



PESTALOZZI TRAINING RESOURCES



RESPECT – Responsible attitudes and behaviour in the virtual social space (RESP) “When Working on the Internet – Don’t Forget about Netiquette”

by

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When Working on the Internet – Don't Forget about Netiquette

Brief description

This training unit consists of six activities that take between 40 to 60 min each including a 20 minute evaluation. The workshop was originally designed for pupils of form 7-8, age 14-15 and can be used for subjects such as English, ethics, computer study, class study. Its main goal is to raise pupils' awareness toward respectful behavior in both the space we call reality and the virtual space.

Expected outcomes

- ✓ Participants will become more aware of respectful and polite behavior in the virtual space.
- ✓ Participants will use the Internet, as well as other information and communication technologies, with an understanding of their responsibility and in a polite mode.
- ✓ Participants will train their ability to react properly in situations of disrespectful behavior.
- ✓ Participants develop readiness to take responsibility and to be accountable for their actions and choices (A_COOP_3).
- ✓ Participants develop willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (AHR_4)
- ✓ Participants practice seeing things from different perspectives (A_EPIST_4)
- ✓ Participants will practice examining their behavior and language use. (A_SELF_1)
- ✓ Participants will enhance their aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues. (S_EPIST_3)

Activities

	Duration	Methods used
Activity 1 "Find your place"	50 minutes	Warm-up; Group discussion and presentation, debriefing
Activity 2 "What is Respect?"	50 minutes	Collages, presentation, moderated discussion, debriefing
Activity 3 "Cyber-bullying, Trolling and the need for Netiquette"	40 minutes	Individual reflection, group discussion, debriefing

Activity 4 “Rules of the Netiquette”	60 minutes	Cooperative learning, creating a poster, presentation, group discussion, debriefing
Activity 5 “How will you react?”	60 minutes	Role-play, moderated discussion, debriefing
Activity 6 Evaluation	20 minutes	Plenary

Background and context

The activity was held at Riga Pardaugava Elementary school, which provides education for students of age 6-16. The school realizes the program for national minority children with posture disorders. The issue of disrespect is very important for members of this school. The activity is aimed to draw pupils' attention to the issue of communication in the virtual space. The project is a workshop for students of the age 14-16. It was held mostly in English and sometimes the native language was used. The issues discussed during the project refer to ethics and people's communication styles.

Activity 1: Find your place

Duration: 50 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To activate participants ✓ To divide them into microgroups ✓ To gain a clear picture of how active students are in the virtual space
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Group work ✓ Group discussion
<p>Resources</p> <ul style="list-style-type: none"> ✓ Cards with different Internet social networks signs (appendix 1) Number of cards depends on number of participants and groups
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Draw a line on the floor with a rough scale from 0 to 1000 (or more) ✓ Tables for groups of 3 – 4 ✓ paper, markers (4 different colors), flipcharts
<p>Procedure</p>

Step 1 (10 min)

- ✓ Welcome the participants; then briefly introduce yourself and the schedule for the training.
- ✓ Then introduce the activity; invite them to think about their social life in the virtual space. How many virtual friends do they have? Ask them to find the number on the line which reflects it.
- ✓ Once they found their place, invite them to pull one card from the stack and then find their partner with the same avatar.

Step 2 (5 min)

- ✓ Pairs get together and exchange their ideas on:
 - What social network does the sign (avatar) belong to?
 - Do you use this network?
 - What is your favorite social network?
 - What do you like best about it?

Step 3 – Think! (5 min)

- ✓ Invite participants to first think individually on the following question and take notes on the placemat (appendix 1):
What is the difference between real and virtual communication

Step 4 – Pair! (10 min)

- ✓ The members of each micro-group exchange their ideas and agree on a group result which they write in the middle section on their placemat.

Step 5 – Share! (10 min)

- ✓ The groups' results are collected on the flipchart in the plenary.

