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Reading Article 010

DEVIOUS SIPS

Social-Emotional Learning: **Citizenship**
Reading Strategy: **Making Connections**
version: v2022-05-19

START HERE

👋 Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

- Print this PDF file. It has **all** of the handouts.
- The bottom footer tells you the name of the handout file.
- Grades are estimated using [Hemingway Editor](#).

WHAT'S IN THIS PDF:

- This title page and Links to files (File Table of Contents)
- Handout A - grade 6
- Handout B - grade 8
- Handout C - grade 10
- (optional) Graphic Organizer / Paragraph Response
- Sample Answers (using the Making Connections reading strategy)
- About Educircles, License, Copyright, Sources, Changelog

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Instructions

What's in this
PDF

Article 010 Devious Sips - START HERE - Page 1 of 5

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(it has all of the handouts)

File Table of Contents

What do I need	File Name	File type	Get the file
Article + Citizenship NOTE: mini-lesson is written into the article + Discussion Questions	Handout A - Grade 6 <ul style="list-style-type: none">• Reading time: 6 min 35 sec• Speaking time: 12 min 40 sec• 1621 words, 146 sentences, 39 paragraphs	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Handout B - Grade 8 <ul style="list-style-type: none">• Reading time: 6 min 40 sec• Speaking time: 12 min 50 sec• 1645 words, 121 sentences, 39 paragraphs	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Handout C - Grade 10 <ul style="list-style-type: none">• Reading time: 6 min 30 sec• Speaking time: 12 min 30 sec• 1603 words, 90 sentences, 39 paragraphs	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
Double-Entry Reading Journal (optional)	Graphic Organizer + Paragraph Response	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
Answers MAKING CONNECTIONS reading strategy	Answers	PDF	one-click copy
Online version	Article 010 <ul style="list-style-type: none">• TpT currently only allows one Easel by TpT document to be attached to a product.• All of the handouts are in this single file.• Delete the pages you don't need before assigning your file to students.• You can use the one-click copy link multiple times to create different versions.	Easel by TpT	one-click copy

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).

Google Docs

Word

Easel by TpT



Click the link to edit a file

Name _____ Class _____ Date _____

DEVIOUS SIPS

21st Century Learning Article #010

Read the following article and then answer the Citizenship discussion questions:



New TikTok Challenge Devious Sips Dares Kids to Take Action

1. Alison Shay is a teacher on TikTok. She keeps up with the trends. She posted a video of students doing something positive at her school instead of a devious theft.
2. Two students walk down the hallway. They don't trash bathrooms or steal soap dispensers. They also don't swipe SMART boards and other classroom supplies. Instead, these students walk up to a teacher and hand them a warm drink and a new package of pencils.
3. Shay narrates the video with an excited voice. Other people have used her voice over on their TikTok videos. "New TikTok trend: You bring your favourite teacher their favourite hot drink and supplies for the classroom."
4. Devious Sips is a feel good social media challenge. Teachers, students and parents are getting behind this one. Christina Marfice wrote on Scary Mommy about this trend on Sep 22, 2019.
5. "The hashtag for the challenge has already racked up 353,000 views, and you just love to see something so wholesome going all the way viral. Kids may be jerks sometimes... but this proves that they're just as capable of being sweet and kind."
6. Six days later, the hashtag #DeviousSips already has 1.8 million views on TikTok.
7. Devious Sips is in direct response to the Devious Licks challenge. In September 2021, some students vandalized school property. They would then post on TikTok to brag about it. A lick is slang for stealing something.
8. Phillip Hamilton first wrote about Devious Licks on Know Your Meme on Sep 8, 2021. "TikToker @dtx.2cent posted a video with the on-screen text "only a month into school and got this absolute devious lick" unzipping his backpack and pulling out a hand sanitizer dispenser that he [allegedly] stole... The video gained over 7.2 million views in two days."
9. Hamilton discovered more information and updated the post. The trend started with TikToker @jugg4elias posting a video on Sep 1, 2021. The video showed a box of disposable masks in his

Article 010 Devious Sips - Handout A - Page 1 of 6

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Paragraphs
match

Handout A page 1



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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

backpack. The caption called it an “absolutely devious lick.” This original TikTok video that started the craze gained 239,000 views within a week.

