



PESTALOZZI TRAINING RESOURCES



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

Showing Respect Online

by

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This training unit has been developed in the trainer training course : « Respect - Responsible attitudes and behaviour in the virtual social space (RESP) » organised by the [Pestalozzi Programme](#) of the [Council of Europe](#) in cooperation with the “[European Youth Foundation](#)”.



Social Media for Teaching and Learning

Brief description

This training unit consists of four 90-minute sessions and a 60-minute evaluation session, and is aimed at a group of 20 to 25 teachers. The activities focus on the online/offline debate, threats that can be encountered online, the manifestation of respect online and ways in which this can be promoted in context. Participants are expected to create and pilot a project in their own context and to then report on this project.

Expected outcomes

- ✓ Deepen participants' knowledge of respect and responsible attitudes and behaviour online.
- ✓ Raising participants' awareness on the need to educate for respect and responsible attitudes and behaviour in the online social space.
- ✓ Support participants' aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3).
- ✓ Support participants' aptitude to search for information through different channels and from diverse sources (S_EPIS_2).
- ✓ Deepen participants' knowledge about different forms of discrimination and violence (K_HRE_3).
- ✓ Support participants to understand the ways in which meanings of concepts are influenced by contexts (K_EPIS_2).

Activities

	Duration	Methods used
Activity 1 Online/Offline	90 minutes	Icebreaker, Debate, Group work, Debriefing
Activity 2 Threats	90 minutes	Brainstorming, Online search, Poster making, Discussion, Debriefing
Activity 3 Respect Online	90 minutes	Online search, Discussion, Debriefing
Activity 4 Promoting Respect Online	90 minutes	Case Studies, Group Work, Presentation, Debriefing
Activity 5 Evaluation	60 minutes	Show and tell, Questionnaire

Background and context

The number of young people and children using the internet, especially virtual social spaces, is on the increase. These online spaces provide opportunities, challenges and threats that are not necessarily unique to the virtual space. Educators need to be more aware of these opportunities, challenges and threats. It is no longer enough to address threats – educators need to be proactive in their roles, actively seeking to educate for the promotion of responsible attitudes and behaviour based on democratic values and human rights, in the online social space.

This training unit was originally developed and piloted in Romania as part of the Pestalozzi Module “Respect – Responsible Attitudes and Behaviour in the Online Social Space”.

Activity 1: Online/Offline

Duration: 90 min

<p>Expected outcomes</p> <ul style="list-style-type: none">✓ Participants get to know each other and are introduced to the project.✓ Participants define “responsible behaviour”.✓ Participants explore differences between online and offline.
<p>Methods/techniques used</p> <ul style="list-style-type: none">✓ Icebreaker✓ Debate✓ Group work✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none">✓ Paper or card and pens✓ Flipchart paper
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ A large space where participants can stand and sit in a circle.✓ Space where to hang posters.
<p>Procedure</p> <p>Step 1 - Icebreaker (20 min)</p> <ul style="list-style-type: none">✓ Give participants a small piece of paper or card and ask them to write 3 sentences that describe them without identifying themselves completely but with enough hints for others to guess who it is.✓ Collect the cards and redistribute randomly.✓ Standing in a circle, participants read out the sentences and then try to guess who the person is.✓ If they guess correctly, they introduce themselves and give the card back to its owner.✓ Carry on until everyone has introduced himself.

Step 2 – Common Values (30 min)

- ✓ Introduce the topic of the training unit addressing the need to educate for the promotion of responsible attitudes and behaviour online.
- ✓ Ask participants to list the 3 most important values they hold in terms of responsible attitudes and behaviour on a small sheet of paper.
- ✓ Divide the group into micro-groups of 4. Ask the participants to line up according to some specific criterion (height, age, shoe size). The first 4 participants in line form a micro-group, then the next 4, and so on.
- ✓ In micro-groups, each participant shares his or her values and then the micro-group must agree on the 3 most important values.
- ✓ These 3 values are written on flipchart paper and shared in plenary.

Step 3 – Online vs Offline (30 min)

- ✓ Sitting in a circle, initiate a debate based on the values identified in Step 2. Are these values common to interaction online and offline? How can we live these values? What is the difference between online and offline?

Step 4 –Debriefing (10 min)

- ✓ Invite participants to make a list of:
 - 3 new things that they have learnt from the activity.
 - 3 areas that they feel they need to develop further.
- ✓ Invite participants to share, ask for clarifications and provide feedback.

Tips for trainers

- ✓ Encourage participants to contribute the debate.
- ✓ Keep participants focused.
- ✓ Keep an eye on time!

