

Digital Etiquette Unit Plan

Before embarking on this unit plan, students should have an idea of what citizenship means. “E is for Ethics” by Ian James Corlett is a lovely book that contains a story about citizenship, as well as other short stories aimed at children about different morals and values.

The program I used for these lessons was [Seesaw](#), an online sharing platform that we already have permission to use at my school. These lessons also rely on the use of devices (iPad, tablet, Chromebook, etc....), but they can easily be adapted to use in a one device scenario or a no-device scenario.

Overall Rationale:

To connect face-to-face manners and etiquette to digital communication platforms

Subjects Covered:

English Language Arts; Applied Design, Skills, and Technology; Physical and Health Education

Curricular Competencies and Content:

- Use materials, tools, and technologies in a safe manner in both physical and digital environments (ADST 3)
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (ELA 3)
- Exchange ideas and perspectives to build shared understanding (ELA 3)
- Describe and apply strategies for developing and maintaining positive relationships (PHE 3)

Prerequisite Concepts and Skills:

- Review and confirm knowledge of citizenship

- Knowledge of the Seesaw platform (or other online classroom sharing platform, if using devices for this unit plan)

Organizational and/or Behavioural Management Strategies

This unit plan was developed in the time of the COVID-19 pandemic. Small group activities and partner work has been replaced with individual work at separated desks and teacher-distributed materials. Throughout the plan, I have added small activities in preparation for when restrictions in the classroom allow for collaborative student interactions.

Extensions/Adaptations:

The biggest extension or adaptation for this unit is to keep the conversation happening. My goal with this unit plan is that it continues throughout the year as well as into other areas of learning.

Lesson 1: Etiquette is...

Grades: 2-4

Time: 40-45 minutes

Instructional Objective(s):

- Introduce etiquette
- Connect etiquette to citizenship

Assessment/Evaluation

- Students' collected "Etiquette is..." statement summarizes points made during class discussion.

Materials and Resources:

Teacher	Students
<ul style="list-style-type: none">● A surface to write on (whiteboard/chart paper)● Suitable pens for that surface (more than one colour)● Small strips of paper for students to write their "Etiquette is..." statements● A place to display "Etiquette is" statements (like a piece of chart or poster paper)	<ul style="list-style-type: none">● A pencil

Lesson Activities:

Time	Teacher	Student
Intro: 5 min	Review what the word "citizenship" means.	

<p>Body: 10 min.</p>	<p>Word web - Brainstorm ideas of “What would we need to remember if we were a good citizen?”</p> <p>Write ideas on the board/paper as they are given. Ask for examples if they are unable to give their definition</p> <p>If the idea of “manners” does not come up naturally, ask students to think of a time when they met someone important. What did they have to remember?</p>	<p>Students generate ideas about what it means to be a good citizen.</p>
<p>10 min.</p>	<p>Bring the focus to etiquette by highlighting the “manners” idea.</p> <p>Define etiquette. Ask students: Can you give more examples in your life of times when showing/having good etiquette was important? Turn and talk to a neighbour for 30 seconds and share your example.</p> <p>Whole class – ask and add these examples of etiquette to the brainstorm</p>	<p>Students turn and talk to help recall memories or generate ideas about times when having good etiquette are important.</p>
<p>5 min</p>	<p>Look back on the whole brainstorm. Which of our original ideas also connects to etiquette?</p> <p>Circle these ideas in a different colour to help them stand out.</p>	<p>Students identify from the brainstorm which ideas connect directly to etiquette.</p>
<p>Closure 5-10 min.</p>	<p>Review the whole brainstorm document. Using the ideas in the brainstorm, have students think of an “Etiquette is...” statement to share with the class.</p> <p>Etiquette statements are displayed in class on a piece of chart/poster paper.</p>	<p>Students write an “Etiquette is...” statement.</p>

Lesson 2: Citizenship scenario cards

Grades: 2-4

Time: 50-65 minutes

Instructional Objective(s):

- Using scenario cards as a conversation starter, identify feelings and actions that come up when dealing with a situation that might be uncomfortable or make you upset

Assessment/Evaluation:

- Students actively participate in partner share activity
- Students actively participate in creation of draft etiquette agreements

Materials and Resources:

Teacher	Students
<ul style="list-style-type: none">● Scenario cards – printed several times so students can work in pairs● Projector/screen● Chart paper and markers OR running word processing document to project onto screen	

Lesson Activities:

Time	Teacher	Student
<p>Intro: 5-10 min.</p>	<p>Review etiquette and some of the statements from the “Etiquette is...” closing activity from last lesson.</p> <p>A lot of everyday etiquette situations have to do with reactions to what you see and hear – maybe you’re around other people or by yourself; maybe you’re with people you know well or people you hardly know at all</p>	
<p>Body: 10 min.</p>	<p>Scenario cards</p> <p>With a partner, read the scenario card. (Scenario cards are fictional but based on some playground situations that have happened over the years)</p> <p>Ask: What are some reactions that you might have? Are those reactions appropriate with your friends? Family? Principal?</p>	<p>Together in pairs, students read their given scenario card and discuss the reactions they might have if that situation had happened to them. How would you feel? What would you do? Would you do something different if you know an adult or someone older, like your principal, was watching?</p>
<p>10 min.</p>	<p>Get partners get into larger groups to share their ideas</p>	<p>Partner groups connect with the second (or third) set of classmates that has the same scenario. Share ideas with each other.</p>
<p>15-20 min.</p>	<p>Ask: Did your ideas change after listening to others?</p> <p>Project the scenarios on a screen for all to see. Ask students to share the original ideas and changed ones from each scenario in a whole group discussion.</p> <p>Open the discussion up to others after the original partners have shared.</p>	<p>Students take turns sharing their thoughts and ideas about their scenarios.</p>

5-10 min.	Begin to make agreements with respect to etiquette. Write thoughts and ideas on chart paper or in a document projected onto the screen.	With the thoughts and feelings still fresh in their minds, ask students to think about rules or agreements that can be made with regards to etiquette.
Closure: 5 min.	Review draft document of agreements. Explain that this document is a living one, and will be added to and changed as you go through the lessons and then school year.	

Lesson 3: Sticky note posts

Grades: 2-4

Time: 60-85 minutes OR 1) 35-50 minutes & 2) 23-35 minutes

Instructional Objective(s):

- Students will use sticky notes to verbalize comments and feelings when viewing various pictures.

Assessment/Evaluation:

- Students successfully use the draft etiquette criteria when writing thoughts and comments on their sticky notes.
- Students actively participate in class discussions

Materials and Resources:

Teacher	Students
<ul style="list-style-type: none">● Slide deck with chosen photos – one per slide (attached)● Screen or board to cast the slide deck on● Chart paper (large enough to hold the student sticky notes without overlap) with same photos attached – one per paper● Tape● Wall space● Access to the draft essential agreements document	<ul style="list-style-type: none">● One sticky note for each picture per student● A pencil

Lesson Activities:

Time	Teacher	Student
Intro: 5-10 min.	Whole group discussion - Review the discussion and draft agreements from the last class.	

<p>Body: 5 min.</p>	<p>Class question - What happens when we have a situation when we are interacting with someone who we cannot see or hear?</p> <p>Poll the students – has anyone been in a situation like this before? (Messenger kids? Online games?) What was it like?</p>	<p>Students are relating their experiences or thinking about how it might feel to interact with someone they cannot see or hear.</p>
<p>5-10 min.</p>	<p>Slide deck – Tell students that you have a slide deck of photos that you would like to know two things:</p> <ul style="list-style-type: none"> - What are you thinking or feeling when you see the photo? - What would you say to someone about it? <p>Tell students that there are seven pictures in total. They should:</p> <ul style="list-style-type: none"> - Spread the notes out on their desks, and number them 1-7. - For each slide, write their thoughts/feelings as well as what they would say to someone else about it. - DO NOT put their name on the sticky notes - If they can, try not to react to the photo (laugh, say something) because this might make another member of the class change their mind and write something different. 	<p>Students receive sticky notes and spread them on their desk, numbering the 1-7 with a pencil.</p> <p>Remind students to not put their names on the notes.</p>
<p>15-20 min.</p>	<p>Show students the slide deck, making sure to pause at each slide to allow ample time for students to gather their thoughts and write their responses.</p> <p>As students are writing on their notes, use tape to put up the chart paper with the picture that they are seeing on the screen. As the slide deck progresses, make sure the papers are spread out so students are not having to gather in the same area when it comes time for them to distribute their notes.</p>	<p>As the slides are slowly shown, students write their feelings and comments on the sticky notes, making sure the numbers correspond to the correct slide.</p>

