GGC is grateful for the support from MediaSmarts in building DeCode.
Guides DeCode Challenge

This challenge is designed to help you better decode the digital world, especially how girls are represented and treated in digital media.

DeCode should take you between two and four meetings to complete. Mix and match activities that you and your unit want to do. They can be led by anyone. If there are activities in other branches that your unit would like to try, go for it! A DeCode crest is available to celebrate all your hard work.

For your meetings, we suggest:

• The starter activity
• One (or more!) activities from each theme
• The closing activity

Share your experiences with us on social media using #GirlsDeCode and the tags:

Let’s Connect
Share your photos!

Objective and Outcomes

Objective:

To learn more about the digital world and explore how you interact with digital media.

Outcomes:

You will:

• Think critically about what you see in digital media.
• Discover ways to create safer and more positive online experiences.
• Learn to recognize when you need to disconnect with technology, and how to reconnect in real life (IRL).

Look for the OUTDOOR icon throughout this Challenge. This icon identifies activities that can easily be done outdoors with little or no modifications.

Look for the TECH NEEDED icon throughout this challenge. This icon identifies activities that work best with technology included.
BEGIN the Challenge with this Starter Activity

**Starter Activity – Tech Time: Guides**

How do you like to spend your time with your tech?

**Skills you’ll build:**
- Self-awareness
- Observation
- Critical thinking

**You will need:**
- Three different coloured dots each, e.g., red, yellow, blue
- Paper and markers or large sticky notes
- Tape for hanging paper on the walls

**Time it takes:**
- 5 – 10 minutes

**What to do:**

1. Brainstorm and talk about the ways you use technology and what you do online.
2. Write each idea on a separate piece of paper.
3. Hang the answers around the room and group similar ideas together like ‘videos’.
4. Give everyone one of each of the three different coloured stickers.
5. Have each person:
   - Put the red sticker on where they spend the most time
   - Put the yellow sticker on where they spend a lot of time
   - Put the blue sticker on where they spend the least time.

**Stuff to talk about:**

- Which activities have the greatest number of red stickers? Why do you spend most of your time here?
- Which ones have the greatest number of yellow stickers? Why?
- Which ones have the greatest number of blue stickers? Why?
- Do your choices change when you are being supervised? With your friends? By yourself?

**Remember:**
Screen time and tech time is different for each Guide and their family. This could include the types of tech they are using and the amounts of time they are spending with it. It is important to keep this in mind as you go through DeCode.
CONTINUE your meeting by selecting activities from each of the themes below.

Theme 1 - My Digital World

Everywhere you look online there is something or someone telling you what you should do or want. In these activities, you'll be challenged to question what you see online and think about how it makes you feel.

Theme Activities: Skeptical Spectacles

Sometimes you need a set of skeptical spectacles to help you be more critical of the ads you're seeing online.

Skills you’ll build:
- Observation
- Critical thinking
- Flexible thinking

You will need:
- One pair of plastic glasses or a paper pair (page 15)
- Accessorizing materials – sequins, markers, feathers, etc.
- Glue – depending on the glasses the type of glue you need will differ
- One advertisement example per group (pages 16)
- Markers
- Paper
- Sticky notes

Time it takes:
- 20 – 30 minutes

What to do:

1. Talk about how you feel when a digital ad pops up online.
   - How does it make you feel when you see the ad?
   - Do you rush to close it or do you click on it?
   - Which do you close? Which do you click?
   - What have you noticed about ads you can’t close?

2. Give everyone a pair of skeptical spectacles – paper template (page 15) or plastic glasses.
   - Being “skeptical” means that you ask questions about what you are seeing.

