Netiquette

Gr. 8-12 Activity Write Up



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Netiquette

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About Actua

Actua is Canada's leading science, technology, engineering and mathematics (STEM) youth outreach network, representing a growing network of over 40 universities and colleges across the country. Each year 350,000 young Canadians in over 500 communities nationwide are inspired through hands-on educational workshops, camps and community outreach initiatives. Actua focuses on the engagement of underrepresented youth through specialized programs for Indigenous youth, girls and young women, at-risk youth and youth living in Northern and remote communities. For more information, please visit us online at <u>www.actua.ca</u> and on social media: <u>Twitter</u>, <u>Facebook</u>, <u>Instagram</u> and <u>YouTube</u>!

Netiquette

Activity Summary

In this activity, participants will learn about good digital etiquette, or "netiquette". Understanding these social norms will inform their online behaviour and how they interpret the behaviour of others. Participants will then be equipped with strategies they can use to create positive and inclusive virtual spaces by examining bad netiquette and responding with good netiquette, and will leave as more knowledgeable and confident digital citizens.

Developed by Actua, 2022.

Delivery Environment	Activity Duration	Intended Audience	Tech
In-Person	1 hour &	Grades 8-12	Certain activities will require a
	30 mins	(Ages 14-18)	laptop/tablet. With modifications, it is
			possible to run this entire lesson in
			pairs/groups. Facilitators should have
			access to a laptop, projector,
			speakers, and a screen or blank wall
			to project onto.
			• Projector
			• Speaker
			 Screen / Blank Wall
			 Laptops/Tablets

Learning Outcomes

Following this activity, participants will:

- Understand the difference between good and bad netiquette in different scenarios.
- Identify when to leave a situation that makes them uncomfortable.
- Leverage strategies to help them participate in and create positive online interactions.

TOOLSETS	SKILLSETS	MINDSETS
Knowledge, resources, and experiences	Digital skills, STEM skills, & essential employability and life	Digital intelligence, community action, and computational thinking
Online identityNetiquette	skills	Understanding your
 Safe, positive, inclusive online 	Digital literacyUsing devices	relation to technology
Machine learning	 Being safe and responsible online Communicating 	 Digital wellness Privacy management
	online	

Logistics (Timing, Group Sizing, Materials)

Section Title	Est. Time	Group Size	Materials
Opening Hook	10 minutes	Whole Group	• N/A
Section 1:	20 minutes	Individual;	Facilitators
Practice		Small	 Social Media Do's and Do
What You		Groups	Per Small Group
Preach			Bad Netiquette Scenario
			Cards (Appendix C)
Section 2:	25 minutes	Whole	Facilitators
Machine		Group;	<u>Nice or Mean Slide Deck</u>
Learning x		Individual	Dev Devitieturent
		mannauan	Per Participant
Social		mannaua	Laptop/Tablet
Social Media		mannadar	 Per Participant Laptop/Tablet <u>Machine Learning 4 Kids</u>
Social Media		mannadar	 Per Participant Laptop/Tablet Machine Learning 4 Kids
Social Media		mannadar	 Per Participant Laptop/Tablet Machine Learning 4 Kids

Section Title	Est. Time	Group Size	Materials
Section 3: Community Guidelines x Social Media	20 minutes	Individual; Small Groups	Facilitators <u>Community Guidelines x</u> <u>Social Media Slide Deck</u>
Reflection & Debrief	5 minutes	Whole Group	• N/A

Safety Considerations

Safety considerations have been provided below to support safety during this activity, however they are not necessarily comprehensive. It is important that you review the activity and your delivery environment to determine any additional safety considerations that you should be implementing for the delivery of these activities.

Emotional Safety

The goal of this Cyber Smart project is to equip participants with the tools and knowledge to understand online behaviours and make safe decisions.

- Facilitators should understand that participants have different lived experiences and prior knowledge about cyber safety, cyber security and digital citizenship. This activity may involve or lead to a discussion of sensitive topics, such as cyberbullying and other online risks. Facilitators should always keep the participants' emotional safety in mind in these discussions, and defer to training from their institution and training received for this project.
- Facilitators should focus on guiding discussions toward an appreciation for healthy and safe online behaviours, and empowering participants to make responsible, informed and smart choices.

Online Safety

Some components of this activity require the use of devices connected to the internet.

- Facilitators should review the provided videos and read/explore provided websites and materials to determine if they are suitable for their participants.
- Where applicable, facilitators should remind participants to stay on task and only use links provided within this activity.
- Facilitators should also model and encourage appropriate online behaviour by all participants in the group (e.g., using chat boxes to answer and ask questions, using positive and encouraging language, using devices for the purpose of the task).

