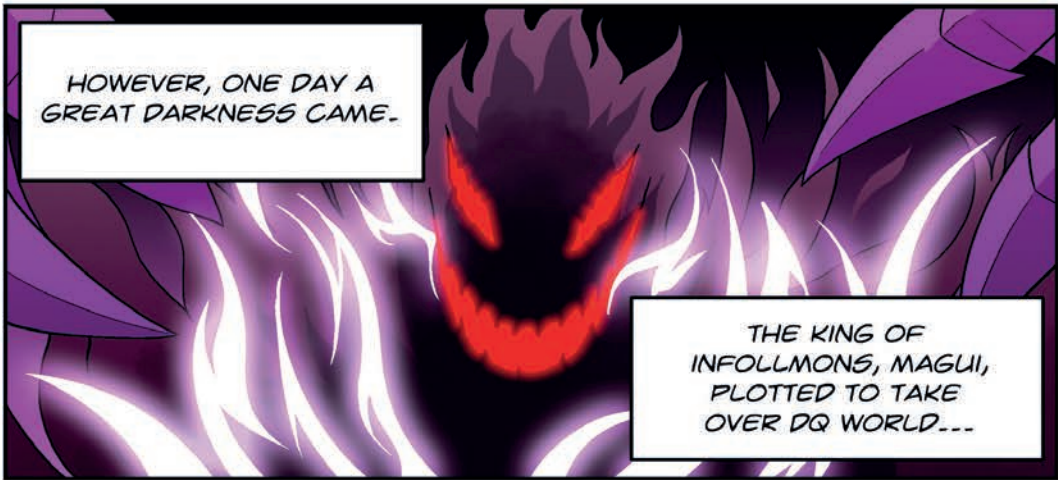
DQ WORLD IS A WORLD
CONNECTING EARTH
AND THE DIGITAL WORLD.

IT WAS ONCE
A BEAUTIFUL AND
MAGICAL PLACE---

---FILLED WITH THOUSANDS OF
INCREDIBLY POWERFUL
CREATURES CALLED TITANS

THE LAND WAS FOUNDED
UPON THE 7 PILLARS OF
R-E-S-P-E-C-T.



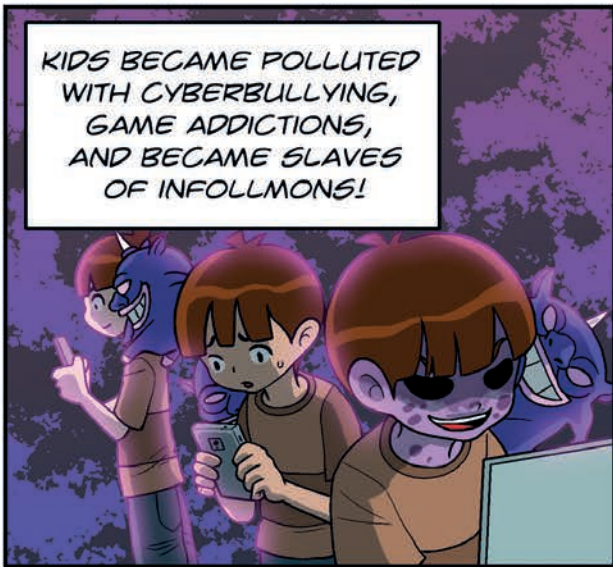


HOWEVER, ONE DAY A GREAT DARKNESS CAME.

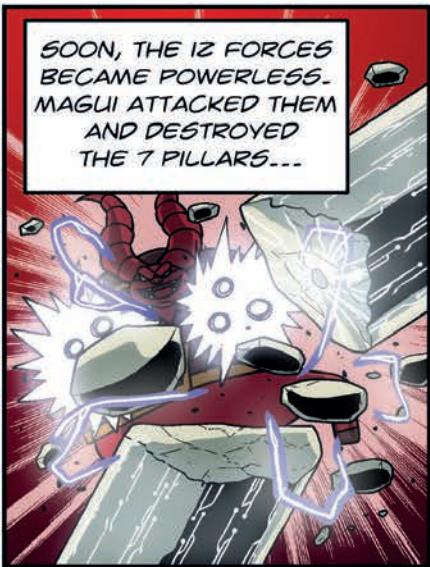
THE KING OF INFOLLMONS, MAGUI, PLOTTED TO TAKE OVER DQ WORLD...



...BY SPREADING HATRED AND VIOLENCE THROUGHOUT THE DIGITAL WORLD.



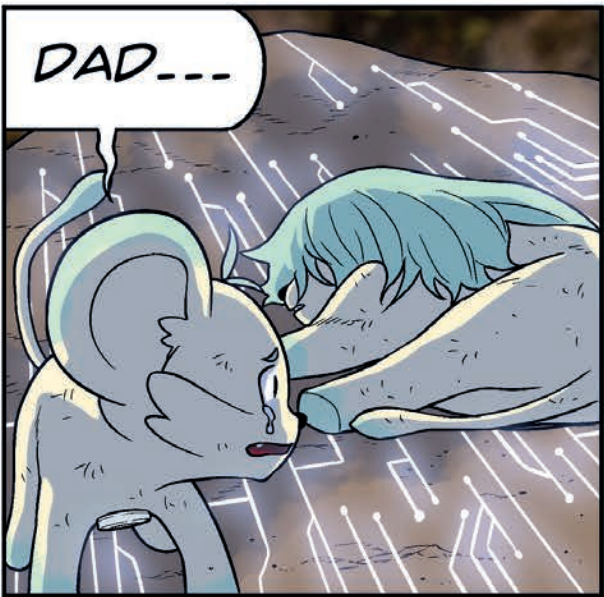
KIDS BECAME POLLUTED WITH CYBERBULLYING, GAME ADDICTIONS, AND BECAME SLAVES OF INFOLLMONS!



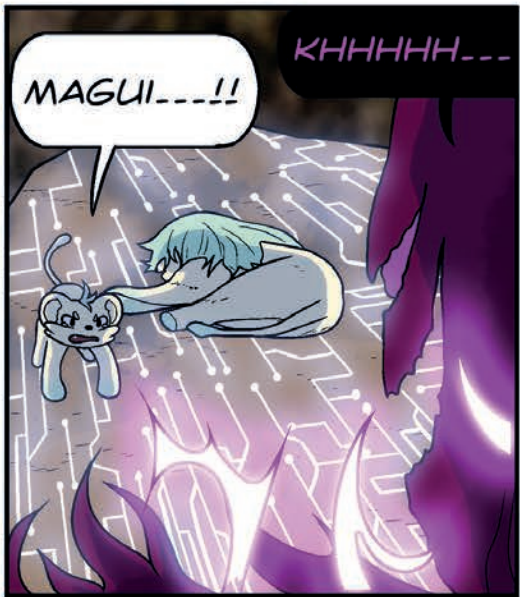
SOON, THE 12 FORCES BECAME POWERLESS. MAGUI ATTACKED THEM AND DESTROYED THE 7 PILLARS...



---CAUSING
DESTRUCTION OF
DQWORLD---AND
TAKING THE LIVES OF
MANY TITANS.

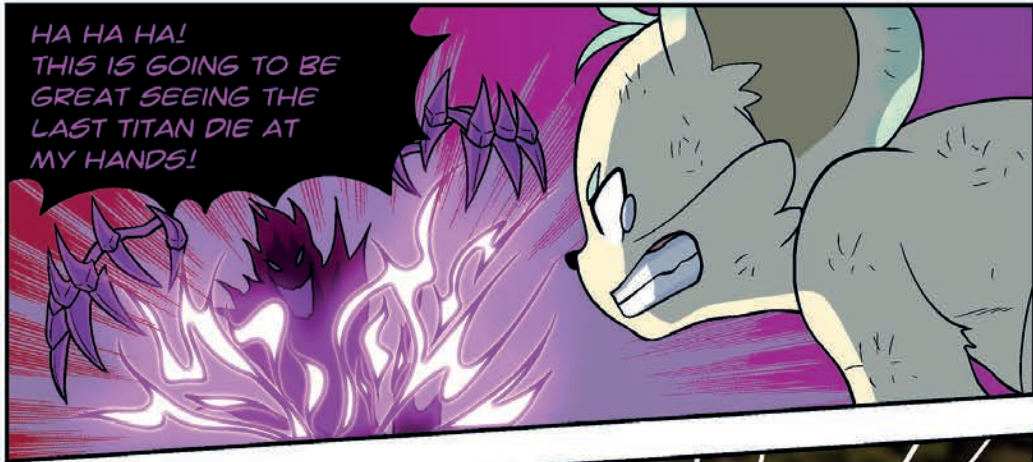


DAD---

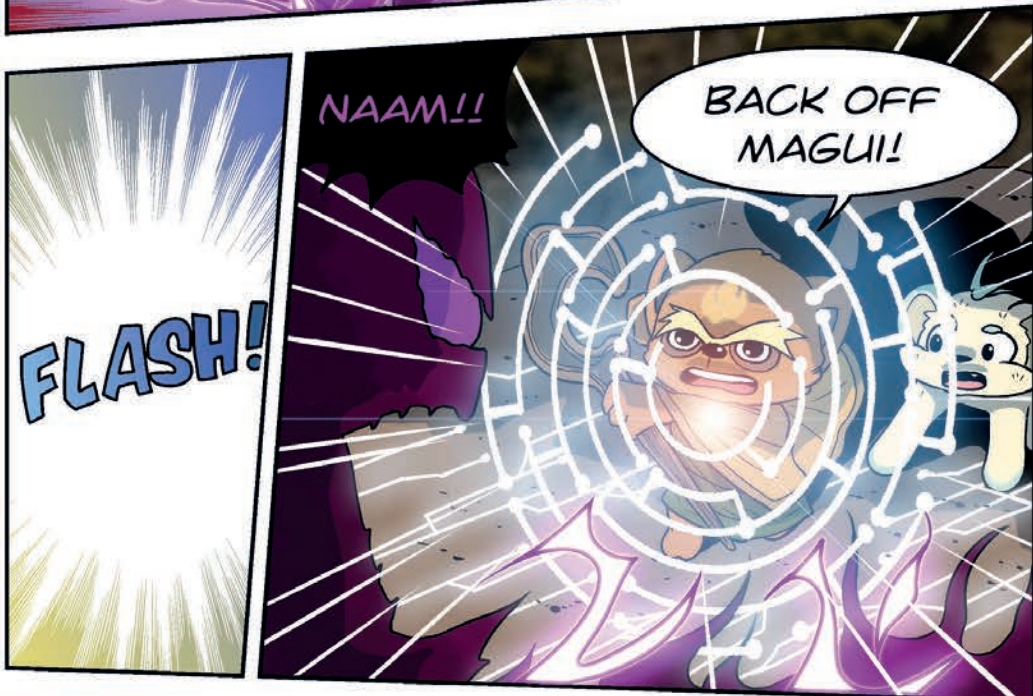


MAGUI---!!

KHHHHH---



HA HA HA!
THIS IS GOING TO BE
GREAT SEEING THE
LAST TITAN DIE AT
MY HANDS!



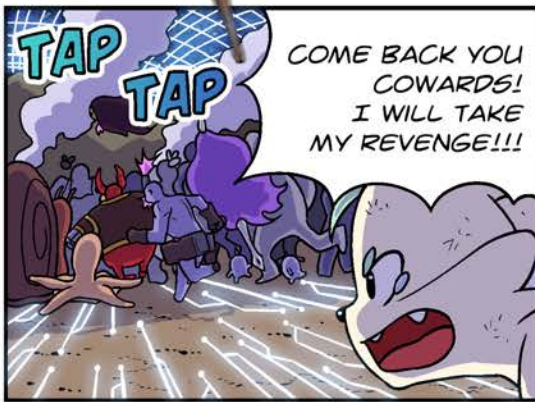
NAAM!!

