

Netiquette

Ages 11–14



THE CYBERSMILE FOUNDATION

Netiquette

OBJECTIVE

To learn how to show kindness to others on the internet.

OUTCOME

To be aware that there are different ways you can write the same comment, but to choose the way which is most nice and kind.

1

**“DO
THINK SO.
AFRAID
I CNT.”**

2

**“UR
JOKING!”**

3

**“I CNT
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CUD DO DAT
2 ME!!!”**



NETIQUETTE

Being nice and kind to others on the internet like how you would be in real-life.

20 MINS

11–14 YRS

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OUTCOME

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MATERIALS

A copy of the comments and definition below (you can use the accompanying slides), and access to YouTube to show the video below.

INSTRUCTIONS

1. Introduce the exercise to everyone, and present the objectives and outcomes.

ACTIVITY 1

2. Present the following comments to the children one-by-one and ask them to say how they would feel if they received these comments and why. You can use the information in blue to prompt the children.

“Do thnk so. Afraid I cnt”

(The writer was meant to write “Don’t think so” and has therefore created confusion.)

“ur joking!”

(The writer was actually saying this lightheartedly, but the receiver could think the writer is criticizing them.)

“I CNT BELIEVE U CUD DO DAT 2 ME!!!”

(The writer seems like they are shouting due to the use of capital letters and exclamation marks. Talk to the children about how a person should be careful about over-using exclamation marks. The comment is more appropriate for a personal message rather than a public message, because other people may become curious to find out what actually happened.)

3. Present and explain the following definition of “netiquette” - “Showing courtesy and respect to other internet users, just as you would in real-life.”

4. Show the following 2-minute video about rules of netiquette:

<https://www.youtube.com/watch?v=DwdqQjCfWSc>

5. Ask the children if there is anything they are unsure about from the video.

6. Ask each child to write down a comment they once wrote to someone that was misinterpreted and show it to the person next to them. Ask them to give their partner a bit of context to the comment in terms of what led them to write it and what the outcome was. Their partner would then try to explain why it was misinterpreted and offer an alternative to the way the comment could have been written. Both partners can then swap over. (If neither partner has had any such experience then get them each to make up a comment that could be misinterpreted.)

7. Ask a few children to share their experiences (if they feel comfortable) and if they realized anything from doing this activity.

8. End the exercise by explaining to the children that it is important to respect others online, and to be careful and clear about what they write to other people. This is because the other person may not understand their comment or may understand it in a different way.

EVALUATION

Ask the children to say aloud as many of the rules as they can remember from the video.

NOTES

- You can ask the children to each read out the comments as they would think the writer is saying it and see how different their versions are to each other. Make a point that each reader will interpret a comment differently.
- Make it clear to the children that although the video is about discussion boards, it applies to any aspect of internet use.
- If you do not have time to complete both activities, choose the one that you feel will be most beneficial.