

Ready. Steady. Netiquette.

1st Teaching period

1st Activity:

Time: 10 minutes

Type of activity: questionnaire, classroom discussion

Class organization: individual work, classwork

Actions/Tasks: The teacher asks the students to work individually and do the task in Handout 1. Then, he/ she initiates classroom discussion, considering the following questions: *What is the difference between bullying and cyberbullying? (Think in terms of behaviour, effects, reactions, consequences.) What is Netiquette and why is it important?*

2nd Activity:

Time: 20 minutes

Type of activity: providing context

Class organization: group work, classwork

Actions/Tasks: The teacher divides the class in four large groups. Each group receives a different task. The students have 10 minutes to do the task and then present the final outcome in front of the class.

Group 1: According to Article 1 of the Universal Declaration of Human Rights adopted by the UN General Assembly in 1948, “All human beings are born free and equal in dignity and rights.” (<https://www.un.org/en/udhrbook/>) With rights come responsibilities as well. Consider the following responsibilities: to show respect and understanding to the other family members, to learn and, where possible, share knowledge and experience with others, to respect others’ thoughts. *Think of the human rights that go along with these responsibilities.*

Group 2: Suppose your teacher initiates classroom discussion on the rules you and your colleagues should follow while having online classes. You have the right to speak up and give your suggestions. *What is the best way to make your voice heard? How do you expect your colleagues to react to your suggestions?*

Group 3: Multimodal Communication is a term used to describe different ways we normally use when communicating with each other on a daily basis. There are 5 modes of communication: Linguistic Mode (including written and spoken words, vocabulary, grammar structures, organization of paragraphs), Visual Mode (including images, gifs, charts, videos, colour, font, size, symbols), Aural Mode (including spoken words, tone, voice, sound effects, rhythm of music), Gestural Mode (including movement, body language, facial expression), and Spatial Mode (including spacing, position of layout, organization of elements in a text). Multimodal texts are a combination of two or more communication modes used to make meaning. They can be either paper-based, digital or live. *Complete the spidergram with different types of multimodal texts.* (see Handout 2)

Group 4: We use communication every day, so it is essential to develop good communication skills in order to become good communicators and active listeners. *Working together, outline the differences between online discussions and face-to-face (F2F) discussions.*

3rd Activity:

Time: 20 minutes

Type of activity: think-pair-share, classroom discussion

Class organization: pair work, classwork

Actions/Tasks: The teacher asks the students to explain the so-called *Golden Rule* of Netiquette: “Treat others the way you want to be treated.” First, the students think of a possible answer individually for 2 minutes and then, in pairs, discuss the topic with their colleagues. Finally, they share their ideas with the whole class. After that, the teacher conducts the classroom discussion, asking the students the following questions: *Why do we need rules when we are online? Why should we use a polite tone online? How can we do that? Why shouldn't we use bold upper-case letters when writing a message online? What role do emoticons play in digital written interactions? What should we do to make sure we use proper writing style? Is it advisable to cite your sources? Why? Why not? How do you react if someone has sent you a mean message? What do you do if someone has posted online a picture of yours that makes you feel uncomfortable? What examples of lack of netiquette have you seen online? What should be done to avoid such unpleasant situations? Is it recommended to think twice before we post? Why? Why not?*

2nd Teaching period

1st Activity:

Time: 25 minutes

Type of activity: creating a class code

Class organization: group work, classwork

Actions/Tasks: Working in groups of 6, the students are asked to make a list of 10 basic rules of Netiquette and then share their ideas. Being coordinated by the teacher, the students agree upon 10 most important Netiquette guidelines they will respect and apply when commenting on someone's social networking page. Thus, they create together their own Class Code of Online Conduct. (see Handout 3)

2nd Activity:

Time: 15 minutes

Type of activity: creating comics

Class organization: group work

Actions/Tasks: The teacher divides the class in groups of 4. The students have to create a comic book, the starting point being one of the Netiquette guidelines from their Class Code of Online Conduct discussed during the previous activity.

3rd Activity:

Time: 10 minutes

Type of activity: playing a board game online

Class organization: pair work

Actions/Tasks: The students play a board game online in order to revise what they have learned about Netiquette.

(https://www.flippity.net/bg.php?k=19BghvhH9gafg_qLsfIX3jbRXTyafY44SyLF2afZ9xvo)

3rd Teaching period

1st Activity:

Time: 10 minutes

Type of activity: comparing and contrasting

Class organization: pair work, classwork

Actions/Tasks: The teacher initiates classroom discussion based on extracts from formal and informal e-mails, comparing and contrasting their format and writing style. Working in pairs, the students have to do the task in Handout 4.

2nd Activity:

Time: 10 minutes

Type of activity: correcting the mistakes

Class organization: pair work, classwork

Actions/Tasks: The teacher asks the students to imagine the following situation: *Suppose John, your English friend, has just answered your last e-mail. Read it carefully and, working together with your deskmate, correct the mistakes John made while writing the e-mail.* (see Handout 5)

Then, the teacher checks the students' answers, asking them to explain the changes they have made.

3rd Activity:

Time: 30 minutes

Type of activity: writing a formal e-mail

Class organization: individual work

Actions/Tasks: The students are given the following situation: *You have just come back from a package holiday. Unfortunately, you were very disappointed by the lack of facilities and poor services. Write an e-mail to the travel agent who booked your holiday, explaining the reasons of your dissatisfaction and saying what you expect the company to do.*

Follow-up activities:

- Make a video about the importance of Netiquette;
- Write a podcast script about Netiquette;
- Create an online board game about the core rules of Netiquette.