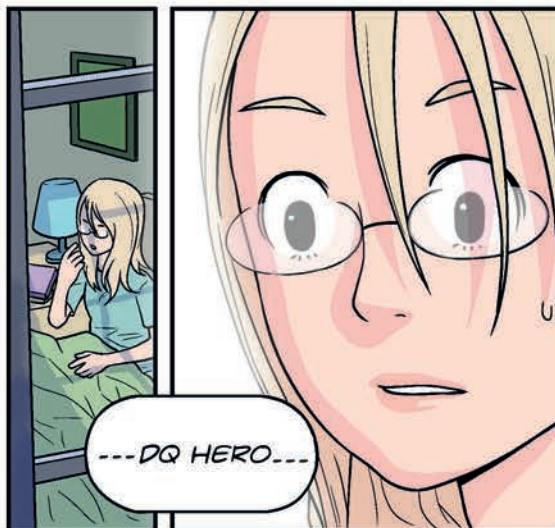
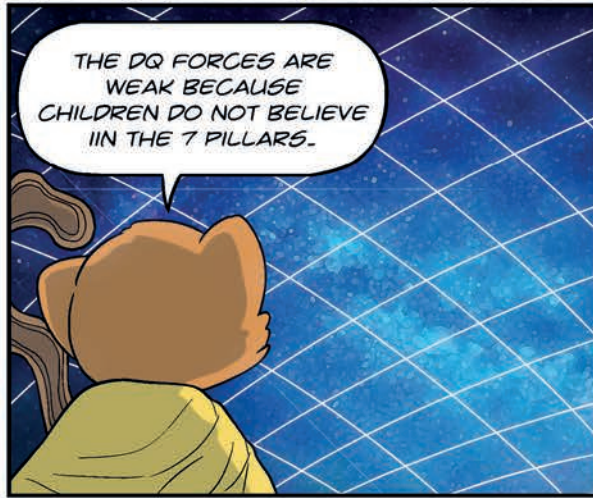
BACK OFF
MAGUI!

FLASH!



GO BACK TO WHERE
YOU BELONG,
YOU WICKED
MONSTER!





To Be Continued on DQWorld.net!

IQ EQ DQ

Digital Intelligence Quotient

8 Digital Citizenship Skills on DQWorld.net



Digital Citizen Identity

Ability to build and manage a healthy congruent identity online and offline with integrity



Screen Time Management

Ability to manage one's screen time, multi-tasking, and one's engagement in online games and social media with self-control



Cyber-Bullying Management

Ability to detect cyber-bullying situations and handle them wisely



Cyber Security Management

Ability to protect one's data by creating strong passwords and to manage various cyber attacks such as SPAM, SCAM and phishing



Digital Empathy

Ability to build and manage a healthy congruent identity online and offline with integrity



Digital Footprint Management

Ability to be empathetic towards one's own and others' needs and feelings online



Critical Thinking

Ability to understand the nature of digital footprints and their real-life consequences and to manage them responsibly



Privacy Management

Ability to handle with discretion all personal information shared online to protect one's and others' privacy

Family Media Rule



Let's make a media pledge for your family and commit to healthy media habits together.

Family Media Pledge

We will talk to each other regularly about our Internet use and digital lives.

We will regularly discuss having technology-free periods in our lives.

We agree not to let digital media interrupt important family time.

We agree to use digital media and devices safely and responsibly.

Parents

Child 

Signature: _____

Signature: _____

Name: _____

Name: _____

Now you and your parents can sign on the pledge.
Remind each other of your promises!

To find the answers, go to [DQ World.net](http://DQWorld.net) Mission 15.



What is Digital Footprint?

Your digital footprint refers to everything on the Internet that can provide information about you!

Circle the terms which represent examples of digital footprint.

Photo

Hand letter

Text message

Blog post

Search history

School newsletter

Filling out an online form

Video

E-mail

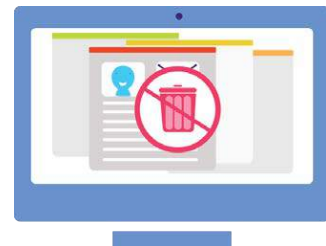
Mobile chat

Online comment

Fill in the blank.

Once your information gets on the Internet, getting it off is almost impossible!

It is often _____ and beyond your ability to change or delete.



To find the answers, go to [DQ World.net](http://DQWorld.net) Mission 47.

Managing Spam and Scam



Remember - when in doubt, don't click!

Fill in the blanks in the sentences below.



_____ is an unwanted email or text mostly advertisements sent to a large number of addresses.



_____ is a trick to get your personal information, normally by pretending to offer you something for free.

Read the sentences below and check TRUE or FALSE.
Correct the sentence to make it true if the sentence is false.

- | | | |
|---|--|--------------|
| 1 | Never send a chain email to your friends! These emails may have viruses! | TRUE / FALSE |
| 2 | I must reply when I receive an email from an online friend but whom I haven't met. | TRUE / FALSE |
| 3 | Stay away from pop-ups and ads no matter how much fun they look, especially those offering "FREE" stuff. | TRUE / FALSE |
| 4 | When in doubt, just click! | TRUE / FALSE |

To find the answers, go to [DQ World.net](http://DQWorld.net) Mission 57.



Whom Do You Meet Online?

Develop good discernment, Know who to trust!

Online friends are people you meet online, but **have never known in real life**. Can you tell the difference between ONLINE and OFFLINE friends?

Write down “**ONLINE**” or “**OFFLINE**” next to the different friends you meet.

1

_____ friend – Met at your school

2

_____ friend – Met through online chatting

3

_____ friend – Plays online games together but have not met in real life

4

_____ friend – Plays soccer together during PE class

5

_____ friend – Has mutual friends on social media

6

_____ friend – Has mutual friends in school

Online friends can be fun and friendly, but some of them can also be potentially dangerous.

To find the answers, go to [DQ World.net](http://DQWorld.net) Mission 62.



Save the Inzombs to get 20 COINS!

Step 1: Go to Zone 3 on DQWorld.net

Step 2: Find the Inzombs

Step 3: Enter the Digital Code B4772 for Inzomb #1

Step 4: Enter the Digital Code B773 for Inzomb #2.

Step 5: Get 20 coins!



Every year, DQ World holds an annual competition to award the top 10 DQ Kids and 10 DQ Schools with the most points around the world. After creating an account, schools and students are automatically entered into the DQ Challenge where they could potentially win awards including certificates, trophies, and DQ World gift sets.

For more details, go to the DQ Challenge tab under DQWorld.net.



Top DQ School

The school with the most points globally overall.



Top 10 DQ Kids

The 10 students that have the highest points.



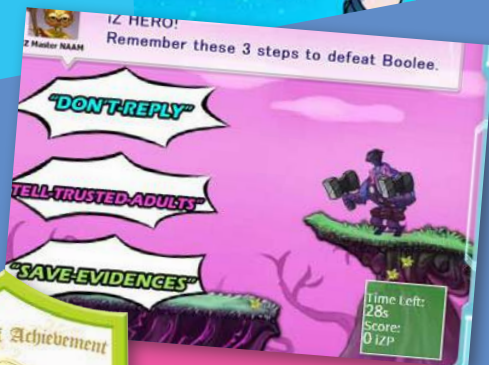
Top 10 DQ Schools

The 10 schools with the most points.

Watch
Animated
Videos!



Play Interactive
Games!



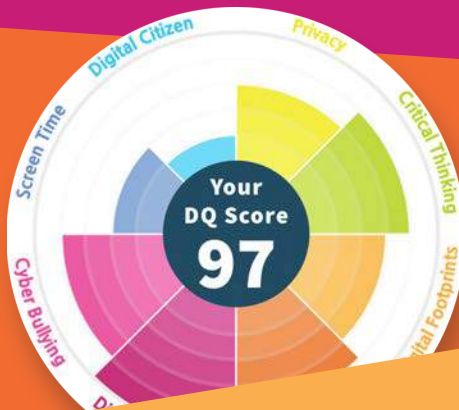
Take Quizzes
and get Badges!



Make Fun
Stickers!



Get Your
DQ Score!



Become
a Top 10
DQ Kid!



Collect
Trading
Cards!



Start Now @
DQWorld.net

Premium DQ School Report Sample

#DQEveryChild™



**SCHOOL
REPORT**

AAA Primary School
Singapore

18th January 2017

IQ, EQ, and now DQ: The Digital Intelligence Quotient

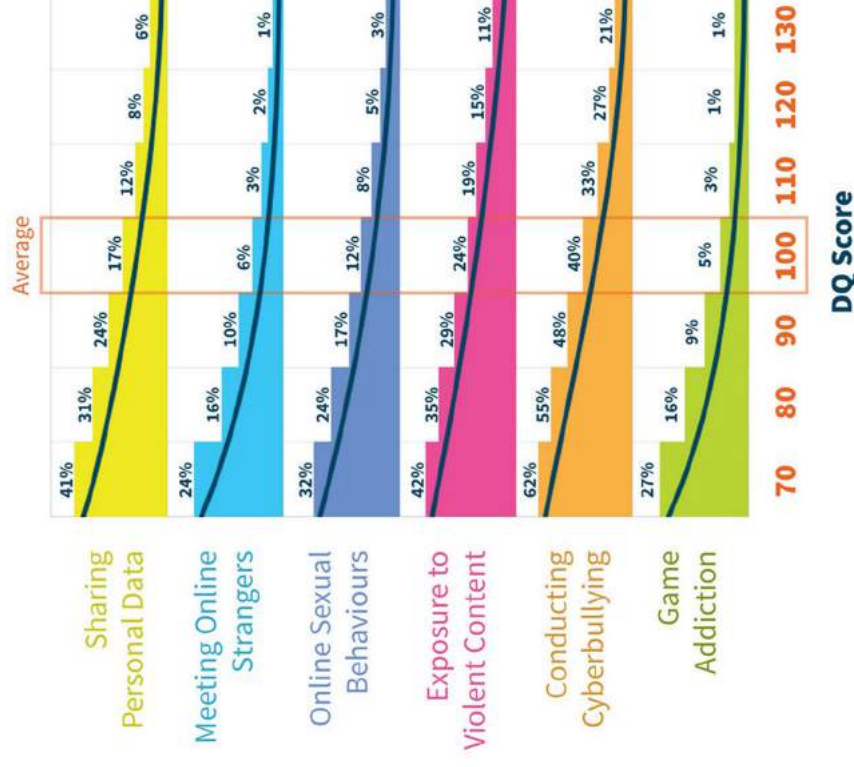
The digital era is upon us, and we must empower our children to be smart and responsible users of technology while avoiding risky and harmful online activities. To address this urgent need, the **DQ World™** online education program is pioneering efforts to promote youth digital citizenship.

Our online education program has been proven to boost children's DQ scores, on average, from 93 to 106 – a 14% increase. Moreover, higher DQ levels had a significant and positive impact on children's development across several important areas:

- Safe and responsible behaviors and attitudes online
- Balanced screen time and improved self-control
- Enhanced media and information literacy
- Higher empathy and global citizenship
- Better understanding of online presence, privacy, and data protection
- More active parental mediation and school intervention
- Stronger social, emotional, and physical well-being
- Improved academic performance and future opportunity

Now, your students' participation in this program has been summarized in this report. We hope you will find the insights useful, and use them to initiate an open and constructive dialogue with your students, one that will encourage all children on their way to becoming the digital leaders of tomorrow.

Impact of DQ on Children's Risky Behaviours Online





How to Use this Report

This DQ Report should serve as a starting point for conversation between you and your students about their digital lives. By guiding your students' digital life skills, you can help them build empathy in relationships, strong minds and bodies, and resilience to significant cyber threats. Device use impacts sleep, focus, and physical wellness, so it is never too early to improve the way we use, interact, and respond to our digital devices. Get started today!

- **Remember: our teachers never taught us how to teach DQ skills.** We are the first generation of educators that must learn for ourselves how to guide and encourage our students' digital intelligence.
- **Be a trusted and supportive listener.** You will gain valuable insights into your children's experiences and be able to guide them when they are most in need.
- **Set boundaries with care and respect.** Include time limits and monitor device use so that your students learn how to maintain healthy habits. Importantly, show that you do this because you care.
- **Teach and practice coping skills.** Prepare your students to respond calmly and responsibly to unhealthy content or hurtful situations that will inevitably arise online.



Warning

The DQ Report must not serve as a judgment against your students. The use of punishment (grounding from internet use, complete blocking of internet access, etc.) is not an effective reaction to the information presented here, and can have negative unintended consequences.

- **Many students grow to be more techy-savvy than their teachers.** Young learners eventually find a way around restrictions, but this should not make educators feel undermined or become a point of conflict.
- **Avoid harsh punishments that may discourage your students** from coming to you for help. If children fear judgment from this report, they may decide not to seek adult guidance in difficult situations, and be at enhanced risk of cyber victimization. Children often suffer in silence when being victimized and experiencing serious abuse because they fear the reaction from adults.
- **Take time to collect yourself** and avoid reacting negatively or with heightened emotion when you discover your students have interacted with harmful content.
- **Everything you do online, including what you post about your students, leaves a digital footprint.** This will be accessed by future employers, college entrance boards. Make choices that will help your students long-term.