Curriculum Links

Each of these activities align with these components found in the Canadian Computer Science Framework:

Cyber Security

 Starting learners should be able to define cybersecurity and create safe passwords using effective criteria. Proficient learners should be able to describe common cyber attacks and identify malicious content, apply prevention practices and assess the role that people play in creating, preventing, and minimizing the impacts of cyberattacks as well as consider how they affect people and society (p. 24).

Data: Data Governance

 Starting learners should be able to identify ways that their digital or physical activity creates digital data and learn how to adjust privacy settings on commonly used digital tools. Proficient learners should be able to discover who owns the digital data they produce, as well as assess provincial, national and Indigenous data governance laws/agreements and be able to advocate for their data rights and the rights of others (p. 26).

Technology and Society: Ethics, Safety & the Law

• Starting learners should be able to identify strategies to protect their personal data and identity online. Proficient learners should be able to define and apply basic copywriter principles, explain privacy concerns, and assess the effects of computer crime/hacking on self and society (p. 28).

Activity Procedure

To Do in Advance

Section Title	Preparation				
General	 Think ahead and be ready to adapt: Determine your delivery method and leverage ideas from the delivery recommendations and adaptations sections. While estimated times are provided, it will be helpful to think about how much time you would like to spend on different activities and discussions. While group sizes (individual, pairs, groups) are suggested, many activities are flexible for whatever will work in your classroom. Prepare for the content: Have answers in mind to share with participants for the various reflection questions asked. Examine the provided videos and read/explore the provided materials in <i>Appendix C</i> to determine if they are suitable for your participants. Equipment: Ensure device, screen and projector are set up. Prepare participant devices. 				
Section 1: Practice What You Preach	• Print and cut out the <i>Bad Netiquette Scenario Cards</i> (<i>Appendix C</i>). The amount you print will be based on how many participants you have, and whether you want this activity to be done individually, in pairs or in groups.				
Section 2: ML x Social Media	 Practice this activity and become familiar using <u>Machine Learning 4 Kids</u>. Take a look at the extension 				

Section Title	Preparation
	suggestion in the Facilitator's Guide on how to test
	your machine learning model in Scratch 3.0.

Opening Hook

- Begin with a reflection exercise. Read the following netiquette rules and have participants rate themselves on a scale of 1-10 on how well they practice them (10 being you do it in all settings - e.g., social media and online classes, and 1 being that you do not practice it at all). Provide the examples if needed.
 - a. Note: They do not need to share these responses.
 - **b.** Rules:
 - i. **Respect Everyone's Privacy** (e.g., You do not publicly identify or post private information about someone especially as a form of punishment or revenge (aka doxxing); you do not share photos that do not belong to you; you don't snoop around in someone else's device or email to find out information the person would not normally share with you.
 - ii. Care for spelling and grammar (e.g., You write in a clear, organized way). A simple misspelling might create a big misunderstanding, for example desert vs. dessert. But context also matters here think about an email to your teacher vs. texting your best friend.
 - iii. Stay kind and thoughtful in your interactions (e.g., You respect other's differing opinions and perspectives; you avoid making fun of people online (whether you know them or not; you avoid sharing posts with the intention of making fun of someone behind their back).
 - iv. Effort to read and understand before responding (e.g., You seek clarification; you only respond to a message after reading and understanding it completely; If you aren't knowledgeable about the topic, you look for credible sources to learn from so that you can make meaningful contributions; You do not respond when you are heated).

- Provide context (e.g., You don't assume everyone understands where you're coming from; you review what you wrote and try to interpret it objectively).
- vi. Share with discretion (e.g., You fact check from credible, reliable sources before reposting; you think carefully before risking the chance of sharing misinformation or disinformation).
- vii. Respect other people's time (e.g., You submit on time (assignments, job applications, school applications); you don't dominate discussions (think online courses); you do not cut people off when they're contributing; you make concise and relevant comments.
- c. "Can you think of any more?"
- 2. Have participants *think* about the question "How do you want others to interact with you online?". Let them know this will be a key question for them to think about throughout this activity.
 - a. Note: If time permits and you would like them to discuss this, consider providing the following prompts: games (e.g., Among Us, Minecraft, World of Warcraft, Runescape, League of Legends), social media (e.g., YouTube, TikTok, Instagram, Snapchat, Facebook), school work (e.g., Google Classroom, Zoom, email, collaborating on a Google Doc, doing research online).