10. Devious Lick affected many middle schools and high schools. Principals closed bathrooms. Officers arrested students and laid felony charges. News stations ran stories.
11. Rob Dirienzo reported on Fox 5 Atlanta on Sep 20, 2021. Two middle school students were charged. The students destroyed a school bathroom and filmed the whole thing. “Authorities just arrested two kids at Evans Middle School in the county after a staff member noticed the soap dispenser in the bathroom was ripped off the wall and missing.”
12. Lt. Greg Vansant from the Newnan Police Department spoke with Fox 5 Atlanta News. “Those soap dispensers... or windows or anything like that are government property and any defacing or vandalizing of that property is a felony.”
13. Devious Licks can be disruptive, criminal and trending. But, like any internet fad, it will go away. A new challenge will replace Devious Licks. It looks like in October, the TikTok challenge is to slap a teacher, run away, and post the deed on TikTok.
14. Of course, there are many ways to try to stop Devious Licks. We can encourage students not to get involved. Or we can educate parents and students about the potential consequences. Students who commit Devious Licks that get into trouble might act as a warning to others.
15. There is also a simple action that we can all do. This action doesn't get discussed as often. We can report the video and the user on the social media platform. We can try to get the website to take down the video and close the user account.
16. Reporting a video or user is not the same as leaving a comment or posting your own response video. Ironically, those actions might have the opposite result. Commenting show controversy. This can lead to more attention.
17. Sometimes, people ask others to stop watching, liking, sharing or commenting on videos. This may not stop viral trends. Some people love watching the poor choices people make. Just as much as they love watching funny cat videos.
18. TikTok uses an algorithm to figure out which videos to show you. Choosing “not interested” only tells TikTok not to show this type of video to you. It is not a video take down request. But, clicking the “report” button can lead to the removal of the video.
19. Real people review the videos reported by people. These moderators decide if a video breaks the rules or not. TikTok can close the accounts of people who break the rules many times.
20. Once someone clicks the “report” button, the app lists several reasons. This includes “illegal activities and regulated goods”. When a person selects that option, a new menu appears with more options. Some Devious Lick videos show the destruction of school property or theft. TikTok can remove these videos under the “promotion of criminal activities” option.



Article 010 Devious Sips - Handout A - Page 2 of 6

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Handout A page 2



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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

21. The app will then say that they prohibit “content that depicts or promotes criminal activities.” After sending a report, TikTok thanks the user. They will “review your report and take action if there is a violation of our community guidelines.”
22. At this point, there is an option to view the status of other videos you have reported. TikTok shows a message in the inbox. It will say that you anonymously reported the video. At first, the status will be “under review.” If TikTok agrees with the complaint, the website will take down the video.
23. Can a person repost a video that was taken down? Absolutely. Can they create another account? Definitely. Can they post the video on a different social media channel? One hundred percent. Can they post a video with a variation of a hashtag that has been shut down? Certainly.
24. But, that shouldn’t stop people from reporting videos and users. Making a community safer requires active citizenship. This is an on-going process. It’s not a simple one-time action.
25. We are part of many communities. We belong to our classroom community, our school community, and our online communities. Citizenship is more than simply having a passport. It’s more than being a citizen of a place. It’s about being part of that community.
26. Active citizenship is not about everyone agreeing. We don’t have to all get along. In fact, hard conversations about controversial issues are important. They bring attention to groups of people that are treated poorly. Disagreeing about things can lead to change. This might help make things more fair.
27. TikTok is like any other social platform. They have a Terms of Service. You must agree to this document if you want an account. This gives them the legal right to “disable your user account at any time.” It also gives TikTok the right (but not the obligation) to take action. They can use their “sole discretion to remove, disallow, block or delete any User Content” that they consider violates their policies. The website can do this “in response to complaints from other users.”
28. Of course, TikTok will not delete a video simply because people disagree with it and report it. Their community guidelines explain what can and cannot be posted on TikTok. Reporting illegal activities on TikTok might be one way to slow down viral trends like Devious Licks.
29. Some people on the internet don’t care about trending on social media. But, many people post because they want the likes. They want lots of followers. So what happens when people lose this audience? Would people destroy school property if they knew they would lose their account?
30. TikTok deleted the Devious Licks videos from @jugg4elias and @dtx.2cent. They also shut down their accounts. These two TikTokers lost all any followers they gained because of their viral videos. They wasted any effort they put into gaining followers before their devious theft.
31. Devious Sips and Devious Licks are lessons in active citizenship. What do we do as a group of people to encourage positive behaviours and challenge negative ones?