Activity 2: Threats

Duration: 90 min

Expected outcome

- ✓ Participants look at threats that can be encountered online

Methods/techniques used

- ✓ Brainstorming
- ✓ Online search
- ✓ Poster making
- ✓ Discussion

Resources

- ✓ Computers with access to internet.
- ✓ Poster paper and coloured markers.

Practical arrangements

- ✓ Space where participants can search the internet and work in groups to produce a poster or infographic.

Procedure

Step 1 – Threats (20 min)

- ✓ Ask participants to think of possible threats that may be encountered online (for example, cyberbullying, harassment, breach of privacy, online gossip, theft of identity, impersonation, hacking, etc.).
- ✓ List these on flipchart paper, grouping them in categories if necessary.

Step 2 – Facts and Figures (40 min)

- ✓ Divide the participants in micro-groups of 4. Use a similar grouping strategy as in Activity 1.
- ✓ Give each micro-group a “threat” from Step 1 and invite them to create a poster or infographic providing details and information about the threat in question, looking at possible figures, research, examples and possible responses to the threat.
- ✓ Each micro-group presents their poster or infographic in plenary.

Step 3 –Debriefing (30 min)

- ✓ Invite participants to reflect on the activity in plenary:
 - How aware were you of possible threats online?
 - What can we do about it?
 - Is raising awareness enough?
 - Can we educate in order to prevent perpetrators from committing such actions?
- ✓ Stress the fact that raising awareness is fine but not enough and that this training unit invites participants to look beyond this.
- ✓ Ask participants to reflect further on what may be done.

Tips for trainers

- ✓ Participants may not be aware of existing online threats. Be prepared to support, depending on the level of expertise of the group.

Activity 3: Respect Online

Duration: 90 min

Expected outcome

- ✓ Participants identify respectful behaviour online.

Methods/techniques used

- ✓ Online search
- ✓ Discussion
- ✓ Debriefing

Resources

- ✓ Computers with access to internet
- ✓ Printer
- ✓ Post-its (2 colours)

Practical arrangements

- ✓ Space where participants can search the internet.
- ✓ Space where participants can stick printed material.
- ✓ A large open space where participants can sit in a circle to hold a discussion.

Procedure

Step 1 – Examples of Respect Online (30 min)

- ✓ Ask participants to browse any social media of their choice and to identify examples of respect or responsible behaviour, print these examples and stick them around the room.
- ✓ Give participants post-its. One colour represents agreement, the other colour disagreement. Invite them to look at the examples and to agree or disagree with the examples chosen by attaching post-its. Do the examples really show respect online?

Step 2 – Discussion (40 min)

- ✓ Invite participants to sit in a circle.
- ✓ Initiate a discussion on how respect is manifested in the online social space. Is this always evident? Does the lack of disrespect automatically imply respect?

Step 3 – Debriefing (20 min)

- ✓ Invite participants to reflect on the activity in plenary:
 - How easy was it to identify instances of respectful behaviour online?
 - Why do you think this is so?
 - Can we show respect online?

Tips for trainers

- ✓ Direct participants to different social media sites – for example, ©Facebook, ©Twitter, ©Youtube, ©Imgur, ©Reddit, ©Instagram.

Activity 4: Promoting Respect Online

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none">✓ Participants explore ways of promoting respect in the online social space.
<p>Methods/techniques used</p> <ul style="list-style-type: none">✓ Case Studies✓ Group work✓ Presentation✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none">✓ Website addresses printed on slips of paper (See Appendix 1).✓ Computers with access to internet.
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ Space where participants can work individually and in small groups.✓ Space for plenary.
<p>Procedure</p> <p>Step 1 – Case Studies (30 min)</p> <ul style="list-style-type: none">✓ Divide the participants in micro-groups. See Activity 1 for suggestions on how this can be done.✓ Distribute the slips of paper as per Appendix 1.✓ Invite each participant to look up the campaign or project indicated on his or her slip of paper.✓ Each participant takes it in turn to report about the campaign or project to the other participants in the micro-group. <p>Step 2 – Plan a Project (45 min)</p>

- ✓ In micro-groups, participants are to think of possible projects that they can implement in their own contexts with the aim of promoting responsible attitudes and behaviour in the online social space. Participants are requested to draw up a brief to be able to present their ideas in plenary.
- ✓ Micro-groups share their plans in plenary.

Step 3 –Debriefing (15 min)

- ✓ Invite participants to reflect on the activity:
 - How do you feel about developing a project that promotes respect in the online social space?
 - Can the methodology that was used throughout this training course support the development of such a project? In what way? Why?
- ✓ Invite participants to pilot their project or part thereof in their own context.