Section 1: Practice What You Preach

1. Play this video for participants:

Social Media Do's and Don'ts! (Modern Manners w/ Amy Aniobi) (Amy Poehler's Smart Girls, 2:42s). This is a video that is part of Amy Poehler's Smart Girls series created for girls, but it is also extremely applicable to all genders and ages (and anyone who goes online).

- a. Another great video is Oversharing: Think Before You Post
 (Common Sense Education, 3:35s), a rap song sharing 10 things to think about before posting.
- Now that we know a little bit about good netiquette, "what are some examples of bad netiquette?"
 - a. <u>Possible responses:</u> using technology for bullying or similar behaviors; posting content (comments or images) that are violent

and/or discriminatory (racist, sexist, etc.); hogging a computer at the library; using camera phones inappropriately (e.g., recording someone without their permission); spamming; catfishing; responding in all caps (suggests yelling); being unclear in your communication; not keeping communications private.

- <u>Additional prompts:</u> Provide different online settings (e.g., YouTube, Google Classroom, Zoom, email, gaming).
- 3. Put participants in pairs/groups and randomly assign one of the *Bad Netiquette Scenario Cards (Appendix C)* (alternatively, this can be done individually). They will need to discuss why it is bad and also think of a way to respond/act in a way that shows good netiquette (our goal is to be kind and show empathy!)
- 4. Have participants share their examples and create discussion on the difference between bad netiquette vs. good netiquette.
 - a. **Note:** Consider these guiding questions: What is your first instinct to react in that situation? What are other examples of good netiquette that could be used in this situation? Are there other examples that you can think of?

Section 2: Machine Learning x Social Media

INTRODUCE THE ACTIVITY

- 1. Display the <u>Nice or Mean Slide Deck</u> and ask participants to share their thoughts (see *Speaker Notes for more information*).
 - a. Computer Science Connection: Many social media apps, including Twitter, Instagram and Facebook, actually leverage machine learning (think artificial intelligence) to help combat inappropriate or unsafe behaviour online - like cyberbullying. Through machine learning algorithms, filters are used to detect comments that can fall under cyberbullying or spam (see *Background Information in Appendix B* for more information).

CLASSIFY YOUR DATA

 Distribute devices (individual, partners or small groups) and ask participants to go to <u>Machine Learning 4 Kids</u>. Participants will use this website to train a machine learning model to classify text as "nice" or "mean".

- a. **Note:** It will be helpful to project your screen and demonstrate the steps to participants.
- **3.** Open <u>Machine Learning 4 Kids</u> and follow these steps to set up your project:
 - a. Click on "Get Started" → Try without registering "Try it now" → "Add a new project".
 - On the "Start a new machine learning project" page, fill in the following:
 - i. Project Name: Any title (e.g., Netiquette)
 - ii. Recognizing: Text
 - iii. Language: English

Mout Proj	ects Worksheets	Pretrained Bo	ok News	Help	Log Out		Language
			Starl	a ne	ew machine	e learning project	
Project Name *							
Netiquett	е						
Recognising* text						What type of thing do you want to teach the computer to recognise? For words, sentences to paragraphs, choose "text" For photos, digrams and pictures, choose "mages" For sets of numbers or multiple choices, choose "numbers" For voices and sounds, choose "sounds"	
Language English							÷
						CR	CANCEL

c. After clicking "Create", click on the project → "Train"

About	Projects	Worksheets	Pretrained	Book	News	Help	Log Out		Language	
					""	Vetiq	uette"			
Co wan	Ilect examp t the comp	ain bles of what yo uter to recogn	ou ise	Le Use t corr	arn the exam aputer to Learr	& T ples to tr recognis	Test rain the se text	Make Use the machine learning model you've trait to make a game or app, in Scratch, Python App Inventor <u>Make</u>	ned or	

- d. On the "Train" page, add 2 new labels:
 - i. Nice

ii. Mean	
About Projects Worksheets Pretrained Book News Help Log Out	Language
Recognising text	
< Back to project	
Click on the 'plus' button on the right to add your first bucket. →	+ Add new label

- 4. Have participants vote on the messages in the slide deck to "classify the data" as nice or mean.
 - a. Computer Science Connection: The process of grouping data into classes given different data points. Classes can also go by "labels" or "categories" (see *Background Information in Appendix B* for more information). This is what is used in spam filters on your email. For this activity, the classes (or labels) are "nice" or "mean".
 - **b.** Messages:
 - i. (Note: if you cannot add emojis on your device, type "heart")
 - ii. Yesss! Get it! I'll be studying too maybe we can help each other
 - iii. You're still gonna fail
 - iv. Yikes... looking like you should sleep instead haha
 - v. You look like you haven't slept in days... so embarrassing
 - vi. Let me know if you need any help Mona :)
 - vii. You can do it :)
 - viii. Ew LOL