Handout A page 3



Article 010 Devious Sips - Handout A - Page 3 of 6

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Simple words
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Complex sentence structure

32. In October 2020, The New York Times ran an article about how to be an active bystander. The article focused on casual racism. There are similarities between dealing with racism and dealing with negative social media trends.
33. The article cites Monica Reyna. Reyna is a violence prevention educator at the Advocates. "Active bystanders see something bad happen and make discrete choices to respond to the concerning behavior."
34. Reyna gave examples about what active bystanders can do when they see acts of racism. Active bystanders can record suspected police brutality. They can also challenge racist comments made during dinner conversations. Active bystanders might use humour to point out how a "compliment" might actually be racist. The idea of taking action when we see something bad is important.
35. We often think that we should mind our business and not get involved. Beryl Domingo is an active bystander coordinator at Quabbin Mediation. She explains why this shouldn't be the case.
36. "When you don't do something, the person doing the harm assumes that you're in agreement with their actions... If we don't challenge them, they will continue to do what they do and they will influence other people to do the same."
37. Domingo talks about building "moral courage" to become a more active bystander. Her lessons about dealing with racism work well in many situations.
38. Many students won't take part in negative social media challenges. But a few students do these negative actions because they want a little bit of social media fame. What if we took away that incentive by shutting down their videos and accounts?
39. How can we be active citizens when we see negative social media challenges? Do we report an illegal video to TikTok? Should we take part in feel-good challenges like Devious Sips? Or should we choose to be an active bystander in a different way? The real question is how can we respond in a way that helps make the world a better place?

Handout A page 4



Article 010 Devious Sips - Handout A - Page 4 of 6

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Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

Name _____ Class _____ Date _____

Questions

Based on the article and the ideas about active citizenship in the article, how would you answer the following questions:

1. What is the Devious Sips challenge? What is the Devious Licks challenge?

2. How is closing bathrooms, suspending students, or arresting students similar? How are these approaches different? Which approach might be the most effective in stopping Devious Licks at a school?

3. Why do some videos go viral but not others? What might stop a video from going viral?

4. What would it take for the Devious Sips challenge to go viral? How could you contribute to that? Sometimes there are unintended consequences to our actions. What might be a downside to the Devious Sips challenge?

Handout A page 5



Questions

5. The article suggests reporting videos to TikTok in an effort to discourage Devious Licks at a school. Why might reporting videos shut down the trend at a school? Why might this approach fail?

6. How might dealing with Devious Licks be similar to dealing with racism? How might dealing with Devious Licks be different from dealing with racism?

7. What lessons can we learn from dealing with Devious Licks that might help us to discourage racism? What lessons can we learn from dealing with racism that might help us to discourage Devious Licks?

8. What do you think is the most effective response to the Devious Licks challenge? Explain your thinking.

9. Create another option to discourage Devious Licks at a school. Why might this option work well? What might be some of the unintended consequences of this approach?

Handout A page 6



Questions

Name _____ Class _____ Date _____

DEVIOUS SIPS

21st Century Learning Article #010

Read the following article and then answer the Citizenship discussion questions:



New TikTok Challenge Devious Sips Dares Kids to Take Action

1. Alison Shay is a teacher on TikTok keeping up with the trends. She posted a video of students doing something positive at her school instead of a devious theft.
2. Two students walk down the hallway. They don't trash bathrooms or steal soap dispensers. They also don't swipe SMART boards and other classroom supplies. Instead, these students walk up to a teacher and hand them a warm drink and a new package of pencils.
3. Shay narrates the video with an excited original sound. Other people have used her voice over on their TikTok videos. "New TikTok trend: You bring your favourite teacher their favourite hot drink and supplies for the classroom."
4. Devious Sips is a feel-good social media challenge. Teachers, students and parents are getting behind this one. Christina Marfice wrote on Scary Mommy about the counter trend on Sep 22, 2019.
5. "The hashtag for the challenge has already racked up 353,000 views, and you just love to see something so wholesome going all the way viral. Kids may be jerks sometimes... but this proves that they're just as capable of being sweet and kind."
6. Six days later, the hashtag #DeviousSips already racked up 1.8 million views on TikTok.
7. Devious Sips is in direct response to Devious Licks. The Devious Licks challenge saw students vandalizing school property in September 2021. The students would then post on TikTok to brag about it. A lick is slang for stealing something.
8. Phillip Hamilton first wrote about Devious Licks on Know Your Meme on Sep 8, 2021. "TikToker @dtx.2cent posted a video with the on-screen text "only a month into school and got this absolute devious lick" unzipping his backpack and pulling out a hand sanitizer dispenser that he [allegedly] stole... The video gained over 7.2 million views in two days."
9. Hamilton would later update the post after discovering more information. The trend started with TikToker @jugg4elias posting a video on Sep 1, 2021. The video showed a box of disposable masks in his

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Sophisticated vocabulary
Complex sentence structure

backpack with the caption an “absolutely devious lick.” This original TikTok video that started the craze gained 239,000 views within a week.

