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

Respect in the Virtual Social Space
by

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Respect in the Virtual Social Space

Brief description

This training unit consists of four 90-minute activities (including an evaluation session) for a group of 20 to 25 participants. It aims to raise awareness about respect in different contexts (offline and online) with a focus on education for respect in the virtual social space.

Expected outcomes

- ✓ Participants deepen their understanding of "Respect" in the offline and online context.
- ✓ Participants heighten awareness of practices in the online social space.
- ✓ Participants develop ideas on how to promote respect in the virtual social space.
- ✓ Participants develop their willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4).
- ✓ Participants develop their ability to act against discrimination, stereotype and injustices (S_HR_3).
- ✓ Participants develop their knowledge of the different forms of discrimination and violence (K_HR_3).

Activities

	Duration	Methods used
Activity 1 - Becoming Familiar with "Respect"	90 minutes	Presentation, Cooperative Learning, Discussion, Debriefing
Activity 2 - Respecting Myself on Social Media	90 minutes	Presentation, Cooperative Learning, Discussion, Debriefing
Activity 3 - How Can I Respect Others Online?	90 minutes	Presentation, Discussion, Placemat Activity, Debriefing
Activity 4 - Evaluation	90 minutes	Questionnaire, Discussion, Evaluation Tree

Background and context

This project aims to raise awareness of respect on social networks while further developing participants' attitudes, skills and knowledge vis-à-vis social media and appropriate behaviour online. There are significant similarities and differences between offline and online realities with the latter increasingly becoming an integral part of our lives. This has implications for educators who are faced with the challenge of finding positive and creative ways to promote responsible attitudes and behaviour in the virtual social space rather than simply reacting to misuse or abuse as it occurs.

This training unit was originally piloted with educators from San Marino as part of the Pestalozzi Programme Module series "Respect – Responsible Attitudes and Behaviour in the Online Social Space".

Activity 1: Becoming Familiar with "Respect"

Duration: 90 min

Expected outcomes
   ✓ To deepen participants' understanding of Respect as a universal value.
   ✓ To develop participants' understanding of Respect offline and online.

Methods/techniques used
   ✓ Presentation
   ✓ Cooperative Learning
   ✓ Discussion
   ✓ Debriefing

Resources
   ✓ Computers with internet access
   ✓ A3 papers and coloured markers

Practical arrangements
   ✓ Arrange the room so that participants can work in small groups.
   ✓ At the end of the session participants must have enough space to present their A3 posters.

Procedure

Step 1 – General Introduction (15 min)
   ✓ Introduces the training course, the different sessions, contents, objectives and methodology.

Step 2 – What is Respect? (30 min)
   ✓ Participants are asked to find 3 things (definitions, images or symbols) that represent Respect online.
   ✓ Divide the participants in micro-groups of 4. Ask participants to form a line at the front of the room. Then, count off in groups 1, 2, 3, 4, 5, etc. for as many groups as you need. All the ones form a group, all the twos form a group, and continue until all groups are formed.
   ✓ In micro-groups, participants share the 3 things that represent respect for them.

✓ Participants discuss which are the most representative of respect.
✓ Participants are asked to select 3 things (from all the definitions/images/symbols) and to create a poster with these.
✓ Each micro-group presents the poster to the other groups.

Step 3 – Discussion (30 min)
✓ Engage participants in a discussion:
  - Why is respect important in our life?
  - Is respect a universal value?
  - Do we all share this value?
  - Are there differences/similarities in our understanding of respect?
  - Is respecting in the online space different from respect in offline situations?
  - Are there things we cannot or should not respect?

Step 4 - Debriefing (15 min)
✓ The trainer invites participants to reflect on the activity:
  - What did you learn from this activity?
  - What do you think was the aim of the session?
  - Can reflection on the meaning of respect be useful in the classroom? How?
  - Is respect strictly related to "real life" offline or face-to-face situations, or is it something that transcends this and has implications even in online spaces? How?

Tips for trainers
✓ If participants do not know each other use an ice-breaking activity to get them to at least know each other's name. Use a soft ball and introduce yourself (the trainer) and say something interesting about yourself. Then toss the ball to another participant, who in turn introduces him/herself and says something interesting about him/herself. Repeat until everyone has introduced him/herself. Allow more time for this ice-breaker.
✓ Participants may disagree on what constitutes respect. Be prepared to intervene.
✓ Instead of a poster, participants may opt to create an online presentation.