 - **x.** Good luck!
- 5. In their Machine Learning 4 Kids project, they will click "+ Add example" and type in the message under the appropriate label. For example (this may differ depending on how your participants vote on the messages in the slide deck):

M	Abou	Projects	Worksheets	Pretrained	Book News	Help Log Out				Language
					Recognis	sing text	as	Nice or Mo	ean	
< Bac	k to project			Nico					Maar	Add new label
				NICe =					wiean	
	Yesss! G	et it! I'll be :	studying too ma	aybe we can I	help eachother	\	н	You look like you haven't	slept in days so embarrassing	Ew LOL
	Good luc	k! Y	ou can do it :)				н	You're still gonna fail	Yikes looking like you should s	leep instead
	Let me k	now if you r	need any help I	/lona :D			н			
							н			
							н			
							н			
II.							н			
II.							н			
							н			
			+	Add example		0			+ Add example	

TEST YOUR MACHINE LEARNING MODEL

6. Once examples are added under the labels, click "back to the project" and then click "Learn and Test".

About Projects Worksheets Pretrained Boo	ok News Help Log Out	Language
R	ecognising text as Nice c	or Mean
Nice		+ Add new label
About Projects Worksheets Pretrai	ined Book News Help Log Out	Language
	"Netiquette"	
Train	Learn & Test	Make
Collect examples of what you want the computer to recognise	Use the examples to train the computer to recognise text	Use the machine learning model you've trained to make a game or app, in Scratch, Python, or App Inventor
Train	Learn & Test	Make

- a. Click "Train new machine learning model".
 - i. Note: This may take from a few moments to a few minutes, depending on how busy the training server is.

- b. When training is done, participants can test their models by putting in key words from the messages added as examples in the data set (e.g., "good luck") in the "Test" input field. Ask participants to record whether the model correctly recognized the text and what the confidence percentage was (this will be helpful for Step 8).
 - i. When participants enter text to test, the machine learning model will attempt to classify it as "nice" or "mean" along with a number (in %) of how confident it is in its decision. The higher this number is, the more confident the model is that its decision is correct (up to a maximum of 100% or completely confident).

Machine lear	rning models
< Back to project What have you done? You have collected examples of text for a computer to use to recognise when text is Nice or Mean. You've collected: • 5 examples of Nice, • 5 examples of Mean	What's next? Ready to start the computer's training? Click the button below to start training a machine learning model using the examples you have collected so far (Or go back to the Train page if you want to collect some more examples first.)
Info from training computer: Train new machine learning model Try putting in some text to see how it is recognised based on your training. Enter a test text here	Test Describe your model! (beta)

ii. See the examples below:

Try putting in some text to see how it is recognised based on your training.		
ew	Test	Describe your model! beta
Recognised as Mean with 74% confidence		

r			
	Try putting in some text to see how it is recognised based on your training.		
	good luck 🗹 🗹	Test	Describe your model! beta
	Recognised as Nice with 96% confidence		

- 7. More training data (examples of each class) means more data to learn from, which should lead to a better, more accurate, machine learning model. Go back to the project and click "Train" again. Have participants think of, and add, their own messages under each label, adding at least 5 more for each. Remind participants to use appropriate and respectful language as they add examples and test their machine learning model.
 - a. Prior to this, the algorithm learned from a data set of 10 entries, however the more data, the better.
 - **b.** Note: Consider having participants create a label for "ambiguous" messages (i.e., messages with unclear meanings or multiple interpretations).
- 8. Repeat Step 6 to determine how this new machine learning model compares to your first one. Is it more confident now? How has it changed?
- 9. Wrap up the activity by explaining that this is a simple demonstration of how machine learning can be used to help make online spaces more inclusive. As more data is added, it will continue to improve its accuracy, however there is much more to think about, such as whether artificial intelligence is able to accurately determine intention and tone. If participants are interested in learning more about AI efforts in this cyberbullying, let them explore this article: <u>Instagram brings on DeepText</u> <u>AI in effort to eradicate cyberbullying</u>.

Section 3: Community Guidelines x Social Media

- 1. Use the <u>Community Guidelines x Social Media Slide Deck</u> to facilitate a discussion and create awareness on community guidelines. There are many settings on social media platforms, like Instagram and Tiktok, created to help keep these online settings positive and inclusive. Something to consider however is when creating an account, you are agreeing to follow the community guidelines. In these guidelines there are often rules around hateful behaviour, harassment and bullying online.
 - a. If all of the participants have their own devices, you can invite them to explore the apps and go through the settings to help inform the

discussion. Be mindful that not all participants will have access to their own personal devices.