Tips for trainers

- ✓ In planning the project, participants may want to consider either a cross-curricular or subject specific approach.
- ✓ Take into account the time that participants may need to develop the project fully.
- ✓ If piloting and/or implementing the project is desirable or required, then participants will need practical details, like for example, the expected duration of the project.

Activity 5: Evaluation

Duration: 60 min

Expected outcomes

- ✓ Participants report on the outcomes of any piloted projects.
- ✓ Participants reflect on their personal and professional growth.

Methods/ techniques used

- ✓ Show and tell
- ✓ Questionnaire

<p>Resources</p> <ul style="list-style-type: none">✓ Questionnaire. See Appendix 2.
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ An open space in which participants can present their projects to the group.
<p>Procedure</p> <p>Step 1 Show and Tell (50 min)</p> <ul style="list-style-type: none">✓ Ask some participants to present their projects to the group.✓ Ask for clarifications and feedback. How successful was the implementation of the project? What ensured its success/failure? What were the challenges? <p>Step 2 – Questionnaire (10 min)</p> <ul style="list-style-type: none">✓ Distribute the questionnaires to participants and invite them to fill them in.
<p>Tips for trainers</p> <ul style="list-style-type: none">✓ This evaluation to be used only if projects are actually piloted.✓ If projects are not piloted, the evaluation may be integrated at the end of Activity 4, using the questionnaire to obtain feedback from participants.✓ It is best to ask for volunteers from amongst the participants to present their project before the actual session.✓ Let participants know how much time they have to present their project, depending on the number of participants presenting their projects.

References

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

<http://www.eycb.coe.int/compasito/>

<http://eycb.coe.int/compass/>

<http://www.sigur.info/> (Romanian)

<http://salvaticopiii.ro> (Romanian - Save the Children)

<https://www.dosomething.org/tipsandtools/11-facts-about-cyber-bullying>

<https://www.dosomething.org/tipsandtools/11-facts-about-school-bullying>

<http://www.stopbullying.gov/what-is-bullying/definition/index.html>

<http://www.bullyingstatistics.org/content/bullying-statistics-2010.html>

<http://www.stopbullying.gov/kids/what-you-can-do/index.html>

<http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html>

<http://www.bullyingstatistics.org/content/cyber-bullying.html>

http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=307&cat_id=115&article_set=10623

<https://www.youtube.com/watch?v=QjvI9FzyFnM>

<https://www.youtube.com/watch?v=CBGfX3EzhBk>

<http://www.flanderstoday.eu/current-affairs/bullying-huge-problem-says-unicef>

<http://www.prevnet.ca/bullying>

<http://www.prevnet.ca/bullying/cyber-bullying>

http://kidshealth.org/teen/school_jobs/bullying/bullies.html

<http://www.bullying.co.uk/cyberbullying/>

<http://www.bullying.co.uk/general-advice/>

Appendices

Appendix 1

Participant 1 https://wcd.coe.int/ViewDoc.jsp?id=1929453
Participant 2 http://academickindness.tumblr.com/
Participant 3 http://www.nohatespeechmovement.org/
Participant 4 http://civility.missouri.edu/civility-tips.php

Print as many copies as the number of micro-groups required.

Other examples that may be used:

- http://www.unesco.org/new/en/media-services/single-view/news/unesco_roundtable_in_turkey_focuses_on_promoting_tolerance_and_respect_online/#.VMS9KtJ4of0
- <http://civility.missouri.edu/civility-tips.php>
- <http://www.brown.edu/web/documents/BrownSocialMediaGuidelines.pdf>
- <https://www.facebook.com/IRespectMyselfAndOthersOnSocialMedia>

Appendix 2

Showing Respect Online - Evaluation

Circle the right answer:

1. Do you use online social sites?

Always Sometimes Rarely Never

2. Our behaviour online gives information about our character to the others.

I Agree I Partially Agree I Disagree Not Sure

3. Have you ever been a victim in the virtual social space?

Yes No Not Sure

4. If the answer is “yes”, what happened? How did you react?

5. Do you feel you have gained enough knowledge about respect in the virtual social space through this project?

Yes No Not Sure

6. Will you pay more attention to respectful behaviour in the virtual social space after this training?

Yes No Not Sure

7. How can you help ensure respectful behaviour in the virtual social space?

8. If you could be the initiator of a campaign to promote respectful behaviour in the virtual social space, what would it be called?

Thank you!