Step 6 - Debriefing (10 min)

- ✓ Moderate a discussion with the following questions:
 - What are the advantages of real friends?
 - What are the advantages of virtual friends?
 - What makes virtual communication easy / difficult?

Tips for trainers

- ✓ To encourage social inclusion, equal access and participation within the micro groups distribute managerial and social roles to micro-group members, such as:
 - **time manager** (ensures that the group uses the time at hand in an efficient way and that every member gets the same time-slot to share their ideas),
 - **reporter** (ensures that everybody's results are heard and all collected in the right space on the place-mat),
 - **material manager** (ensures that the group has all the materials necessary to fulfil their tasks) and
 - **tracer** (looks for ways to facilitate the group's processes)
 - **encourager** (encourages members to voice their ideas)
 - **critical voice** (stimulates critical thinking by asking questions)
- ✓ Be sure to allocate only those roles that are necessary and helpful for the group work. It is also a good idea to debrief on their function and usefulness. E.g. how did having a critical voice on the team help stimulate critical thinking?

Activity 2: What is respect?

Duration: 50 min

Expected outcome

- ✓ Participants become aware of what respect is for them.
- ✓ Participants become aware of what respect is for others.
- ✓ Participants develop readiness to take responsibility and to be accountable for their actions and choices (A_COOP_3).
- ✓ Participants develop willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (AHR_4)

Methods/ techniques used

- ✓ Creating a collage
- ✓ Presentation
- ✓ Moderated discussion

Resources

- ✓ magazines, scissors, glue, white sheets of A3 paper

Practical arrangements

- ✓ Tables for participants to work in groups

Procedure

Step 1 (20 min)

- ✓ Introduce the session.
- ✓ Divide them into micro-groups.
- ✓ Ask participants to find pictures which in their opinion express the idea of respect.
- ✓ Invite them to create a collage that answers the question *“What is respect (for me/us)?”* with these pictures and to write down the explanation of their choice and their understanding of this term.

Step 2 (10 min)

- ✓ Presentation of groups' results.

Step 3 (10 min)

- ✓ Moderate a discussion on:
 - What was similar in all presentations?
 - What was different / new?

Step 4 - Debriefing (10 min)

- o Why is it important that I am treated with respect?
- o Why is it important that I treat others with respect?
- o How do I recognize that somebody is not showing respectful behavior?
- o How do I recognize that I do not show respectful behavior to others?
- o What can I do if somebody is not showing respectful behavior to me or others?

Tips for trainers

- ✓ You can keep the same groups as in activity 1 or form different groups.
- ✓ If you want to turn group work into cooperative learning, distribute social roles for social inclusion, equal access and participation. (see tips for trainers activity 1)

Activity 3: Cyber-bullying, Trolling and the need for Netiquette

Duration: 40 min

Expected outcome

- ✓ Participants become aware of the terms netiquette, trolling and cyber-bullying
- ✓ Participants become aware of how to spot trolling and cyber-bullying
- ✓ Participants explore ways how to counter destructive behavior on the web.

Methods/ techniques used

- ✓ Watching videos
- ✓ Individual reflection
- ✓ Group discussion
- ✓ Debriefing

Resources

Videos: "Let's fight it" <https://www.youtube.com/watch?v=dubA2vhllrg>

& "Everybody hates you"-

<http://safe.si/gradiva-in-orodja/video-vsebine/ustavimo-spletno-nadlegovanje>

✓

Practical arrangements

- ✓ Technical equipment (computer, projector) to show videos
- ✓ Chairs arranged in plenary style

Procedure

Step 1 (10 min)

- ✓ Introduction of terms 'netiquette', 'cyber-bullying' and 'trolling'
- ✓ Thought-shower: Invite participants to share their knowledge about the terms.