- 2. These settings are available for users to leverage but humans still have a role here. While it is not the only example of netiquette, one key rule is remembering that there is a human on the other side of the screen, and practicing empathy and kindness. "How can we uplift individuals online? Can you describe a time you spread kindness online?"
 - a. <u>Possible responses:</u> sharing positive posts, making meaningful compliments, sharing a video that you liked with a friend, etc.
 - **b.** <u>Follow up question:</u> "How is this different or the same from how you uplift others in real life?"

Reflection & Debrief

- Discuss the following question(s) with participants to help them reflect on themselves and their online experiences (these could be shared with the entire group/in small groups/written down):
 - a. "What can we do if we don't like an interaction with someone online? Think about good netiquette."
 - i. <u>Possible responses</u>: continue to be kind, show empathy in a response, tell a trusted adult if someone is making you feel bad/uncomfortable, report them, block them.
 - **ii.** Share that every network should have a way to anonymously report an account without them knowing it was you.
 - b. "What are some examples of when it is a good decision to report someone's behaviour?"
 - c. "How do you feel about machine learning as a tool to help social media platforms control spamming and cyberbullying that exists online?"
 - i. Is it perfect? Are there any opportunities for growth? What do you like about it?
- 2. Discuss the different careers listed in Appendix A: Career & Mentor Connections.
- Encourage participants to be a Cyber Smart Ambassador and share their learnings from this activity with their friends and family.

Delivery Recommendations

How might you deliver this content in different settings? Every activity has been designed for in-person delivery. Here, we provide recommendations for remote learning (online) or unplugged (no tech).

Remote (Online)	Unplugged (Low/No Tech)					
G	eneral					
 Encourage participants to unmute themselves or type in the chat based on what is easiest for them to communicate. Leverage a tool where participants can all participate online during discussions (e.g., Mentimeter, Jamboard, etc). Make note of any links that need to be shared and be prepared to share them in the chat. Use polls or other group interactions to check in and keep up engagement. 	 Leverage boards to do brain storms/write down participant responses. 					
Openin	g Hook					
 For brainstorming, consider doing a verbal discussion or use a collaborative tool (e.g., Jamboard, Google Doc, Mentimeter). 	 Read verbally/write out key words from the slides on board for participants to think about. Print out the <i>Mona Lisa Selfie Image (Appendix C)</i> and use this image to create discussion on what it means to be kind. 					
Section 1: Practice	What You Preach					
 Use breakout rooms to put participants into groups. Have participants choose one of 	 Instead of playing the video, ask participants to share examples of good netiquette (in addition to 					

Remote (Online)	Unplugged (Low/No Tech)
the scenarios that resonates with them the most to work on individually.	bad). Come prepared with examples of your own that are suitable for the grade level.
Section 2: Machine	Learning x Social Media
 Activity can be done as-is online. Consider using polling or hand raising functions to help with voting. Share your screen so that participants can follow the steps alongside you. 	 Say the nice and mean comments out loud rather than displaying them on the slides. Focus more on classification than testing the machine learning model. Create more nice and mean comments for participants to classify. Consider also adding ambiguous comments and discuss the importance of having more data, as more training data leads to better machine learning models. Verbally make the connection between classification and machine learning to email spamming and cyberbullying filters on social media.
Section 3: Community	Guidelines x Social Media
• Activity can be done as-is online.	 Focus on a discussion on the guiding questions.
Reflecti	on & Debrief
 Activity can be done as-is online. For brainstorming, consider doing a verbal discussion or use a collaborative tool (e.g., Jamboard, Google Doc, Mentimeter). 	 Activity can be done as-is unplugged.

Delivery Adaptations

How might you adapt the time, space, materials, group sizes, or instructions to make this activity more approachable or more challenging? **Modifications** are ways to make the activity more accessible, **extensions** are ways to make the activity last longer or more challenging.

Modifications

GENERAL

- Ensure captions are on during videos played.
- Provide computer mouses where laptops are in use.
- Use pairs/groups instead of having participants work individually.

SECTION 1: PRACTICE WHAT YOU PREACH

- Rather than randomly assigning scenarios, have participants choose an example that they think is most relevant to them.
- Use the Modification Bad Netiquette Critique Activity Page (Appendix C) for participants to keep track of their thoughts.

SECTION 2: MACHINE LEARNING X SOCIAL MEDIA

• Have participants work in pairs or in small groups rather than individually.