3. Decorate and personalize your spectacles. (You can skip this step if you’re short on time.)

Banner ads are the online ads you’ll sometimes see at the top, middle or side of a webpage. Companies can figure out which ads to show you by tracking the online sites you visit, what you’ve clicked on, and the products or things that you like to search. They use a tracking software called a cookie that is downloaded onto your computer.
4. Bring everyone together with their skeptical spectacles. Put them on and practice questioning what you see when you look at one of the advertisement examples from page 16. You can have someone record thoughts on sticky notes and stick them on the ads. Some things to think/talk about:
   - How does the ad make me feel?
   - Who is in the ad and how do they look?
   - What is the ad trying to make me want or telling me I need?
   - Is this ad showing something or someone like me?
   - What is the ad trying to tell me?
   - What’s missing from the ad?

5. Make groups of three or four and give each group an advertisement from page 16.

6. As a group, review the ad skeptically while talking about some of the questions from part 4.

7. Think of two or three ways to improve the ad. Write or draw your answers on paper or sticky notes to help you remember.

8. Bring everyone back together to share what they did with their groups.

**Stuff to talk about:**

- What sorts of products and ads are aimed at girls your age? What products would you rather see advertised to girls?
- What don’t you see in these ads that you wish you did?
- What types of improvements do you want to see in real advertisements?

**Fact or Opinion?**

You can’t always believe what you read or see online because anyone can create a post and share it with others – even if it’s false. Can you tell the difference between what is fact and what is opinion when you are online?

**Skills you’ll build:**

- Critical thinking
- Observation
- Problem solving

**You will need:**

- One set of fact / opinion signs (page 20)
- Tape to stick the signs to the wall
- One set of headlines (page 21)

**Time it takes:**

- 15 – 20 minutes

**What to do:**

1. As a group, talk about:
   - What is the difference between a fact and an opinion?
   - How can you tell if something is a fact or an opinion?
• Where are you seeing headlines, taglines or things that are trending online? For example, “3 out of 4 doctors recommend...” or “Blue Jays pitcher is back on the mound.”

• Headlines for online content give you a sneak peek at what you’re about to read. They are designed to make you click, read and share. They often use exaggeration or emotional words.

2. Hang the ‘Fact’ sign at one end of the space and the ‘Opinion’ sign on the other side.

3. To start, have everyone stand in the centre of the playing space.

4. Have one person read a headline from the set of headlines on page 21. Each person will make their own decision about whether they think the headline is a fact or opinion and then move to that side of the space. Have some people share their reason after each one is read.
   • Instead of running, you could do a dance move, a wiggle, or something else physical to move around the room.

5. After each headline is read, have everyone move back to the center of the space and play as many times as you like with different headlines from the list.

**Stuff to talk about:**

• What can happen if you start to believe false things you read online? What might happen if you share these untrue things with others?

• Do you think that you or others are more likely to believe an opinion if you agree with it?

• Why would someone try to make an opinion seem like a fact either online or in real life (IRL)?

A fact is something that can be proven. An opinion is a thought or belief that someone has that may or may not be supported by facts. Opinions often use feelings, personal thoughts or exaggeration to make a point. Saying something is an “opinion” doesn’t mean it’s wrong, just that it doesn’t tell you the facts to prove it.
THEME 2 – Safe and Positive Spaces

Before you can make your mark on the digital world, you need to feel safe and supported. In these activities, you will find ways to protect yourself online and create safe spaces.

Theme Activities: Picture Protector

When you post a picture online, what simple things can you do to protect your identity?

Skills you’ll build:  
- Critical thinking  
- Observation  
- Self-awareness

You will need:  
- One set of Identity Editing Images (page 22)  
- Digital cameras or camera enabled phones  
- Optional: Photo editing apps

Time it takes:  
- 20–30 minutes

What to do:

1. Talk about some of things you can do in your pictures to protect yourself. Think about:
   - Disabling location or geotagging functions
   - When/where/how an address might be revealed
   - Whether to show all of your face
   - Other identifying items
   - When would you want others to know who you are?
   - When would you not want others to know who you are?

2. Show everyone the Identity Editing Images from page 22. Lay them out so everyone can see them. Talk about how you can protect the privacy of the people in the pictures. For example:
   - Covering faces
   - Blurring backgrounds like houses
   - Snapchat filters can alter your appearance
   - Funny faces make you less recognizable
   - Cutting out parts of landmarks so they are not as easy to figure out

3. Depending on the number of cameras you have available, make groups and have everyone take pictures of yourselves around your meeting space.

