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

The youth and the Internet – raising awareness on responsible use of the Internet among Learners from lower and upper secondary schools

by

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Brief description

The project consists of 6 activities which are all combined into a full workshop on respectful behaviour. The activities were arranged according to the following stages:
1) First Learners identify what is and what is not respectful behaviour online.
2) Identification helps Learners to define what online respect is.
3) Having defined respect, next activities allow Learners to reflect on their online behaviour and aim to change it through experience (this will be done first through a concrete example of disrespectful behaviour, namely cyberbullying, and then through reflection on how Learners present themselves in online space).
4) In order to summarize Learners' knowledge, they will be asked to suggest a mini-campaign to spread their knowledge and positive examples.
5) Last activity helps Learners reflect on their learning process and evaluate the workshop.
This workshop was created with a group of 10 deaf Learners in mind (there needed to be more time provided for the translation). Furthermore, the workshop also promotes cooperative learning and the activities allow all Learners to become active participants.

Expected outcomes

- ✓ Learners will become aware of what attitudes, skills or knowledge they can present in order to become a respectful individual in virtual social space.
- ✓ Learners will become aware of their behaviour in the virtual social space and how it may affect others.
- ✓ Learners will understand the concepts developed throughout the workshop such as online respect, cyberbullying etc.
- ✓ Learners will be able to discuss the subject with others, respecting their opinions.
- ✓ Learners will be ready to examine my behaviour, language use and body language (A_SELF_1)
- ✓ Learners will get readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3)
- ✓ Learners will gain ability to discover facts about other people's beliefs and practices (S_DIV_2)
- ✓ Learners will build capacity to face the challenge of doubt and uncertainties (S_SELF_1)
- ✓ Learners will get understanding of how cooperation can support the prevention conflict and discrimination and violence (K_COOP_3)

Activities

	Duration	Methods used
Activity 1 **Identification**	135 minutes	Group work, case studies, discussion
Activity 2 **Defining RESP behaviour**	135 minutes	Brainstorming, discussions, group work, using crafts for self-evaluation
Activity 3 **Dealing with disRESP**	135 minutes	Group work, discussion, scenarios, self-reflection
Activity 4 **My life on the Internet**	180 minutes	Watching a film, reflective discussion, using crafts for self-evaluation
Activity 5 **Spread your knowledge**	135 minutes	Cooperative learning structures, discussions
Activity 6 **Evaluation**	90 minutes	Questionnaire, carousel discussion, evaluation tree

Background and context

This project may be successfully conducted with Learners with special education needs. Material was provided through following cooperative learning principles in workshop of Bartosz Wilimborek. The workshop also deals with such themes as showing openness to what others think, active listening and respecting somebody's beliefs and values. Moreover, the 5th activity follows the principles of Differentiated Instructions in order to help Learners choose their way of developing a product according to their skills. Learners with special education needs are often dependant on their teachers and may demand more time to answer certain questions, especially when the question is more thoughtful. When you ask a question, allow some time to think about the answer for all Learners and then ask for volunteers/ choose a person to answer it.

The workshop was first aimed at hearing impaired Learners. In order to conduct the workshop in a school for deaf Learners it would be good to follow:

- If you do not feel confident enough to provide the workshop in sign language, ask another teacher to accompany you.

- Due to Learners' low linguistic competences; more time should be spent on explaining difficult terms. Teacher should foresee what words/phrases that may be found difficult (for instance: cyberbullying, definitions) to prepare oneself.

- It is advisable to include a deaf teacher in the workshop. He will increase Learners' comfort and may be of assistance whenever any differences occur.

- Try to include as many examples from 'deaf world' as possible to raise Learners' motivation and interest.

This workshop was created with a group of 10 deaf Learners in mind (there needed to be more time provided for the translation). The breaks were not included in the schedule and their timing is dependent on the trainee and the group feelings.

There are few tasks which require reading or drawing, and the tables might not be needed if Learners can do those activities on the floor. However if there is enough space, the tables can be put at the wall. Most of the time the activities are done with chairs situated in a horse-shoe shape manner.

Activity 1: Identifying disrespectful behavior through case studies

Duration: 135 min (3 lessons)

Expected outcome
- ✓ Lerners will identify what is and what is not disrespectful behaviour
- ✓ Learners will explore different expressions of disrespectful behaviour on the Internet
- ✓ Activity will help Learners understand that their perspectives on a subject may differ
- ✓ Activity will improve Learners' abilities to discuss their point of view and respecting opinions of others

Methods/ techniques used
- ✓ Group work (different sizes)
- ✓ Case studies
- ✓ Discussion

Resources
- ✓ Appendix 1: questionnaire
- ✓ Appendix 2: case studies
- ✓ A flipchart-sized paper to write down the rules (and store them for future meetings)
- ✓ Learners need pens/pencils to fill in the questionnaire
- ✓ Optional: Blue-tack or tape to stick case studies to the wall (the pictures may be laid on the floor as well)

*Appendix 2 presents a few case studies chosen by the author; however, the appendix should be treated as an example,and it is advisable to choose one's own examples in Learners' mother tongue to ensure they all understand the texts (for instance, examples from Learners' Facebook accounts)

Practical arrangements
- ✓ Spaced classroom

Procedure

Step 1 (15 min)
- ✓ Introduction: present to learners the main aims of the whole workshop (discuss how we use the Internet nowadays). You may also quickly present the stages of the workshop (for instance: 'Today we are going to decide whether an action is or is not disrespectful behaviour. In the next lesson, we will try to define what respect online is'...etc.)
- ✓ Establishing rules: ask learners to say what rules they would like to introduce in order to feel comfortable during the workshop and take the most of it. You may also give your ideas. Examples: a) Listen to one another; b) There are no good/bad opinions etc. Even if the facilitator knows Learners, s/he may encourage them to write rules. This will indicate that the workshop differs from other lessons (therefore, the rules may also differ).