5 min.	<p>Once finished, ask students to distribute their comments on the correct piece of chart paper displayed around the room. Have them do this quickly so that they are not stopping to read the other comments.</p> <p>Gather the papers and bring them to the front of the class/carpet meeting area to start the discussion.</p> <p>*** This is a good place to pause if need be</p>	Students post their sticky notes on the correct paper around the room and return to their desks/carpet meeting area.
15-20 min	<p>Display the draft agreements document for the students.</p> <p>As a class, discuss the pictures and their overall feelings and/or comments about them. Some might already be a little worried about something they have written. Reassure them that everyone is learning together, and it's okay to make mistakes.</p> <p>Display the papers in front of the class. Begin reading aloud the responses on the sticky notes that they "posted"</p> <p>For the "cute" pictures, the comments will most likely be the same, and you can move quiet quickly through them. Ask the students if:</p> <ul style="list-style-type: none"> - the comments you read aloud meet the draft agreements? Why or why not? - anyone have feelings that they DIDN'T write down? Why not? - Are there agreements that need to be changed or added? <p>***If no negative/against the agreement comments arise, pose the question "How would you feel if someone read _____ on one of the pages?" Discuss the range of feelings and relate it back to our draft agreements.</p>	Students share their thoughts and feelings about the pictures and read-aloud comments.

5-10 min.	<p>There were probably a few good laughs and conversations that occurred in this lesson. Bring to their attention that it was probably that way because we had the benefit of being able to see each other and explain our thoughts and feelings about the posts.</p> <p>Ask students: What are some problems that might arise when you cannot see a person's face after posting a comment?</p> <p>Have students share their thoughts surrounding this idea.</p>	<p>Students are brainstorming ideas about possible problems that could occur if they couldn't see a person's face after "posting" a comment.</p> <p>Students share their ideas about the problems that might occur with anonymity</p>
Closure: 5 min.	Do a final read-over of the draft agreements. Make adjustments as necessary.	Students share their ideas and changes/alterations are made.

Lesson 4 and 5: Going “live”

Grades: 2-4

Time: 50-75 minutes each (although Lesson 5 might be even shorter due to student proficiency with the task)

Instructional Objective(s):

- Introduce group Seesaw account
- Using the draft etiquette agreements as a guide, have students post comments in response to various pictures

Assessment/Evaluation:

- Students successfully choose and upload their work to Seesaw
- Student comments meet the draft etiquette criteria
- Students are able to identify whether classmates’ comments meet the criteria and why

Note: Lessons 4 and 5 are the same lesson but with the teacher posting different pictures for the second day and monitoring the posting process to ensure students are following the draft agreements.

Materials and Resources:

Teacher	Students
<ul style="list-style-type: none">● Pre-made Seesaw Account (No parent invitations to join)● Printed copies of the new class QR code for students to scan● Pre-loaded pictures into the new account (pictures similar to the ones from last lesson)● Projector and projectable surface	<ul style="list-style-type: none">● Device (iPad, tablet, Chromebook, etc....)

Lesson Activities:

Time	Teacher	Student
Intro: 5-10 min.	Talk about yesterday’s exercise. Display and review the agreements as a class and decide if we still agree with additions made from yesterday, or if there are any more to add that they had thought about after that class.	Students continue to share thoughts about the agreements.
Body: 10 min.	<p>Introduce the new Seesaw account.</p> <p>Discuss how we will recreate the chart paper activity, but now using the Seesaw account.</p> <p>Project the new account on the screen and talk about the reasons for the new account vs the account they already use for digital portfolios (project account to use for practising digital etiquette).</p>	
10 min.	<p>Introduce the comment feature to the students. Using the “sample student” account, show how the feature works as a class because now they need to choose their name when posting.</p> <p>Discuss the implications with needing to complete this extra step. (Honesty)</p> <p>Suggest this gets added to the draft etiquette agreements.</p>	Students share ideas around the implications with applying their name to their post.
15-20 min.	Introduce the pictures to the group. Remembering the etiquette agreements, choose one or two to comment on and post your response.	Students choose one or two pictures to leave a comment.

5-10 min.	<p>After posting, read through the comments together. (As they can see each other's postings, I'm looking to see if there are any side comments or things that are not part of the agreements)</p> <p>Ask if the comments follow our draft agreements for citizenship and etiquette?</p> <p>Choose one or two examples and have students give reasons why the comments satisfy the agreements. Could the comments have been phrased in a different way to meet even more criteria?</p>	<p>Students use their knowledge of the etiquette agreements to evaluate whether the posted comments meet the agreement criteria.</p> <p>Students share the "proof" for the comments chosen and offer other examples of how to rephrase comments to meet more of/fully meet the criteria.</p>
Closure: 5 min.	Ask: Do we need to adjust our agreements?	Students offer more ideas for the draft essential agreements.

Lessons 6 and 7: Student choice post and comment

Grades: 2-4

Time: 40-60 minutes each

Instructional Objective(s):

- Students choose a piece of work they would like to post on the Seesaw account
- Using the draft etiquette agreements as a guide, have students post comments in response to their classmates' work.