Extensions

SECTION 2: MACHINE LEARNING X SOCIAL MEDIA

- After testing your new learning model on Machine Learning for Kids, apply your new machine learning model in Scratch 3.0:
 - Your goal in Scratch 3.0 is to follow the code in the "Section 1 Extension: Machine Learning Model on Scratch 3.0" in Appendix C in order to use Scratch to classify messages that are "nice" or "mean" on their own. For more information.

SECTION 3: COMMUNITY GUIDELINES X SOCIAL MEDIA

- Have participants establish their own community guidelines (e.g., for a small space together, remote clubs, online classrooms, etc.)
- Discussion question: What can we do about validating bad behaviour?

- Influencers do not always/necessarily have the best intentions when it comes to other people. They are often trying to get more views and likes. What happens when a popular YouTuber does something that is inappropriate? How does that affect people watching them? Do their young viewers think that is okay?
 - Examples include Pew Die Pie anti-semitism, pranks that hurt people/intentionally make them feel uncomfortable, etc.
- **Computer Science Connection:** Talk about what hashtags are (a tool that can be used to help support others and create awareness online show participants how they work by going onto Twitter and searching the hashtag #STEM.
 - On the board, write out **different hashtags** that empower different individuals online and have a discussion. Here are some examples:
 - #BellLetsTalk: a hashtag that encourages awareness of mental health issues and raises awareness about the different resources available
 - #BlackLivesMatter: this hashtag represents a movement with origins from the tragic death of a young black man, Trayvon Martin. This movement is meant to inspire change equity and disrupt institutional racism.
 - #GirlsRising: this hashtag is a global movement meant to spotlight the importance of girls' education by creating a platform for stories and action for educating and empowering girls.
 - #HeForShe: a hashtag meant to raise awareness about gender equality, and actively involve men and boys to support the women in their lives (campaign launched UN Women, backed by Emma Watson and Justin Trudeau).
 - #WeAreSilent: Malala Yousafzai's "Malala Fund" joined Free the Children to launch this campaign as a way to raise awareness about all of the young girls who have been denied access to education.
 - Have participants do research online on the different hashtags (either the examples in the background information or others they have heard of).
 - Consider having participants pitch their own hashtag with the theme of being Cyber Smart (e.g., #BeKindOnline

#BeNiceOfflineAndOnline #DoNotOvershare #ProtectYourPrivacy). They can use a device to do research.

REFLECTION & DEBRIEF

• Participants can create a <u>Canva Poster</u> to share strategies with their friends and families on what cyber smart steps we can take when interacting with new users online. Share this link with them

https://www.canva.com/posters/templates/campaign/. It will be helpful to explore Canva to get an idea of how to use this resource yourself.

- Quickly show them how to create a new project and the different editing features they can use. If helpful, choose a suitable Canva template rather than have them find one themselves/have them draw it out.
- Participants can draw their creations on paper rather than on Canva.
- If time permits, have participants share their work.

References & Gratitude

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Appendices

Appendix A: Career & Mentor Connections

ROYAL CANADIAN MOUNTED POLICE: CYBERCRIME INTELLIGENCE ANALYST

 A cybercrime intelligence analyst specializes in cybercrime, and uses that knowledge to develop strategies to identify criminal trends and patterns. They use this information to design strategic intelligence products, and provide expert advice on complex criminal investigations.

CYBER SECURITY PROFESSIONAL (INFORMATION SECURITY PROFESSIONAL)

 A cyber security professional identifies threats and vulnerabilities in various systems and softwares. They apply their knowledge to design security measures and implement solutions to defend against cybercrime, such as hacking and malware. These measures come in the form of technology and organizational processes.

CYBER SECURITY ANALYST (INFORMATION SECURITY ANALYST)

• A cyber security analyst monitors a company's computer networks and systems. In order to further protect the company from threats and breaches, they plan and implement security measures.

SECURITY SOFTWARE DEVELOPER

• A security software developer designs and integrates security software tools, develops systems, and tests vulnerabilities in their designs.

Appendix B: Background Information

NETIQUETTE

According to <u>Memorial University</u>, "netiquette is a set of rules that encourages appropriate online behaviour related to the social and cultural norms of a community" (Preece, cited by Memorial University, 2004, para. 1). Not following these rules can be interpreted as a sign of disrespect, but it is also important to note that these rules can vary depending on: environment/context (informal/formal), people (familiar/unfamiliar with each other), activity, and type of technology used. Memorial University's Instructional Resources page also describes the following rules (<u>click here to learn more</u>).