Step 2 (15 min)
  ✓ Questionnaire: ask your learners to fill in a very short questionnaire (Appendix 1) and add that nobody apart from themselves is going to see it (each questionnaire might be put into a separate envelope and closed to assure that nobody is going to read them). Tell the learners that the questionnaire will be discussed during the last meeting.

Step 3 (35 min)
  ✓ Charades: learners are divided into groups of 3-4. One person from each group is shown a word and they must draw it to other team members until they guess it. As the game is usually connected with rivalry, Learners may be distracted by other groups. Emphasize that this time no points will be given. The words are (one word for one member): respect, responsibility, privacy, comment.
  ✓ Reflecting:
      - Did you present the words differently? Why?
      - Why did you (the person who showed the word) choose to draw it that way?
      - Are they positive or negative?
      - Do you see any association of this game with real life? How do different perspectives affect people's lives?

   * This activity helps Learners become aware that they may have different views on certain subjects, thus it prepares them for the next activity where they need to, subjectively, choose disrespectful actions.

Step 4 (50 min)
  ✓ Case studies: on the walls display sheets with different sentences/images/pictures etc. from Facebook. Some of them may be taken from the Internet, for instance, memes; some, if you have access, from Learners' Facebook accounts, groups they are following). Examples are shown in appendix 2.
  ✓ Learners walk around the classroom and choose 3 sheets (without taking them off) they believe are very offending, and 3 which are not offending in their opinion and they think that might be treated as a joke.
  ✓ Give a coloured card to each student and have them pair up on the basis of the cards (if there are 20 Learners, you need 10 different coloured cards). Let learners discuss their choices. Ask sample questions to trigger conversation:
      - Why have they chosen these sheets?
      - What if this sentence was posted on their account, would they write a sentence in a similiar manner? To whom?).
  ✓ Than put Learners into groups of four (divide them yourself) and ask them to choose 3 sentences (3 offending and 3 not offending).
  ✓ Invite Learners to a whole-group discussion:
      - Which sentences have you chosen and why?
      - Was it difficult for you to get to an agreement? Why?
      - Did anybody understand a sentence differently than you? What does it mean?
      - Do you often use these sentences in real life? If not, why?...

* VARIATION: This activity works well also when a pair needs to choose 3 sentences in the first instance, and later in groups of four must decide on only 1 offending and 1 not offending sentence.

Step 6 - Debriefing (20 min)
- ✓ Learners sit in a circle and are asked to finish these sentences with one word:
    - Disrespectful behaviour online is ……………
    - Respectful behaviour online is…………
    - I feel…………

Tips for trainers
- ✓ Learners may not be ready to discuss the subject. It may result from their lack of motivation to participate in the course (tips: make them feel comfortable, talk to them individually) or in care of lack of answers (tip: make sure they understand the question but try not to specify the answer; ask them to give examples they have heard of or know and discuss these concrete situations)
- ✓ During 'case studies' activity, discussions may become heated. Assist such groups and help them solve the problem (for instance, voting). Use this for debriefing as an example to show that we often believe so strongly that our opinion is the only true one that we want to persuade the others to become of the same opinion. Try to make lerners understand it themselves. Use questions:
    - Why was it difficult for you to give up your chosen picture?
    - Which case study provoked most heated discussion? Why?...

Activity 2: Defining respectful behaviour online

Expected outcome
- ✓ We will aim to establish a group understanding of respect and compare it with respect online
- ✓ Learners will be aware of the difference between respect online and respect in real life (or rather, the little difference between them)
- ✓ Learners will show expressions of respect through knowledge, skills and attitudes and, indirectly, we will give them a kind of reference, help them understand what kind of behaviour they should present
- ✓ Learners will improve ability to identify what respect is through referring to their life situations

Methods/ techniques used

- ✓ Brainstorming activity
- ✓ Discussions
- ✓ Group work
- ✓ Using crafts for self-evaluation

Resources
- ✓ Appendix 3
- ✓ A flipchart-sized circle, cut into pizza slices (as many as there are learners)
- ✓ Sheets of paper for each learner, pens/pencils

Practical arrangements
- ✓ Spaced classroom

Procedure

Step 1 (10 min)
- ✓ Brainstorm: do a quick brainstorming activity to focus learners attention on the new activity and warm them up. Ask Learners to tell you what they associated with the word 'respect'. Write their answers on paper or board.

Step 2 (20 min)
- ✓ Definition: Learners try to make definition on the word respect on their own. Show Learners an example of a definition of respect: „A feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way" (Merriam-Webster Dictionary). Let learners compare it with their answers. Ask them:
    - Do you think this definition is comprehensive?
    - Is it possible to make one definition of respect?

* The activity indicates that respect may be seen differently and may have different forms. Therefore, encourage Learners to give you as many examples as they want to and emphasize that there are no bad answers. You may also give your examples.

Step 3 (30 min)

✓ Skills, knowledge, attitudes: divide learners into groups of 3. Tell your learners that they will have to group different sentences connected with respecting others according to their roles. One person is 'I know', one person is 'I do' and one person is 'I show'. Give them the sentences (Appendix 3).

✓ Ask groups to present their answers and, if differences occur, encourage Learners to explain their choices (do not correct their answers as the activity serves to show and reflect on different expressions of respect).

✓ Ask Learners who were 'I know': Which statement is in your opinion most important? Why?

✓ Repeat the questions with 'I do' and 'I show' Learners.

Step 4 (60 min)

✓ Real-life situations = online situations? Ask Learners to describe on a piece of paper 4 situations. If they do not want to describe a certain situation, they do not need to. Emphasize as well that it may be difficult for them to recall ceratin situations and they can think about their whole life.
  - a situation in which you felt being disrespected
  - a situation in which you felt being respected
  - a situation in which you disrespected someone
  - a situation in which you respected someone

✓ Ask Learners to think how each situation could be done online. Give an example: somebody gossiped about me (life) Somebody spread lies on his/her blog about
Me (online) I defended my friend who was being criticised unfairly. I wrote a defending message about my friend to someone who criticised him/her.

