RESPECT – Responsible attitudes and behaviour in the virtual social space (RESP)

TEACHING respect IN THE Virtual Social Space: Youth and LGTB

by

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Teaching RESPECT in the Virtual Social Space: Youth and LGTB

Brief description

This project will be divided into two phases: a first delivered online and the second phase is presential. Online phase is developed for learners to get acquainted with concept of respect in virtual spaces with special emphases on LGBT concepts. Second phase – face to face – carries the idea to go deeper in the concepts and skills gained by the participants during the online preparation. Here they would be helped with practical exercises and exchanges to be well equipped and be able to develop their own teaching activities taking as inspiration what they would have learned.

Expected outcomes

- ✓ Learners will understand what RESPECT means and what it stands for in the Virtual Social Spaces
- ✓ We will promote education for responsible use and production of content in the virtual world
- ✓ Learners will develop the youth trainers' skills when it comes to teaching RESPECT in the virtual world.
- ✓ We will develop the capacity of youth trainers equipping them with tools and making them capable of being multipliers with their pairs.
- ✓ Learners will gain understanding of the relativity of knowledge, that theories are social constructs that remain incomplete and unfinished (K_EPIST_1).
- ✓ Learners will get ability to draw on other's diverse expertise and experience for the benefit of the group's work (S_COOP_2).
- ✓ We will develop readiness to be open-minded and curiosity (A_COOP_1).

Activities

Timeline.

1- Online phase.

	Duration	Methods used
Activity 1 Introduction	30 minutes	Presentation and games
Activity 2 Getting familiar with the concept of respect in the virtual Spaces.	60 minutes	Collaborative work, research, workshops, debates
Activity 3 Concept of respect in the virtual spaces in relation with the LGTB	120 minutes	Collaborative work, debates, consensus building
Activity 4 Concept of respect in the virtual spaces in relation with the LGTB	180 minutes	Collaborative work, debates, consensus building

2- Face to face or residential phase

	Duration	Methods used
Activity 1 Summary of the online phase, focusing on the things learned	30 minutes	Questions and answers methods, games
Activity 2 Group dynamics: Respect in the virtual spaces	60 minutes	Collaborative work, group dynamics, role plays, consensus building
Activity 3 Youth and the concept of respect: the case of LGTB	120 minutes	Collaborative work, group dynamics, role plays, consensus building
Teaching others to show respect to LGTB in the virtual spaces	180 minutes	Collaborative writing, group dynamics

Background and context

Our world is experiencing a fast growth of social media and the information is being shared with a high facility and speed. Nevertheless the technological growth does not necessarily contribute to better human relations and does not guarantee respect for the rights of all. So sad to say we experience and witness attacks against minorities such as the LGBT collectives. People, especially the youth make unwholesome use of the net or virtual social spaces, thus promoting or defending homophobic attitudes and behaviours. These problems and challenges are not characteristics of any given region or city or country but could be considered a general challenge of our society. And although many countries have a legal frame that protects and promotes the Human Rights of the LGTB collectives, it is almost impossible to control what is going on in the virtual spaces. It is therefore vital to promote an education based on respect for all the gender and sexual orientations. With this training unit the idea is to give the necessary tools to youth trainers and educators who work in youth groups, clubs and associations.

ONLINE PHASE OF THE TRAINING

Activity 1: Why learning about respect

Duration: 30 min

Expected outcome
- ✓ Introducing to the learners of the course, its contents and their relevance
- ✓ Present the course and its different parts or contents to the learners
- ✓ Getting to know each other

Methods/ techniques used
- ✓ Presentation and games

Resources
- ✓ Computers with Internet connection

Practical arrangements
- ✓ You can use a computer room or online platform

Procedure

Step 1 (20 min)
- ✓ To start with, present yourself and ask each participant to do the same
- ✓ Facilitate the process by using icebreakers

Step 2 - Debriefing (10 min)
- ✓ Why do you think that a course of this nature is important for youth today

Tips for trainers
- ✓ Try to identify participants that may be shy and more reluctant to interact with others, so it would be good to be patient with them. Identify participants who may not be very swift in handling communication technologies who may be participating in an online learning process for the first time.
- ✓ Do not be eager to finish with the activities, make sure all the participants understand and get the necessary skills and competences.