The <u>Cybersmile Foundation</u> offers a similar definition that may be more youth friendly: netiquette (also known as digital etiquette) is defined as "showing courtesy and respect to other internet users, just as you would in real life" (para. 2).

It is meant to help online users communicate effectively and appropriately in order to avoid misunderstandings and conflicts. These misunderstandings and conflicts can arise because online communication cannot leverage body language, tone or facial expressions. Understanding netiquette can help users avoid and be aware of cyberbullying type behaviour.

Golden Rules (as outlined by the Cybersmile Foundation):

- Respect people's privacy
- Be mindful of your language
- Don't be sarcastic
- Choose your emoji's carefully
- Respect other's views

Examples											
Bad Netiquette	Good Netiquette										
• Not including context (e.g., emails	Include context where										
sent to teachers)	applicable (e.g., emails sent to										
 Not proofreading 	teachers)										
 Inappropriate jokes 	Double check before clicking										
 Ignoring people who need help 	• Remember, we are all only										
Spamming others	human										

Examp	les
 Catfishing (interacting with a real person who created a fake persona online) Not allowing others to express themselves Using capital letters all the time Not respecting people's privacy Arguing with people (trolling and 	 Being clear with jokes Not spamming Be yourself, express yourself Allow others to express themselves Respect your own privacy and the privacy of others Avoid conflict, but be
flaming wars)	proactive if you are being mistreated online

CYBERBULLYING

According to the <u>Royal Canadian Mounted Police</u>, cyberbullying "**involves the use of communication technologies to bully, intimidate or harass others. For example, cyberbullying may take place on Web or social networking sites, or using email, text messaging or instant messaging**" (RCMP, 2021, para. 6). This can include sending threats through email, posting embarrassing photos of someone on Facebook, sending personal, intimate photos of another person to other people, creating a website with the intention of making fun of others, and impersonating someone else.

Youth in Canada can contact <u>BullyingCanada</u> to speak to highly trained volunteers through calling/texting (877-352-4497) or email (<u>support@bullyingcanada.ca</u>). Their email support team is available 24/7/365.

RESPONDING TO BAD NETIQUETTE

<u>Think U Know</u> provides advice and strategies that can be used when responding to bad netiquette. In general, it is important to remember the following:

- Many things can happen online that make us feel uncomfortable, pressured or worried - it is important to remember that whatever has happened, it is not your fault.
- Remember, you don't have to reply. If someone says something which makes you feel worried, scared or sad, try not replying and turn off your device.

• A best practice is to tell a **trusted adult about the situation and how you** are feeling.

Visit <u>Think U Know</u> to learn more on how to discuss some bad netiquette examples (e.g., uncomfortable conversations when gaming, being sent an inappropriate video, sharing an embarrassing photo, comments from strangers).

MACHINE LEARNING'S ROLE

Social media platforms like Facebook and Instagram have adopted DeepText, an Al-powered text and image engine, to make platforms safer for their users (although this is a highly debated topic). DeepText leverages machine learning (specifically deep learning) to help control spamming and cyberbullying that exists online. According to <u>Outside Insight</u>, "With the introduction of DeepText, spam and negative comments that violate the platform's community guidelines will vanish immediately once detected." To learn more, explore this video

DeepText Facebook's text understanding engine.

According to the <u>Cyberbullying Research Centre</u>, the goals of this artificial intelligence (AI) are:

- "identifying (and blocking, banning, or quarantining) the most problematic users and accounts, or
- immediately collapsing or deleting content that algorithms predictively flag and label as abusive, or
- otherwise controlling the posting, sharing, or sending or messages that violate appropriate standards of behavio[u]r online" (para. 2).

Here are some important terms:

- Artificial intelligence (AI) Devices or systems demonstrating intelligence and cognition previously associated with living beings.
- Machine Learning A subfield of artificial intelligence with a focus on learning. It is systems, programs or models that use data to find patterns or make predictions. It uses algorithms developed by classifying data to go through content and identify various trends and patterns across the data set.
 - **Algorithm:** A set of rules that a computer will follow to accomplish some task.

- **Classification:** The process of grouping data into classes based on previous grouped data (training data). Classes are sometimes called targets, labels or categories.
- **Data Set:** A collection of related items or data.
- **Deep Learning** A subfield of machine learning. Deep learning is the idea of constantly improving the model's probability of accurately classifying data by continually training itself on new data.