✓ Put Learners into groups of 3/4. Ask them to share their situations online. They may also try to help each other to transfer a situation into a virtual one.

✓ Invite the Learners to a whole-class discussion:
  - What problems did they face when trying to transfer the situations into virtual life?
  - What respectful or disrespectful behaviour can happen in real life but not in virtual life (and vice versa)

✓ Focus Learners' attention on their brainstormed ideas about what respect is and the definition of respect. Ask them:
  - How would you define respect online? What differences would you make?

* This activity presents different forms of showing respect. Although it does not directly include online environment, it will help Learners understand what kind of behaviour is respectful to, later on, compare it with behaviour online. It also allows them to reflect on their behaviour.

Step 5 - Debriefing (15 min)

✓ Teacher draws a circle beforehand and divides into as many parts as there are Learners (it will look like a pizza). He then cuts it and gives each student 'a slice'. Learners are asked to draw/write 1 thing that they will remember after the workshop. Than they put their 'slices' on the floor and look at the resultant picture. Teachers take part in the activity

Tips for trainers

- ✓ Learners may find it difficult to recall stories about (dis)respetful behaviour. Ask them to think of what has been discussed so far and transfer it to their lives. If necessary, assist them.
- ✓ Learners may find it difficult to transfer real life situations into virtual ones. They should not be disheartened - tell them that they will discuss their doubts with their classmates as well as during a whole-class discussion to answer their concerns.

Duration: 135 min (3 lessons)

Activity 3: Dealing with disrespectful behaviour (focus on cyber bulling)

Expected outcome

- ✓ Learners will get aware of what is cyberbullying and how to deal with it
- ✓ Learners will be encouraged to give solutions to problems connected with cyberbullying
- ✓ Learners will understand that they are not the only persons who deal with certain situation.

Methods/ techniques used
- ✓ Group work
- ✓ Discussion
- ✓ Self-reflection
- ✓ Using scenarios

Resources
- ✓ Scenarios – appendix 4
- ✓ Appendix 5

Practical arrangements
- ✓ Clasroom

Procedure

Step 1 (5 min)

- ✓ Grouping: ask your learners to stand in one line - at the beginning of the line there should stand Learners who were born in Janurary, at the end, Learners born in December. Put Learners into groups of 3 or 4.

*VARIATION: ask Learners to do the activity without using words.

Step 2 (10 min)
- ✓ Definition: ask your learners to tell you what they think cyberbullying is.
- ✓ Present the definition: „Cyberbullying is the use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone (Source: http://whatis.techtarget.com/definition/cyberbullying)
- ✓ Explain that the definition does not present the complexity of the term which may be seen in their answers beforehand.

Step 3 (40 min)
- ✓ Scenarios: give each group a scenario with a cyberbullying case (Appendix 4). Ask them to write what they would do in such situations and what should not be done. Let them present the results of their discussions.
- ✓ Ask them:
   - Why cyberbullying is becoming a growing problem nowadays?
   - Why is it difficult to deal with it?
   - What can you do now to prevent cyberbullying?
- ✓ If needed, present a few examples of how to deal with cyberbullying to summerize the activity (Appendix 5)

Step 4 – Reflecting (30 min)
- ✓ Learners stand in a wide circle arms' length apart. They are asked not to say anything during the exercise. Try to keep them focused on the interpreter and remind gently to hold the silence if there is anybody laughing.
- ✓ Teacher tells Learners that they can take a step if they agree with the sentence, if not they stay in the same place. If they don't want to show that they agree with something, they can keep it to them. Learners are again asked not to say anything until the end of the activity even when they're squished.
   1) Take a step if you like something about yourself.
   2) Take a step if you thought something really mean and critical about yourself like "I'm ugly/ stupid"
   3) Take a step if you are proud of something you achieved.
   4) Take a step if you criticized somebody and regret it now.
   5) Take a step if you have a dream.
   6) Take a step if you know a person who has been abused.
   7) Take a step if you believe you're valuable.
   8) Take a step if you knew you could help somebody but you didn't.
   9)Take a step if you believe you and other persons in the room deserve respect
- ✓ The teacher might change or add sentences.
- ✓ Debriefing:
   - What does this activity show us?
   - What about when you were squished even if you didn't take a step—what did that show you?
- ✓ This activity shows us that we're not alone; many of us have experienced disrespect and self-respect, too. Also, when one person is disrespected—or spreads respect—it can "touch" all of us or get in our space (at the end Learners may be squished or at least touch somebody)

*Teachers take part in the activity. If you find the questions to be too personal, you can change them (for instance, use the word 'cyberbullied', instead of 'abused'.) Remind the Learners, however, that they do not need to take a step if they don't want to.

Tips for trainers ✓ If Learners find it difficult to write solutions to their scenarios, ask them why they find it difficult and let them think where they could find information on how to deal with cyberbullying. ✓ Learners may laugh during 'reflecting' activity. Teacher should be patient and wait until Learners calm down.