Disclaimer

Limitations of Content: *This report presents a detailed snapshot of the digital intelligence and safety of students who completed the DQ World™ online education program. A large part of this report is based on self-reporting, i.e., how each student answered questions about themselves. Its accuracy is limited by the accuracy of those answers. If participants did not provide accurate information or answer questions truthfully, the accuracy of the report will be limited. This report does not provide any legal or medical advice.*

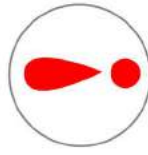
Confidentiality: *This report contains sensitive personal information and is therefore only to be viewed by the parents of the child participant, as well as certified educational professionals who have the parent's legal permission to care for student participants.*

Report Contents

The **DQ School Report** provides a comprehensive summary of your students' digital lives including their digital competency, personal strengths, usage of technology and media, exposure to cyber risks, and guidance and support. Your school's achievement is referenced to that of other schools around the nation. The five key areas of assessment are as follows:

Area	Description
 DQ Skills This area assesses your students' mastery of the 8 Key Skills of Digital Citizenship that are taught in the internationally-recognized DQ World™ online education curriculum: Digital Citizen Identity, Screen Time Management, Cyber Bullying Management, Cyber Security Management, Digital Empathy, Digital Footprint Management, Critical Thinking, and Privacy Management.	
 Personal Strengths This area assesses your students' personal strengths across the categories of global citizenship, social relationships, self efficacy, self regulation, emotional regulation, and balance of offline and online reality.	
 Balanced Use of Technology and Media This area shows how appropriately, and in what ways, your students use digital devices and media, and provides useful information regarding their weekly screen time for entertainment use, internet connectivity, mobile device ownership, digital media activity, and social media usage.	
 Exposure to Cyber Risks This area indicates your students' exposure to cyber risks including online strangers, game addiction, cyber bullying, cyber victimization, online sexual behavior, and exposure to violent content.	
 Parental Mediation This area indicates how much guidance your students receive with regards to parental mediation and school computer and cyber safety education.	

Requires Attention



This mark means that the **area of assessment differs from recommendations** for children ages 8-12, as put forth by our team of healthcare, media, and digital education experts. In such cases, we will provide suggestions for improvement at the end of the report.

Area	Category	Achievement Recommendation	Experts' Reasoning
	DQ Skills	Should exceed 85	A DQ Score of 85 is the minimum standard for adequate mastery of digital citizenship.
	DQ Improvement	Should exceed 0%	Students who earnestly complete the online program should experience a positive increase in DQ.
	Personal Strengths Score	Should exceed 1.5	A score of 1.5 or greater is the recommended minimum for healthy personal growth.
	Balanced Use of Technology and Media: Weekly Screen Time	Should be less than 14 hours per week	Children should have no more than 14 hours of weekly screen time for entertainment use.
	Balanced Use of Technology and Media: Social Media Usage	Should not exceed 0%	Social media is not recommended for young children under age 13.
	Exposure to Cyber Risks	"At Moderate Risk" or "At High Risk" outcomes should not exceed 0%	All schools should strive for 0% elevated cyber risk.
	Guidance and Support	"Frequent" or "Sometimes" outcomes should occur at least once for each student in each area of mediation.	Without occasional mediation from parents and teachers in at least one area of mediation, students are at serious risk of unsafe attitudes and behaviors online.

Any values marked as such should receive your earnest attention. Thank you for your care and interest.

Demographics

Date of registration: 12 August 2017

Date of completion: 30 November 2017

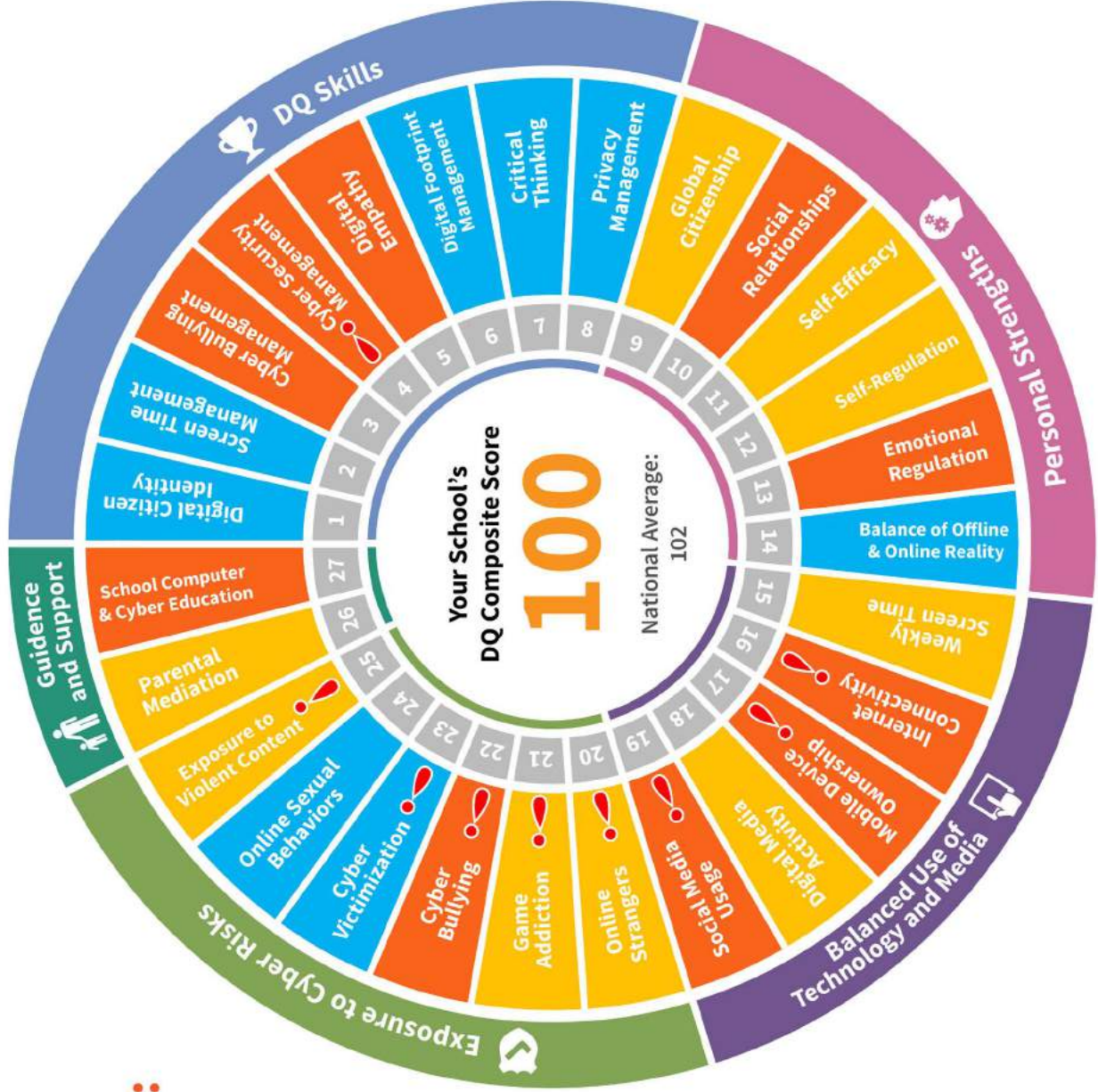
School Participation and Completion

Level	Birth year	Boys		Girls		Total	
		# Registered	# Completed (%)	# Registered	# Completed (%)	# Registered	# Completed (%)
P5	2005	120	110 (91.6%)	80	70 (87.5%)	200	32 (100%)
P3	2007	80	70 (87.5%)	120	110 (91.6%)	200	2 (100%)
	Total	200	180 (90%)	200	180 (90%)	400	360 (90%)

* Only a level with more than 20 students will have a level-specific information.

Performance Snapshot: School vs. National

SCALE	Your Scores vs. National Average (p<0.05)
	This area differs from expert's recommendations
Below Average	Status is significantly below the national average
Average	Report is similar to the national average
Above Average	Status is significantly above the national average



DQ Summary

Your School's
DQ
100
National Average: 102

- Your school's DQ is the average of your school's 8 DQ Skills Scores across all 8 Key Areas of Digital Citizenship.
- Compared to other schools in your nation, your school's DQ is below average.
- Your school's DQ is 100.
- Your nation's average DQ is 102.
- Your school's DQ is lower than that of other schools in your nation. Don't worry – there are plenty of ways to continue to improve the digital intelligence skills of your students. Please see suggestions for improvement at the end of the report.

Your School's
DQ Improvement
15%
National Average: 10%

- Your school's DQ Improvement is the percentage difference between your school's DQ before and after completion of the DQ World™ online program.
- Compared to other schools in your nation, your school's DQ Improvement is above average.
- Your school's DQ increased by 13 points, which corresponds to a 15% DQ Improvement!
- Your school's DQ before the completion of the DQ World program was 87.
- Your school's DQ after the completion of the DQ World program is 100.
- Your school's DQ Improvement is significantly higher than that of other schools in your nation! A 10% DQ Improvement results in a 30% reduction in risky online behaviors in addition to a positive impact on student development across several important areas including digital literacy, privacy protection, self-control, empathy, and critical thinking.

Your School's
DQ Percentile Rank
Top 48%
Participating Schools: 100

- The DQ Percentile Rank is the percentage of school DQs in your nation that are equal to or lower than your school's DQ.
- Your school's DQ is in the top 48%.
- If there were 100 competing DQs in your nation, your school would rank #48.
- Congratulations on a great effort from all of your students!



DQ Skills

The 8 Key Skills of Digital Citizenship form the framework for your students' DQ education and the basis for DQ Skills score evaluation. We assessed your students' mastery of these skills, which are taught in the internationally-recognized DQ World™ online education curriculum.



Digital Citizen Identity
Ability to build and manage a healthy identity online and offline with integrity



Screen Time Management
Ability to manage one's screen time, multitasking, and engagement online with self-control



Cyberbullying Management
Ability to detect cyberbullying situations and handle them wisely



Cyber Security Management
Ability to protect one's data by creating strong passwords and to manage various cyber attacks



Digital Empathy
Ability to be empathetic towards one's own and others' needs and feelings online



Digital Footprint Management
Ability to understand the nature of digital footprints and their real-life consequences, and to manage them responsibly



Critical Thinking
Ability to distinguish between true and false info, good and harmful content, and trustworthy and questionable contacts online



Privacy Management
Ability to handle with discretion all personal information shared online to protect one's and other's privacy

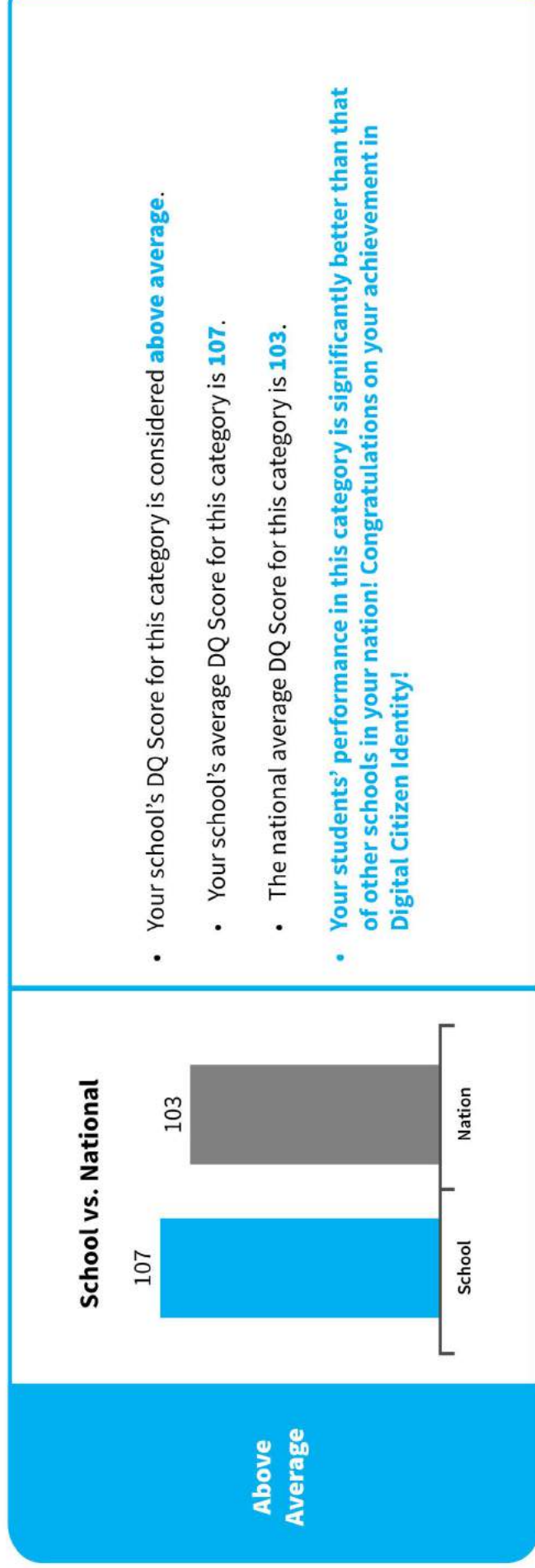


DQ Scores: 1) Digital Citizen Identity

Score
107
National Average: 103

Digital Citizen Identity measures a student's ability to build and manage a healthy identity online and offline with integrity. Students with high Digital Citizen Identity scores will:

- Understand the nature of the digital world and use digital technologies and media with proficiency
- Have the knowledge and skills to build and manage a healthy congruent identity
- Be aware of global citizenship in the digital space



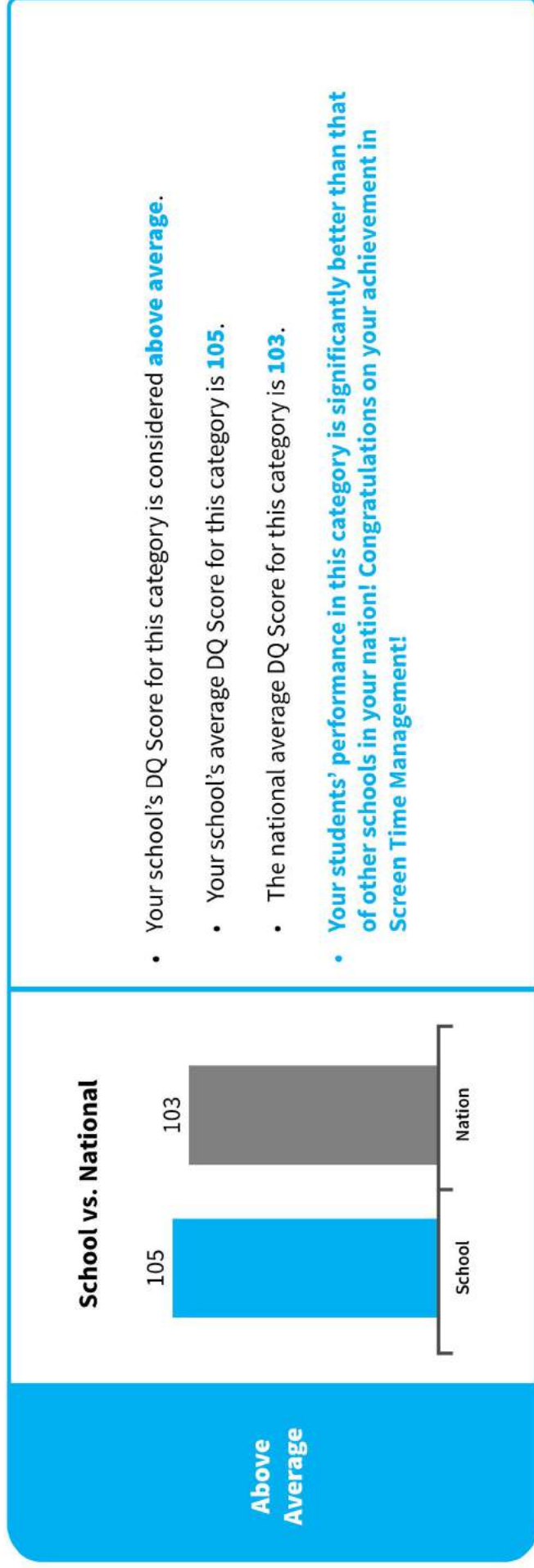


DQ Scores: 2) Screen Time Management

Score
105
National Average: 103

Screen Time Management measures your students' ability to manage screen time, multitasking, and engagement in online games and social media with self-control. Students with high Screen Time Management DQ Scores will:

- Balance the physical and virtual realities
- Exert self-control in use of digital technology and understand the various side-effects of excessive screen time, multi-tasking, and addictive usage of digital media
- Be able to manage time and set limits on personal use without allowing digital use to take over their lives.





DQ Scores: 3) Cyber Bullying Management

Score

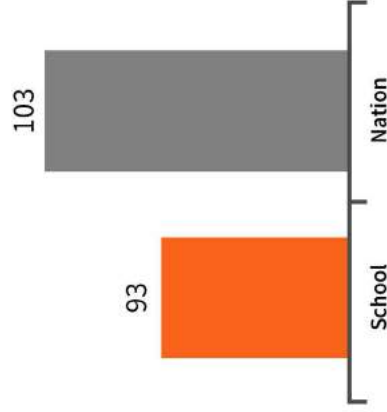
93

National Average: 103

Cyber Bullying Management measures your students' ability to detect cyber bullying situations and handle them wisely. Students with high Cyber Bullying Management DQ Scores will:

- Have the personal discipline to use digital media safely and responsibly
- Know how to detect a cyber bullying situation and how to handle the situation calmly
- Know how to handle a problem with wisdom, and safely seek help before it gets out of control.

School vs. National



Below Average

- Your school's DQ Score for this category is considered **below average**.
- Your school's average DQ Score for this category is **93**.
- The national average DQ Score for this category is **103**.
- **Your students' performance in this category is significantly lower than that of other schools in your nation. Please thoroughly review the principles of Cyber Bullying Management to encourage further improvement, and please see suggestions for improvement at the end of the report.**



DQ Scores: 4) Cyber Security Management

Score
82
National Average: 94

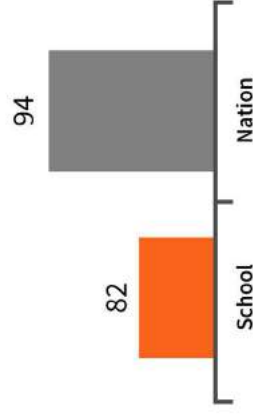
Cyber Security Management measures your students' ability to protect personal data by creating strong passwords and to manage various cyber attacks i.e. SPAM / SCAMS / Phishing. Students with high Cyber Security Management DQ Scores will:

- Be able to spot and protect oneself and other from various cyber attacks such as spam, scams, and phishing
- Have practical skills, such as creating strong passwords, and know to protect them



**Below
Average**

School vs. National



- Your school's DQ Score for this category is considered **below average**.
- Your school's average DQ Score for this category is **82**.
- The national average DQ Score for this category is **94**.
- **Your students' DQ Score for this category falls below experts' recommend minimum of 85. Please see suggestions at the end of the report.**



DQ Scores: 5) Digital Empathy

Score

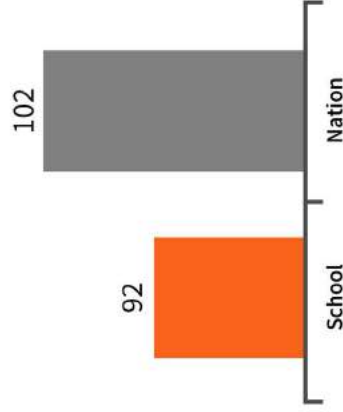
92

National Average: 102

Digital Empathy measures your students' ability to be empathetic towards one's own and others' needs and feelings online. Students with high Digital Empathy DQ Scores will:

- Be sensitive to the needs and feelings of the self and of others when online, even without face-to-face interaction
- Build good relationships with parents, teachers, and friends both online and offline
- Reject judgmental mindsets online, and speak out for those who need help

School vs. National



Below
Average

- Your school's DQ Score for this category is considered **below average**.
- Your school's average DQ Score for this category is **92**.
- The national average DQ Score for this category is **102**.
- **Your students' performance in this category is significantly lower than that of other schools in your nation. Please thoroughly review the principles of Digital Empathy to encourage further improvement, and please see suggestions for improvement at the end of the report.**

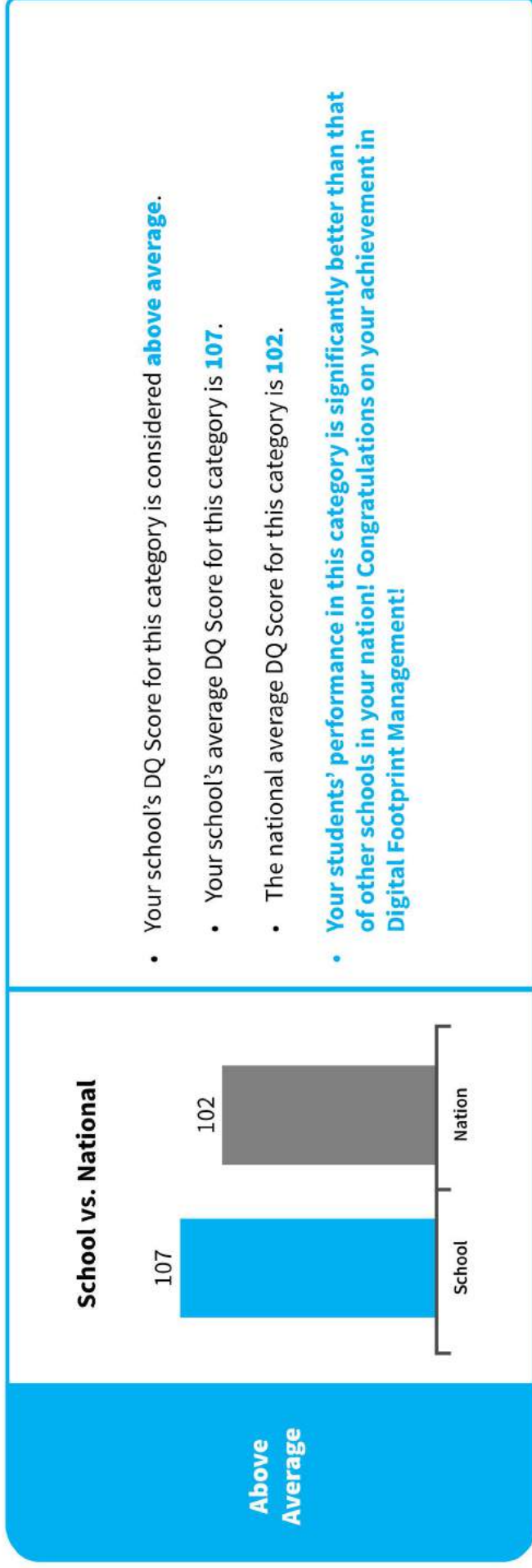


DQ Scores: 6) Digital Footprint Management

Score
107
National Average: 102

Digital Footprint Management measures your students' ability to understand the nature of digital footprints and their real life consequences, and to manage them responsibly. Students with high Digital Footprint Management DQ Scores will:

- Understand the nature of online communication and know that everything that he or she says and does online leaves trails called "digital footprints"
- Be aware of the persistent nature of digital footprints and their real-life consequences, including creating unintended impacts on their online reputation
- Have the skills to manage digital footprints responsibly



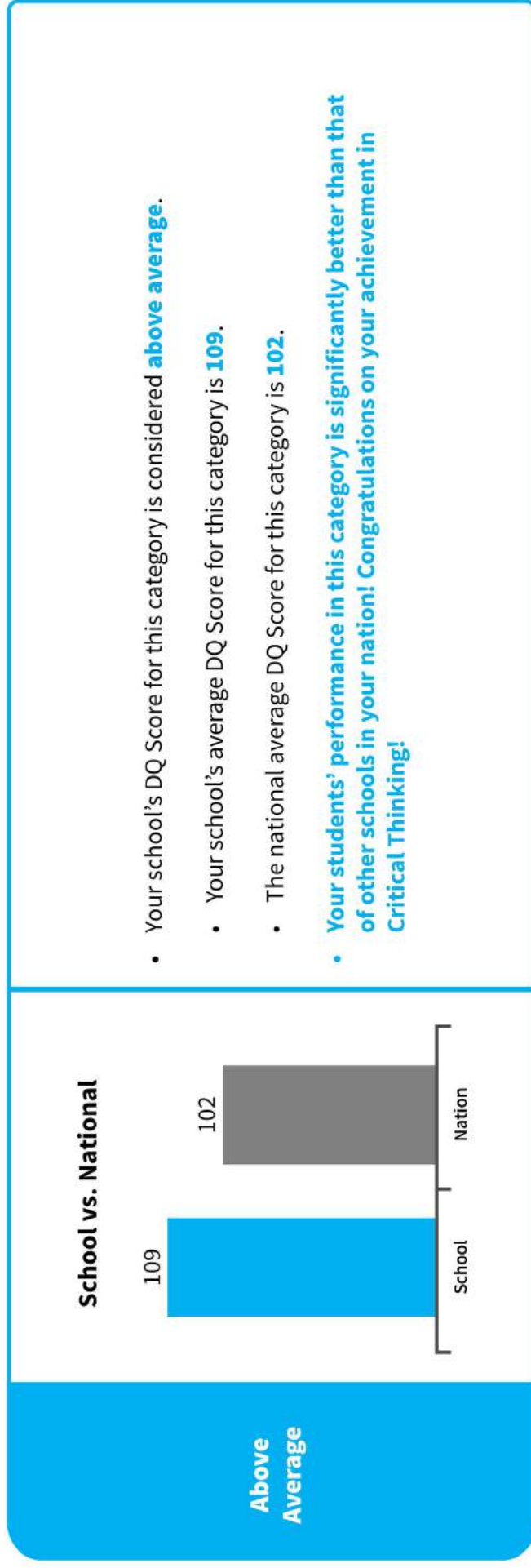


DQ Skills: 7) Critical Thinking

Score
109
National Average: 102

Critical Thinking measures your students' ability to distinguish between true and false information, good and harmful content, and trustworthy and questionable contacts online. Students with high Critical Thinking DQ Scores will:

- Have the knowledge and skills to evaluate information, content, and contacts on the internet with discernment
- Understand the harmful effects of false information, violence, inappropriate content, as well as the risks associated with online strangers
- Exhibit critical thinking when distinguishing between true and false information, good and harmful content, and trustworthy and questionable contacts online





DQ Skills: 8) Privacy Management

Score

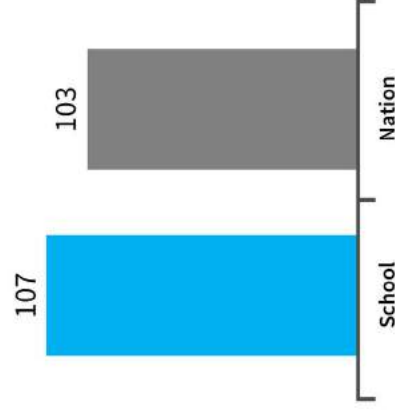
107

National Average: 103

Privacy Management measures your students' ability to handle with discretion all personal information and shared online to protect one's and others' privacy. Students with high Privacy Management DQ Scores will:

- Have the knowledge and skills to handle personal information shared online with discretion
- Ensure and protect the privacy of the self and of other contacts
- Remain aware that privacy is a basic human right

School vs. National



Above
Average

- Your school's DQ Score for this category is considered **above average**.
- Your school's average DQ Score for this category is **107**.
- The national average DQ Score for this category is **103**.
- **Your students' performance in this category is significantly better than that of other schools in your nation! Congratulations on your achievement in Privacy Management!**



Personal Strengths

We assessed your students' personal strengths across the areas of global citizenship, social relationships, self-efficacy, self-regulation, emotional regulation, and balance of offline and online reality.

Global citizenship



Valuing diversity and challenging injustice with meaningful action

Social relationships



Forming meaningful and trustworthy connections with others

Self-efficacy



Possessing the confidence that one can properly respond to difficult situations

Self-regulation



Organizing one's time online to maximize productivity

Emotional regulation



Controlling one's reactions to unexpected or unpleasant events

Balance of Offline and Online Reality



Growing confidence and earning respect in the real world



Personal Strengths: 9) Global Citizenship

Score

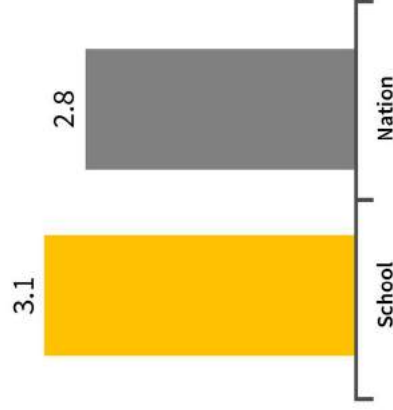
3.1

National Average: 2.8

A global citizen understands interconnectedness, values diversity, and challenges injustice by taking action in personally meaningful ways. Students with high global citizenship scores:

- Respect themselves while taking pride in their culture
- Treat others with dignity, be it online or offline
- Welcome differences while choosing to reject prejudice and hatred

School vs. National



- The Global Citizenship Score of your school is considered **average**.
- Your school's average is **3.1**.
- The national average is **2.8**.
- **Your students' performance in this category is similar to that of other schools in your nation. Please continue to exercise the principles of Global Citizenship to encourage further improvement!**



Personal Strengths: 10) Social Relationships

Score

2.7

National Average: 3.1

Healthy social relationships are essential to a functioning society and healthy, engaged individuals. Students with high social relationship scores:

- Enjoy the people they interact with, despite differences
- Feel that people close to them sincerely care for them
- Perceive sufficient support at home and at school to form trustworthy and meaningful relationships

School vs. National



Below Average

- The Social Relationships Score of your school is considered **below average**.
- Your school's average is **2.7**.
- The national average is **3.1**.
- **Your students' performance in this category is significantly lower than that of other schools in your nation. Please thoroughly review the principles of Social Relationships to encourage further improvement, and see recommendations for improvement at the end of the report.**



Personal Strengths: 11) Self-Efficacy

Score

3.2

National Average: 3.1

Self-Efficacy means to strongly believe in one's own ability to respond positively to challenges and to accomplish personal goals. Students with high self-efficacy scores tend to:

- Express confidence in his or her ability to overcome challenges.
- Believe that hard work and ingenuity can help accomplish goals.
- Face everyday problems with effort and positivity.





Personal Strengths: 12) Self-Regulation

Score
3.2
National Average: 3.1

Self-regulation measures how effectively students organize time spent on internet activities, in order to maximize their productivity. Students with high self-regulation skills:

- Prioritize schoolwork, health, and relationships over screen time
- Recognize, and limit, distracted behavior
- Encourage and respect sensible digital usage rules





Personal Strengths: 13) Emotional Regulation

Score

2.5

National Average: 3.5

Emotional regulation is the skill of controlling one's reaction to unpleasant or unexpected events. Students with high emotional regulation scores:

- Deal with stress in productive ways
- Can calm themselves down when angry or upset
- Effectively cope with disappointment and sadness

School vs. National

3.5

Below
Average

2.5

School

Nation

- The Emotional Regulation Score of your school is considered **below average**.

- Your school's average is **2.5**.

- The national average is **3.1**.

- **Your students' performance in this category is significantly lower than that of other schools in your nation. Please thoroughly review the principles of Emotional Regulation to encourage further improvement, and see recommendations for improvement at the end of the report.**



Personal Strengths: 14) Balance of Offline and Online Reality

Score

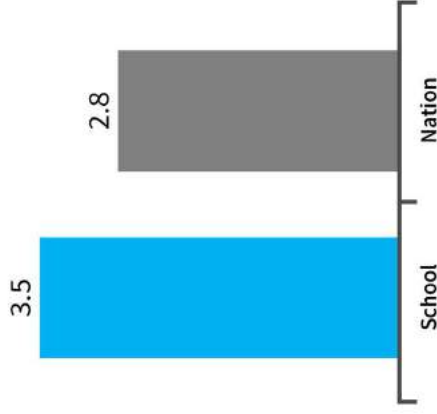
3.5

National Average: 2.8

Balance of Offline and Online Reality implies feeling respected and confident within real world situations without the need for finding social comfort online. Students with high balance of offline and online reality scores tend to:

- Earn respect from others not only online, but in the real world.
- Invest more effort into real-world relationships than online ones.
- Are able to sensibly balance real-world expectations with online ones.

School vs. National



Above Average

- The Balance of Offline and Online Reality Score of your school is considered **above average**.
- Your school's average is **3.5**.
- The national average is **2.8**.
- **Your students' performance in this category is significantly better than that of other schools in your nation! Congratulations on your strengths in Balance of Offline and Online Reality!**



Balanced Use of Technology and Media

We assessed how appropriately, and in what ways, your students use digital devices and media, and provide useful information regarding your students' weekly screen time for entertainment use, internet connectivity, mobile device ownership, digital media activity, and social media usage.

Weekly Screen Time



Weekly screen time is the amount of hours students spend on the digital media per week for entertainment. Because this does not include screen time for homework and study, students spend more time in front of screens than is mentioned here.

Internet Connectivity



Internet Connectivity shows if, and where, your students have internet access. (smart phones, tablet pcs, laptops). Ideally, students will have internet connectivity in places with guidance, such as at home and at school.

Mobile Device Ownership



Mobile Device Ownership indicates whether your child owns a personal mobile device (such as a smart phone or tablet). Mobile device ownership at a young age often leads to early digital media overuse and abuse.

Digital Media Activity



Digital Media Activity measures how actively your child uses online digital media with social functions, such as posting comments and videos, sending chat messages, engaging in e-commerce, and more.

Social Media Usage



Social Media Usage describes if, and to what extent, your students engage in social media activity using social media sites. Most social media sites have a minimum user age of 13 years old.



Balanced Use of Technology and Media: 15) Weekly Screen Time

31
hours

National Average:
28 hours

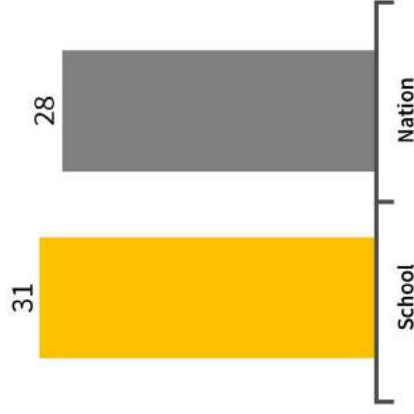
Weekly screen time is the time students spend on digital media per week for entertainment. The weekly screen time rating measures how well your child adheres to the recommended limits for weekly screen time: less than 14 hours per week for children age 8-12.

- Because screen time excludes time spent on digital media for school work and study, students ultimately spend more time online than is reported here.



Average

School vs. National



- Compared to other schools in your nation, your students' management of **weekly screen time** is **average**.
- Your students' spend, on average, **31** hours per week on digital media for entertainment.
- The national average is **28** hours per week.
- Your students' excessive weekly screen time could be of concern. The recommended average is less than **14** hours per week. **Please see suggestions for improvement at the end of the report.**



Balanced Use of Technology and Media: 16) Internet Connectivity

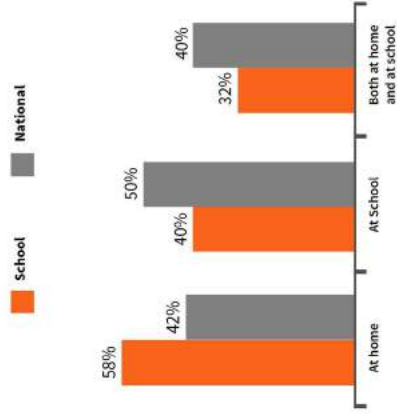
Students with Internet
Connectivity
Both at Home and at School

32%

National Average: 40%

- **Internet Connectivity** shows if, and where, your students have access to the internet. Ideally, your students should have internet connectivity at both home and at school.

Below Average



- Compared to other schools in your nation, your students' internet connectivity is **below average**.
 - **32%** of your students report having internet access at both home and at school.
 - The national average is **40%**
- It is recommended that all children enjoy internet connectivity both at home and at schools. The limited internet connectivity might limit the positive opportunities for digital learning that can enhance children's future potential.



Balanced Use of Technology and Media: 17) Mobile Device Ownership

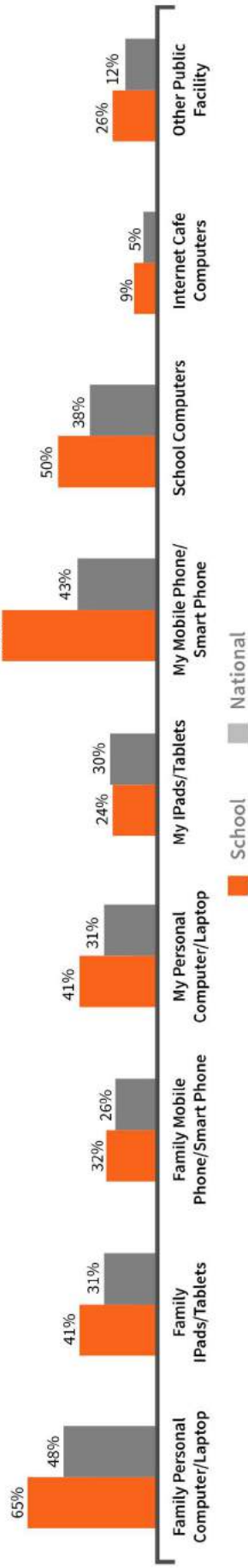
% of Students Owning One or more Mobile Device

76%

National Average: 58%

- **Mobile device ownership** indicates whether your students own a personal mobile device (such as a smart phone or tablet).
- Mobile device ownership at a young age often leads to early digital media overuse and abuse. For this reason, device access that **includes personal ownership** of mobile digital devices is graded negatively.
- Students tend to use multiple devices – a school computer, a family iPad/tablet, among others, and these trends for your students are illustrated in the graph below.

