

Fall 2021-22
PAPM 4000 D | Capstone– Communications and Information Policy
Public Affairs and Policy Management

INSTRUCTOR

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- Office hours Thursdays 5-6pm, by appointment only, via <https://calendly.com/carly-dybka/office-hours>

COURSE INFORMATION AND RESOURCES

Wednesdays, 8:35-11:25 am, via Zoom | Class details in Brightspace

CLASS POLICIES

Zoom

- As in any class, you're expected to be punctual, respectful, and participative.
- You are encouraged to turn on your camera, but it is not required.
- Raise your (virtual) hand to have the floor. Please mute yourselves when not participating.
- You are welcome use the chat for questions and comments. To avoid disrupting the flow of discussion, chat will be consulted every ~15 minutes.

Brightspace

- All assignments must be uploaded via Brightspace.
- All documents must be uploaded in .docx or .docx format. Google docs are not accepted.
- My presentations will be uploaded to Brightspace after each class.

COURSE DESCRIPTION

This course aims to prepare undergraduate students for future employment in communications in the public service, with a focus on social media. The need for thorough education on effective use of social media is emerging from an increasingly bright spotlight on government use of these media, seen in increased media coverage, more frequent ATI requests and Parliamentary questions, and a heavy emphasis on social media as a tool for government communications. These examples can highlight the risk and reward that are inseparable from government presence in the digital environment.

This intense focus on social media is indicative of the complexity of the social media environment, including the need for strategic planning, effective content development, and informed and thorough analysis of the broader online environment. This course will provide an overview of the elements of this environment while allowing students to hone in on specific areas of interest.

In addition to understanding the practical aspects of using social media in the Canadian federal government, the class will use academic and grey literature to problematize or provide a different perspective on the beliefs, behaviours and concepts often seen as fundamental to professional communications today.

LEARNING OBJECTIVES

Students should leave this course:

- Being well versed in Government of Canada communications policies, guidelines, etc., and have an understanding of how those are applied day to day
- Knowing how to develop effective, compelling communications strategies and memos
- Understanding the overall environment in which Government of Canada social media function, both internally (within comms shops/departments) and externally (in a social media environment with outside participants and interests)
- Able to engage critically with communications: its planning, evaluation/measurement, mechanisms, etc.

COURSE CALENDAR AND TEXTS

Date	Topic	Required readings
Sept. 8	Introduction: -review of syllabus -class survey -relevant GC policies	NA – here are links to the GC content we’re reviewing: Treasury Board of Canada Secretariat (TBS). 2016. Technical specifications for social media accounts. Retrieved July 17, 2021 from https://www.canada.ca/en/treasury-board-secretariat/services/government-communications/federal-identity-program/technical-specifications/social-media-accounts.html TBS. 2019. <i>Policy on Communications and Federal Identity</i> . Retrieved July 17, 2021 from https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=30683 TBS. 2021. <i>Directive on the Management of Communications</i> . Retrieved July 17, 2021 from https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=30682
Sept. 15	What are social media?	Fugate, C. (2012). How did we get here? In <i>Social media in the public sector field guide: Designing and implementing strategies and policies</i> (pp. 1-34). John Wiley & Sons. Rhee, L., Bayer, J. B., Lee, D. S., & Kuru, O. (2021). Social by definition: How users define social platforms and why it matters. <i>Telematics and Informatics</i> , 59, 101538. (skim) TBS. 2016. <i>Guideline on acceptable network and device use</i> . Retrieved July 17, 2021 from https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=27907&section=HTML
Sept. 22	Digital Era Governance: Understanding the GC communications context	Clarke, A., Lindquist, E. A., & Roy, J. (2017). Understanding governance in the digital era: An agenda for public administration research in Canada. <i>Canadian Public Administration</i> , 60(4), 457–475.

