



## PESTALOZZI TRAINING RESOURCES



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# RESPECT – Responsible attitudes and behaviour in the virtual social space (RESP) Social space: Responsible Etiquette for a Safe Platform Environment and Community Trust by

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## Social Space: Responsible Etiquette for a Safe Platform Environment and Community Trust (RESPECT)

### Brief description

This training unit (TU) offers materials and activities for a training session that lasts for five to six hours and focuses on awareness raising of responsible social etiquette. It also identifies differences and similarities of respect in face-to-face learning spaces and virtual social spaces. Furthermore, the unit seeks to identify and improve different online and offline behaviour of learners. The target group is secondary school teachers focusing on cross-curricular themes.

**Keywords:** Respect, virtual spaces, secondary schools, personal and social development.

### Expected outcomes

- ✓ Participants will be able to understand online threats.
- ✓ Participants will understand the importance of social virtual spaces for educational practices.
- ✓ Participants will develop skills in negotiating a netiquette for online environments.
- ✓ Participants will identify the negative aspects of social spaces and get ideas on how to turn them into promotion of good practices of respectful behaviour.
- ✓ Participants will become competent in dealing with online communication.

### Activities

	Duration	Methods used
Activity 1: RESPECT the Ice it is vulnerable	30 minutes	Icebreaker
Activity 2: Is there a difference?	20 minutes	Group work
Activity 3: It is called respect	60 minutes	Group work, creative work
Activity 4: Web of respect	25 minutes	Energizer, discussion
Activity 5: Thumbs up – Thumbs down	35 minutes	Self- and peer evaluation, group discussion
Activity 6: Who is watching me?	40 minutes	Role play
Activity 7: Reality check	70 minutes	Case study
Activity 8: Evaluation	30 minutes	Evaluation

### Background and context

The present training unit was developed by Elaine Bonello and piloted on approximately 70 participants in secondary schools in March 2014. The development of the TU took place in Malta. The writing was motivated by the increased number of cyber-bullying incidents worldwide, which has prompted a growing concern in the national and international authorities. Education is one of the best ways to expose the phenomenon as well as to inform learners about the value of respect, how to treat others with respect and identify and react against any instances of cyberbullying and hate-speech.

## Activity 1: RESPECT the ice, it is vulnerable

Duration: 30 minutes

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Knowledge about the relationship of self and group (K_SELF_3)</li> <li>✓ Participants analyse the term respect and what it means to them, both in virtual spaces and face to face.</li> <li>✓ Willingness to work together with others and become actively involved (A_COOP_2)</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Icebreaker</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Flipchart paper</li> <li>✓ Different coloured markers</li> <li>✓ Post-it notes</li> <li>✓ Pens</li> <li>✓ Audio equipment</li> <li>✓ Projector</li> <li>✓ The song called 'Respect' by Aretha Franklin (16.02.2015): <a href="https://www.youtube.com/watch?v=6FOUqQt3Kg0">https://www.youtube.com/watch?v=6FOUqQt3Kg0</a></li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Open space</li> </ul>
<p>Procedure</p> <p>Step 1 (20 min): <b>Respect</b></p> <ul style="list-style-type: none"> <li>✓ Gather participants in a circle and place flipchart papers on the floor with different coloured markers.</li> <li>✓ Ask the participants to listen to the song 'Respect' by Aretha Franklin (the YouTube link is in the Resources box above) and write on the flipchart paper terms from the text of the song that stand out. It is fine if some of the terms are repeated. Encourage everyone to participate.</li> <li>✓ Then encourage a discussion with the help of the following questions: <ul style="list-style-type: none"> <li>• What term is the most frequent? Why?</li> <li>• Rate the terms from the most frequent to least frequent. Do you see any pattern?</li> <li>• What terms are missing?</li> <li>• What is the theme of this song?</li> <li>• Why did you choose to write down this particular term?</li> <li>• How does this reflect your vision of respect?</li> </ul> </li> </ul> <p>Step 2 (10 min): <b>Respect name</b></p> <ul style="list-style-type: none"> <li>✓ Ask participants to write on a post-it paper their first name and a respectful adjective that starts with the same letter as the first letter in their own name. If they do not find a suitable adjective with the same letter, then motivate them to try to find an adjective that can rhyme with their name and fits well with respect.</li> <li>✓ Ask participants to post the post-it on their body.</li> <li>✓ Then ask everyone to introduce themselves with their first name and the adjective.</li> <li>✓ Try to find out how many names participants remember.</li> </ul>