10. Many middle schools and high schools have been affected. Principals closed bathrooms. Officers arrested students and laid felony charges. Traditional news media ran stories.
11. Rob Dirienzo reported on Fox 5 Atlanta on Sep 20, 2021 that two middle school students were charged. The students destroyed a school bathroom and filmed the whole thing. “Authorities just arrested two kids at Evans Middle School in the county after a staff member noticed the soap dispenser in the bathroom was ripped off the wall and missing.”
12. Lt. Greg Vansant from the Newnan Police Department spoke with Fox 5 Atlanta News. “Those soap dispensers... or windows or anything like that are government property and any defacing or vandalizing of that property is a felony.”
13. Although Devious Licks can be disruptive, criminal and trending, like any internet fad, it will eventually fade. A new challenge will replace Devious Licks. Apparently in October, the TikTok challenge is to slap a teacher, run away, and post the deed on TikTok.
14. Of course, there are many ways to try to stop Devious Licks and discourage the negative actions taken by a few people. For example, encouraging students to not get involved or educating parents and students about the potential consequences. Turning some students who commit Devious Licks into cautionary tales is another option.
15. There is also a simple action that all of us can do but doesn’t get discussed as often. Report the video and the user on the social media platform. Make an effort to get the website to take down the video and close the user account.
16. Reporting a video or user is different from publicly disagreeing with the video. Leaving a comment or posting your own response video is not the same as reporting a video. Ironically, those actions or show controversy and controversy fuels attention.
17. Sometimes, people ask others to stop watching, liking, sharing or commenting on videos. This may not be a realistic way to stop viral trends. Part of humanity loves watching the poor choices people can make just as much as it loves watching funny cat videos.
18. Choosing “not interested” only sends the algorithm a signal not to display similar videos to the person’s account in the future. It is not a video take down request. But, clicking the “report” button is a mechanism that can lead to the removal of a video from TikTok.
19. Human moderators review reported videos. TikTok can close the accounts of repeat offenders.
20. Once someone starts the report process, the app lists several acceptable reasons to report a video. This includes “illegal activities and regulated goods”. When a person selects that option, a new menu appears with reasons why TikTok should remove the video. Devious Lick videos showing the destruction of school property or theft can be removed under the “promotion of criminal activities” option.

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Handout B page 2



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21. The TikTok app will then say that they prohibit “content that depicts or promotes criminal activities.” After submitting a report, TikTok thanks the user for reporting the video. They also inform you that they will “review your report and take action if there is a violation of our community guidelines.”
22. At this point, there is an option to view the status of any other videos you have reported. TikTok will show a message in the inbox that you anonymously reported the video. At first, the status will be “under review.” If TikTok agrees with the complaint, the website will take down the video.
23. Can a person repost a video that was taken down? Absolutely. Can they create another account? Definitely. Can they post the video on a different social media channel? One hundred percent. Can they post a video with a variation of a hashtag that has been shut down? Certainly.
24. But, that shouldn’t stop people from reporting videos and users. Making a community safer requires active citizenship. This is an on-going process rather than a simple one-time action.
25. We are part of many communities. For example, we belong to our classroom community, our school community, and our online communities. Citizenship is more than simply holding a passport or being a citizen of a place. It’s about being part of that community.
26. Active citizenship is not about everyone agreeing or getting along. In fact, difficult conversations about controversial issues are important. They bring light to marginalized groups and change injustice.
27. TikTok, like any other social platform, has a Terms of Service. You must agree to this document to create an account. This gives them the legal right to “disable your user account at any time.” It also gives the social media giant the right (but not the obligation) to take action. TikTok can use their “sole discretion to remove, disallow, block or delete any User Content” that they consider violates their policies. The website can do this “in response to complaints from other users.”
28. Of course, TikTok will not take down any video simply because people disagree with the content and report it. Their community guidelines document explains in general terms what can and cannot be posted on TikTok. Reporting illegal activities on TikTok might be one way to slow down viral trends like Devious Licks.
29. Certainly, there are people on the internet who don’t care about trending on social media. But, many people post on social media because they want the likes and the followers. So what happens when the audience is taken away? Would people thinking about destroying school property for a Devious Lick video still do it if they knew that would shut down their account?
30. Both @jugg4elias and @dtx.2cent have had their Devious Licks videos deleted. TikTok also shut down their accounts. They lost all the followers they gained through their viral videos. More importantly, any effort they put into gaining followers before their devious theft is now wasted.
31. Devious Sips and Devious Licks are really lessons in active citizenship. What do we do as a group of people to encourage positive behaviours and challenge negative ones?

