



Netiquette

Gr. 5-7 Activity Write Up

Netiquette

Terms of Use	3
About Actua	3
Activity Summary	4
Learning Outcomes	5
Logistics (Timing, Group Sizing, Materials)	5
Safety Considerations	6
Curriculum Links	7
Activity Procedure	8
To Do in Advance	8
Opening Hook	9
Section 1: Interland	10
Section 2: Practice what you Preach	10
Reflection & Debrief	11
Delivery Recommendations	12
Remote (Online)	12
Unplugged (Low/No Tech)	12
Delivery Adaptations	14
Modifications	14
Extensions	14
References & Gratitude	16
Appendices	17
Appendix A: Career & Mentor Connections	17
Appendix B: Background Information	18
Appendix C: Additional Resources	21



Terms of Use

Prior to using this activity or parts thereof, you agree and understand that:

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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 www.actua.ca and on social media: [Twitter](#), [Facebook](#), [Instagram](#) and [YouTube](#)!



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.

This activity is part of a series in the cyber smart education suite which includes; Digital Citizenship and You, Being Online, Web Detective, Netiquette, Crack the Code and Secure the Network. Explore [Actua's Cyber Smart Educator Handbook](#) to learn how you can bring cyber smart education into your teaching context.

Developed by Actua, 2022.

Delivery Environment	Activity Duration	Intended Audience	Tech
In-Person	1 hour	Grades 5-7 (Ages 10-13)	<p>Certain activities will require a 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.</p> <ul style="list-style-type: none">• 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 <ul style="list-style-type: none"> • Online identity • Netiquette • Safe, positive, inclusive online settings 	Digital skills, STEM skills, & essential employability and life skills <ul style="list-style-type: none"> • Digital literacy • Using devices • Being safe and responsible online • Communicating online 	Digital intelligence, community action, and computational thinking <ul style="list-style-type: none"> • Understanding your relation to technology • Digital wellness • Privacy management

Logistics (Timing, Group Sizing, Materials)

Section Title	Est. Time	Group Size	Materials
Opening Hook	10 minutes	<i>Whole Group</i>	Facilitators <ul style="list-style-type: none"> • Mona Lisa Selfie Image (<i>Appendix C</i>) •  The Power of Words
Section 1: Interland	20 minutes	<i>Individual</i>	Per Participant <ul style="list-style-type: none"> • Laptop/Tablet • Google's Interland (Kind Kingdom)



Section Title	Est. Time	Group Size	Materials
Section 2: Practice What You Preach	20 minutes	<i>Small Groups</i>	Per Small Group <ul style="list-style-type: none"> • Bad Netiquette Scenario Cards (<i>Appendix C</i>)
Reflection & Debrief	10 minutes	<i>Whole Group</i>	<ul style="list-style-type: none"> • 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 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 discussion 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 [Pan-Canadian K-12 Computer Science Education 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

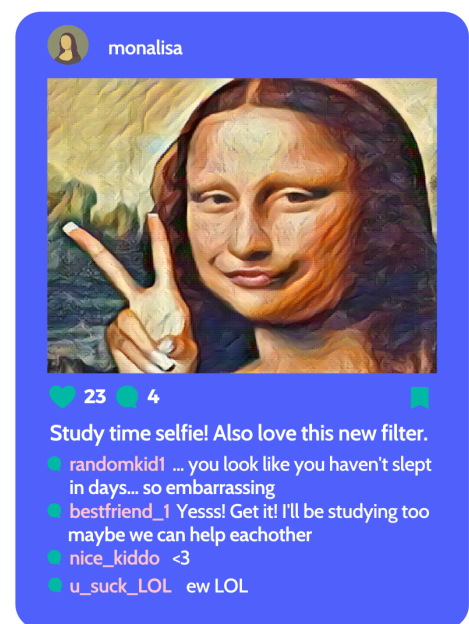
To Do in Advance

Section Title	Preparation
General	<ul style="list-style-type: none"> • Think ahead and be ready to adapt: <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> ◦ Ensure device, screen and projector are set up. ◦ Prepare participant devices.
Section 1: Interland	<ul style="list-style-type: none"> • Familiarize yourself with Google's Interland (Kind Kingdom). Note: Game has sound but this is not required (a voice that reads the words on the screen).
Section 2: Practice What You Preach	<ul style="list-style-type: none"> • 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.