4. Using either the built-in editing tools or photo editing apps, crop or blur parts of the pictures that could give away your location or parts of your identity. For example, if you are wearing a sash, is your unit’s name on it?
5. You can share your pictures with other groups and talk about the strategies you used to protect privacy during a mini-gallery walk with your devices.

**Stuff to talk about:**

- Why is it important to keep your personal information private when you are posting images online?
- Who might you share your location with? Why should you only share your location privately?
- When you post pictures with other people in them, what can you do to protect their identities?

**Autocorrected**

Autocorrect and texting hiccups are good examples of how technology can change what we are trying to say. This can be funny but it can also be really frustrating. Using your acting skills, explore ways to react in a positive way during a text hiccup.

**Skills you’ll build:**

- Observation
- Empathy
- Imagination

**You will need:**

- One set of texting scenarios, cut (page 23)

**Time it takes:**

- 20–30 minutes

**What to do:**

1. Altogether, share the ways that you use technology to talk to your friends or family. What are some of your experiences with autocorrect or texting hiccups?
   - Autocorrect automatically makes or suggests corrections when your device thinks you’ve made a mistake with spelling or grammar. A text hiccup is when someone misunderstands what you are trying to say or you misunderstand them.

2. Complete a practice texting scenario with someone in your unit. Have each person choose a side of the conversation (either grey or blue) and act it out.

3. After everyone has finished talk about the text:
   - What was the intention of the original message?
   - Was it communicated effectively? Why or why not?
   - Was something funny about that text? Why? Do you think it would be equally funny to both people texting in your scenario?
   - How would you have responded to the text?

4. Have everyone find a partner. Create a pile of scenarios in the centre of the room. Have each pair pick one to act out. After each one, you and your partner can talk about the same questions as part 3.

5. Bring everyone back together and share the conversations you had.
Stuff to talk about:

- Why is it important to carefully read what you type before sending or posting?
- What can you do to support someone who has had autocorrect or texting hiccups they may feel bad and/or embarrassed about?

Show Your Support

Not all comments made online are positive and encouraging. In this activity, you will work together to create a supportive space.

Skills you’ll build:  
- Communication  
- Teamwork  
- Self-awareness

You will need:  
- An open space

Time it takes:  
- 10–20 minutes

What to do:

1. Talk about ways that you comment online:
   - What types of comments do you see posted on the different apps/platforms you’re using?
   - Who do you turn to when you have a problem or feel bad about something online? What about in real life (IRL)?

2. Make groups of 8 to 10. Stand in a circle with your feet shoulder-width apart and your shoulders touching those on either side. You can also do this by kneeling instead of standing.

3. You may lose your balance in this game. Come up with a password that you can quickly communicate to let everyone know.

4. Plant your feet firmly on the ground. As a group, slowly lean in using your upper bodies to support each other. If you start to lose your balance, let the group know by using your password and try again.

5. Once you find your balance, slowly slide your feet back a step. If you begin to lose your balance, let your group know and adjust your feet.

6. See how long you can support each other. Let your group know if you need to move or adjust.

Want more?

There are lots of ways that you can show support. A few other trust and support building activities can include:

- Partnered trust falls: Find a partner and lean back into their arms. They will keep you from falling. You
can also do this in a group of three and have two people cross their wrists and hold hands. Lean into the support their arms have created.

- Circle sit: Everyone stands in a circle facing the same way and as close together as possible. Bend your knees to create a lap. Sit or crouch onto the lap of the person behind you.

Stuff to talk about:

- What strategies did you use to help everyone feel supported in your group? How did it feel to be supported by those around you?
- What was the most difficult part of creating a supportive group?
- How can you be more supportive when you’re online? What types of things could you post to let others know you support them?