Student Digital Device Use



Below Average

- Compared to other schools in your nation, your students' mobile device ownership is **higher than average**.

- **76%** of your students reporting owning one or more mobile device(s).
- The national average is **43%**.
- Your students use these devices much more actively than the national average:
 - **My mobile phone / smartphone**
 - **Family Personal computer / Laptop**
 - **School computers**
- Your students' mobile device ownership could be of concern. **Please see suggestions for improvement at the end of the report.**

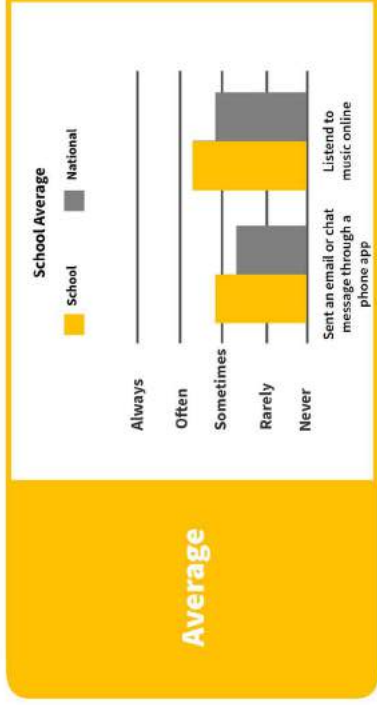
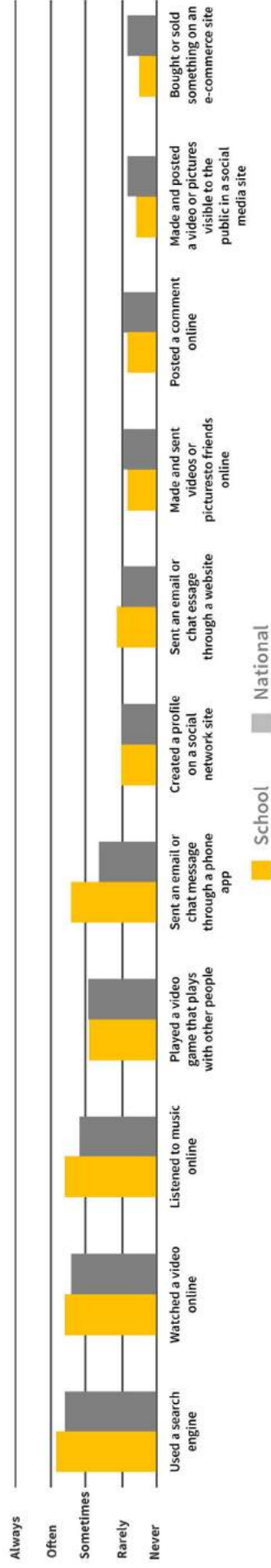


Balanced Use of Technology and Media: 18) Digital Media Activity

Score
2.8
National Average: 3.0

- **Digital Media Activity** measures how actively your students use online digital media with social functions, such as posting comments and videos, sending chat messages, engaging in e-commerce, and more.
- While students should learn to use different digital media, activities with social functions pose higher potential for cyber risks. This is why students with higher activity in media that can potentially expose them to cyber risks (such as online strangers, bullying, and hate speech) were scored with lower grading. This is only to give caution to teachers.

Student Digital Media Activity



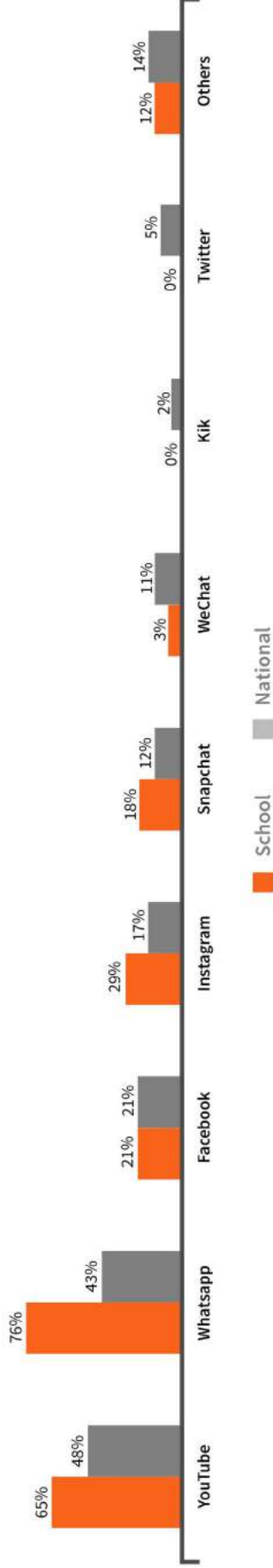
- Compared to other schools in your nation, your students' digital media activity is considered **average**.
- Your students' scored **2.8** in digital media activity.
- The national average is **3.0**.
- Areas in which your students are significantly more active than the national average, include:
 - **Sent an email or chat message through a phone app.**
 - **Listened to music online**



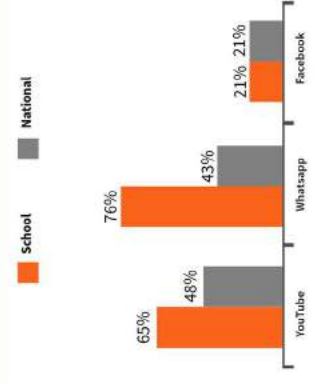
Balanced Use of Technology and Media: 19) Social Media Usage

Have at least social media account
82%
National Average: 65%

- **Social Media Usage** describes if, and to what extent, your students use social media sites. Most social media sites, which have a minimum user age of 13 years old, pose higher potential for cyber risks. Higher activity with social media therefore results in lower ranking.
- While such sites and apps offer students many exciting ways to communicate with each other, they can also expose children to undesirable communication that includes online strangers, cyberbullying, and sexual content.
- It is recommended that children under 13 years old not use social media.



Below Average



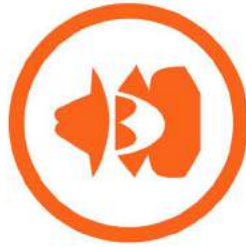
- Compared to other schools in your nation, your students' social media use is **higher than the national average**.
 - **82%** of your students use social media.
 - The national average is **65%**.
- Social media sites that your students use more actively than do other students in your nation with statistical significance include:
 - **WhatsApp**
 - **Instagram**
 - **Snapchat**
 - **Kik**
- Your students' social media usage could be of concern. **Please see suggestions for improvement at the end of the report.**



Exposure to Cyber Risks

We assessed your students' exposure to cyber risks, including online strangers, game addiction, cyber bullying, cyber victimization, online sexual behavior, and exposure to violent content.

Online Strangers



Students' exposure to online strangers through a combination of online contact and in-person meeting.

Game Addiction



Students' excessive use of video games.

Cyber Bullying



Students' use of digital-communication (such as the internet or cell phones) to intentionally make another person feel angry, sad, or scared.

Cyber Victimization



Students' experience as a victim of cyber bullying behavior.

Online Sexual Behavior



Students' engagement in proactive sexual behaviors online via visiting or downloading sexual content, or receiving or sending sexual content with others.

Exposure to Violent Content



Students' exposure to violent content through playing violent games or watching violent videos.



Exposure to Cyber Risks: 20) Online Strangers

Online Strangers are people your students may meet online without ever having met in person. Some strangers present the risk of online grooming, a technique perpetrators use to physically or emotionally entrap their victims.

Low risk	Safe
21%	74%
30%	64%

High risk	Moderate risk
3%	3%
1%	5%

% of students
National Average



Average

Your student's safety with regards to online strangers is **average**.

- **At high risk: 3%** of your students have chatted and met with online strangers alone, without notifying others before or after the meeting.
- **At moderate risk: 3%** of your students chatted and met with online strangers - but informed trusted people and brought them to the meeting.
- **At low risk: 21%** of your students may have chatted with strangers online but have not met with them offline
- **Safe: 74%** of your students have neither chatted with nor met offline with strangers they met online

Some of your students are at elevated risk. Please see suggestions at the end of the report.

6% of students are chatting or meeting with online strangers





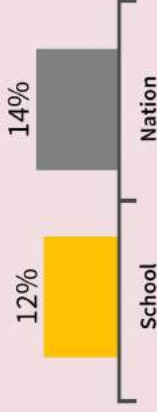
Exposure to Cyber Risks: 21) Game Addiction

% of students National Average	High risk 3% 5%	Moderate risk 9% 9%	Low risk 44% 33%	Safe 44% 53%	Game Addiction results from pathological use of games especially when gaming is not moderated or supervised. This impacts sleep, focus, and physical wellness.
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Average

12% of students are at moderate to high risk for pathological game use.



Your student's safety with regards to game addiction is **average**.

- **At high risk: 3%** of student participants likely have pathological game use, in which excessive and uncontrolled use severely disrupts their lives.
- **At moderate risk: 9%** of student participants have less than 5 symptoms of pathological game use but reported some negative effects in their daily lives.
- **At low risk: 44%** of student participants have less than 3 symptoms of pathological game use
- **Safe: 44%** of student participants have few symptoms of pathological game use.

Some of your students are at elevated risk. Please see suggestions at the end of the report.



Exposure to Cyber Risks: 22) Cyber Bullying

% of students
National Average

High risk
6%
3%

Moderate risk
6%
6%

Low risk
21%
14%

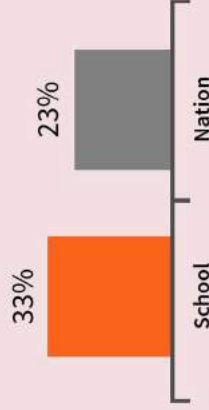
Safe
68%
77%

Cyber Bullying is the use of digital media to intentionally harm another person. Cyberbullying can start innocently, as a joke or gossip, and quickly escalate into a confrontational and damaging situation.



**Below
Average**

33% of students have been involved as an aggressor in cyber bullying at least once during the past year



Your student's safety with regards to cyber bullying is **below average**.

- **At high risk: 6%** of your students have frequently engaged in cyber bullying acts during the past year.
- **At moderate risk: 6%** of your students have engaged in cyber bullying acts more than once a month during the past year.
- **At low risk: 21%** of your students have engaged in cyber bullying acts at least once to a few times during the past year.
- **Safe: 68%** of your students have not engaged in cyber bullying acts.

Some of your students are at elevated risk. Please see suggestions at the end of the report.



Exposure to Cyber Risks: 23) Cyber Victimization

Cyber Victimization is the experience of being targeted by digital media that has the intention to harm, and includes unkind rumors, embarrassing photos, or direct intimidation through messages, among other things. It can occur over a variety of platforms including email, social media sites, and text messaging.

Safe
74%
65%

Low risk
15%
19%

Moderate risk
9%
10%

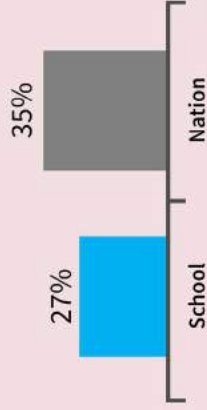
High risk
3%
6%

% of students
National Average



Above Average

27% of students have been involved as an aggressor in cyber bullying at least once during the past year



Your student's safety with regards to cyber victimization is **above average**.

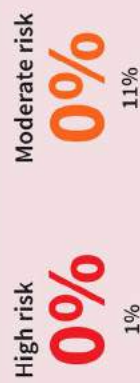
- **At high risk: 3%** of your students have frequently experienced cyber victimization during the past year.
- **At moderate risk: 9%** of your students have experienced cyber victimization more than once a month during the past year
- **At low risk: 15%** of your students have experienced cyber victimization once or a few times during the past year.
- **Safe: 74%** of your students have not experienced any cyber victimization.

Some of your students are at elevated risk. Please see suggestions at the end of the report.



Exposure to Cyber Risks: 24) Online Sexual Behavior

Online Sexual Behavior includes the proactive searching, viewing, or downloading of inappropriate sexual content (photos, videos, music, or texts); the receipt of such inappropriate sexual content from friends or strangers online; and the act of creating or sending such content to others online.



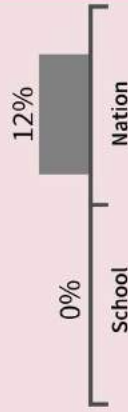
% of students
National Average

Your students' safety with respect to exposure to online sexual behavior is **above average**.