Activity 2: Getting familiar with the concept of respect in virtual spaces

Duration: 60 min

Expected outcome
  ✓ Explain what respect means when it comes to inter-personal relation and dealings in virtual spaces.
  ✓ Help the participants understand what it means to show respect in the virtual spaces
  ✓ Help them deepen their understanding of the participants on respect and free speech
  ✓ Explain the relation between respect and freedom of speech
  ✓ Equip the youth organization in their educational work

Methods/ techniques used
  ✓ Collaborative work
  ✓ Research
  ✓ Workshops
  ✓ Debates

Resources   ✓ Computers with internet access.
Practical arrangements   ✓ You can use a computer room or online platform

Procedure
 	
Step 1 (40 min)
  ✓ Start asking the participants what is their own understanding of respect in the virtual spaces.
  ✓ Ask them to mention some examples of showing respect and disrespect in the virtual spaces: ask them to relate it to their local environment.
  ✓ Ask the learners to do some research of articles and videos on the internet (youtube, facebook) that portray disrespectful attitudes or behaviours.
  ✓ Then each participant presents his/her findings to the rest.
  ✓ Make sure all this is followed by debates.
 	
Step 2 - Debriefing (20 min)
 	
  ✓ Discuss the following: What does it mean for you personally to be respectful and to display responsible attitudes and behaviours in the virtual spaces. Does it depend on others if we should show them respect or not?

Tips for trainers
  ✓ A good thing to do here is to keep it interactive and to have fun while dealing with something as serious as respect and responsible attitudes and behaviours.
  ✓ Make sure that the process appears real for them although being online
  ✓ Keep it simple and actual.

Activity 3: Concept of respect in the virtual spaces in relation with the LGTB

Duration: 120 min

Expected outcome
✓ Making a clear relation between showing respect in the virtual spaces and the LGTB collectives. ✓ Help the learners understand the relation between RESPECT in the virtual spaces and the LGTB collectives ✓ Help them to know why and how could we show respect to all genders when we are online

Methods/ techniques used
✓ Collaborative work ✓ Debates ✓ Consensus building

Resources
✓ Computers with Internet connection

Practical arrangements
✓ You can use a computer room or online platform

Procedure
Step 1 (60 min) ✓ To start with, ask the participants what they understand by gender and LGTB ✓ Then give them a more elaborated definition of key words from dictionary but also from publications by organizations, the Council of Europe… ✓ Do not rush, every definition is "good" ✓ Make sure the participants understand the relation between Respect in the virtual spaces and the LGTB **Step 2 - Debriefing (60 min)** ✓ Ask the questions: What are your personal ideas and opinions on how the virtual spaces should work, when it comes to gender and LGBT? ✓ What is the most important thing you have learned about showing and teaching respect in the virtual social spaces when it comes to gender and LGTB issues? ✓ How do you think you will behave from now on?

Tips for trainers
✓ Some participants may be reluctant to talk about gender or LGTB, so try to make them feel comfortable. This activity may affect the feelings and emotions of some participants so it will be good to set some ground rules before starting with the activity. ✓ Here it is not only necessary in case what they know about the issues but how they feel about it and how will they react.

Activity 4: Teaching others to show respect in the virtual spaces, how can you help

Duration: 180 min

Expected outcome
- ✓ Making the participants understand and accept their responsibility when it comes to promoting and showing respect in the virtual social spaces.
- ✓ Help the participants to serve as multipliers when with their pairs and friends.
- ✓ Help them to be able to think, design and run their own educational activities.

Methods/ techniques used
- ✓ Collaborative work
- ✓ Debates
- ✓ Consensus building

Resources
- ✓ Computers with Internet connection.

Practical arrangements
- ✓ You can use a computer room or online platform

Procedure

Step 1 (90 min)
- ✓ You need to keep this activity simple and creative.
- ✓ Do not tell the participants what activities they should think of. They have to decide.
- ✓ Instruct them to think of something that corresponds better to their local realities.
- ✓ Remember that every activity is good.

Step 2 - Debriefing (90 min)
- ✓ Ask the questions: How do you think your activity can help others show respect to LGBT in the virtual spaces?
- ✓ What values do you want to teach other with your activity?
- ✓ What do you like the most about your activity?
- ✓ What difficulties do you think that you may encounter when implementing your activity?

Tips for trainers
- ✓ Some participants may be at their first experience in designing an educational activity. You need to encourage them and make them fell comfortable.
- ✓ Do not design the activities for them. It is their activity.
- ✓ Divide them into groups so that they can assess the work of their pairs and give needed feedbacks.