Step 2 (10 min)

- ✓ Introduce the activity
- ✓ Watch the videos

Step 3 (10 min)

- ✓ Moderate a discussion on:
 - How did you feel while watching the clip?
 - Have you ever faced cyber-bullying or trolling on the net?
 - If yes, how did you feel about it?
 - What does a person feel if they are the target of cyber-bullying?
 - What can we do in such a situation to help the person?
 - How can a netiquette help?
- ✓ Collect the participants' answers.

Step 4 - Debriefing (10 min)

- ✓ How is it true to say that there will always be cases of cyber-bullying and trolling?
- ✓ What makes it easy for people to behave destructively on the internet?
- ✓ Why do people choose to behave in a destructive way?
- ✓ What would be good steps to interrupt destructive behavior on the internet?
- ✓ What can I do to remember to be mindful of my behavior when online?

Tips for trainers

- ✓ Step 3 can be arranged as a 'Think - Pair - Share' with a cooperative learning (CL) set-up. Allow more time if you choose so.
- ✓ ...

Activity 4: The Rules of the Netiquette

Duration: 60 min

Expected outcome

- ✓ Participants become aware of rules for good online-behavior.
- ✓ Participants develop readiness to take responsibility and to be accountable for their actions and choices (A_COOP_3)

Methods/ techniques used

- ✓ Individual reflection, cooperative learning, creating a poster, presentation, debriefing
- ✓ ...

Resources

- ✓ The manual ‘*Compasito*’ (The Council of Europe Edition)
- ✓ About netiquette (appendix 3)
- ✓ Poster paper, markers, glue
- ✓ Computer, projector ...

Practical arrangements

- ✓ Tables for groups to work together
- ✓ Space on the wall to put the posters, or flipcharts

Procedure

Step 1 (10 min)

- ✓ Introduce the activity
- ✓ Divide the group into micro-groups with the silent birthday line: invite them to silently line up according to the order of their birthdays in the year. They may only use body language to communicate with one another. From the line count groups of 4.
- ✓ Allocate numbers and roles micro-group members (see: Tips for trainers, activity 1)

Step 2 – (20 min)

- ✓ Think! - Invite the participants to first reflect on how they want to be treated on the internet, with different groups covering different areas e.g. when receiving emails, IMs or when receiving comments on their artistic expression, e.g. videos, blogs, etc.
- ✓ Pair! – Ask them to share their individual results with their group and then invite the groups to settle on 3 (+ n) most important wishes as a group result and ‘translate’ these into rules of behavior for the internet (netiquette) and to create a poster with their results.

Step 3 – (10 min)

- ✓ Share! –Ask the groups to take turns to present their posters.

Step 4 - (10 min)

- ✓ Present the official Netiquette – rules and moderate a discussion on:
 - What is similar to your results?
 - What is different?
 - Which of the official rules would you like to add to your posters?

Step 5 - Debriefing (10 min)

- ✓ How easy/ difficult was it to create a poster about the rules?
- ✓ How did our group work together?
- ✓ What will we improve the next time?
- ✓ Why is it good that there are rules?
- ✓ How does thinking about rules help raise awareness of your own behavior online?
- ✓ How does thinking about rules help raise awareness of other people’s behavior online?

Activity 5: How will you react?

Duration: xx min

Expected outcome

- ✓ Participants will become aware of possible steps to counter destructive behavior on the web.
- ✓ They will practice acting against destructive behavior by simulation.
- ✓ Participants practice listening to each other, cooperating, expressing their thoughts and ideas democratically.

Methods/ techniques used

- ✓ Cooperative learning
- ✓ Role-play
- ✓ Debriefing

Resources

- ✓ prepare cards with real life scenarios, a ball, a bowl (appendix 3)

Practical arrangements

- ✓ tables for groups to work, space for groups to rehearse
- ✓ ...

Procedure

Step 1 (5 min)

- ✓ Form groups of 3 – 4, e.g. by handing out cut-up postcards, assign roles and numbers,
- ✓ Contact activity: Ask the participants to recall the funniest message they have received online and share with their group why they thought it was so funny.