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Handout B page 3



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Simple words
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Sophisticated vocabulary
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32. In October 2020, The New York Times ran an article about how to be an active bystander when you see casual racism. The article focused on racism. However, there are some similarities between dealing with racism and dealing with negative social media trends.
33. The article cites Monica Reyna, a violence prevention educator at the Advocates. "Active bystanders see something bad happen and make discrete choices to respond to the concerning behavior."
34. Reyna gave examples about what active bystanders can do when they see acts of racism. Active bystanders can record suspected police brutality. They can also challenge racist comments made during dinner-table conversations. Active bystanders might use humour to point out how a backhanded "compliment" might actually be racist. The idea of taking action when we see something bad is important.
35. We often think that we should mind our business and not get involved. Beryl Domingo is an active bystander coordinator at Quabbin Mediation. She explains why this shouldn't be the case.
36. "When you don't do something, the person doing the harm assumes that you're in agreement with their actions... If we don't challenge them, they will continue to do what they do and they will influence other people to do the same."
37. Domingo talks about building "moral courage" to become a more active bystander. Her lessons about addressing racism work equally well in many situations.
38. Many students won't participate in these negative social media challenges. But if the reason a few students are doing these negative actions is because they want a little bit of social media fame, what if we took away that incentive by shutting down their videos and accounts?
39. Whether you anonymously report an illegal video to TikTok, publically participate in feel-good challenges like Devious Sips or choose to be an active bystander in a different way, the real question about negative social media challenges is how do we respond as active citizens in a way that helps make the world a better place?

Handout B page 4

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Name _____ Class _____ Date _____

Questions

Based on the article and the ideas about active citizenship in the article, how would you answer the following questions:

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4. What would it take for the Devious Sips challenge to go viral? How could you contribute to that? Sometimes there are unintended consequences to our actions. What might be a downside to the Devious Sips challenge?

Handout B page 5



Questions

5. The article suggests reporting videos to TikTok in an effort to discourage Devious Licks at a school. Why might reporting videos shut down the trend at a school? Why might this approach fail?

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Handout B

page 6



Questions

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Paragraphs
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Handout C page 1



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Simple words
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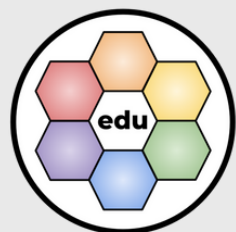
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18. Choosing “not interested” only sends the algorithm a signal not to display similar videos to the person’s account in the future. It is not a video take down request. On the other hand, clicking the “report” button is a mechanism that can lead to the removal of a video from TikTok.
19. Reported videos are reviewed by human moderators and the accounts of repeat offenders can be closed by TikTok.
20. Once the report process is started, the TikTok app will list several acceptable reasons to report a video including “Illegal activities and regulated goods”. When that option is selected, a new menu will appear with various reasons why a video might be removed. Devious Lick videos showing the destruction of school property or theft can be removed under the “promotion of criminal activities” clause.

Article 010 Devious Sips - Handout C - Page 2 of 6

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Handout C page 2



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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

21. The TikTok app will then indicate that they prohibit “content that depicts or promotes criminal activities.” After submitting a report, TikTok thanks the user for reporting the video and indicates they will “review your report and take action if there is a violation of our community guidelines.”
22. At this point, there is an option to view the status of previously reported videos. TikTok will show a message in the inbox that you anonymously reported the video and that the status is “under review.” If TikTok agrees with the complaint, the video will be taken down.
23. Can a person repost a video that was taken down? Absolutely. Can they create another account? Definitely. Can they post the video on a different social media channel? One hundred percent. Can they post a video with a variation of a hashtag that has been shut down? Certainly.
24. But, that shouldn’t stop people from reporting videos and users. Making a community safer requires active citizenship. This is an on-going process rather than a simple one-time action.
25. We are part of many communities - our classroom community, our school community, and our online communities. Citizenship is more than simply holding a passport or being a citizen of a place. It’s about being part of that community.
26. Active citizenship is not about everyone agreeing or getting along. In fact, difficult conversations about controversial issues are important as they bring light to marginalized groups and change injustice.
27. TikTok, like any other social platform, has a Terms of Service document that you must agree to in order to create an account. This gives them the legal right to “disable your user account at any time.” It also gives the social media giant the right (but not the obligation) in their “sole discretion to remove, disallow, block or delete any User Content” that they consider to violate their policies. This can also be done “in response to complaints from other users.”
28. Of course, TikTok will not take down any video simply because people disagree with the content and report it. Their community guidelines document explains in general terms what can and cannot be posted on TikTok. Reporting illegal activities on TikTok might be one way to slow down viral trends like Devious Licks.
29. Certainly, there is an element on the internet that doesn’t care about social media currency. But, many people post on social media because they want the likes and the followers. So what happens when the audience is taken away? Would that deter would-be Devious Lick posters from destroying school property if they knew their account would be shut down?
30. Both @jugg4elias and @dtx.2cent have had their Devious Licks videos deleted and their TikTok accounts closed. They lost all of the followers they gained through their viral videos. More importantly, any effort they put into gaining followers before their devious theft is now wasted.
31. Devious Sips and Devious Licks are really lessons in active citizenship. What do we do as a group of people to encourage positive behaviours and challenge negative ones?