Opening Hook

1. **“What are some ways you’ve been ‘online’?”** Provide the following prompts and discuss examples of how you can **be online** in these settings:
 - a. **School** (*possible responses*: Google Classroom, Zoom, sending emails to teachers, collaborating on a Google Doc, doing research online, etc.).
 - b. **Games** (*possible responses*: Among Us, Minecraft, League of Legends, etc.).
 - c. **Social Media** (*possible responses*: YouTube, TikTok, Instagram, Snapchat, Facebook).
2. Display the *Mona Lisa Selfie Image* (Appendix C) and ask participants to share their thoughts (see image on the right).
3. **“How do you want others to interact with you in these settings?”** Bring up the term “netiquette” (the acceptable way of communicating on the internet).
 - a. *Possible responses*: respect others’ privacy, no “all caps” (shouting), be respectful like you would be in person, be kind, don’t spam, offer clarification if there is a miscommunication.
 - b. **Note**: “Golden Rules” (according to Cybersmile Foundation) that should be mentioned by facilitators (see *Background Information in Appendix B* for more information). If possible, write these down on a board:
 1. Respect people’s privacy.
 2. Be mindful of your language (e.g., don’t be sarcastic, choose your emojis carefully)
 3. Respect others’ views.
4. Play this video for participants: [The Power of Words](#) (Common Sense Education, 2:42s). This will help with the following activity.



Section 1: Interland

1. Share this link for participants to play on their devices for 10-15 minutes:
[Google's Interland \(Kind Kingdom\)](#) - there are other games, but focus on Kind Kingdom.
 - a. **Note:** Depending on the device and internet connection the game may be slow. If participants experience this, HD Graphics can be turned off. The gear icon in the bottom right corner of the screen allows you to turn HD graphics off. Warn participants that this will reset their progress. We recommend playing the game without HD graphics turned on.
2. As participants play, ask them to make notes of what **examples of good netiquette and bad netiquette they see during the game.**
 - a. Possible responses for good netiquette: blocking trouble makers, reporting trouble makers, sending positive vibes to the Internauts through positive comments, responding to trouble makers with kindness.
 - b. Possible responses for bad netiquette: spreading negativity, being rude.

Section 2: Practice what you Preach

1. Now that we know a little bit about good netiquette, "**what are some examples of bad netiquette?**"
 - a. Possible responses: 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
 - b. Additional prompts: Provide different online settings (e.g., YouTube, Google Classroom, Zoom, email, gaming).
2. Randomly assign one of the *Bad Netiquette Scenario Cards* (Appendix C).
3. Once participants have their card, ask them to think about why it is bad and ALSO think of a way to respond or act in a way that shows good netiquette (our goal is to be kind and show empathy!)
 - a. **Note:** This can be done individually, in pairs or in groups.



4. Have participants share their examples and facilitate a discussion on the difference between bad netiquette vs. good netiquette depending on time.
 - a. **Note:** Consider these guiding questions: Are there other examples that you can think of? How might you react if you were in that position? What are other examples of good netiquette that could be used in this situation?

Reflection & Debrief

1. 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. Possible responses: continue to be kind, show empathy in your response, tell a trusted adult if someone is making you feel bad/uncomfortable, report them, block them, contact the moderators/admins.
 - 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. **“Can you describe a time you spread kindness online?”**
 - i. Possible responses: sharing positive posts, making meaningful compliments, sharing a video that you liked with a friend, etc.
 - ii. Follow up question: “How is this different or the same from how you uplift others in real life?”
2. Discuss the different careers listed in *Appendix A: Career & Mentor Connections*.
3. 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)
General	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Leverage boards to do brain storms/write down participant responses.
Opening Hook	
<ul style="list-style-type: none"> • For brainstorming, consider doing a verbal discussion or use a collaborative tool (e.g., Jamboard, Google Doc, Mentimeter). 	<ul style="list-style-type: none"> • Print out the <i>Mona Lisa Selfie Image (Appendix C)</i> and use this image to create a discussion on what it means to be kind.
Section 1: Interland	
<ul style="list-style-type: none"> • Display a virtual stopwatch (countdown option) on your screen so that participants know how much longer they have to play. 	<ul style="list-style-type: none"> • Rather than playing this online, extend the activity below by giving participants a new scenario.