Step 2 (5 min)

- ✓ Introduce the activity: Hand out the real life scenarios (they can be incidences described in activity 4 / or it could be one incidence for all groups)

Step 3 – Think! (5 min)

- ✓ Invite the participants to first individually reflect on the steps they would take in their roles to help solve the problem. (Roles could be: parent, brother or sister, friend, teacher of someone who has become the target of the cyber-attack.)
- ✓ Pair! Invite the participants to share their individual results with their peers. Then have them settle on a group result.
- ✓ Half of the groups think up a scene where they role-play a meeting with the bully / troll / perpetrator (the perpetrator can be symbolized by an item, e.g. a chair to avoid identification.) What would be an effective approach to get such a person stop their destructive behavior?

- ✓ Second half of the groups think up a scene where they role-play how to encourage and strengthen the person that is the target of the attack. What would be good steps to get her/him out of the firing line?
- ✓ One group could take the task to represent the effect of the attack on the victim. (e. g. in a freeze-frame), and their close friends and family. So as to visualize the real repercussions such incidences have. During the presentation, participants can touch people from the freeze-frame lightly on the shoulder so that they come to life and can share their emotions.

Step 3 (10 min)

- ✓ Groups take turns to present their role-play/freeze frame.

Step 4 - Debriefing (10 min)

- ✓ How did you feel during the role-play as performer / as audience?
- ✓ What was difficult?
- ✓ What was new or unexpected?
- ✓ What will you do the next time you experience a cyber-attack on yourself / on somebody you know?

Tips for trainers

- ✓ You can vary the role-play by allowing different artistic expressions, e.g. with words, silently with gestures and body-language, with music / percussion.
- ✓ To avoid identification, represent the perpetrator with a symbol.

Activity 6: Evaluation

Duration: 20 min

Expected outcome:

- ✓ The activity aims to provide a feedback on the workshop so it can be improved.
- ✓ Get feedback about the overlap between the expected and experienced.
- ✓ Promote the use of the workshop in classrooms.

Methods/techniques used

- ✓ Writing (filling out the evaluation form)
- ✓ Exchange of experiences.

Resources

- ✓ Evaluation form (appendix 6.)

Practical arrangements

- ✓ Tables for participants to fill in the form.
- ✓ Chairs arranged in a circle.

Procedure

Step 1 (10 min)

- ✓ Hand out the evaluation forms and invite participants to be creative and eloquent while writing their comments.

Step 2 (10 min)

- ✓ Invite the participants to sit in a circle. Ask them if they want to share publicly some of their feelings, thoughts and comments about the workshop. Allow enough time for participants to share their thoughts. Then thank them for their participation and share some of your thoughts, feelings and conclusions about today's workshop.

Step 3 (10 min)

- ✓ Hand out the certificates for participation.

Tips for trainers

- ✓ ...
- ✓ ...

References¹

English links:

http://www.emcp.com/college_resource_centers/resourcelist.php?GroupID=26

<http://www.networketiquette.net/>

To find topical videos, search online for „netiquette“

Russian links:

<http://www.razbiraeminternet.ru/module/3>

http://school35-vorkuta.ru/school35-vorkuta.ru/index.php?option=com_content&task=view&id=219