- **At high risk: 0%** of our students regularly came across online sexual content and/or were actively involved in online sexual behavior in the past year.
- **At moderate risk: 0%** of your students often came across online sexual content and/or were often involved in some online sexual behavior in the past year.
- **At low risk: 62%** of your students occasionally came across online sexual content and/or were occasionally involved in online sexual behavior in the past year.
- **Safe: 38%** of your students have not come across any online sexual content nor were involved in any online sexual behavior in the past year.

Congratulations on maintaining excellent safety against this cyber risk! Continue to encourage your students to remain aware and on guard against exposure to online sexual behavior.

0% of students were often exposed to online sexual behaviors during the past year



Above Average



Exposure to Cyber Risks: 25) Exposure to Violent Content

Exposure to Violent Content occurs when children consume inappropriately violent pictures, videos, or games that were intended for a mature audience. This index measures the level of students' exposure,

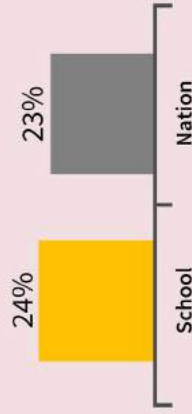


% of students
National Average



Average

24% of students have elevated or high exposure to violent content



Your students' safety with respect to exposure to violent content is **average**.

- **At high risk: 3%** of your student have high exposure to violent content.
- **At moderate risk: 21%** of your students have elevated exposure to violent content.
- **At low risk: 32%** of your students have some exposure to violence.
- **Safe: 44%** of your students have low exposure to violence.

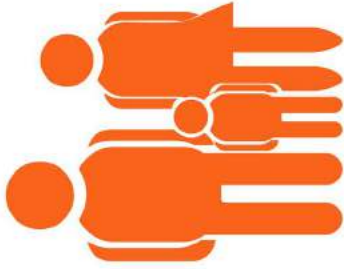
Some of your students are at elevated risk. Please see suggestions at the end of the report.



Guidance and Support

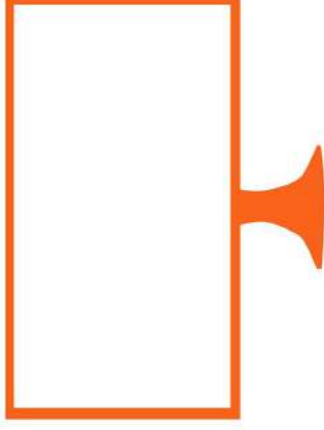
We assessed the level of guidance and support your students receive in the form of parental mediation of their digital activities, as well as school guidance and support in the form of ongoing and engaging computer education and cyber safety education.

Parental mediation



Providing children with frequent, open, and honest opportunities for communication across the 8 areas of parental cyber mediation (see next slide).

School computer and cyber safety education



Educating students about the fundamentals of digital devices and their operation so that they understand and effectively leverage computers to enhance learning and safety



Guidance and Support: 26) Parental Mediation

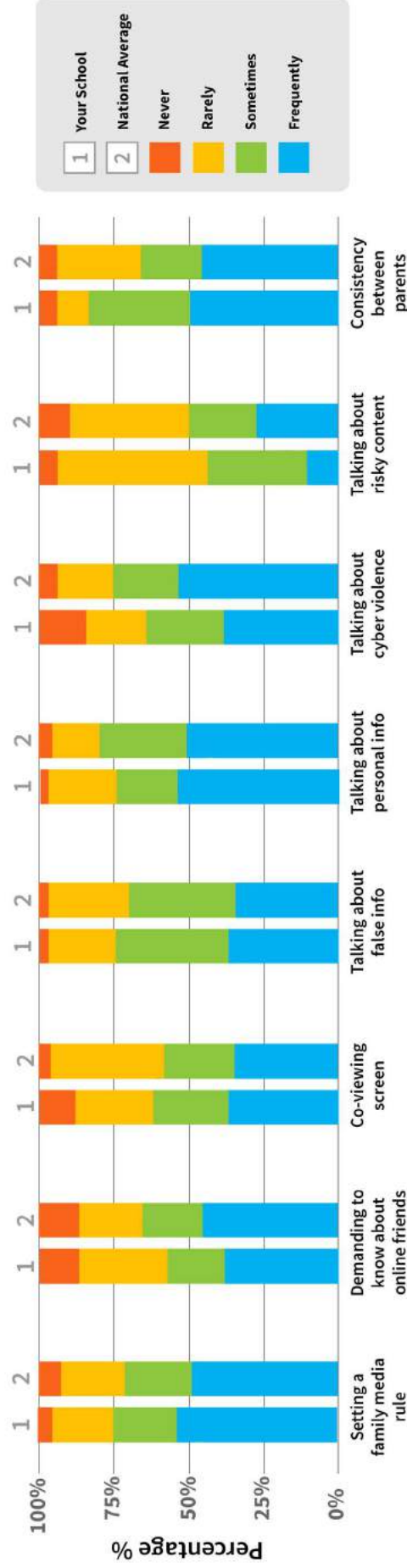
% of Students who Say that their Parents Actively Mediate Across all 8 Aspects "Frequently" or "Sometimes"

40%

National Average: 45%

- **Parental mediation** is critically important for protecting children from cyber-risks and instilling healthy digital attitudes and behaviors. Children were less likely to engage in risk activities online when parents actively engaged in the 8 areas of parental cyber wellness mediation: Setting a media rule; demanding to know about online friends; co-viewing the screen; talking about false info; talking about personal info; talking about cyber violence; talking about risky content; and being consistent between parents.
- Compared to other schools in your nation, your students perceive their level of parental mediation to be **below average**.
 - **40%** of your students indicated that their parents "frequently" or "sometimes" mediate across all 8 areas of parental cyber wellness mediation.
 - The national average is **45%**
- Your students say that their parents provide mediation with similar frequency to parents in other schools in your nation.

8 Areas of Parental Mediation: School vs. National



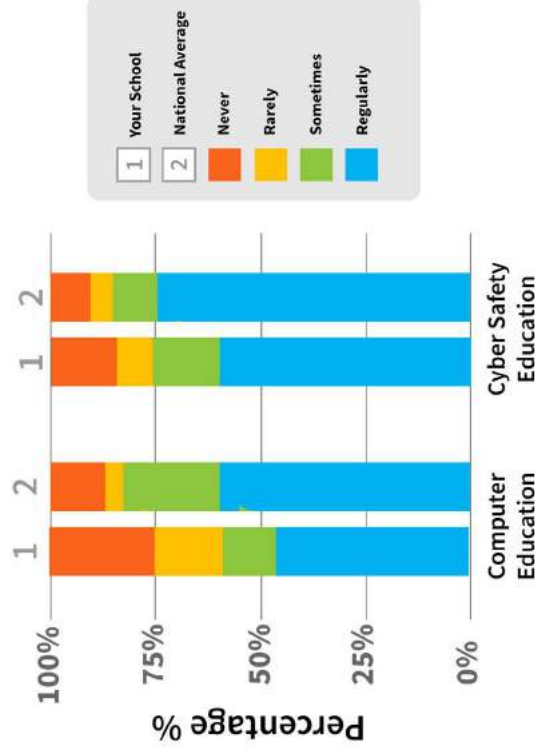


Guidance and Support: 27) School Computer Education

Score
66%
National Average: 86%

- **School computer and cyber safety education** is the process of educating students about the fundamentals of digital devices and of cyber wellness so that they can understand and use computers to effectively and safely.
- Students were asked to provide feedback on the kinds of and frequency of activities provided by the school with regards to computer and cyber safety education.

School Computer and Cyber Safety Education



Below Average

The level of guidance and support your students feel that they receive in the form of **school computer education** is considered **below average**.

- **66%** of your students reported that their teachers are conducting regular or frequent computer lessons.
- The national average is **86%**.

The level of guidance and support your students feel that they receive in the form of **school cyber safety education** is considered **below average**.

- **84%** of students reported that their teachers are conducting cyber safety lessons.
- The national average is **87%**.

DQ Scores: Suggestions for Improvement

Your students' performance differs from experts' recommendations. Here's how you can help.

1. Have your students review the areas in need of improvement, listed below, on DQWorld.net
2. Plan next year's digital citizenship curriculum with emphasis on areas that need improvement.
3. Contact us via email to receive custom suggestions for improvement: contact@dqinstitute.org

Digital Citizen Identity – Low Average Scores

- Zone 1**
- Mission 03: Be a Digital Leader!
- Mission 04: What is the Digital World?
- Zone 4**
- Mission 36: How does the Internet Work?
- Mission 38: Digital Leader Creed
- Mission 39: Being a Global Citizen
- Mission 41: What's My Dream?
- Mission 43: Congruent Online and Offline Identities
- Mission 44: Integrity of Online Persona

Screen Time Management – Low Average Scores

- Zone 1**
- Mission 06: Controlling Multi-Tasking
- Mission 08: Preventing Game Addiction
- Mission 11: Harmful Effects of Excessive Screen Time
- Mission 12: Self-Control in Digital Use
- Mission 13: Balancing Screen Time
- Mission 15: Family Media Rule
- Mission 16: Managing Time and Priorities

Cyber Bullying Management – Low Average Scores

- Zone 2**
- Mission 25: Detecting Cyberbullying
- Mission 26: What is Cyberbullying?
- Mission 27: Identifying Types of Cyberbullying
- Mission 28: Being Involved in Cyberbullying Unknowingly
- Zone 3**
- Mission 29: Diffusing a Cyberbullying Situation
- Mission 31: Dealing With Cyberbullying
- Mission 32: Who are My Trusted Adults?
- Mission 33: When to Seek Help

Cyber Security Management – Low Average Scores

- Zone 6**
- Mission 55: Creating Strong Passwords
- Mission 56: Keeping Passwords Safe
- Mission 57: Managing SPAM and SCAM
- Mission 58: Managing Phishing
- Mission 59: Observing Mobile Security

Digital Empathy – Low Average Scores

- Zone 8**
- Mission 71: Courage to SPEAK UP
- Mission 72: By-standers vs. Up-standers
- Mission 76: Listening with Empathy Online
- Mission 77: Speaking Up with Empathy
- Mission 79: Empathy for Cyber Victims
- Mission 80: Don't Be Judgmental Online

Digital Footprint Management – Low Average Scores

- Zone 5**
- Mission 47: What is a Digital Footprint?
- Mission 48: Digital Footprints Reveal Personal Info
- Mission 49: Persistent Digital Footprints
- Mission 50: Digital Footprint Impacts Digital Reputation
- Mission 51: Real Life Consequences of Digital Footprints
- Mission 52: Stop, Think, Connect

Critical Thinking – Low Average Scores

- Zone 7**
- Mission 62: Whom Do You Meet Online?
- Mission 63: Who are Online Friends?
- Mission 64: The 12 Stranger Alerts
- Mission 65: How to Avoid Violent Content
- Mission 66: What is Inappropriate Content?
- Mission 67: How to Critique Content
- Mission 68: True vs. False Info

Privacy Management – Low Average Scores

- Zone 2**
- Mission 19: Personal Information
- Mission 20: Keeping Privacy on Social Media
- Mission 21: Protecting Others' Privacy
- Mission 22: Internet Privacy Rights

Personal Strengths: Suggestions for Improvement

Your students are on the way to developing personal strengths! Brainstorm with teachers and help your students find new ways to:



Global Citizenship – Low Average Scores

- Respect his or her self, and others
- Welcome differences of appearance, culture, and opinion
- Reject hatred and prejudice such as name calling and selfishness



Self-Regulation – Low Average Score

- Prioritize schoolwork, health, relationships over online activities
- Recognize and limits distraction from digital devices
- Discuss, create, and respect sensible digital usage rules



Social Relationships – Low Average Scores

- Spend enjoyable activities with friends and family
- Cultivate a sense of responsibility and care for friends
- Feel supported and secure



Emotional Regulation – Low Average Scores

- Control his or her initial reaction to unpleasant events
- Deal with stress productively, such as by writing, sports, or music
- Calm his or her self down when upset or disappointed



Self-Efficacy – Low Average Scores

- Respect his or her self, and others
- Welcome differences of appearance, culture, and opinion
- Reject hatred and prejudice such as name calling and selfishness



Balance of Offline and Online Reality – Low Average Scores

- Accomplish important real-world tasks that yield confidence
- Invest more effort into real world relationships than in online ones
- Learn to balance real-world expectations with online ones

Balanced Use of Technology and Media: Suggestions for Improvement

Your students' performance differs from experts' recommendations. Here's how you can help.