THEME 3 – Disconnect and Reconnect

These activities will give you a chance to disconnect from tech and reconnect with others IRL.

**Theme Activities: Open Spaces – Guides**

Stretch your eyes and your imagination.

**Skills you’ll build:**
- Critical thinking
- Self-awareness
- Observation

**You will need:**
- A large open space

**Time it takes:**
- 10 – 20 minutes

**What to do:**

1. Everyone needs a partner. Stand facing them. For each of the activities below, take two or three steps apart and take turns pretending to be:

   a. Texting or looking at something on a phone
   b. Playing a game or watching a video on a tablet
   c. Watching TV
   d. Watching a movie
   e. Looking out a car window at posters or ads

6. After each activity, you can choose to share with the rest of the group what you noticed about how your partner looked while they were pretending. Make sure you’re taking two or three steps apart in between each activity so you end up further and further apart from your partner!

7. Finish the activity by moving two or three final big steps apart. Face your partner and take a moment to
look at them and give your eyes time to stretch. You can take turns holding up your fingers to give you something to focus on. Have your partner guess how many fingers you are holding up. Make it harder by moving farther apart or wiggling your fingers around.

**Stuff to talk about:**

- What did you notice about your partner’s body as they were using technology? Where were their eyes looking? What were their arms and shoulders doing?
- How did it feel to stretch your eyes?
- How often do you think your eyes need a break from screens?
- How do you feel when you get up and start moving?
- What are some other things you can do if you have been sitting and looking at a screen or tech for too long?
- What are some other things you can do if you have been sitting with tech for too long?

**You are Knot Alone – Guides**

When your friends do things without you – especially if they are sharing things online like pictures or videos – it can make you feel left out. Make a bracelet to remind yourself that you are supported and connected through Guiding.

**Skills you’ll build:**
- Self-awareness
- Empathy
- Critical thinking

**You will need:**

- Embroidery floss or beads
  - Enough for each person in a group of 6 to 8 to each have a different colour
  - Enough strands or beads to keep one and give one to each group member
- String for the beads

**Time it takes:**
- 20 – 30 minutes

**What to do:**

1. Altogether, share some of the ways you connect with your friends online or in real life (IRL). Think about the times you use tech:
   - Are you doing it alone or with other people? How does your experience change when you are with others?
   - If you are feeling left out, what do you do to help you reconnect with your friends or family?
2. Make groups of 5 to 6 people. You can have more if you have more colours of bead or floss.

3. Give every person in your group a different colour of floss or beads.

4. Trade colours in your group so you have one bead/piece of floss of each colour, including your own.

5. Make your bracelet:
   - If you are using beads, cut a length of string that is a little larger than your wrist. Tie a knot or loop at the end and string your beads. Tie it off when you are finished.
   - If you are using embroidery floss, you can choose a pattern from one of the links or make up your own:
     - Rainbow Roller Derby: https://goo.gl/gyjsV7
     - Bracelet Book has a variety of patterns at all levels: http://www.braceletbook.com/

Stuff to talk about:

- How is talking with your friends online different from talking IRL?
- When is it better to use tech to connect?
- When is it better to connect IRL?
- What are some other ways you can disconnect from tech and reconnect with family and friends IRL?
- Who can you talk to if you’re feeling disconnected or lonely online or IRL?

Kickin’ it Old School – Folded Notes

One old school way to connect without tech is to give your friends a secret note!

Skills you’ll build:  You will need:  Time it takes:
- Self-awareness  - Loose leaf paper at least one each – you may want a few extras  - 10 – 20 minutes
- Creativity  - Coloured pens or pencils
- Flexible thinking  - Secret fold pattern (page 25)

What to do:

1. As a group share some of the ways you connect or talk with your friends online or in real life (IRL):
   - What are some different ways you can use tech to chat with your friends?
   - Do you ever send handwritten notes to your friends in real life (IRL)?