<http://recht.germany.ru/Computers.db/items/28.html>

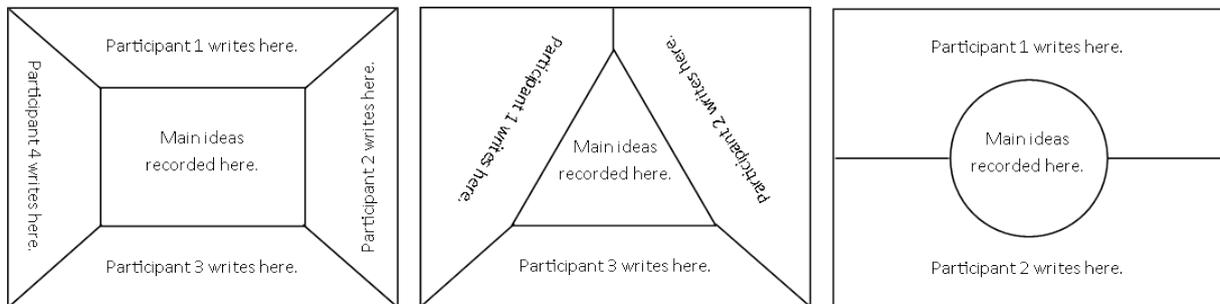
<http://www.uznai-pravdu.com/viewtopic.php?f=22&t=3544>

<http://softuhitel.com/pravila-povedeniya-v-internete/>

Appendices

Appendix 1

Placemats for cooperative learning



Appendix 2

¹ All links accessed on 5th May 2015

Appendix 2



Appendix 3

Some questions and scenes for discussions in groups:

1. Strangers send you letters and comments by using the host profile. What is happening becomes unpleasant and offensive.
What will you do?
2. I am told that someone got my profile password and has been sending out inappropriate letters to a number of my friends.
3. Can I use a photo of a friend to play a trick on him, putting his head to the body of another person, and then add this photo on the Internet?
Why (not)?
4. Someone on the Internet published my picture with humiliating comments about my appearance, encouraging others to scoff at me.
5. After sports activities I went to have a shower, and other classmates filmed me with their mobile phones. Later the videos were uploaded in the social portal where the whole school was able to look at.

WHY does someone humiliate someone else on the Internet?

What are the consequences, if you offend others?

What can the person who is humiliated on the Internet do?

Netiquette

ressource:-<http://recht.germany.ru/Computers.db/items/28.html> (Russian)

We expect other drivers to observe the rules of the road. The same is true as we travel through cyberspace; that's where netiquette, a term allegedly coined from either network etiquette or Internet etiquette comes in handy. To guide you through your online communications, keep these pointers in mind: The golden rule your parents and your kindergarten teacher taught you was pretty simple: Do unto others as you'd have others do unto you. Imagine how you'd feel if you were in the other person's shoes. Stand up for yourself, but try not to hurt people's feelings.

In cyberspace, we state this in an even more basic manner: Remember the human.

When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words -- lonely written words -- are all you've got. And that goes for your correspondent as well.

When you're holding a conversation online -- whether it's an email exchange or a response to a discussion group posting -- it's easy to misinterpret your correspondent's meaning. And it's frighteningly easy to forget that your correspondent is a person with feelings more or less like your own.

It's ironic, really. Computer networks bring people together who'd otherwise never meet. But the impersonality of the medium changes that meeting to something less -- well, less

personal. Humans exchanging email often behave the way some people behind the wheel of a car do: They curse at other drivers, make obscene gestures, and generally behave like savages. Most of them would never act that way at work or at home. But the interposition of the machine seems to make it acceptable.

The message of Netiquette is that it's not acceptable. Yes, use your network connections to express yourself freely, explore strange new worlds, and boldly go where you've never gone before. But remember the Prime Directive of Netiquette: Those are real people out there.

Would you say it to the person's face?

Writer and Macintosh evangelist Guy Kawasaki tells a story about getting an email from some fellow he's never met. Online, this fellow tells Guy that he's a bad writer with nothing interesting to say.

Do you find that unbelievably rude? Yes, but unfortunately, it happens all the time in cyberspace.

Maybe it's the awesome power of being able to send mail directly to a well-known writer like Guy. Maybe it's the fact that you can't see his face crumple in misery as he reads your cruel words. Whatever the reason, it's incredibly common.

Guy proposes a useful test for anything you're about to post or mail: Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process till you feel sure that you'd feel as comfortable saying these words to the live person as you do sending them through cyberspace.

Of course, it's possible that you'd feel great about saying something extremely rude to the person's face. In that case, Netiquette can't help you. Go get a copy of Miss Manners' Guide to Excruciatingly Correct Behavior.

