

Homeroom/Core Goal Two Lesson- March 31, 2010
For Grades 7 and 8
Topic: “Netiquette” (Internet/Cyberspace Manners)

Objectives

1. Explain that new ways of communicating using technology necessitate manners and consideration of how people may react
2. Describe good manners common to all messages in cyberspace, and learn do’s and don’ts for cyber-space
3. Give examples of good manners and problem solve what to do in situations specific to E-mail, chat, and instant messaging

Materials

- ELMO or overhead projector
- Activity sheets 1 through 3 “Good Messaging Manners” from CyberSmart! Education Co. 1 copy for each teacher to use with ELMO- or a transparency of each activity sheet. A few additional copies provided for each teacher to give to individual students as needed.

Procedure

1. State objectives and define “Netiquette” as Internet or cyberspace manners. Netiquette helps us to have proper behavior on the Internet. These Internet or cyberspace manners/rules will lessen the amount of cyber-bullying experienced between individuals.
2. Ask: What are some ways you communicate using technology and on the Internet? (E-mail, instant messaging, chat rooms, message boards) Which of these communication methods are usually one-to-one? (E-mail and instant messaging) Which are usually group communications? (Chat rooms and message boards) Tell students to keep this distinction in mind when thinking about the reasons for the good manners tips in this lesson.
3. Show Activity sheet 1 “Good Messaging Manner” to all students. Ask for volunteers to read aloud to class. For each of the tips listed, have students predict some possible consequences for people who do not follow them.

Make sure students understand what is meant by a "flame war." Flame wars are the cyberspace equivalent of a playground "put down" or bullying session. On the playground, they may lead to a physical fight. Because this can't happen in cyberspace, some people are more prone to be rude on-line than when they are face-to-face.

4. Show Activity sheet 2, then 3. Review do’s and don’ts as a class, then give students a few minutes to work in small groups of 3-4 students to problem solve what to do in each of the 4 scenarios. Instruct students to have one member of each group record answers on loose-leaf paper, and remind them to consider the general tips reviewed when answering the questions.
5. Review each of the 4 examples as a class. Ask volunteers to share and discuss their responses with the class. Guide students to consider the following in their discussion:
 - Juanita's forwarded E-mail (This is #1): Students might say that Juanita had some very strong, angry words for Elisa. She had confided an incident that embarrassed her and now all their

friends know about it and are teasing her. Juanita might tell Elisa that the next time she wants to forward a message, she should ask the sender first.

- Sean's chat room (#2): Sean has several options. He can leave the chat room and find one that is more civilized. He can ignore the offender and suggest that everyone else does, too. Depending on the chat room, he may be able to report the offender.

- Jared's instant messaging (#3): Jared does not know the reason Samantha is not replying. He has no visual cues to let him know whether Samantha has been called away from the computer, is busy sending a message to someone else, is working on a homework assignment that required all of her attention, or is angry with him. An angry, impatient response from Jared is inappropriate to the situation. Not knowing what is really going on, Jared should use good messaging manners and stop sending the same message repeatedly.

- Malcolm's message board (#4): Malcolm has no way of knowing if Derek's posting was an innocent error, or if Derek was purposely posting inaccurate messages as a mean joke. In response, Malcolm might post a very angry message about Derek for everyone who visits the message board to read. However, it would be good messaging manners to assume it was an innocent mistake and calmly inform Derek of its consequences.

6. The following items assess student mastery of the lesson objectives.

- Ask: Why do good manners vary depending on the method of communication? (Because new methods of communicating may create new situations that are not encountered in other methods)
- Ask: What are some good manners tips common to all kinds of messages?
- Ask: What is a good manners tip especially for E-mail? For instant messaging? For chat? For message boards? Refer students to the lists on Activity Sheets 2 and 3.

7. If time, ask students to share experiences of good or bad manners encountered in cyberspace, and then add tips of their own to those already listed. Remind students to NOT use actual names of students involved in any Internet situation.

Closure

Share what you've learned today with your parents. Talk to a parent, a teacher, your counselor, or another trusted adult if you are being bullied or harassed through technology in any way.

Source: <http://CyberSmartcurriculum.org>