Article 010 Devious Sips - Handout C - Page 3 of 6
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Handout C page 3



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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

32. In October 2020, The New York Times ran an article about how to be an active bystander when you see casual racism. Although the article was about racism, there are certain parallels between addressing racism and dealing with negative social media trends.
33. The article cites Monica Reyna, a violence prevention educator at the Advocates. "Active bystanders see something bad happen and make discrete choices to respond to the concerning behavior."
34. Reyna was giving examples of recording suspected police brutality, challenging dinner-table racism or using humour to unpack backhanded "compliments" but the idea of taking action when we see something bad is important.
35. We often think that we should mind our business and not get involved. Beryl Domingo, an active bystander coordinator at Quabbin Mediation explains in The Times article about why this shouldn't be the case.
36. "When you don't do something, the person doing the harm assumes that you're in agreement with their actions... If we don't challenge them, they will continue to do what they do and they will influence other people to do the same."
37. Domingo goes on to talk about building the "moral courage" to become a more active bystander and to respond when we see negative situations. Her lessons about addressing racism work equally well in many situations.
38. Many students won't participate in these negative social media challenges. But if the reason a few students are doing these negative actions is because they want a little bit of social media fame, what if we took away that incentive by shutting down their videos and accounts?
39. Whether you anonymously report an illegal video to TikTok, publically participate in feel-good challenges like Devious Sips or choose to be an active bystander in a different way, the real question about negative social media challenges is how do we respond as active citizens in a way that helps make the world a better place?

Handout C page 4



Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

Name _____ Class _____ Date _____

Questions

Based on the article and the ideas about active citizenship in the article, how would you answer the following questions:

1. What is the Devious Sips challenge? What is the Devious Licks challenge?

2. How is closing bathrooms, suspending students, or arresting students similar? How are these approaches different? Which approach might be the most effective in stopping Devious Licks at a school?

3. Why do some videos go viral but not others? What might stop a video from going viral?

4. What would it take for the Devious Sips challenge to go viral? How could you contribute to that? Sometimes there are unintended consequences to our actions. What might be a downside to the Devious Sips challenge?

Handout C page 5



Questions

5. The article suggests reporting videos to TikTok in an effort to discourage Devious Licks at a school. Why might reporting videos shut down the trend at a school? Why might this approach fail?

6. How might dealing with Devious Licks be similar to dealing with racism? How might dealing with Devious Licks be different from dealing with racism?

7. What lessons can we learn from dealing with Devious Licks that might help us to discourage racism? What lessons can we learn from dealing with racism that might help us to discourage Devious Licks?

8. What do you think is the most effective response to the Devious Licks challenge? Explain your thinking.

9. Create another option to discourage Devious Licks at a school. Why might this option work well? What might be some of the unintended consequences of this approach?

Handout C page 6



Questions

Name _____ Class _____ Date _____

DOUBLE ENTRY JOURNAL



PRE-WRITING / BRAINSTORMING: Use the double entry journal below to record ideas and quotes from today's lesson to help you answer the discussion question:

Article 010. New TikTok Challenge Devious Sips Dares Kids to Take Action

Discussion question: _____

The text	My thinking
<ul style="list-style-type: none">• Write down words, phrases or sentences from the hand outs, video, or other sources of information..• Describe something you see in an image or hear in a video.	<p>Write down your reaction to that idea</p> <ul style="list-style-type: none">• Make a comment / Give an opinion• Ask a question and guess the answer• Agree or disagree and explain why.• Would this actually work?• It would be better if...

page 1



RESPONSE RUBRIC



READING	Level 4	Level 3	Level 2	Level 1
Ideas Understanding	Complex understanding of the article	Good understanding of the article	Some understanding of the article	Simple understanding of the article