2. Before you write the note to your friend, choose and practice one (or both!) of the folding patterns on page 25. This way if your paper tears, you don’t have to re-write your letter.
3. Think about a friend who you talk to frequently IRL or online. Make sure it is someone that you can contact IRL to deliver your note to.

4. Write your note. It can be a full letter or a funny graphic or just a few kind words – you decide!

5. Re-fold your note. Decorate the outside and you can give them a hint about how to open it!

**Stuff to talk about:**

- How does receiving a handwritten note feel different from receiving an online comment or a text?
- How do you think the person receiving your note will feel? Are there ways that you can use technology to make it feel more like a handwritten note?

**FOLDED NOTES SAMPLES**

Diamond Pattern  
Tuck Pattern
CONCLUDE the Challenge with the following Closing Activity.

**Closing Activity – Digital Me: Guides**

Through DeCode, you learned more about the digital world and how you interact with digital media.

**Skills you’ll build:**
- Self-awareness

**You will need:**
- One tablet template each (page 27)
- Markers and colouring materials
- 5 – 10 minutes

**Time it takes:**

**What to do:**

1. Give each Guide a tablet template.
2. As a group, talk about some of the things you like to see online. Draw an icon on your tablet template to remind you of what you like to see.
3. Talk about some of the things you can do to protect your privacy online. Draw an icon to remind you of what to keep private online.
4. Talk about some of the things you can do to disconnect with technology and reconnect IRL. Draw an icon to remind you how to disconnect with tech.

**Stuff to talk about:**

- How will you use your icons to remind you about what you did in DeCode?
- How can you use your icons to share what you know from DeCode with your friends and family?
- Where can you put your tablet to help you remember all you know from DeCode?

An icon is a little picture that goes with an app or a program.

The YouTube icon is:  

The GGC app icon is:
Resources: Glasses Template
Source: https://adpharm.net/albums/2017/201702/10/thumb_71199.jpg

Source: https://i.pinimg.com/originals/19/0a/35/190a35c245938d190800dce26ba111d9.jpg
Acne.
Meet your mask.

Resources: Advertisements

Sources:
Resources: Advertisements


Resources: Advertisements

Source: http://d2w746l7r32cn5.cloudfront.net/library/CoA8o1CAi60ca2386FwlsDEq7EE/photos/CoA8o18i116f925Eo9yRdvDF367F/cfb9f7d56efedebfo82493a2f3096c7.jpg

Source: http://tiffanyquach.com/wp-content/uploads/2012/05/mnt_banner.jpg

Source: https://scontent-yyz1-1.xx.fbcdn.net/v/t1.0-9/19884254_1015521745259265_5639067981405408086_n.jpg?oh=ed34241635e3596734710df344370701e80e=5A1E1245

Source: http://tiffanyquach.com/wp-content/uploads/2012/05/mnt_banner.jpg
Resources: Fact or Opinion Signs

FACT

OPINION
## Opinion or Fact Headlines

<table>
<thead>
<tr>
<th>Headlines</th>
<th>Opinion or Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing app games makes kids lazy.</td>
<td>OPINION</td>
</tr>
<tr>
<td>Pet owner saved his drowning tortoise’s life after giving it mouth-to-mouth for an hour</td>
<td>FACT</td>
</tr>
<tr>
<td>26 dresses with pockets that you will want to wear asap!</td>
<td>OPINION</td>
</tr>
<tr>
<td>Having a bad day? Here are 46 powerful things you should really hear</td>
<td>OPINION</td>
</tr>
<tr>
<td>Government announces plans to encourage recycling at home.</td>
<td>FACT</td>
</tr>
<tr>
<td>People are falling in love with this curly-haired cat</td>
<td>OPINION</td>
</tr>
<tr>
<td>Thousands of people on social media are trying to find the owner of a plush monkey</td>
<td>FACT</td>
</tr>
<tr>
<td>Everyone is talking about this life-changing hair product on amazon</td>
<td>OPINION</td>
</tr>
<tr>
<td>Teenagers are more arrogant than ever</td>
<td>OPINION</td>
</tr>
<tr>
<td>Bullying rates drop among U.S. teens</td>
<td>FACT</td>
</tr>
<tr>
<td>Scientists prove caffeine causes headaches</td>
<td>FACT</td>
</tr>
<tr>
<td>Government adviser has fantastic taste in clothes</td>
<td>OPINION</td>
</tr>
</tbody>
</table>
Resources: Identity Editing Images
Your great aunt just passed away. LOL
Why is that funny?