## Activity 2: Is there a difference?

Duration: 20 minutes

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)</li> <li>✓ Knowledge about the relationship of self and group (K_SELF_3)</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Group work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Markers</li> <li>✓ Flipchart papers</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Open space.</li> </ul>
<p>Procedure</p> <p>Step 1 (10 min): <b>Respect</b></p> <ul style="list-style-type: none"> <li>✓ Ask participants to form a row after the alphabetical order of their name without oral communication.</li> <li>✓ Divide the row in two parts.</li> <li>✓ Distribute Flipchart paper and markers between the groups.</li> <li>✓ Ask one group to find another term for “RESPECT” and write all the possible terms on the flipchart paper then ask the other group to do the same for “ONLINE RESPCET”.</li> </ul> <p>Step 2 (10 min): <b>Compare</b></p> <ul style="list-style-type: none"> <li>✓ Gather the groups and compare their posters. <ul style="list-style-type: none"> <li>• Is there a difference between respect from the perspective of offline and online situations? Why, why not?</li> </ul> </li> </ul>

## Activity 3: It is called respect

Duration: 60 minutes

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Willingness to acknowledge other people's feelings (A_DIV_3)</li> <li>✓ Readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3)</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Group work</li> <li>✓ Creative work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Different coloured markers</li> <li>✓ Flipchart paper</li> <li>✓ Audio equipment</li> <li>✓ Projector</li> <li>✓ Link to the video and song called 'It's called respect' (16.02.15): <a href="https://www.youtube.com/watch?v=iGuT9-_Y5J4">https://www.youtube.com/watch?v=iGuT9-_Y5J4</a></li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Flexible settings with open space and possibilities for group work.</li> </ul>
<p>Procedure</p> <p>Step 1 (20 min): <b>"It is called respect"</b></p> <ul style="list-style-type: none"> <li>✓ Ask participants to form a circle and have a seat.</li> <li>✓ Show the video of the song 'It's called respect' (the YouTube link is in the Resources box above) and ask the participants to follow it closely.</li> <li>✓ Then ask them to start a general discussion about how respect addresses their everyday life in their classroom practices, both offline and online, then encourage them to focus on respect as a whole school approach.</li> <li>✓ After a general free discussion, ask the following questions (guide the discussion on the basis of context and the content of previous discussion):             <ul style="list-style-type: none"> <li>• What was the most popular term used in your discussion? Why?</li> <li>• Is respect about giving and receiving?</li> <li>• How do giving and receiving relate to respect?</li> <li>• How does privacy relate to respect?</li> <li>• How do you feel when your privacy is disrespected?</li> <li>• Does that happen in everyday life?</li> <li>• What steps do you take against intrusions on your privacy?</li> <li>• How can words be used to hurt or glorify others in a respectful or a disrespectful manner online or face to face?</li> <li>• Can you think of examples that you may have come across? Online? Offline?</li> <li>• The song states that 'people have a reason to do what they do'. Do you agree or disagree with such a statement? Why?</li> <li>• What do the words 'I have a name and I am real' mean in a virtual online context?</li> <li>• How can you work around respect in your own working context?</li> </ul> </li> </ul> <p>Step 2 (20 min): <b>Dead poet society</b></p> <ul style="list-style-type: none"> <li>✓ Ask two pairs to work together and create a poem on RESPECT by using the terms and discussions from previous steps.</li> <li>✓ Each group shares the poem by reading it out and hanging it on the wall.</li> </ul> <p>Step 3 (20 min): <b>Debriefing</b></p> <ul style="list-style-type: none"> <li>✓ Is there a difference between online and offline respect? Ask participants to express themselves in this manner in writing or by drawing and post the outcomes on the wall.</li> <li>✓ Plan a gallery show and ask the participants to reflect on the outcome. Is there a difference?</li> </ul>