Duration: 135 min (3 lessons)

Activity 4: My life on the Internet – how do I present myself in virtual social space and what rules I follow (example of Facebook)

Expected outcome ✓ We will encourage learners to reflect on their behaviour on the Internet and the rules of the Internet and compare it with real life to make them aware of how their information might be used (especially against them) ✓ We will inspire learners to reflect on the information they put on the Internet ✓ We will create rules for Internet users
Methods/ techniques used ✓ Watching a film ✓ Discussions/reflective discussions ✓ Using crafts for self-evaluation
Resources ✓ Mind reader: https://www.youtube.com/watch?v=F7pYHN9iC9I (last accessed on March, 2015). ✓ For a Facebook profile (on pieces of papers) sentences that could be written in 'information about me' rubric, pictures from different profiles, groups/film to like, other associations with Facebook ✓ Appendix 6 ✓ Sheets of paper (A4) to write the rules down ✓ Familiarize yourself with websites on how information about us is available to others (examples) http://www.internetsafety101.org/Predatorstatistics.htm (last accessed on March, 2015) http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Privacy_Internet_Life.pdf (last accessed on March, 2015) * For the variation: Before the workshop teacher should look at Learners' Facebook accounts and copy some of the information he sees, the information should be rather private and not known to many people
Practical arrangements

✓ Classroom

Procedure

Step 1 (30 min)
  ✓ Information: present a few pieces of information which you found on Facebook (they might be pictures). The information should be differenatiated: they can include someone's family pictures, what he/she likes, pictures from holidays, parties, different comments about specific topics (the comments should also be different: rude, vulgar, positive, appreciative).
  ✓ Debriefing:
      - How do you feel being aware that I know such information about you?
      - How can somebody use this information? How can somebody use this information against you?
  ✓ The teacher shows "Mindreader" from Youtube.
  ✓ Debriefing:
      - What did the video show? Describe in your own words?
      - What did you learn from the video?
      - How is information about us available to others ?
      - What might happen when somebody gets this information about you?

*VARIATION: The information might be taken from Learners' accounts. The activity might be done as a game: for instance teacher gives Learners a quiz with questions beginning with the word "Who-..." (For instance: Whose mobile phone is ....") Learners are asked to fill it in to see how much they know about each other. Then the teacher says that he knows the answer to each question.)

Step 2 (40 min)
  ✓ Learners are asked to think about their authority and try to create a profile that they would like to show to the person they choose from given resources. The profiles are then stuck to the wall. The Learners observe them and think whether this pictures strongly correlate with their Facebook profile or not. What would be the profile their authority would create?

Step 3 (50 min)
  ✓ Rules: learners are paired up. Each pair is given an envelope with cards. On each card there is a word written. Learners need to compose a sentence out of the words. The sentences are rules taken from different Facebook's terms of use, obligatory whenever an account is launched.
  ✓ Debriefing:
      - Do you ever read the rules before you make an account? Do you remember any rule?
      - Do you think it is important? Is there any website/any Internet activity you take part in that you think it is important to know the rules.

You may read some more rules, asking Learners to clarify how they understand them. Learners are divided into 4-5 people groups and given a flipchart-sized paper . They should imagine that they launch a virtual social space. They must write what 3 principles they would establish. 2-3 people stay with their poster, 2 people go to another group. The Learners who stayed at their posters should explain their choice. The Learners who came from another group may question them, tell what they have included. At the end, Learners

need to decide on one, most important for them, principle (they can change their principles or rephrase them).

Debriefing:
- Why have you chosen this principle? Was it difficult? Does anyone from the group disagree with the choice?
- How many rules do you think we need? How many rules do you think we need so that a person follows them?

Step 4 (30 min)
✓ Line: the whole group stands up in the middle of the room. Present a sentence (written below). If Learners agree with it they choose the left side, if they don't they choose the right side. They might also choose any place in between to indicate their hesitation. Ask randomly a student to explain his/her choice.
✓ Sentences to use:
1. You can be taught respect.
2. It's easy to get away from disrespectfulness online.
3. I'm not able to control online respect towards me and towards others.
4. Respect online is the same as respect offline.
- How did you feel when you were the last person in the line? Did you try to change place then?

Step 5 - Debriefing (30 min)
✓ Put the rules on the wall among Learners' profiles. Ask Learners to walk and read once again the rules and their profiles. Ask: do you see any association between the world of the Internet displayed on the wall and your life (profiles may be seen as us, the way we behave and live; real world has also a set of rules); how do our Internet profiles differ from real us?; How do the rules we have created differ from the rules from real life?

Tips for trainers
✓ Learners may feel very uncomfortable during the mind reading exercise, therefore the information should be not very intimate and it's very good to find something about each student.

Duration: 180 min (4 lessons)

Activity 5: Spread your knowledge: planning a social campaign on a topic connected with respectful behaviour online

Expected outcome

- ✓ Learners will be able to create plan for a social campaign connected with the subject of respectful behaviour online
- ✓ We will transfer learners knowledge form the workshop into a concrete exercise in a creative way
- ✓ Learners will reflect on the ways of getting positive messages
- ✓ Learners will learn cooperatively

Methods/ techniques used

- ✓ Cooperative learning
- ✓ Discussions

Resources

- ✓ Appendix 7
- ✓ Appendix 8
- ✓ Appendix 9
- ✓ a flipchart-sized paper for Learners to prepare a campaign

Practical arrangements

- ✓ Enough space in the room

Procedure

Step 1 (20 min)
- ✓ Energizer: Before the activity cut out the cards in Appendix 7. Depending on the number of your learners you will find cards for a group of 4 or 5 of them. In the right bottom corner of each card write a letter. For instance if you have 18 Learners, you will need 2 groups of 4 and 2 groups of 5. On the right bottom corner of each card write: A for a group of 4, B for a group of 4, C for a group of 5, D for a group of 5. Give each student 3 cards (give the cards randomly, for instance every third person gets cards with letter A in the bottom corner, until you have given out all the cards with this letter - the letter will help you make random groups). Ask Learners to group themselves according to the letter they have written at the bottom. Then ask them to put randomly one card on their left palm, one on their right palm and one on the sole of their shoe. Explain that when you tell them a word, they

will have to form this word with the letters they have stuck to their hands or shoes. The words are: STEP, GROUP, RESPECT, POSTCARD. The last word is impossible to create.
✓ Debriefing:
    - Was it difficult to form the words?
    - Was there anyone who took the role of a leader? - Is there any possibility to form the word postcard? (If the Learners worked altogether and not in their letter groups, they would make the word).