Activity 2: Respecting Myself on Social Media

Duration: 90 min

Expected outcomes
- ✓ Participants develop critical and creative thinking skills and attitudes towards new media.
- ✓ Participants reflect on how they can respect themselves in the online social space.
- ✓ Participants reflect on why we should adopt responsible attitudes and behaviour in the online social space.

Methods/techniques used
- ✓ Presentation
- ✓ Cooperative Learning
- ✓ Discussion
- ✓ Debriefing

Resources
- ✓ Computers with internet access
- ✓ A3 papers and coloured markers

Practical arrangements
- ✓ Arrange the room so that participants can work in small groups.
- ✓ At the end of the session participants must have enough space to present their A3 posters.

Procedure

Step 1 - Introduction (10 min)
- ✓ Introduce the session, contents, objectives and methodology.
- ✓ Divide the group into 5 micro-groups. Assign a number from 1 to 5 to each participant. All number 1s form the first group, all number 2s form the second group, and so on.

Step 2 – Our Behaviour Online (45 min)
- ✓ Give each group a card with instructions/questions (Appendix 1)
- ✓ Each group discusses the question/s on their respective card and create a list of salient or important points.
- ✓ After 15 minutes, reconstitute the micro-groups so that the new micro-groups are made up of a member of each of the original five micro-groups.
- ✓ Each member of the new micro-group shares the salient or important points of the discussion from the original micro-group.

Step 3 – Respecting Myself (20 min)
- ✓ In plenary, invite participants to come up with a list of do's and don'ts on social media based on the cards used in Step 2 (Appendix 1).

Step 4 - Debriefing (15 min)
- ✓ The trainer invites participants to reflect on the activity:
  - What was the aim of this session?
  - What were the most positive/negative aspects in this session?
  - How aware are young people/educators/parents of the issues discussed in this session?
  - How could you use this activity in the classroom?

Tips for trainers
- ✓ The number of cards used in Step 2 needs to be adjusted according to the number of participants.
- ✓ Encourage the group to be practical in their approach using their own experiences to inform the discussions.

Activity 3: How Can I Respect Others Online?

Duration: 90 min

Expected outcomes
- ✓ Participants identify misuse and abuse on social media by young people in and out of school.
- ✓ Participants explore methods and approaches for the education for the prevention of Human Rights infringement online.

Methods/techniques used
- ✓ Presentation
- ✓ Discussion
- ✓ Placemat activity
- ✓ Debriefing

Resources
- ✓ Post-it notes
- ✓ Flip chart paper and markers

Practical arrangements
- ✓ Large open space in which participants can stand in a circle.
- ✓ Space where participants can work independently.
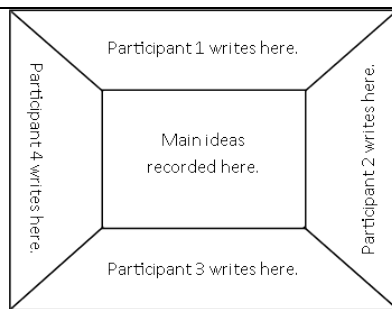- ✓ Video projection facilities.

Procedure

Step 1 – Examples of Abuse (30 min)
- ✓ Introduce the session, contents, objectives and methodology.
- ✓ Give participants up to 3 post-it notes each and ask them to identify examples of abuse or misuse of social media that they have encountered themselves (1 example per post-it note).
- ✓ Ask the participants to stick the post-it notes on a wall.
- ✓ Allow time for participants to read all the post-it notes.
- ✓ Ask participants to group the examples in general categories onto large pieces of paper and try to assign titles to the categories.
- ✓ How do these forms of abuse relate to Human Rights?

Step 2 – How can we educate for respect? (45 min)
- ✓ Divide participants into micro-groups of four using any grouping method. One suggestion would be to have the participants line up according to some criteria (age, height, month in which they were born, names in alphabetical order, countries of origin in alphabetical order). The first four participants in line make up the first group, the second 4 participants make up the second group and so on.
- ✓ Distribute markers and flip chart paper.
- ✓ Ask participants to create an individual writing area on the edges and a group writing area in the centre on the paper. The resulting "placemat" should look like the diagram below. In case of a group with an odd number of participants, the shape in the middle and number of spaces at the edges will need to be adjusted accordingly, a triangle for a 3 person team or a pentagon for a 5 person team.