## Activity 4: Web of respect

Duration: 25 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Willingness to acknowledge other people's feelings (A_DIV_3)</li> <li>✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Energizer</li> <li>✓ Discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Projector</li> <li>✓ Audio equipment</li> <li>✓ A ball of yarn</li> <li>✓ Link to the song called 'For the Bird' (17.02.2015): <a href="https://www.youtube.com/watch?v=bcq-ccGoJTU&amp;list=PL62smXZ_ZhDk5oaT3Osr2p746Vue2hDOU">https://www.youtube.com/watch?v=bcq-ccGoJTU&amp;list=PL62smXZ_ZhDk5oaT3Osr2p746Vue2hDOU</a></li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Open space.</li> </ul>
<p>Procedure</p> <p>Step 1 (25 min): <b>Our spider web</b></p> <ul style="list-style-type: none"> <li>✓ Ask the participants to form a circle.</li> <li>✓ Show the video entitled 'For The Birds' (the YouTube link is in the Resources box above).</li> <li>✓ Throw a ball of yarn to a participant who wants to take the floor and reacts to the questions below. By doing this a network between individuals is created throughout the discussion. In the end, each participant will hold on to a string from the ball of wool. <ul style="list-style-type: none"> <li>• Have you ever encountered a situation where people gossip about an outsider? Describe the situation.</li> <li>• What makes people "outsiders"?</li> <li>• How does the community treat "outsiders"?</li> <li>• Why are people classified as "outsiders"?</li> <li>• How are "outsiders" stereotyped?</li> <li>• Is this applicable to the online context?</li> <li>• Etc.</li> <li>• What does the network of yarn symbolize? (Different opinions, connections, trust, democracy ...).</li> </ul> </li> </ul>

## Activity 5: Thumbs up – Thumbs down

Duration: 35 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Willingness to acknowledge other people's feelings (A_DIV_3)</li> <li>✓ Readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3)</li> <li>✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)</li> </ul>
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Methods/ techniques used
<ul style="list-style-type: none"> <li>✓ Self - and peer evaluation</li> <li>✓ Group discussion</li> </ul>
Resources
<ul style="list-style-type: none"> <li>✓ Print out appendix 1, one for each of your participants.</li> </ul>
Practical arrangements
<ul style="list-style-type: none"> <li>✓ Flexible settings with open space and a possibility for group work.</li> </ul>
Procedure
<p>Step 1 (5 min): <b>Individual work</b></p> <ul style="list-style-type: none"> <li>✓ Distribute the thumbs case studies from appendix 1 and ask the participants to choose between thumbs up or thumbs down.</li> </ul> <p>Step 2 (10 min): <b>Pair work</b></p> <ul style="list-style-type: none"> <li>✓ Pair up the participants and ask them to compare their reactions and discuss both their supporting arguments and their reservations.</li> </ul> <p>Step 3 (10 min): <b>Micro group</b></p> <ul style="list-style-type: none"> <li>✓ Then combine two pairs and ask them to compare the 4 reactions and discuss the arguments and reservations.</li> </ul> <p>Step 4 (10 min): <b>Plenary</b></p> <ul style="list-style-type: none"> <li>✓ Discuss: <ul style="list-style-type: none"> <li>• Did you experience different viewpoints in your discussions and cooperation?</li> <li>• Are generally accepted rules respected in all of the cases?</li> <li>• Is the behaviour acceptable?</li> <li>• What about privacy settings in the social space?</li> <li>• What kinds of traps do we see in virtual online spaces?</li> <li>• Do you know similar examples from your own educational practices?</li> <li>• How can we go about making changes in this matter?</li> <li>• How can we guide students and parents?</li> <li>• Do the same rules go for face-to-face communications and online communications?</li> </ul> </li> </ul>
Tips for trainers
<ul style="list-style-type: none"> <li>✓ Be aware of the fact that some participants may be reticent when discussing subjects such as bullying.</li> </ul>

## Activity 6: Who is watching me?

Duration: 40 min

Expected outcome
<ul style="list-style-type: none"> <li>✓ Participants will understand the roles and functions of social and political actors (K, CP. 1 p. 7).</li> <li>✓ Willingness to acknowledge other people's feelings (A_DIV_3)</li> <li>✓ Readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3)</li> </ul>