Remote (Online)	Unplugged (Low/No Tech)
Section 2: Practice What You Preach	
<ul style="list-style-type: none"> • Use breakout rooms to put participants into groups. • Have participants choose one of the scenarios that resonates with them the most to work on individually. 	<ul style="list-style-type: none"> • Instead of playing the video, ask participants to share examples of good netiquette (in addition to bad). Come prepared with examples of your own that are suitable for the grade level.
Reflection & Debrief	
<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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 mice where laptops are in use.
- Use pairs/groups instead of having participants work individually.

SECTION 1: INTERLAND

- Participants can play in pairs.
- Volume off or lowered for all participants so that the sound isn't overwhelming.

SECTION 2: 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.

Extensions

REFLECTION & DEBRIEF

- Participants can create a [Canva Poster](https://www.canva.com/posters/templates/campaign/) 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

BullyingCanada. (n.d.). *Call BullyingCanada Now*.

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The Guardian. (2018, August 18). *How to handle a troll... and neuter a sea lion*.

<https://www.theguardian.com/technology/2018/aug/18/how-to-handle-a-troll-and-neuter-a-sea-lion-dealing-with-online-attacks-astroturfing-trolljacking>

Think U Know (n.d.). *Need Answers?* https://www.thinkuknow.co.uk/8_10/faqs/

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<https://unlcms.unl.edu/engineering/james-hanson/trolls-and-their-impact-social-media>



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 the [Cybersmile Foundation](#), 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
<ul style="list-style-type: none">• Not including context (e.g., emails sent to teachers)• Not proofreading• Inappropriate jokes• Ignoring people who need help• Spamming others• 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 flaming wars)	<ul style="list-style-type: none">• Include context where applicable (e.g., emails sent to teachers)• Double check before clicking• Remember, we are all human• 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 proactive if you are being mistreated online

CYBERBULLYING

According to the [Royal Canadian Mounted Police](#), 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 [BullyingCanada](#) to speak to highly trained volunteers through calling/texting (877-352-4497) or email (support@bullyingcanada.ca). Their email support team is available 24/7/365.

RESPONDING TO BAD NETIQUETTE

[Think U Know](#) 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 [Think U Know](#) 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 AI-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 [Outside Insight](#), “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 [Cyberbullying Research Centre](#), 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 of messages that violate appropriate standards of behavior 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

Image(s)

- Mona Lisa Selfie Image (*see below*)

Video(s)

-  The Power of Words (Common Sense Education, 2:42s)

SECTION 1: INTERLAND

Website(s)

- [Google's Interland \(Kind Kingdom\)](#)