Appendix C: Additional Resources

OPENING HOOK

Activity Alternative(s)

• Mona Lisa Selfie Image (see below)

SECTION 1: PRACTICE WHAT YOU PREACH

Activity Resource(s)

- Bad Netiquette Scenario Cards (see below)
- Modification Bad Netiquette Critique Activity Page (see below)

Video(s)

 Social Media Do's and Don'ts! (Modern Manners w/ Amy Aniobi) (Amy Poehler's Smart Girls, 2:42s)

SECTION 2: MACHINE LEARNING X SOCIAL MEDIA

Activity Slide Deck(s)

- Nice or Mean Slide Deck
 - See Machine Learning Extensions *(below)* for an example of how to extend the activity

Website(s)

• Machine Learning 4 Kids

SECTION 3: COMMUNITY GUIDELINES X SOCIAL MEDIA

Activity Slide Deck(s)

• <u>Community Guidelines x Social Media Slide Deck</u>

monalisa



23 🔵 4

Study time selfie! Also love this new filter.

- randomkid1 ... you look like you haven't slept in days... so embarrassing
- bestfriend_1 Yesss! Get it! I'll be studying too maybe we can help eachother
- nice_kiddo <3</p>
- u_suck_LOL ew LOL



Bad Netiquette Scenario Cards (Gr. 8-12)

You notice a mean comment on Beyoncé's music video on YouTube: "How does this have 2 million views? She can't even dance or sing lol ?"	Your friend sends you a video they found online that makes you feel uncomfortable.	Someone keeps spamming the chat during your online class: """ """ """ """ """ """ """
One of your classmates in your Zoom class is explaining something and another student cuts them off.	You get the following message while gaming online: "Bruh u suck. Ur making us lose If you can't do better then get outta here 🚫 🚫 "	The following email is sent to a teacher: "Yo Ms i dont get one of the questions so i wont do it this time. thx "
Your friend screenshots your photo without their permission and sends it to someone else.	One of your friends wants to create a fake account to creep on somebody else.	You get a text from one of your friends: "Hey check out this video This girl from class looks so dumb LOL 😂"



Bad Netiquette Critique Activity Page

Netiquette (also known as digital etiquette) is defined as "showing courtesy and respect to other internet users, just as you would in real life" (Cybersmile Foundation, para. 2). So what is "bad netiquette"? Let's think about it.

Online Setting	Bad Netiquette Examples	How would you respond to it?
Social Media (Instagram, Facebook, TikTok, Twitter, YouTube, etc.)		
Texting or direct messaging		
Email (to a teacher, to a friend, etc.)		
Gaming (Among Us, Fortnite, League of Legends, etc.)		



Section 2 Extension: Machine Model on Scratch 3.0

FROM MACHINE LEARNING FOR KIDS TO SCRATCH 3.0

 After testing your new machine learning model on Machine Learning for Kids, go back to the project and click "Make". Click Scratch 3 and proceed to open in Scratch 3.





USING SCRATCH 3.0

= 0	Blocks [®]	() Sounds									🍽 🛑 🗰 🛪
Motion	Motion										
Looks	move 10 steps									×	Stage
Sound	tum C ⁴ 15 degrees				Put	t y	ou	r			
Events	turn 🏷 15 degrees			С	od	e ł	nei	re			
Control	go to random position -										
Sensing	go to x: 0 y: 0										
Operators	glide 1 secs to random	position 👻									
Variables	glide 1 secs to x: 0	y: 0									
My Blocks											Sprite Sprite1 → x 0 ‡ y 0 Stage
	point in direction 90										show 💿 Ø Manage sprites
	point towards mouse-pointer									Q	& backgrounds
=	change x by 10									 , E	

Above image from Learn to Code with Scratch (2020).

2. Your goal in Scratch 3 is to follow the code below in order to use Scratch to classify messages that are "nice" or "mean" on it's own. After clicking "Open in Scratch 3", Scratch 3.0 will open in a new tab where you will need to drag blocks and build the following code in order to further test your new machine learning model:

- a. Tip: Follow the colours!
- b. Note: "What message do you want to share on Monalisa's social media post?", "That was a kind comment!", and "How can you make this comment nicer?" are examples of text you can type in to prompt the user.



c. You will do this using the built in blocks and the unique blocks from the 'Netiquette' Code blocks located at the bottom (in your case, it will have the title of your project):



3. When ready, click the green flag (you can also enlarge the stage). As your code indicates, after clicking the green flag your question will be asked (in this case "What message do you want to share on Monalisa's social media post?", "That was a kind comment!").



4. Type a message to see how it would be classified by your machine learning model.

5. You can further extend this activity by having participants update the appearance of the sprite (you can create your own characters), the words the sprite says or even the motion of the sprites when something nice or mean is typed.