<ul style="list-style-type: none"> <li>✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Role play</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Video equipment</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ A large open space.</li> </ul>
<p>Procedure</p> <p>Step 1 (15 min). <b>Who is watching me?</b></p> <ul style="list-style-type: none"> <li>✓ Ask the participants to form a circle.</li> <li>✓ Place a camera on the desk facing the participants and announce that it is recording the session and start to tape.</li> <li>✓ Ask the participants to walk around and shake the hand of one person in the group.</li> <li>✓ Ask participants to walk around freely and then give another person a hug.</li> <li>✓ Ask the participants to walk again and then to find another person and give that person a kiss on the cheek.</li> <li>✓ Ask them again to walk around freely and then to kiss another person on the neck.</li> </ul> <p>Step 2 (25 min): <b>Plenary discussion</b></p> <ul style="list-style-type: none"> <li>✓ Start following discussion. <ul style="list-style-type: none"> <li>• Describe your feelings while performing the exercise?</li> <li>• How do you feel about being monitored?</li> <li>• How did you feel being controlled?</li> <li>• What about your own comfort zone? Did you feel like someone is intruding on your privacy?</li> <li>• Can you foresee possible use of the video?</li> <li>• How would you react if I would put the video tape online without your knowledge and consent?</li> <li>• What if you were a young person experiencing peer-pressure?</li> <li>• How can we relate the activity to real life situations?</li> </ul> </li> </ul>

## Activity 6: Reality check

Duration: 70 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants will understand the need to show respect in an online environment through social etiquette.</li> <li>✓ Willingness to acknowledge other people's feelings (A_DIV_3)</li> <li>✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)</li> <li>✓ Ability to communicate across all types of borders and to negotiate meaning (S_DIV_1)</li> <li>✓ Capacity to prevent the marginalisation of any individual or group (S_HR_2)</li> </ul>
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<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Case study</li> <li>✓ Group work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Markers</li> <li>✓ Flipchart papers</li> <li>✓ Photocopy the cases and evaluation sheets in appendixes 2 and 3</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ A large open space.</li> </ul>
<p>Procedure</p> <p>Step 1 (10 min). <b>Pair work, group work and plenary discussions</b></p> <ul style="list-style-type: none"> <li>✓ Ask participants to form pairs and distribute the case studies (Appendix 2) as well as the evaluation sheets (Appendix 3).</li> <li>✓ Ask participants to discuss the cases and fill in the evaluation sheets.</li> </ul> <p>Step 2 (10 min). <b>Group work</b></p> <ul style="list-style-type: none"> <li>✓ Then bring together two pairs and ask them to compare sheets and discuss their agreements and disagreements.</li> </ul> <p>Step 3 (20 min). <b>Plenary discussions</b></p> <ul style="list-style-type: none"> <li>✓ Moderate a plenary discussion based on the following questions: <ul style="list-style-type: none"> <li>• Describe your feelings after looking at the case studies?</li> <li>• Do you know similar examples?</li> <li>• What can we do to promote respectful online and offline communication?</li> <li>• What can schools do to fight against discrimination and hate speech?</li> <li>• How can we cooperate with parents and other stakeholders?</li> </ul> </li> </ul> <p>Step 4 (30 min). <b>Group work</b></p> <ul style="list-style-type: none"> <li>✓ Ask the groups of four to make a poster with one concrete solution.</li> <li>✓ Ask the groups to present their conclusions.</li> </ul>

## Activity 7: Evaluation

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Get overview of the learning process for further development.</li> <li>✓ Readiness to learn from challenges (A_SELF_4)</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Evaluation</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ A4 papers</li> <li>✓ Pens</li> <li>✓ Colours</li> </ul>

Practical arrangements

- ✓ Flexible settings with open space.

Procedure

Step 1 (10 min): **Evaluation circle**

- ✓ Create a circle with the participants.
- ✓ Say or project the questions below. Every member of the group gives a short sentence of feedback about the session in response to any of the questions:
  - Did the session today add to your learning?
  - Describe the feelings that you experienced today?
  - What can be your next step? What related topic or question would you like to learn more about?
  - How can you use the activities and/or ideas in your teaching?

Step 2: (20 min): **Creativity**

- ✓ Give participants the following two options for giving you feedback individually:
- ✓ Ask participants to evaluate the training session either by a drawing what describes both the learning process and their evaluation of the training or by answering the questions above in writing.