		<p>Cukier, W. (2019). <i>Developing Canada’s digital-ready public service: Attracting and retaining a highly skilled, diverse workforce to support the Government of Canada’s digital strategy</i>. Public Policy Forum.</p> <p>Dunleavy, P., & Margetts, H. (2010). <i>The second wave of digital era governance</i>. American Political Science Association Conference, Washington, DC.</p> <p>Phippen, A., & Ashby, S. (2013). Digital behaviors and people risk: Challenges for risk management. In M. R. Olivas-Lujan & T. Bondarouk (Eds.), <i>Advanced series in management</i> (Vol. 11, pp. 1–26). Emerald Group Publishing Limited.</p>
Sept. 29	Memos	<p>Antle, R. (2004, March 13). <i>Briefing notes blame media for negative coverage of aboriginal issues</i>. Canadian Press Newswire.</p> <p><i>Briefing notes: CSIS would use info obtained by torture</i>. (2010, September 13). In The National. CBC Television.</p> <p>(for info) Government of Canada. (n.d.). <i>Proactive disclosure—Briefing note titles and numbers—Open Government portal</i>. Retrieved July 17, 2021, from https://open.canada.ca/data/en/dataset/ee9bd7e8-90a5-45db-9287-85c8cf3589b6</p> <p>(skim) Writing for Results Inc. (n.d.). <i>Government of Canada briefing notes templates</i>. Retrieved July 17, 2021 from http://www.writingforresults.net/Acro_3/templates.pdf</p>
Oct. 6	Comms Plans/Strategies: Developing and evaluating a strategic social media plan	<p>Ines, M., & Greeves, B. (2012). Social media strategy. In <i>Social media in the public sector field guide: Designing and implementing strategies and policies</i>. John Wiley & Sons.</p> <p>Sutherland, K. E. (2021). Social media strategy development. In K. E. Sutherland, <i>Strategic social media management</i> (pp. 7–10). Springer Singapore.</p> <p>Sutherland, K. E. (2021). The foundational components of strategy. In K. E. Sutherland, <i>Strategic social media management</i> (pp. 75–101). Springer Singapore.</p> <p>(skim) TBS. (n.d.). <i>Rescinded [2016-05-11]—Communications Policy of the Government of Canada</i>. Retrieved July 17, 2021, from https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=12316</p> <p>(skim) TBS. (n.d.). <i>Rescinded [2016-05-11]—Guideline on Official Use of Social Media</i>. Retrieved July 17, 2021, from https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=27517</p>

<p>Oct. 13* ***DUE by EOD: Paper outline***</p>	<p>Listening to your audience: Social listening and client service (video)</p>	<p>Kim, A., Murphy, J., Richards, A., Hansen, H., Powell, R., & Haney, C. (2014). Can tweets replace polls? A U.S health-care reform case study. In C. A. Hill, E. Dean, & J. Murphy (Eds.), <i>Social media, sociality, and survey research</i> (pp. 61–86). John Wiley & Sons.</p> <p>Murphy, J., Hill, C. A., & Dean, E. (2014). Social Media, Sociality, and Survey Research. In C. A. Hill, E. Dean, & J. Murphy (Eds.), <i>Social media, sociality, and survey research</i> (pp. 1-34). John Wiley & Sons.</p> <p>Sitten, M. (2012). A service-oriented approach to public sector social media strategy. In <i>Public interest and private rights in social media</i> (pp. 79–95). Elsevier.</p> <p>Elmer, G. (2015). Scraping the first person. In G. Elmer, G. Langlois, & J. Redden (Eds.), <i>Compromised data: From social media to big data</i> (pp. 112–125).</p>
<p>Oct. 20*</p>	<p>Mis- and dis- information on social media (MIDI) (video)</p>	<p>Bradshaw, S. (2020, November 23). <i>Influence operations and disinformation on social media</i>. Centre for International Governance Innovation. https://www.cigionline.org/articles/influence-operations-and-disinformation-social-media/</p> <p>Cooke, N. A. (2017). Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age. <i>The Library Quarterly</i>, 87(3), 211–221.</p> <p>Lim, G. (2020, August 7). <i>The risks of exaggerating foreign influence operations and disinformation</i>. Centre for International Governance Innovation. https://www.cigionline.org/articles/risks-exaggerating-foreign-influence-operations-and-disinformation/</p> <p>Shu, K., Wang, S., Lee, D., & Liu, H. (2020). Mining disinformation and fake news: Concepts, methods, and recent advancements. In K. Shu, S. Wang, D. Lee, & H. Liu (Eds.), <i>Disinformation, misinformation, and fake news in social media</i> (pp. 1–19).</p>
<p>Oct. 27</p>	<p>No class - reading week (available to meet 8:30-11:30)</p>	
<p>Nov. 3 ***DUE by EOD: Memo***</p>	<p>Social and legacy media: the GC and journalism online</p>	<p>Chen, G. M. (2019). Social media and scandal. In H. Tumber & S. Waisbord (Eds.), <i>The Routledge companion to media and scandal</i> (1st ed., pp. 165–173). Routledge.</p> <p>Connolly, A. (2017, September 7). <i>Wyclef Jean as immigration liaison? Not so fast...</i> . iPolitics. https://ipolitics.ca/2017/09/07/wyclef-jean-as-immigration-liaison-not-so-fast/</p> <p>Meng, B. (2019). Mediatization and political scandal. In H. Tumber & S. Waisbord (Eds.), <i>The Routledge companion to media and scandal</i> (1st ed., pp. 67–75). Routledge.</p>