*The activity serves as an opportunity to integrate the group, thus it will ease their working process in the following activity. It also helps them reflect on their cooperative skills.

Step 2 (85 min)
✓ Campaign: tell your learners to stay in their groups. Explain that they will have to create a social campaign about Respect online. Ask Learners to give you examples of social campaigns they know (for instance against fast driving, against racism etc.). Show them a few examples (Appendix 8).
✓ Give them a worksheet on how to create a social campaign (Appendix 9). Remind that the campaign should be created and presented in such way, so that it is possible to pursue it when they finish the workshop (therefore, for instance, they should assume they have no budget).
✓ In order to ensure Learners learn cooperatively, give each student tasks (if you know the group, try to challenge them) and explain their roles:
    - <u>time keeper:</u> reminds the group about time; responsible to finish the task on time, tries to give each group member equal time to discuss an issue
    - <u>data collector:</u> takes notes and keeps track of group ideas
    - <u>encourager:</u> tries to encourage every participant to do their jobs, praise work which is well done, assure that every person in the group works; observe/note how the group works (important for debriefing)
    - <u>presenter:</u> presents the final product of their group (for a group of 5: connector: communicates with the teacher if needed)
✓ Invite Learners to present their work. Explain that everyone may ask a question, however, the question should not include an opinion (good or bad). The questions should be open questions. Learners should omit closed question. Examples:
    - How will you evaluate whether you succeeded?
    - Why have you chosen such an aim?
    - How important is it for you to achieve the aim?
    - Why have you made such decision?
    - In the scale from 1 to 10, how confident are you that you will achieve your golas?
✓ Debriefing (use encouragers' information):
    - What did you do today?
    - What was the easiest part of this activity?
    - What was the most difficult part?
    - What have you learnt about the group in this activity?

*Cooperative learning leader's role is usually prioritized, however, from my experience it is not necessary and may only distract the flow of group work as Learners who take this role may become too powerful or, on the other hand, too confused about what they need to do (it sounds like doing everything).

Step 3 - Debriefing (30 min) ✓ Ask Learners: 　　- What can you do now, yourself, to promote respectful behaviour online? Give specific action.
Tips for trainers ✓ Learners may be confused with the task. However, it is important not to help them in choosing what kind of campaign they would like to organize. Try to be explicit only when informing the learners what a social campaign is. Ask them questions to assure they know what you are talking about. For instance: 　　- Can you give me an example of a social campaign? 　　- What features of a campaign made by Pepsi make it not a social campaign? ✓ When conducting the exercise ask questions from Appendix 9: 　　- Who will be your target audience? 　　- What kind of methods are you going to use? etc. ✓ Learners may feel they have little time to accomplish the task. It is important to observe groups and help them divide the roles (for instance, if they choose to draw a poster, ask 1 person to do it, the rest may think about additional activities). ✓ If learners finish the task quickly, ask them to write what forms of evaluation would they choose to check if the campaign was successful (for instance, a survey).

Duration: 135 min (3 lessons)

Activity 6: Evaluation

Expected outcome ✓ Learners will evaluate the workshop ✓ We will help lerners reflect on their learning and realise what they have learnt ✓ We will receive feedback from learners on the workshop
Methods/ techniques used ✓ Questionnaire ✓ Carousel discussion ✓ Evaluation tree ✓ Evaluation of the workshop form
Resources ✓ Appendix 1 (questionnaire) ✓ a flipchart-sized paper to draw an evaluation tree ✓ three-coloured post-it notes ✓ the film: http://www.artthesystem.com/2013/12/after-i-saw-this-i-put-down-my-phone.html (last accessed on March, 2015)

Practical arrangements
✓ Spaced room or classroom

Procedure

Step 1 (30 min)

✓ Carousel: ask your learners to sit in a big circle. Every second person, then, makes an inner, smaller circle, facing their partners from the outer circle (if the number of students is odd, one person from the inner circle sits facing two participants). You will ask students questions. For each question allow a two-minute-long discussion. After each question, a student from the inner circles move sidewords in order to change his/her interlocutor.
✓ Ask students:
  - What was the highlight of the workshop?
  - What was most difficult for me?
  - What was new for me?
  - What did I learn about myself?
  - Which moment/situation will I remember?

*You may ask more questions.

Step 2 (20 min)

✓ Questionnaire: learners are given back their questionnaires from the first lesson and look at them.
✓ Debriefing:
  - Are your answers different from those you wrote at the beginning? Or maybe you understand it differently now? How?

Step 3 (20 min)
✓ Evaluation tree: show learners an evaluation tree drawn on a big piece of paper with the same questions. You might add there more questions if during the workshops new ideas came up. Ask them to put one post-it on the branches of the tree (red - I disagree, green - I agree, yellow - I'm not sure).
  1. I enjoyed the workshop.
  2. The workshop helped me to understand what does it mean to be respectful on the Internet.
  3. The activities were clear to me.
  4. I will discuss something I learnt from the workshop with other students.
  5. I would recommend this workshop.

*VARIATION: Instead of evaluating the workshop on a tree you can print the questions and ask students to write them. You can add students' comments. Evaluation tree may be used to reflect on the process of learning. Use the same questions from the questionnaire and ask students to put a post-it notes. Let students compare their answers with the questionnaire.

Step 4 (20 min)

✓ No Internet life: learners are asked to imagine that there is no Internet. They have to write in 5 minutes what they are going to do? It should be doable in their free time after school and it is important to remember that you can't use the Internet for any of these activities as it doesn't exist (for instance it rather can't be travelling/ watching films – assuming - or rather taking for granted- that students do it online; it can be, however, watching TV).