It’s not funny! What do you mean?
lol means laughing out loud!

Oh my goodness!! I sent that to everyone I thought it meant lots of love. I have to call everyone back oh no

Are you sore

Do ducks have jackets

Did muck save maggots

Ughhh

Does husk make gaggles

Never mind

What

What… I just… what.

“What does IDK, LY & TTYL mean?”

I don’t know, love you, talk to you later

OK, I will ask your sister.

I think there’s something wrong with my phone. I don’t think my texts are going through.

Yeah, they’re getting through.

How can you be sure?

Little chocolate kiss

With eyes watching over you

LOL I’m a poop with eyes

Oh I thought it was a chocolate kiss lol

Ha ha ha definitely a poop

I am so sorry. Haaaa haa lol

What?!

What about a credit cat? Does he make all your de-paw-sits?

What would my cats do with m y money. I’m not kitten I would

GOOD. NIGHT.

I bet you’d get a great overdraft purrtection
Starr Crammer
My dad learned you can abbreviate hate to “H8,” but he didn’t understand and started abbreviating all words with an 8. Instead of “love you,” he writes “L8 Y8.” #TextFail

Haddy
Discussing my name (Angharad) with a guy, said I prefer my nickname Haddy. Autocorrected to ‘you can call me daddy’ #TextFail

Cookie All Star
I was on vacation and my mom texted me have you seen Harry Potter & the Order of the Phone Book? I said maybe check by our pay phone. #TextFail

Smiley_Happyface
Once my mom was creeping me out by asking me how to send a “Jeff” to my dad. It turned out she wanted to know how to send a “gif”. #TextFail

Unicorngirl
My brother sent his girlfriend a text saying “I love you” sweaty instead of “sweetie.” They are married now & she’s never corrected him 😖 #TextFail

Frappy
Texted my dad “idk” got in the car. He asked me what I meant I said I don’t know. His response: “Well you sent it to me Daniel” #TextFail
### Pull the diamond pattern

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lay your paper flat with the inside facing up.</td>
</tr>
<tr>
<td>2.</td>
<td>Make a crease in the paper down the middle.</td>
</tr>
<tr>
<td>3.</td>
<td>Fold the top corners into a triangle. Repeat on the bottom corners.</td>
</tr>
<tr>
<td>4.</td>
<td>Fold the side edges of the paper into the centre.</td>
</tr>
<tr>
<td>5.</td>
<td>Fold the top and bottom triangles down to make a rectangle. Turn over the paper.</td>
</tr>
<tr>
<td>6.</td>
<td>Fold the bottom edge up so the tip of the triangle is visible. It should be about 1/3 of the paper.</td>
</tr>
<tr>
<td>7.</td>
<td>Fold the top 1/3 of the paper towards to bottom one.</td>
</tr>
<tr>
<td>8.</td>
<td>Tuck the corners into the triangles.</td>
</tr>
<tr>
<td>9.</td>
<td>When you look at the folded letter, you should see a diamond in the middle. Pull the loose edge and the note with pop open!</td>
</tr>
</tbody>
</table>
### Corner Tuck pattern

1. Lay your paper flat with the inside facing up.
2. Bring the top right hand corner down until you make a triangle and the two edges meet.
3. Fold the paper in half by bringing the right edge to the left edge.
4. Turn the paper over and fold the bottom 1/3 up.
5. Fold it up again another 1/3. The triangle should stick out the top.
6. Fold the triangle over the rectangle.
7. Lift the triangle and tuck it into the open fold underneath.
8. When you look at your folded letter, it should look like a little envelope!