RESIDENTIAL OR FACE TO FACE PHASE OF THE TRAINING

The activities of this phase of the training are managed with the intention to help the participants deepen their knowledge and skills gained during the online phase. So some activities that are realized during the online preparation phase may come up again here. The duration depends on each trainer and on the realities of the learners (their needs and availability).

Activity 1: Review: what have we learned during the online phase

Duration: 30 min

Expected outcome ✓ Reviewing the things learned during the online phase ✓ Make a brief summary ✓ Help the participant's recall what they have learned and kept in mind during the online phase.
Methods/ techniques used ✓ Questions and answers methods ✓ Games
Resources ✓ A hall with chairs and tables. ✓ A board ✓ Markers, pens, pencils ✓ Post its ✓ A3 papers
Practical arrangements ✓ Make sure that all the learners have enough place to participate
Procedure Step 1 (20 min) ✓ Make simple and direct questions to help learners recall the things learned during the online phase. ✓ Do not be quick in proving the answers yourself ✓ You can ask the participants to write the things they have learned on a piece of paper and pass it to the person seating beside them. That person will read the answer to the group. ✓ Remember: it is important for the participants to recall by themselves what they have learned and to be able to share what was most appreciated and enjoyed with the rest.

Step 2 - Debriefing (10 min)
- ✓ Ask the questions: How important do you think a review is when it comes to learning and teaching?
- ✓ Has the review helped you to recall the most important parts of the online preparation?
- ✓ What do you like the most about the review process?

Tips for trainers
- ✓ Some participants may be shy or timid, try to anticipate that and adapt the games and procedures to them.
- ✓ Create a relaxed atmosphere for the work
- ✓ Keep it funny and interesting

Activity 2: Group dynamics: Respect in the virtual spaces

Duration: 60 min

Expected outcome
- ✓ To deepen the understanding and knowledge of the learners about respect in the virtual spaces
- ✓ Help the learners understand by themselves what it means to be respectful and responsible in the virtual spaces

Methods/ techniques used
- ✓ Collaborative work
- ✓ Group dynamics
- ✓ Role plays
- ✓ Consensus building

Resources
- ✓ Markers, pens, pencils.
- ✓ Post its
- ✓ A3 papers

Practical arrangements
- ✓ Ensure tables for group work
- ✓ Internet connection is needed

Procedure

Step 1 (50 min)
- ✓ The participants should be divided into small groups. The size of each group would depend of the number of participants you have. Make sure the groups are not too big and try to make them as equal as possible
- ✓ Each group will be located in a private place allowing the members to work properly + Each group is given a laptop to make research and analyse their findings and the answers (social network, wiki, messaging, blog...). The members of the groups conduct the research and write their results on the A3 paper
- ✓ Make sure you have small rooms for the group work
- ✓ Make sure there is access to internet in the rooms
- ✓ Prepare a series of questions that would serve as guide to the participants in their groups
- ✓ (Examples of unwholesome comments on LGBT in the social virtual spaces, did you find kinds of disrespectful posts in your research? If yes cite some examples ....). Each trainer or facilitator should prepare the questions bearing in mind the context and realities of his group Each group should present their findings to the rest of the participants using role play techniques
- ✓ Encourage them to keep the activity attractive

Step 2 - Debriefing (10 min)
- ✓ What have you learn about respect with this activity?

Tips for trainers
- ✓ The idea here is to have fun when being engaged in a serious activity.
- ✓ Some devices may not be working well so it is important to check them beforehand make sure the internet connection is functioning well too.

Activity 3: Youth and the concept of respect in the virtual space, the LGTB issue

Duration: 120 min

Expected outcome
- ✓ To deepen the understanding and knowledge of the participants about respect in the virtual spaces.
- ✓ Help the participants understand by themselves what it means to be respectful and responsible in the virtual spaces.

Methods/ techniques used
- ✓ Collaborative work
- ✓ Group dynamics
- ✓ Role play
- ✓ Consensus building

Resources
- ✓ Markers, pens, pencils
- ✓ Post its
- ✓ A3 papers

Practical arrangements
- ✓ Ensure tables for group work
- ✓ Internet connection is needed

Procedure

Step 1 (100 min)
- ✓ The participants should be divided into small groups. The size of each group would depend of the number of participants you have. Make sure the groups are not too big and try to make them as equal as possible
- ✓ Each group will be located in a private place allowing the members to work properly + Each group is given a laptop to make research and analyse their findings and the answers (social network, wiki, messaging, blog…). The members of the groups conduct the research and write their results on the A3 paper
- ✓ Make sure you have small rooms for the group work
- ✓ Make sure there is access to internet in the rooms
- ✓ Prepare a series of questions that would serve as guide to the participants in their groups
- ✓ Each group should present their findings to the rest of the participants using role play techniques
- ✓ Encourage to keep the activity attractive.