## Appendix 1

**Which of the following examples do you think are respectful?**

		
 <b>Melissa</b> [redacted] <u>ina</u> bust a good grade on my test <u>tomarow</u> night!! ive been <u>studding</u> my <u>but</u> off. about a minute ago · Like · Comment		
 <b>5 input devices</b> Asked [redacted] 2014-02-06 13:45 5 input devices are; keyboard, mouse, scanner, microphone & webcam. Are these answers correct? thank you! 😊 Read by: 6		
 <b>DEJJEM TILGHAQQ!!!!</b> Paul [redacted] 2014-02-06 13:54 Read by: 5		
Ilallu kemm irrispondejt mill-ewwel ... qisek toqghod attent ghall-lesson. Read by: 3		
Analise I think the monitor is an output device... But the others are all correct i think :)		
 oo you're right! Thank you		
Intom bisserjeta qedin aw tiktbu dan l imbarazz??? Jien qed naqbad man nies fuq ask.fm :P Kemm niehu gost xD		
It-teacher input qaltlek mhux output ta! basta tizzattat!		
Teacher's pet!! Read by: 6		

## Appendix 2

### CASE STUDY 1



### CASE STUDY 2



### CASE STUDY 3



### CASE STUDY 4



**Renee Ball**

Teachers can be equally rude and disrespectful as students. like when you ask a simple question and they give you some b\*\*\*\*s\*\*\* response.

Like:

"When am I going to get this assignment back?"

"When I finish marking it."

It's like oh, thanks. STUPID.

Like · Share · 9 February 2010 at 03:11

👍 2 people like this.

## CASE STUDY 5



**Briana Peace Lovin Swanson**

wow...only 13 members...? the whole school should basically be in this group xD

April 30 at 7:37pm

Kennedy Atterberry likes this.



**Karina IzCrazy**

Dude f\*\*\*. stormie! she says emily beat her up!!  
hahahahahahahahahahahahahahaha o well at least shes in the hospital now hahahahaha wow i wanna see her big black eye nd make funn of her haha'

April 25 at 4:36pm

2 people like this.



**Lupita Khalifa** Hhaa! Lolz!

April 25 at 8:50pm



**Emily Scism**

hahah this is funny i hate stormie haaah lol :)

April 23 at 8:58am

3 people like this.



**Kaitlyn Marrissa** doesnt everyone lol?!

April 23 at 8:59am



**Briana Peace Lovin Swanson** xD

April 23 at 10:14am

## CASE STUDY 6



The screenshot shows a Facebook post and its comments. The post is by a user with a red profile picture and a red name. The post text is "Dubstep: music for people who don't like music." and it was posted 14 minutes ago via Mobile Web. There are five comments from users with red, red, yellow, green, and yellow profile pictures. The comments are: "SHUT UP. DONT FORCE UR OPINION ON OTHERS" (13 minutes ago), "That's exactly what you're doing. And I'm not forcing my opinion on anyone, I'm simply stating it." (5 minutes ago), "Haha he's not forcing anything... He's not even talking to anyone, it's facebook and that's it." (3 minutes ago), "i like dub and i like otherkinds of music]" (2 minutes ago), and "SHUT UP. DONT FORCE UR OPINION ON OTHERS." (a few seconds ago, 1 person unliked). A comment input field is visible at the bottom.

**Dubstep: music for people who don't like music.**  
14 minutes ago via Mobile Web · Like · Comment

**SHUT UP. DONT FORCE UR OPINION ON OTHERS**  
13 minutes ago · Like

**That's exactly what you're doing. And I'm not forcing my opinion on anyone, I'm simply stating it.**  
5 minutes ago · Like

**Haha he's not forcing anything... He's not even talking to anyone, it's facebook and that's it.**  
3 minutes ago · Like




**i like dub and i like otherkinds of music]**  
2 minutes ago · Like

**SHUT UP. DONT FORCE UR OPINION ON OTHERS.**  
a few seconds ago · Unlike · ↻ 1 person

Write a comment...

## Appendix 3

Team number:
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Cases			
Case 1			
Case 2			
Case 3			
Case 4			
Case 5			
Case 6			

Total