		<p>Lawton, A. (2019, July 23). Government monitoring social media for posts critical of Trudeau’s immigration record. True North News. https://tnc.news/2019/07/23/government-monitoring-social-media-for-posts-critical-of-trudeaus-immigration-record/</p>
Nov. 10	Digital communications and diplomacy	<p>Gollom, M. (2018, August 9). <i>Canada-Saudi spat highlights perils of Twitter diplomacy</i>. CBC News. https://www.cbc.ca/news/politics/saudi-arabia-tweet-sanctions-canada-twitter-1.4777825</p> <p>Manor, I. (2019). Introduction. In I. Manor, <i>The digitalization of public diplomacy</i> (pp. 1–27). Springer International Publishing.</p> <p>Potter, E. H. (2021). Three cheers for “diplomatic frivolity”: Canadian public diplomacy embraces the digital world. In N. J. Cull & M. K. Hawes (Eds.), <i>Canada’s public diplomacy</i> (pp. 55–93). Springer International Publishing.</p> <p>(skim – for discussion) Digital Diplomacy Index: https://digital-diplomacy-index.com/</p>
Nov. 17	Communications and citizen privacy	<p>Alegre, S. (2021, May 31). <i>Protecting freedom of thought in the digital age</i>. Centre for International Governance Innovation. https://www.cigionline.org/publications/protecting-freedom-of-thought-in-the-digital-age/</p> <p>Barrera, J. (2019, November 25). <i>Trans Mountain monitoring anti-pipeline activists, labelling some as “persons of interest.”</i> CBC News. https://www.cbc.ca/news/indigenous/tmx-docs-reports-1.5370221</p> <p>Nissenbaum, H. (2011). <i>A contextual approach to privacy online</i>. <i>Daedalus</i>, 140(4), 32–48.</p> <p>Office of the Privacy Commissioner of Canada. (2013). <i>Aboriginal Affairs and Northern Development Canada wrongly collects information from First Nations activist’s personal Facebook page</i>. Retrieved July 17, 2021 from https://www.priv.gc.ca/en/opc-actions-and-decisions/investigations/investigations-into-federal-institutions/2012-13/pa_201213_01/</p> <p>Pugliese, D. (2021, May 11). <i>Canadian military intelligence monitored Black Lives Matter movement, claiming pandemic justified such actions</i>. Ottawa Citizen. https://ottawacitizen.com/news/national/defence-watch/canadian-military-intelligence-monitored-black-lives-matter-movement-claiming-pandemic-justified-such-actions</p> <p>Sponder, M. (2012). The uses and accuracy of social analytics data and platforms. In <i>Public interest and private rights in social media</i> (pp. 175–196). Elsevier.</p>

		Trepte, S. (2020). The social media privacy model: Privacy and communication in the light of social media affordances. <i>Communication Theory</i> , 00, 1-22.
Nov. 24	Q&A/job talk	NA
Dec. 1	Paper presentations	NA
Dec. 23	***DUE by EOD: Paper ***	

*Classes on October 13 and 20 will be asynchronous. Pre-recorded lectures/presentations will be made available in Brightspace on October 9. Discussion questions are still accepted, and some will be posted in Brightspace advance. Students will have forum discussions on October 12-14 and 19-21. (Students can also use the forums to ask any questions they might have about the readings or subjects.)

EVALUATION

Item	Due (EOD)	Value
Attendance and participation	NA – throughout	15%
Discussion questions (4 sets of 2 questions)	NA – throughout	20%
Paper outline	October 13	5%
Memo	November 3	15%
Final paper	December 23	45%

Note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ASSIGNMENTS

Attendance and participation (15%)

Three marks are deducted for every absence from class, unless previously discussed with the instructor, or due to a documentable event (illness, or personal/family emergency) reported to the instructor as soon as possible.

Participation marks are earned over the course of the semester, based on:

	Exemplary (13-15)	Proficient (10-12)	Developing (7-9)	Poor (6 and under)
Frequency of participation	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes.	Student does not initiate contribution & needs instructor to solicit input.
Quality of participation	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.

	criticisms or contributions.	relevant to the discussion.	always relevant to the discussion.	
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Adapted from Carnegie Mellon Institute: www.cmu.edu/teaching/assessment

Discussion questions (20%)

Four times during the semester, you will need to develop a set of discussion questions for the class. You must submit at least one set of questions during the month of September (by September 27). The last session to submit questions is November 17 (submitted by November 15).

Each set should contain two questions, designed to start a discussion amongst the class about the assigned readings for the week. You will be called upon to explain and introduce your discussion questions in class from time to time. (For asynchronous classes, I will post discussion questions in Brightspace for forum discussion.)

Questions must be submitted by the end of the day on the Monday preceding the class; questions submitted late receive 0 points. You can make up these points by submitting an extra set of questions another time during the semester.