Weekly Screen Time



- We recommend that weekly screen time not exceed **14** hours.
- Research studies show significant negative correlation between excessive screen time and physical, emotional, cognitive and social well-being.
- Talk to your students about what they do online. You could ask: "What's your favorite website, and why?" "Have you ever seen something online you didn't want to see?" Keep an open dialogue.
- Provide your students with plenty of encouragement for pursuing offline physical, artistic, and social activity. Encourage your students to spend less time on their devices for entertainment, and more time on healthier activities.

Mobile Device Ownership



- We urge children ages 8-12 to first learn digital citizenship before gaining unlimited access to the Internet though their mobile ownership. Higher ownership therefore results in lower ranking
- Ask your students if they have a "family media rule" that encourages the safe and responsible use of all digital devices, especially mobile devices.
- Ensure your students knows if and when they are allowed to use a mobile, what websites can be visited, and what apps can be used during school hours.
- Remind your students that anything sent from a phone can easily be forwarded or shared

Digital Media Activity



- We urge children ages 8-12 to first learn digital citizenship before active use of digital media, especially when engaging with others online. Higher digital media activity therefore results in lower ranking.
- We recommend that schools encourage digital media activities such as:
 - Using a search engine, sending an email
- We recommend that schools discourage digital media activities such as:
 - Playing a video game that plays with other people, making and posting a video or photo to the public in a social media site
- This way, your students' potential of safe and productive internet use is maximized.

Social Media Use



- Children under the age of 13 should not use social media. We recommend that schools restrict social media use in school and pay careful attention to signs of risky student behavior.
- Discourage social media sites and apps that are not designed for young students.
- Encourage your students to check their "friends" list to know who can see their profiles. Friends who aren't trusted should be removed or blocked.
- Have a discussion with students for them to share what they enjoy doing most on these sites. Discourage them from sharing of personal information or inappropriate images.
- Encourage an open and honest discussion about friends, online strangers, and personal privacy.
- Have your students revisit these sections on DQWorld.net, as you revive discussion on the lessons' main ideas.
 - Mission 20: Keeping Privacy on Social Media
 - Mission 22: Internet Privacy Rights
 - Mission 47: What is a Digital Footprint?

Exposure to Cyber Risks: Suggestions for Online Strangers

Some of your students are at elevated risk with respect to online strangers. Online strangers are not all bad people, but the risks they can present certainly are: phishing and scams occur when strangers use authentic-looking ploys to obtain personal information, for identity theft, and sexual predators exploit children's natural curiosity about sex, posing as guides and luring children into sexual activity. As young students naturally crave attention, can be easily flattered, and are taught to respect adults and figures of authority, predatory grooming and radicalization are also more extreme, but very real, cyber dangers. For these reasons, staying on guard with your students against online strangers is of paramount importance.

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 7: Mission 62: Whom Do You Meet Online? / Mission 63: Who are Online Friends? / Mission 64: The 12 Stranger Alerts

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- Who do you usually talk to online?
- Do you trust people that you meet online? Why or why not?
- Have you ever been thankful that you met someone online? Have you ever been regretful? Would you like to talk about it?
- Do you know of any friends who have met in person with someone they have only known online? Do you think it was a good idea?
- What could happen if you meet in person with someone you have only known online?
- Have you ever been offered gifts by someone you met online, if you promised to meet with them in person?
- Would you tell anyone before you decide to meet with an online stranger? Why or why not?
- Who would you talk to about an online stranger? Would you ever talk to your teacher? Why or why not?

3) Encourage your students to come to you immediately if anyone makes him or her feel uncomfortable online or requests an in-person meeting.

- Know that a predator may be connecting with your students if the student becomes socially distant or isolated
- Beware of inappropriate material you find on school computers

4) Invite a local expert to talk to students about the issue so that both students and teachers can increase their awareness. Local law enforcement officers tend to have very interesting and valuable experience to share with students.

Exposure to Cyber Risks: Suggestions for Game Addiction

Some of your students are at elevated risk with respect to game addiction. Although online gaming can help students develop their creativity and problem solving abilities, and give them a chance to make online friends and practice online social skills, online gaming cannot often be supervised. Students can play from anywhere, thanks to mobile devices, and negative consequences such as privacy invasion, inappropriate content, and even misleading advertisements can target them. Combined with addiction, in which students have an inability to control the amount of time spend interfacing with games and withdrawal symptoms when not engaged, a vicious cycle of diminishing social life and adverse academic results may ensue.

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 1: Mission 06: Controlling Multi-Tasking / Mission 08: Preventing Game Addiction / Mission 11: Harmful Effects of Excessive Screen Time / Mission 12: Self-Control in Digital Use

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- What kinds of games do you like to play? Tell me about them!
- Have you ever been cyberbullied while gaming? If so, what did you do?
- Who do you play games with?
- Have you ever forgotten to do something because of video games? What happened as a result?
- Why don't we try something different for a change, like sports, music, or board games, once we have finished our work?

3) Discuss what information students are sharing. Tell them not to share personal information, like their real name, their address, phone numbers, or parent's credit card information when interested in new games.

Exposure to Cyber Risks: Suggestions for Cyber Bullying

Some of your students are at elevated risk with respect to cyber bullying. Cyberbullying occurs through internet technologies such as personal messaging (PM) and social networking sites. Cyberbullying can start innocently enough, as a rumor, a picture, or a shared message, and quickly escalate. An embarrassing video uploaded onto a social networking site during today may be viewed by a student's relatives at home over the weekend, and things can become nasty. Common forms of cyber bullying include Flaming and Trolling (sending or posting hostile messages intended to "inflamm" the emotions of others); Happy-Slapping (recording someone being harassed or bullied in a way that usually involves physical abuse, then posting the video online for public viewing); Identity Theft/Impersonation (stealing someone's password and/or hijacking their online accounts to send or post incriminating or humiliating pictures, videos, or information); Photo-shopping (doctoring digital images so that the main subject is placed in a compromising or embarrassing situation); Physical Threats (sending messages that involve threats to a person's physical safety); and Rumor Spreading (spreading gossip through e-mail, text messaging, or social networking sites).

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 2: Mission 25: Detecting Cyberbullying / Mission 26: What is Cyberbullying? / Mission 27: Identifying Types of Cyberbullying / Mission 28: Being Involved in Cyberbullying Unknowingly

Zone 8: Mission 71: Courage to SPEAK UP / Mission 72: By-Standers vs. Up-Standers / Mission 76: Listening with Empathy Online / Mission 77: Speaking Up With Empathy / Mission 79: Empathy for Cyber Victims / Mission 80: Don't Be Judgmental Online

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- Would you ever cyberbully? Why or why not?
- Have you ever sent a mean message because you were angry or sad?
- What would you do if someone created a mean, fake image of you or one of your family members, and shared it with others?
- What can you do to prevent cyberbullying?
- Who is a trusted adult you could talk to about it?

3) Make cyber bullying mediation a priority for teachers and administrators. If you can, invite an expert to hold a talk on the subject during in-service. Consult with your school district supervisor regarding resources for cyber bullying education for teachers and students.

Exposure to Cyber Risks: Suggestions for Cyber Victimization

Some of your students are at elevated risk with respect to cyber victimization from cyber bullying. Cyberbullying occurs through internet technologies such as personal messaging (PM) and social networking sites. Cyberbullying can start innocently enough, as a rumor, a picture, or a shared message, and quickly escalate. An embarrassing video uploaded onto a social networking site during today may be viewed by a student's relatives at home over the weekend, and things can become nasty. Common forms of cyber bullying include Flaming and Trolling (sending or posting hostile messages intended to "inflame" the emotions of others); Happy-Slapping (recording someone being harassed or bullied in a way that usually involves physical abuse, then posting the video online for public viewing); Identity Theft/Impersonation (stealing someone's password and/or hijacking their online accounts to send or post incriminating or humiliating pictures, videos, or information); Photo-shopping (doctoring digital images so that the main subject is placed in a compromising or embarrassing situation); Physical Threats (sending messages that involve threats to a person's physical safety); and Rumor Spreading (spreading gossip through e-mail, text messaging, or social networking sites).

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 3: Mission 29: Diffusing a Cyberbullying Situation / Mission 31: Dealing With Cyberbullying / Mission 32: Who are My Trusted Adults? / Mission 33: When to Seek Help

Zone 8: Mission 71: Courage to SPEAK UP / Mission 72: By-Standers vs. Up-Standers

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- Have you ever been cyberbullied? How did it happen?
- Have you ever replied angrily to a mean message because you felt upset?
- What should you do if someone creates a mean, fake image of you or one of your family members, and shared it with others?
- What can you do to prevent cyberbullying? (never respond to rude messages or posts; save the evidence, and note the date and time of incident; change their phone number and only share the new one with trusted adults and friends).
- Who is a trusted adult you could talk to about it?

3) Encourage teachers and administrators to develop or strengthen an anti-cyber bullying policy. If a particular situation is escalating and there is no cyber bullying policy in place, contact local police.

4) Ask that high-risk students provide evidence of their cyber victimization instances. Review the evidence, and if deemed problematic, identify the perpetrator and schedule a parent-teacher meeting that includes all parties involved.

Exposure to Cyber Risks: Suggestions for Online Sexual Behavior

Some of your students are at elevated risk with respect to online sexual behavior. From information and music, to games and videos, it's easy for students to find things we'd rather they not see. Often, they aren't even looking for it when inappropriate content pops up online. Also, sexually suggestive words, images, or videos can frequently be exchanged via mobile messaging, social media, and email. Research suggests that premature online sexual behavior can lead to irresponsible sexual behavior earlier in life, leading to flawed views and opinions of their self-image and sexuality. It is therefore important to be aware of the inappropriate content your students may encounter online, as well as the online sexual behavior it may encourage. An open dialogue is essential for leading the way.

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 4: Mission 43: Congruent Online and Offline Identities / Mission 44: Integrity of Online Persona

Zone 5: Mission 47: What is a Digital Footprint? / Mission 48: Digital Footprints Reveal Personal Info / Mission 49: Persistent Digital Footprints Mission 50 / Digital Footprint Impacts Digital Reputation / Mission 51: Real Life Consequences of Digital Footprints

Zone 7: Mission 66: What is Inappropriate Content?

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- What do you all like to do online?
- Have you ever seen something online that made you feel confused, scared, or guilty?
- Has anyone ever sent you something that you thought was unusual? What was it?
- What would you do if you saw something online that made you feel bad?
- What does the word "inappropriate" mean to you?
- Have you ever seen something online that you would consider inappropriate? How did you react?
- Has anyone ever asked you to send something inappropriate, whether words or pictures or something else?
- Who would you tell if someone online asked you to send something inappropriate, or do that made you feel uncomfortable? Would you like to share these experiences with your teacher? Why or why not?

3) To protect your students from inappropriate content or online sexual behavior, try these tips:

- Do not be judgmental; rather, remain open so they are comfortable talking to you about what they see and do online.
- Have filtering and monitoring software installed on school computers. Establish the school's policy on student mobile devices.

4) Invite a local expert to talk to students about the issue so that both students and teachers can increase their awareness.

Exposure to Cyber Risks: Suggestions for Exposure to Violent Content

Some of your students are at elevated risk with respect to exposure to violent content. Students may not understand what constitutes unacceptable levels of violence. Yet, increasing scientific evidence demonstrates that violent video games and videos are linked to increases in aggressive feelings and behaviors. In order to prevent desensitization to violence, and potential tendencies toward violence perpetration, prioritize the minimization of exposure to violence in your school.

Recommendations:

1) **Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:**

Zone 1: Mission 12: Self-Control in Digital Use

Zone 7: Mission 65: How to Avoid Violent Content / Mission 66: What is Inappropriate Content? / Mission 67: How to Critique Content

Zone 8: Mission 79: Empathy for Cyber Victims

2) **Start a conversation with your students.** Be patient, caring, and persistent! Use these topics to get started:

- What do you like to do online?
- Have you ever seen something online that made you feel sad, scared, or confused?
- What would you do if you saw something online that made you feel this way?
- Would you tell me if you saw something online that made you uncomfortable? What can I do to make you more comfortable talking to me about these things?

3) **To encourage your students to limit exposure to violent content, try these tips:**

- Do not be judgmental with students; rather, remain open so they are comfortable talking to you about what they see and do online.
- Have your administrator review or installing filtering and monitoring software for school computers and mobile devices.
- Teach your students what to do if they see something disturbing or too violent. They can turn off the screen, block the website or user that the request came from, or ask a trusted adult to save the evidence and report it.

4) **Encourage students to express their energy through group sports, simple dramas, or music during class recess as a positive channel for nonviolent recreation.**