Participant 1 writes here.
Participant 2 writes here.
Participant 3 writes here.
Participant 4 writes here.
Main ideas recorded here.

- ✓ Ask the participants to reflect on how "respect" can be shown and given online and on how they can educate for this to happen. Each participant writes down his or her ideas in his or her designated space.
- ✓ Each participant in the micro-group takes it in turn to share his/her ideas with the rest of the micro-group.
- ✓ In micro-groups, participants discuss the ideas and create a general list that is recorded in the centre section.
- ✓ Each micro-group shares the main ideas with the other micro-groups in plenary.
- ✓ Ask for clarifications and challenge some ideas if necessary.

Step 3 - Debriefing (15 min)
- ✓ The trainer invites participants to reflect on the activity:
  - ▪ Is it always easy to identify Human Rights infringements online?
  - ▪ What was challenging about this activity?
  - ▪ How easy was it to identify methods to educate for prevention?
  - ▪ Do the ideas generated in Step 2 address all forms of misuse and abuse identified in Step 1?

Tips for trainers
- ✓ If more time is available, participants can be asked to search actual examples from social networks.

Activity 4: Evaluation

Duration: 90 min

Expected outcome
- ✓ Participants reflect on respect and responsible attitudes and behaviour in the virtual social space, what they have learnt and how they can transfer this to the classroom.

Methods/ techniques used
- ✓ Questionnaire
- ✓ Discussion
- ✓ Evaluation Tree

Resources
- ✓ Questionnaire from Appendix 2
- ✓ Outline of a tree with 5 branches.
- ✓ Post-it notes in green, red and orange.

Practical arrangements
- ✓ Space where participants can fill in the questionnaire.
- ✓ An open space where participants can sit in a circle.
- ✓ A wall or board for the Evaluation Tree.

Procedure

Step 1 (5 min)
- ✓ Introduce the session and explain its aim.

Step 2 Questionnaire (15 min)
- ✓ Give participants a copy of the questionnaire in Appendix 2 and ask them to fill it in.
- ✓ Collect the questionnaires.

Step 3 Discussion (50 min)
- ✓ Invite participants to sit in a circle.
- ✓ Engage participants in a discussion:
  - ▪ What do you think is the most important lesson you are taking away from this training course? Why?
  - ▪ What will you do in your specific context?

Step 4 – Evaluation Tree (20 min)
- ✓ Provide participants with coloured post-it notes, red, orange and green.
- ✓ Draw the outline of a tree with 5 branches.
- ✓ Write these statements in the branches, 1 statement per branch:
  - ▪ I have a better understanding of what respect is.
  - ▪ I have a better understanding of what respect in the virtual social space is.

- ▪ I found this training course to be relevant for my needs.
- ▪ I realise that educating for respect online is also my responsibility as an educator.
- ▪ I have a clear idea of what I can do in the classroom.
✓ Invite participants to stick a post-it note on the branches
  - ▪ Red – I do not agree.
  - ▪ Orange – I am not sure.
  - ▪ Green – I agree.
✓ Reflect on the outcome and ask for clarifications if need be.

References

The following are useful references that the trainer may wish to consult.

Compass – A manual on humans rights education for young people. Council of Europe. Web. February 2015 http://www.eycb.coe.int/compass/.

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Ranieri, M., I social network nell'educazione: basi teoriche, modelli applicativi e linee guida. Trento: Erikson, 2013. Print.

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References

Appendices

Appendix 1

Group 1 Is there a specific amount of time you should spend online per day? Is it important to take stock of the amount of time we spend online? Why?	**Group 2** What online sources and content should we trust and use? How can we know that they are safe? What precautions, if any, should we take?
Group 3 What happens when we create an account or profile online? What are the things we should be looking at? What precautions, if any, should we take?	**Group 4** What do we share online? What should we not share? How do we decide?
Group 5 What should we do if we encounter abuse online? What if the abuse is directed at others?	

Appendix 2

	Answers
What are the 3 most important things that you learned during this course? Give reasons.	
What did you like most? What did you like least? Why?	
How will you use this in the classroom?	
How will you disseminate what you have learnt?	
What was missing/ boring/went wrong? Why?	