✓ Discuss:
   - Was 5 minutes enough? Or too much/little?
   - Can you imagine life without Internet?
   - Look at your answers. What do you lose because of the Internet?

✓ Watch the film: http://www.artthesystem.com/2013/12/after-i-saw-this-i-put-down-my-phone.html

✓ Debriefing is not needed unless the students begin to comment on the film themselves.

*This is an additional activity which raises students' awareness of how much time they spend online. It does not need to be included in the workshop. However, in my opinion, it serves as a good reflection of the world today. It is useful to finish the activity with a film and without discussion- to leave students for their own reflection (which, in fact, is what the workshop indirectly tries to prepare them for).

Tips for trainers

✓ Students may not feel comfortable to put their post-its to the poster in front of everyone. Therefore one solution is for the students to leave the room and the teachers first put their post-its. Than they leave the room and ask one person to do the evaluation. After the person finishes, next students goes into the room.

Duration: 90 min (2 lessons)

References

- http://therespectinstitute.org/wp-content/uploads/2011/09/Kit_LookInside.pdf

- http://www.coe.int/t/dg4/cultureheritage/culture/Cities/Newsletter/newsletter22/ICTool_EN.pdf

- http://nobullying.com/11-tips-for-preventing-cyberbullying/

(all links last accessed on March, 2015)

Appendices

Appendix 1
Questionnaire

Grade the sentences from 1 to 5 (1- I completely agree, 5- I completely disagree.)
1. I understand what respect in the Internet is......
2. I think I am respected on the Internet......
3. I feel safe on the Internet.....
4. I can't imagine life without Internet........
5. I treat other people with respect on the Internet......
6. Internet does not limit my privacy. ....

Appendix 2
Examples of the case studies:

Esperanza Spalding (born October 18, 1984 in Portland, Oregon[1]) is a Grammy winning American multi-instrumentalist best known as a jazz bassist and singer, who draws upon many genres in her own compositions. Recently, she won the best new artist at the 53rd Grammy Awards JUSTIN BIEBER DESERVED IT GO DIE IN A HOLE. WHO THE HECK ARE YOU ANYWAY?

Contents [hide]
1 Biography
    1.1 Early life and education
    1.2 Discovering the bass
2 College
    2.1 Touring
    2.2 Teaching
    2.3 Solo records and collaborations
3 Critical reception
4 Influences and attitude towards music and jazz
5 Notable Performances
6 Discography
    6.1 As a Leader
    6.2 With Noise for Pretend
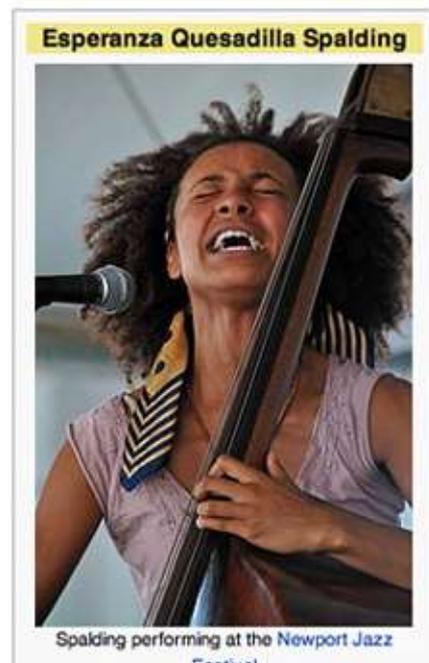
Esperanza Quesadilla Spalding

Spalding performing at the Newport Jazz Festival

Appendix 3

I show:
I treat other people as equal human beings.
I show patience when confronted with what is unknown or unfamiliar.
I am willing to pay attention to other people's feelings.
I accept the fact that I can make mistakes.
I suspend judgment based on first impressions.

I do:
I explain my thoughts and actions also considering outside perspectives.
I offer different perspectives on the problem to solve.
I actively search for a solution together with the other people concerned.
I reflect on and analyze my motives, needs and goals.
I change my ways of doing things in the light of new insights.

I know:
There are both verbal and non-verbal messages.
Words and body language may have different meanings in different contexts.
Other people might think, behave and feel differently.
World views and beliefs people hold are not static.
World views and belief systems influence but do not determine a person's or a group's identity

Taken from:
Recognising intercultural competence. What shows that I am interculturally competent?
http://www.coe.int/t/dg4/cultureheritage/culture/Cities/Newsletter/newsletter22/ICTool_EN.pdf

Appendix 4
Scenario 1:

On Monday, Emily received an email from 'iknowyou@gmail.com'. The email states: I've been watching you. I know your address. Emily deletes the email. Next day, she receives the same email. She doesn't tell her parents about it as she is afraid they will not let her use Internet. On Wednesday, Emily receives 20

emails from 'iknowyou@gmail.com'. They all state: Today will not be your lucky day, Emily.

Scenario 2:

Jessica broke up with her boyfriend, who, in revenge, posted a photo montage showing her naked on his Facebook account.

Scenario 3:

One of your friends' repeatedly posts pictures with your disabled classmates on his Facebook accounts. He then writes rude comments about the student and encourages others to do the same, claiming that he will pay for the funniest comment 20 Euros.

Scenario 4:

Someone stole your email password and sent a message 'Need to tell it. I am gay/lesbian' to all your contacts.

Appendix 5

Tips for preventing Cyber Bullying: Teach Yourself

Do your research, find out what is Cyber-Bullying, why it happens? How it happens? What does your country's laws state about it? <u>Ask your friends and see if they are facing something similar.</u>

Tips for preventing Cyber Bullying: Protect your online information

Don't share your passwords or secret account information with friends or class mates. If you believe someone else has your information, change it now! this is key for bully prevention.