WRITING	Level 4	Level 3	Level 2	Level 1
Ideas Point	Complex answer	Good answer	Simple answer	You really didn't answer the discussion question
Evidence	Strong evidence from the text that proves your point. You are concise and precise and use the exact phrase(s) from the text that prove your point.	Good evidence from the text that proves your point	Some evidence from the text but the quote is longer than it needs to be to prove your point. (there are irrelevant details.)	There is not enough evidence from the text or there are too many irrelevant details.
Explanation (thinking)	You very clearly explain how the evidence from the text proves your point.	You explain how the evidence from the text proves your point	You try to explain how your evidence from the text proves your point, but it's confusing or doesn't really prove your point.	You don't explain how your evidence from the text supports your answer (proves your point)

page 3



WRITING	Level 4	Level 3	Level 2	Level 1
Organization	Your writing is effectively organized in a logical manner that really proves your point	Your writing is organized and guides the reader through your support.	The organization of your paragraph is mechanical.	There isn't a clear sense of direction with your ideas.
	Your ideas flow very well	Your ideas flow well	You have a list of facts or ideas that are not well connected.	Your ideas are loosely or randomly strung together.
	You have an engaging introduction linked to your conclusion.	You have a clear introduction and summarize your point in your conclusion	Your introduction or conclusion may not be well developed or make sense.	Ineffective or missing introduction and conclusion

WRITING	Level 4	Level 3	Level 2	Level 1
Conventions (capitalization, grammar usage, punctuation, spelling)	You have strong mastery of standard writing conventions.	You have good control of writing conventions.	There are several errors...	There are many errors...
	The work is correct. There may be a few errors due to experimentation.	The work is generally correct.	... but they don't interfere with the readability	... I have trouble reading your paragraph.





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Reading Article 010

DEVIOUS SIPS

Social-Emotional Learning: **Citizenship**

Reading Strategy: **Making Connections**

version: v2022-05-19

ANSWERS / DISCUSSION GUIDE

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all question and answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. I have unconscious bias. I don't know what I don't know.

If you think an answer in this resource is missing, biased, or incorrect, please email me at Mike@educircles.org with your perspective. This way, I can update this document to benefit from each other's perspectives, lived experiences, and teaching experiences. (If you like this note, you'll love this [Who is Invisible](#) slideshow.)

This article goes well with the [Making Connections](#) reading strategy.

- The reading strategy is explained in this [YouTube video](#).
- The Double Entry Journal T chart graphic organizer (text / thinking) is included in the file called **Graphic Organizer**.
- Answers are provided here using the graphic organizers from the [Making Connections](#) Bundle.

Double Entry Journal T chart graphic organizer:

The text	My thinking
<ul style="list-style-type: none">• Write down words, phrases or sentences from the hand outs, video, or other sources of information..• Describe something you see in an image or hear in a video.	<p>Write down your reaction to that idea</p> <ul style="list-style-type: none">• Make a comment / Give an opinion• Ask a question and guess the answer• Agree or disagree and explain why.• Would this actually work?• It would be better if...

Article 010 Devious Sips - Answers - Page 1 of 14

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page 1



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Answers / Discussion Guide

Making connections graphic organizer #1: **This** is like **that**, but __ so __

This	is like that	but...	so...

Making connections graphic organizer #2: **A** is like **B**, and **B** is __ so **A** is probably __

A	is like B.	B is __	So A is probably __

page 2



Questions

Question #1: What is the Devious Sips challenge? What is the Devious Licks challenge?

The text	My thinking
<ul style="list-style-type: none">Write down words, phrases or sentences from the hand outs, video, or other sources of information..Describe something you see in an image or hear in a video.	<p>Write down your reaction to that idea</p> <ul style="list-style-type: none">Make a comment / Give an opinionAsk a question and guess the answerAgree or disagree and explain why.Would this actually work?It would be better if...
<div><div></div><div></div></div>	<div><div></div><div></div></div>
<div><div></div><div></div></div>	<div><div></div><div></div></div>



- Answers will vary. Here are some possible ideas to consider:

Article 010 Devious Sips - Answers - Page 4 of 14
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Question #3: Why do some videos go viral but not others? What might stop a video from going viral?

The text	My thinking
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<div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div>
<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div>

This	is like that	but...	so...
<div></div>	<div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



Question #4: What would it take for the Devious Sips challenge to go viral? How could you contribute to that? Sometimes there are unintended consequences to our actions. What might be a downside to the Devious Sips challenge?

The text	My thinking
<div><div></div><div></div></div>	<div><div></div><div></div></div>
<div><div></div><div></div></div>	<div><div></div><div></div></div>

A	is like B.	B is ____	So A is probably ____
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
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Question #5: The article suggests reporting videos to TikTok in an effort to discourage Devious Licks at a school. Why might reporting videos shut down the trend at a school? Why might this approach fail?