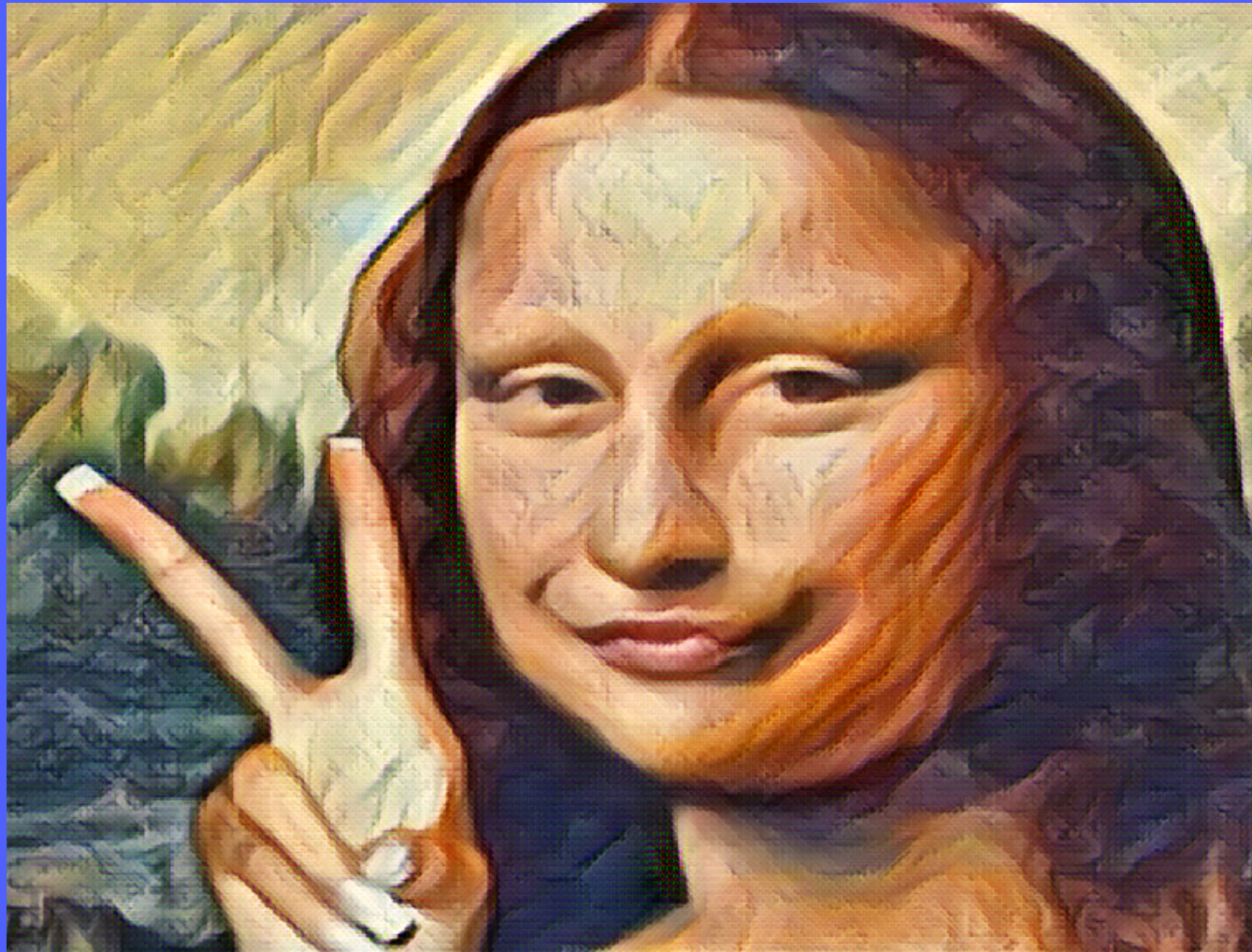
SECTION 2: PRACTICE WHAT YOU PREACH

Activity Resource(s)

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



monalisa



23



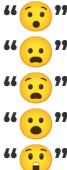
4



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
- u_suck_LOL ew LOL

Bad Netiquette Scenario Cards (Gr. 5-7)

<p>You notice a mean comment on Beyoncé's music video on YouTube:</p> <p>"How does this have 2 million views? She can't even dance or sing lol 🤔"</p>	<p>Your friend sends you a video they found online that makes you feel uncomfortable.</p>	<p>Someone keeps spamming the chat during your online class:</p> <p>  </p> <p>"I'M BORED LOL...."</p>
<p>One of your classmates in your Zoom class is explaining something and another student cuts them off.</p>	<p>You get the following message while gaming online:</p> <p>"Bruh... u suck. Ur making us lose... If you can't do better then get outta here 🚫🚫🚫"</p>	<p>The following email is sent to a teacher:</p> <p>"Yo Ms... i dont get one of the questions so i wont do it this time. thx "</p>

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.)		