Each question is worth 2.5 percent (i.e. 5% per set), evaluated as follows:

Level/value	Description
Poor (0-1 point)	Question does not demonstrate familiarity with the readings (e.g. too vague, unrelated to the issues at hand, reveals major comprehension errors).
Developing (1.5 points)	Submitted question demonstrates understanding of the readings and raises some issues of significance from the readings, but isn't designed to elicit discussion, or fails to probe core issues.
Proficient (2 points)	Submitted question demonstrates thorough understanding of the readings, and raises relevant, thought-provoking issues for discussion.
Exemplary (2.5 points)	In addition to the above, the question a) penetrates to the heart of the week's topic, and/or b) draws insightful connections between weeks.

Memo (15%)

Note: You are encouraged to pick related themes/issues for your memo and final paper, as this will make the assignments easier for you. However, it is not required.

Following the September 29 class about memos (resources to be provided), you'll get to develop a memo on any subject of your choosing that relates to Government of Canada communications. The memo will be written to the Director General of Communications at a department/agency of your choosing*. The intended outcome is that you'll develop the skills to write concise briefings at a professional or near-professional level—the memo should look and sound like it was prepared by a senior communications advisor.

*Please share your idea with me in advance by sending me a short paragraph via email. It is recommended that you do this before reading week.

The memo will be evaluated as follows:

Item/value	Description (what is being sought)
Formatting and layout (5 points)	The memo is formatted according to the required standard, and contains the necessary sections, presented in a logical order. The memo is within the maximum page length (2 pages, using the correct formatting).

Contents of the note (5 points)	The issue is presented clearly, with proper background/context, identification of the core issue, quality evidence justifying your recommendation(s), a clear impetus for the memo/decision, and consistent relevance to the issue being discussed.
Quality of the writing (5 points)	Writing is detailed yet concise, flows almost seamlessly from one section to the next, and is persuasive. Writing contains no spelling or grammatical errors. Syntax is easy to understand and active voice is used where warranted.

Paper outline (5%)

By EOD October 13, you will have to submit a 1-page outline of your final paper for the class. The primary objective of this exercise is for you to obtain early feedback on your paper.

This outline should include:

- A clear thesis statement or research question;
- A section briefly outlining the theories or concepts guiding your research;
- A section explaining your planned methodology;
- A minimum of five pieces of grey or academic literature that you will consult to support (or problematize) your argument; and
- An explanation of why you think this research or argument is valuable—for example, it may address an area of concern in the field of communications, or it may allow you to explore certain ideas or arguments that you’ve wanted to explore as part of your academic career.

Final paper (45%)

The final paper will be 3,000-4,000 words long, on any subject of your choosing that relates to Government of Canada communications.

The paper must follow APA guidelines: <https://apastyle.apa.org/style-grammar-guidelines/paper-format>
Preferred font choices are 12-point Times New Roman or 11-point Calibri.

The paper will be evaluated out of 100, as follows:

	Exemplary	Proficient	Developing	Poor
Integration of Knowledge (20%)	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer’s own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.

	Exemplary	Proficient	Developing	Poor
Topic focus (15%)	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement or research question.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion (20%)	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness (15%)	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
Spelling and grammar (10%)	No spelling, grammar or syntax errors.	Minimal spelling, grammar or syntax errors.	Noticeable spelling, grammar or syntax errors.	Unacceptable number of spelling, grammar or syntax errors.
Sources and Citations (10%)	Positions are supported with external literature/sources. Academic, grey popular literature used appropriately. Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Supports most positions with literature/sources. Generally, uses the right type of literature to advance their argument. Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Supports some positions with literature/ sources. Cites some data obtained from other sources. At times, sources are not appropriate for the argument made. Citation style is either inconsistent or incorrect.	Does not leverage literature or sources to support arguments. Does not use or cite sources.
Formatting (10%)	Follows required formatting. Paper is	Mostly follows required formatting. Paper is	Sometimes follows required formatting.	Has not followed the required formatting.

	Exemplary	Proficient	Developing	Poor
	within the required 3,000-4,000 word range.	within 250 words of the required range.	Paper is within 500 words of the required range.	Paper is over 500 words out of the required range.

Adapted from Cornell: <https://www.cornellcollege.edu/library/faculty/focusing-on-assignments/tools-for-assessment/research-paper-rubric.shtml>

LATE ASSIGNMENT POLICY

Extensions will not be granted for essays, except in cases of documentable illness or family/personal emergency.

Late assignments will incur a penalty of 3 marks per day including holidays and weekend days. If the assignment is not submitted within one week of the due date, it will receive a grade of zero (except in cases of documentable illness or family/personal emergency).

Discussion questions received after the deadline are not evaluated.

PLAGIARISM

The University Senate defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

INTELLECTUAL PROPERTY NOTICE

All materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may

be charged with misconduct under Carleton's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

If you have questions about fair dealing and your other rights to use works for educational purposes, please contact copyright@carleton.ca.

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>