The text	My thinking
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<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
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A	is like B.	B is ____	So A is probably ____
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- Answers will vary. Here are some possible ideas to consider:

Article 010 Devious Sips - Answers - Page 8 of 14

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page 8



A	is like B.	B is ____	So A is probably ____
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		<div><div></div></div>	<div><div></div></div>
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page 9



Question #7: What lessons can we learn from dealing with Devious Licks that might help us to discourage racism? What lessons can we learn from dealing with racism that might help us to discourage Devious Licks?

• Answers will vary. Here are some possible ideas to consider:

The text	My thinking
<div>PREVIEW</div> <div>do not print</div> <div>[Redacted]</div>	<div>[Redacted]</div>
<div>[Redacted]</div>	<div>[Redacted]</div>
<div>[Redacted]</div>	<div>[Redacted]</div>
<div>[Redacted]</div>	<div>[Redacted]</div>



This	is like that	but...	so...
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A	is like B.	B is ____	So A is probably ____
<div></div>	<div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div></div>	<div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

page 11



Question #8: What do you think is the most effective response to the Devious Licks challenge?
Explain your thinking.

• Answers will vary. Here are some possible ideas to consider: (Also check out question #2).

The text	My thinking
<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>

This	is like that	but...	so...
<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>
<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>



Question #9: Create another option to discourage Devious Licks at a school. Why might this option work well? What might be some of the unintended consequences of this approach?

- Answers will vary. Here are some possible ideas to consider: (Also check out question #2).

The text	My thinking
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>

This	is like that	but...	so...
<div></div>	<div></div>	<div></div>	<div></div>

A	is like B.	B is ____	So A is probably ____
<div></div>	<div></div>	<div></div>	<div></div>



Question #10: The article implies that good citizenship means being an active citizen who participates in their community. Do you agree with this definition? Explain your thinking.

• Answers will vary. Here are some possible ideas to consider:

The text		My thinking	
<div></div>		<div></div>	
<div></div>		<div></div>	

This	is like that	but...	so...
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>

A	is like B.	B is ____	So A is probably ____
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>



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Specific things to know about this product: Article 010 version 2022-05-19

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [Article 010 - Devious Sips](https://links.educircles.org/tpt/article-010)
- How to update (or know if you need to update): [HELP \(Article 010\)](#).

SINGLE PDF FILE update 2022-05-16

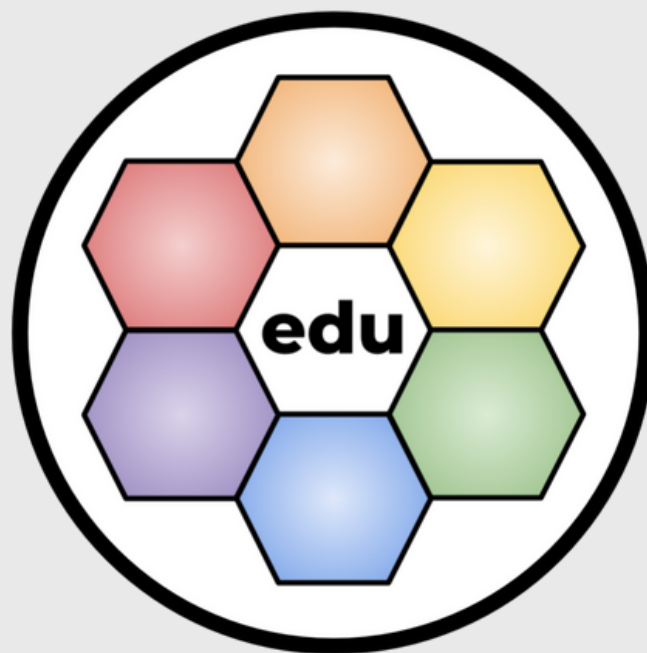
1. This product has been relaunched as a TpT digital download PDF product.
<https://links.educircles.org/tpt/article-010>
2. The original product was a TpT Google Drive product and will be archived.
<https://www.teacherspayteachers.com/Product/Article-010-Citizenship--7293353>
3. If you purchased the original Google Drive product, please email Mike@educircles.org

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version** (Easel by TpT)
- Other changes
 - Put the questions into the handout files (instead of having a separate questions file)
 - Changed page layout so all handouts start with the same paragraph number at the top.
 - Simplified file names using descriptive words (handout, slideshow).
 - Added information about personal bias to the Answer Key
 - Removed grade level from the handout footers and went back to Handout A, B, C

Version 1.0: Initial release of Article 010 Devious Sips (Sep 29, 2021)





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