Tips for preventing Cyber Bullying: Never open messages from anonymous senders

Even on Facebook, for the ultimate bully prevention, <u>keep your messaging option private so that strangers don't contact you</u>. Don't open spam email or emails from people you don't know. Delete messages that seem fishy without reading

them because they might contain viruses that expose everything on your device to other people. Don't open links from someone you don't know regardless of how attractive the title is.

Tips for preventing Cyber Bullying: Always LOG OUT

If you are using a shared computer or a friend's phone or tablet to check any of you accounts, always log out before stepping away from the device. Don't use the "keep me signed in" option because you never know when you can forget to log out and that can jeopardize your account information.

Tips for preventing Cyber Bullying: <u>Don't take potentially damaging photos of yourself</u>

We know it is fun if you take goofy or semi-exposed photos of yourself but can you imagine what might happen if someone shares these photos for the world to see? What if you lose your phone or your camera? It is simply not worth the risk. If taking photos, keep it "PG". Bullying Prevention is nothing without this.

Tips for preventing Cyber Bullying: Stop for a moment before you POST

Don't just post things about yourself online that someone else might use against you. Don't start fake stories about yourself to gain "LIKES". The truth is, people judge you based on what you say about yourself online because they, simply, don't know any other way to know you. We are hearing that big name colleges and companies do an online search of an applicant, that goofy picture you posted doesn't seem like a good idea now, does it?

Tips for preventing Cyber Bullying: Educate your friends and stand up for them

If you are not a victim of cyber bullying but fear a friend is doing something that may affect his/her life and reputation online or may put them in danger. <u>Talk to them; show them videos and stories of how serious cyber bullying is.</u>

Tips for preventing Cyber Bullying: Raise awareness

Start a movement, create a club, build a campaign, or host an event to bring awareness to Cyber bullying. While you may understand what it is, it's not until others are aware of it too that we can truly prevent it from occurring.

Tips for preventing Cyber Bullying: Setup privacy controls

Restrict access of your online profile to trusted friends only. Most social networking sites like Facebook and Google + offer you the ability to share certain information with friends only, but these settings must be configured in ordered to ensure maximum protection.

Tips for preventing Cyber Bullying: "Google" yourself

Regularly search your name in every major search engine (e.g., Google, Bing, and Yahoo). If any personal information or photo comes up which may be used by cyber bullies to target you, take action to have it removed before it becomes a problem.

And Finally: Don't be a Cyber bully yourself

Treat others how you would want to be treated. By being awful to others online, you are reinforcing the idea that the behavior is acceptable.

Appendix 6

RULES:
1) When you publish content or information using the Public setting, it means that you are allowing everyone, including people not on Facebook, to access and use that information, and to associate it with you (i.e. your name and profile picture).

2) You will not bully, intimidate or harass any user. You will not post content that: is hate speech, threatening or pornographic; incites violence; or contains nudity or graphic or gratuitous violence.

3) You will not provide any false personal information on Facebook or create an account for anyone other than yourself without permission.

4) Always think before you post. Just like anything else you post on the web or send in an email, information you share on Facebook can be copied or re-shared by anyone who can see it.

