

# LESSON PLAN

YEAR	7	NETIQUETTE
BLOCK	1	
LESSON	2	

## LEARNING INTENTIONS

Students will learn the rules of 'netiquette' - online etiquette - and reflect on their own behaviour in online spaces.

## SUCCESS CRITERIA

By the end of the lesson, students will be able to:

- explain what netiquette is and how we should behave in online spaces
- discuss the similarities and differences in social norms on and offline

## MATERIALS

Powerpoint slides  
A3 paper & pens  
Handout A - situation cards  
Handout B - internet manners

## NOTES

Students will be talking about online behaviour and things that other people do that they don't like. Remind students of the class agreements, particularly the right to pass and being nonjudgmental.

## STRUCTURE

1. Start with some reflection on the previous lesson - what do they remember?
2. Explain that you will be talking about 'netiquette' today and ask the class what they think the word means. Does 'netiquette' sound like another word they know?
3. Explain that netiquette is short for internet etiquette, and is the set of rules that determines how to properly communicate and behave online.
4. **Activity: "Please don't..."** Split the class into small groups and provide each group with a sheet of A3 paper. Ask them to write or draw the things that people do online that upset or worry them, or that they wish people wouldn't do. Emphasise that they should pick **general** behaviours, and not to mention any particular people by name.
5. Once the groups are finished with their discussion/writing, ask groups to share and discuss their thoughts with the whole class. Remind them that nobody needs to talk about anything that would be too upsetting.
6. **Activity.** Again split the class into groups, and provide each group with a 'situation card' from **Handout A**. Each card describes a different social situation. Ask the groups to discuss how they would expect somebody to behave in that situation. After a few minutes, bring the class back together for a wider discussion. Ask each group to read the situation on their card and share their idea of what is acceptable behaviour. Ask the class for their reactions - does anybody disagree? Why might somebody behave in a different way than we expect? This is a good opportunity to discuss potential cultural differences or contexts.
7. Share **Handout B** and explain that this is a basic guide to using good manners online. Engage the class in a discussion: what do they think? Would they add or change any rules? Are there ever any exceptions? Do they think people behave differently online than in the real world? If so, why?
8. Inform the students that if they are concerned about anything discussed, they can access support via Childline. Ask where else they might go for support - who are their trusted adults if they see something worrying online?
9. End the session by asking students for a key takeaway from the lesson.