Note: Lessons 6 and 7 are the same lesson but with the student posting different pieces of work on the second day.

Assessment and Evaluation:

- Students successfully choose and upload their work to Seesaw
- Student comments meet the draft etiquette criteria
- Students are able to identify whether classmates' comments meet the criteria and why

Materials and Resources:

Teacher	Students
<ul style="list-style-type: none">● Pre-made Seesaw Account (No parent invitations to join)● Printed copies of the new class QR code for students to scan● Projector and projectable surface	<ul style="list-style-type: none">● Device (iPad, tablet, Chromebook, etc.)

Lesson Activities:

Time	Teacher	Student
Intro: 5-10 min.	Review the last lessons. Talk about the agreements. Is everyone still happy with how they are? Encourage them to ask questions, knowing that now everyone is probably not at the same comfort level.	
Body: 5-10 min.	<p>Introduce lesson objectives—the students will be uploading content of their choosing from a recent activity we completed, and then commenting on their classmates’ work.</p> <p>Ask the class:</p> <ul style="list-style-type: none"> - “What is different from this activity compared to the other postings we’ve done?” (The work is now personal) - “What is our responsibility?” (wide range of possible responses) 	Gather responses about the difference with the activity compared to last lesson and their responsibilities
5-10 min.	Students will be uploading a picture or pictures of a recent project completed by all members of the class. (This could be anything – a piece of writing, a piece of art, a model)	Students use their device to upload a picture of their recent project.
10 min.	<p>Students are now free to choose to comment on their classmates’ work.</p> <p>Reviews and approve comments as they come in so students can see how many comments are being added to each original post.</p>	Students comment, making sure they are following the draft agreements.
10-15 min.	<p>Review the comments – are they all meeting the draft agreements?</p> <p>At this point, some students may agree or disagree on whether a comment meets the agreements. Encourage the discussion.</p>	Students are using their thinking skills to identify if the agreements are met.

Closure: 5 min.	Ask the students how they are feeling about this process. “How does it make you feel to read the comments your classmates posted for you?”	Students offer responses
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Lessons 8: Proof post

Grades: 2-4

Time:

Instructional Objective(s):

- Review draft agreements one final time, and transform them into essential etiquette agreements.
- Students review and choose a comment they have posted, and take a screenshot of it.
- Students post the screenshot on their regular classroom account, along with an audio recording identifying why their comment meets the draft agreements, as well as what they could do to improve their comment for next time.

Assessment and Evaluation:

- Student accepts the digital etiquette agreements
- Students successfully choose and upload their proof to Seesaw
- Student’s audio comment shows knowledge of etiquette agreements and how their comment meets those agreements or how to approve their comment to meet the agreements.

Materials and Resources:

Teacher	Students
<ul style="list-style-type: none">● Projected draft agreements/paper copies for students to refer to.	<ul style="list-style-type: none">● Device (iPad, tablet, Chromebook, etc.)● Access to draft agreement in digital/written form

Lesson Activities:

Time	Teacher	Student
Intro: 5-10 min.	<p>Review the last lesson.</p> <p>How did it feel to comment on your classmates' posts? How did it feel to read your classmates' comments on your posts?</p>	
Body: 10-15 min.	<p>Begin by putting the draft agreements up for the class to see. Talk about how now that they have been using the agreements and they have been working to help them create posts that are civil and kind, we need to move from a "draft" phase to a more permanent phase.</p> <p>Either as a whole class, or in partners with paper copies so they can spread out, ask the students if there are any agreements that they feel need changed or removed in order to be able to reliably use them as a tool to make great digital comments.</p> <p>Make changes as necessary.</p>	Students give feedback on the agreements.
15 min.	<p>Explain that they will now be proving that their comments fully meet the criteria in the etiquette agreements.</p> <ul style="list-style-type: none"> - Find a classmate whose work you have not commented on, - Write a comment on that work. - Screenshot the comment. - Post the screenshot in the regular classroom account - Add an audio recording of you explaining why your comment meets the etiquette agreements. Add other information about what you could do differently next time if you think it could be better. 	Students complete the steps for the activity.

Optional 10-15 min.	Ask students if anyone would like to share their recordings	Students offer to share recordings if they would like.
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Closure: 5 min.	<p>Let the students know that the new etiquette agreements will be posted in the room so they can refer to it.</p> <p>This is the last “formal” lesson for digital etiquette. In the future they will be able to post comments on their classmates’ work while remembering to follow the etiquette agreements.</p>	
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