Taken from Facebook *Terms of Use*

Appendix 7

Group of 4

R	E	A
E	C	T

S	T	O
P	G	D

Group of 5

R	C	O

E	T	D
S	G	X
P	A	Y
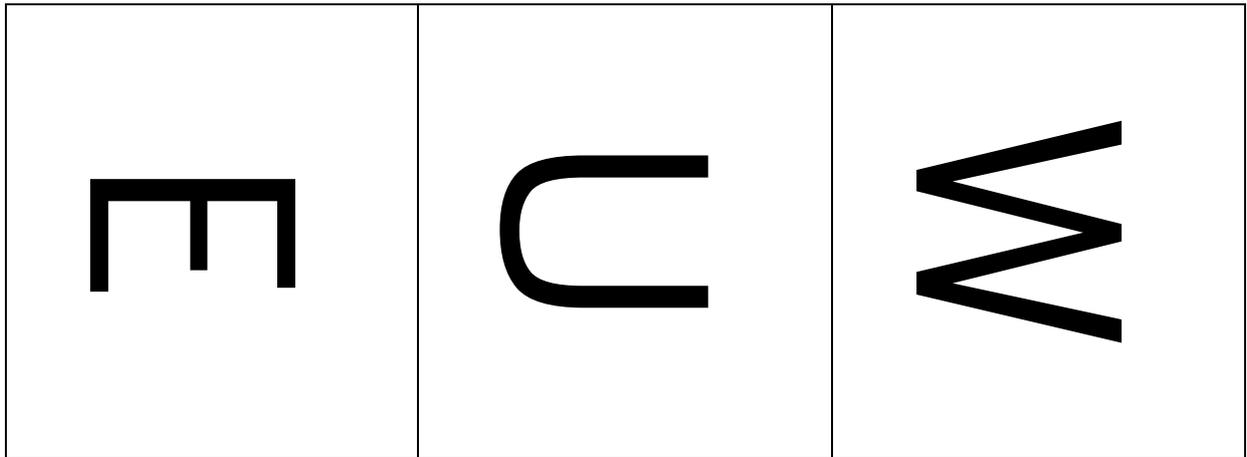
Appendix 8
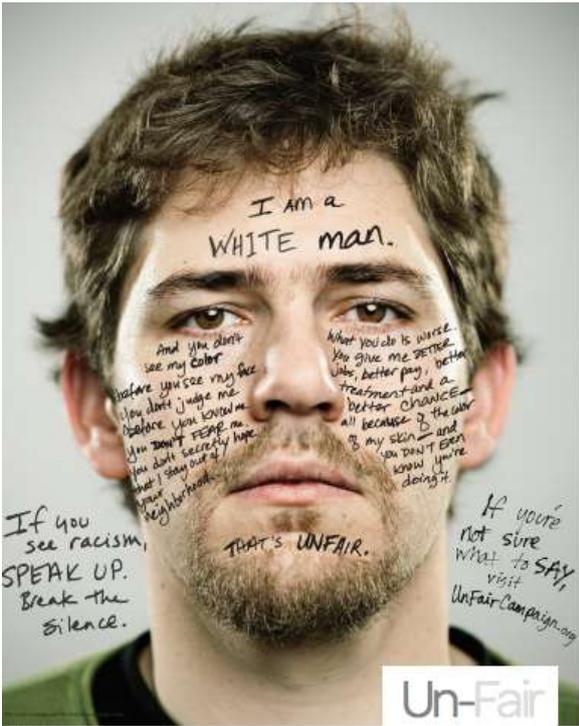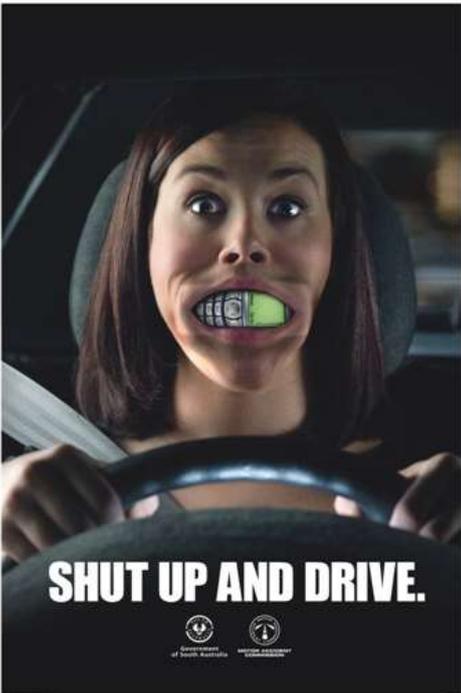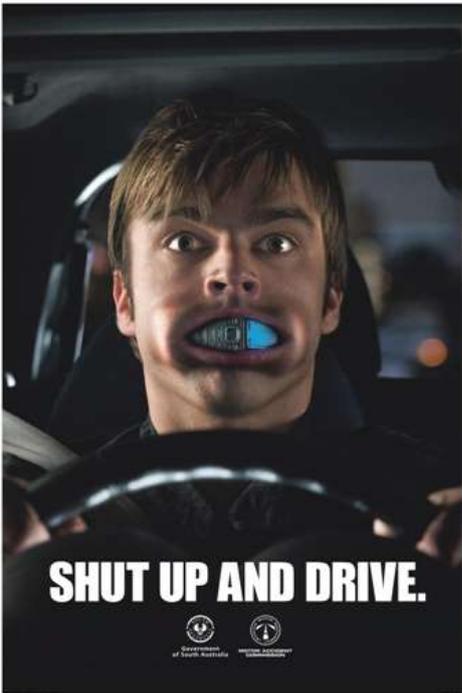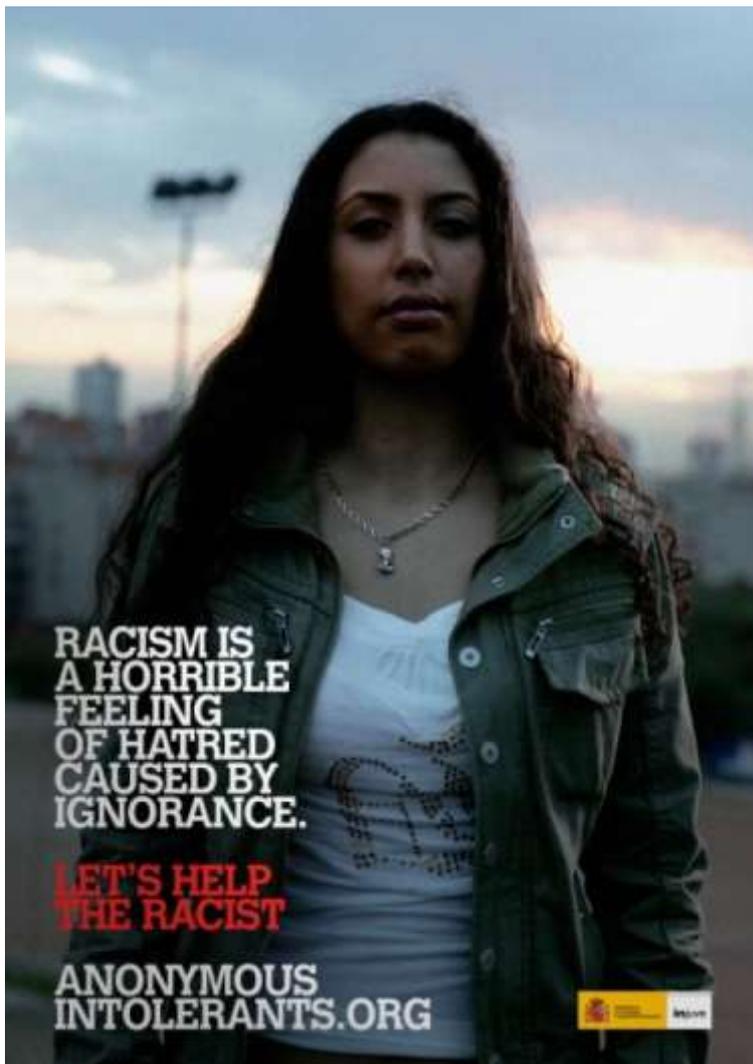
Appendix 9

I STAGE - *Identification*

Who are the addressees?

II STAGE - *Aims*

What do you want to promote? Why?

III STAGE - *Tools*

- slogan

- a leaflet/brochure/poster

- film

- internet/virtual social spaces

- performance

- meetings (presentations, workshops, debate est.)

IV STAGE *Preparation*

What do you want to get across?

How will you do it?

How to say it symbolically?

Who will say it?

Who should we work with? Who will help us?