Step 2 - Debriefing (20 min)
- ✓ What have you learned about respect with this activity?

Tips for trainers
- ✓ The idea here is to have fun when being engaged in a serious activity.
- ✓ Some devices may not be working well so it is important to check them beforehand make sure the internet connection is functioning well too.

Activity 4: Educational Activities: Teaching Youth to show respect to LGTB in the virtual

Duration: 150 min

Expected outcome
- ✓ To develop the learners ability to design educational activities.
- ✓ Help the learners to think of their own educational activities and to be able to design them.
- ✓ To support them in taking their responsibilities as actors of change.

Methods/ techniques used
- ✓ Collaborative writing
- ✓ Group dynamics

Resources
- ✓ Markers, pens, pencils
- ✓ Post its
- ✓ A3 papers
- ✓ Appendix 1, 2 ,3 ,4

Practical arrangements
- ✓ Ensure tables for group work

Procedure

Step 1 (90 min)
- ✓ The trainers reviews the main ideas presented in the previous activity
- ✓ Followed by that, the participants are divided into groups according to their number.
- ✓ Each group is asked to design an educational activity with these objectives:
  - to raise young people's awareness of gender related human rights and prevent their infringement when producing content on
  - to promote a responsible use of social media on part of the youth
  - to make of the virtual spaces a world of peaceful and respectful exchanges and opportunities.

- ✓ groups are given 90 minutes to do the task
- ✓ After that and followed by a short break, the groups use 60 minutes to present the results of the work to the rest

Step 2 - Debriefing (60 min) ✓ Ask the questions: How do you this activity could help you in the future? ✓ What is the most interesting you have learned with this activity? ✓ How do you plan to put this into practice?
Tips for trainers ✓ It could be good idea to prepare a template for designing the activities. ✓ Another good thing that could be done is to ask the participants to pilot or implement their activity with others. This will allow pair learning, increase interaction between the groups. This will also give the participants a first taste of what piloting an activity looks like. ✓ Make sure the internet connection is functioning well too.

Evaluation and impact assessment

Expected outcome ✓ Measure the impact of the training on the learners ✓ Measure the degree of understanding of the learners
Methods/ techniques used ✓ Evaluation form ✓ Oral evaluation through asked questions.
Resources ✓ Written questions.
Practical arrangements ✓ Ensure enough space for all

Procedure
 	
Step 1 (15 min)
✓ It would be helpful to prepare some questions in advance
✓ Some examples could be:
  - Mention or list three things you have learned during this activity
  - What did you like the best?
  - What did you like the least?
 	
Step 2 - Debriefing (15 min)
✓ Ask participants to answer to an online form
  Encourage the participants to pilot their activities and if possible visit them in order to evaluate the impact of what they learned

Duration: 30 min

References

Training Units, Pestalozzi Program of the Council of Europe
http://www.coe.int/en/web/pestalozzi (last accessed on March, 2015)

Appendices

Appendix 1:
List of sites
http://www.cdc.gov/lgbthealth/youth-resources.htm (last accessed on March, 2015)

http://oiir.illinois.edu/lgbt-resource-center (last accessed on March, 2015)

http://www.ilga-europe.org (last accessed on March, 2015)

http://iglhrc.org (last accessed on March, 2015)

http://www.equal-jus.eu/associations/all (last accessed on March, 2015)

Appendix 2:
Compass, Manual for Human Rights Education with Young People
Pages: 503-510 /16-17-28 / 30-44/ 362-378
http://www.european-citizenship.org/repository/1_Compass_HRE_Manual.pdf

(last accessed on March, 2015)

Appendix 3:
Gender Matter, published by the Council of Europe
http://eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf

(last accessed on March, 2015)

Appendix 4:
BOOKMARKS
ComBating hate speeCh online through human rights education

http://info-mladi.info/sites/info-mladi.info/files/upload/nohate_manual_bookmarks.pdf (last accessed on March, 2015)

Appendix 5:
No Hate Speech Campaign
http://www.nohatespeechmovement.org (last accessed on March, 2015)