Another reason not to be offensive online

When you communicate through cyberspace -- via email or on discussion groups -- your words are written. And chances are they're stored somewhere where you have no control over them. In other words, there's a good chance they can come back to haunt you.

Never forget the story of famous email user Oliver North. Ollie, you'll remember, was a great devotee of the White House email system, PROFS. He diligently deleted all incriminating notes he sent or received. What he didn't realize was that, somewhere else in the White House, computer room staff were equally diligently backing up the mainframe where his messages were stored. When he went on trial, all those handy backup tapes were readily available as evidence against him.

You don't have to be engaged in criminal activity to want to be careful. Any message you send could be saved or forwarded by its recipient. You have no control over where it goes.

How to Behave on the Internet

<http://recht.germany.ru/Computers.db/items/28.html> (Russian)

Distance conveys a degree of anonymity, and as a result, many people feel less inhibited in online situations than in their everyday lives. This lessening of inhibitions sometimes leads people to drop their normal standards of decorum when communicating online. In response, good cybercitizens have developed, over the years, an informal set of guidelines for online behavior called Netiquette. Netiquette can be summarized by three simple precepts:

Remember that there is a human being on the other end of your communication, treat that human being with respect, and do not transmit any message that you wouldn't be willing to communicate face to face. Some specific corollaries of these precepts follow:

- Be careful what you write about others. Assume that anyone about whom you are writing will read your comments or receive them by some circuitous route.
- Be truthful. Do not pretend to be someone or something that you are not.
- Be brief. Receiving and reading messages costs time and money.
- Use titles that accurately and concisely describe the contents of e-mail and other postings.
- Consider your audience, and use language that is appropriate. Excessive use of jargon in a nontechnical chat room, for example, can be bad manners, and remember that children sometimes dial into chat rooms.
- Avoid offensive language, especially comments that might be construed as racist or sexist.
- Remember that the law still applies in cyberspace. Do not commit illegal acts online, such as libeling or slandering others, and do not joke about committing illegal acts.
- Be careful with humor and sarcasm. One person's humorous comment can be another person's boorish or degrading remark.
- Do not post a message more than once.
- Generally speaking, avoid putting words into full capitals. Online, all-caps is considered SHOUTING.
- If you are following up a previous message or posting, summarize that message or posting.
- When intending to summarize, then summarize!
- Do not post irrelevant messages, referred to in hacker's jargon as spam.
- Do not post messages whose sole purpose is to sucker others into an irrelevant or unimportant discussion; such messages are known as trolls.
- Read existing follow-up postings and don't repeat what has already been said.
- Identify any financial interests related to an e-mail message or posting. If you are selling something, make that fact clear.
- Do not send e-mail to people who might have no interest in it. In particular, avoid automatically copying e-mail to large numbers of people.
- Online messages can be quite informal, but try, nevertheless, to express yourself using proper spelling, capitalization, grammar, usage, and punctuation.
- Avoid chastising others for their online typos. To err is human. To forgive is good cyber-citizenship.

Appendix 4

Videos

- (1) Let's fight it together: a video to show the different forms of cyber-bullying and the consequences it has on the target
 - <https://www.youtube.com/watch?v=dubA2vhllrg>
- (2) Slovenian Awareness about the safe use of the Internet. It draws attention to the problem of peer violence online: online harassment, insult, defamation, identity theft
 - <http://safe.si/gradiva-in-orodja/video-vsebine/ustavimo-spletno-nadlegovanje>

Appendix 5

Evaluation

Name of Activity	How did you feel during this activity?	Can you use this in your classroom? (How, when, pupil's age...)	Advantages	Disadvantages	Upgrade (new ideas)
Find your place					
What is respect?					
Cyber-bullying, Trolling and the need for the Netiquette					
Rules of the Netiquette					
How will you react?					
Evaluation					