



The use of social media
for democratic participation (SOCMED)

The use of social media in civic education

by

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Last edition: February, 2015

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This training unit has been developed in the trainer training course :
« The use of social media for democratic participation (SOCMED) »
organised by the [Pestalozzi Programme](#)
of the [Council of Europe](#)

The use of social media in civic education

Brief description

This training unit consists of three 90-minute sessions (including a short evaluation session at the end) focusing on human rights, social media and civic education aimed at a group of between 20 and 25 teachers. Participants will deepen their understanding of human rights, how these are manifest on social media, and what civic education teachers can do to support students stand up for human rights on social media.

Expected outcomes

- ✓ Participants deepen their understanding of human rights, specifically of human rights as represented on social media.
- ✓ Participants will explore the use of social media as a democratic medium.
- ✓ Participants explore ways in which human rights can be promoted on social media.
- ✓ Participants explore ways in which they can support students to stand up for human rights on social media.
- ✓ Participants develop readiness to take responsibility and to be accountable for their actions and choices (A_COOP_3).
- ✓ Participants accept that human rights are for all humans without exception (A_HR_1).
- ✓ Participants develop willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4).
- ✓ Participants develop the ability to act against discrimination, stereotypes and injustices (S_HR_3).
- ✓ Participants deepen their knowledge of international frameworks and Declaration of Human Rights and the rule of law (K_HR_1).

Activities

	Duration	Methods used
Activity 1 Human Rights	90 minutes	Icebreaker, Posters, Group work, Debriefing
Activity 2 Human Rights on Social Media	90 minutes	Group work, Presentation, Discussion, Debriefing
Activity 3 Civic Education	80 minutes	Individual reflection, Group work, Discussion, Debriefing
Activity 4 Evaluation	10 minutes	Plenary

Background and context

This training unit was originally piloted in Montenegro and accredited by the Bureau of Education Services of Montenegro. It is hoped that increased awareness and promotion of human rights extended to social media will support a framework for living together in democratic societies in which everyone's rights are respected.

Activity 1: Human Rights

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants get to know each other and are introduced to the project. ✓ Participants deepen their understanding of what human rights are.
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Icebreaker ✓ Posters ✓ Group work ✓ Debriefing

Resources

- ✓ Poster paper and markers
- ✓ Universal Declaration of Human Rights
- ✓ Computers with internet connection

Practical arrangements

- ✓ A large open space where participants can stand in a circle.

Procedure

Step 1 Getting to know each other (15 min)

- ✓ Ask participants to identify something they think is unique about them. For example, “I have bungee jumped from the Eiffel Tower” or “I have a spider tattooed on my left shoulder”.
- ✓ Invite participants to take a walk around the room, introducing themselves to as many other participants as possible. They must also find out if the thing they have identified is in fact unique to them.
- ✓ Ask participants to stand in a circle and invite a first participant to introduce any other participant by stating the name and what is unique about him or her. This participant then introduces another participant, and so on until all participants have been introduced by someone else.

Step 2 What are Human Rights? (30 min)

- ✓ Divide participants into micro-groups of four using any grouping method. One suggestion would be to ask participants to 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.
- ✓ Ask participants to create a poster about human rights in micro-groups.
- ✓ The posters are displayed and participants given time to look at them.

Step 3 The Universal Declaration of Human Rights (30 min)

- ✓ Ask participants to look up the Universal Declaration of Human Rights online.
- ✓ Allow them time to read it and discuss it in their micro-groups.

Step 4 - Debriefing (20 min)

- ✓ Ask participants to reflect on the activity:
 - How easy was it to create a poster about human rights?
 - How does your poster compare to the Universal Declaration of Human Rights?
 - What makes a human right universal?
 - What are the implications of human rights in our everyday life?
 - What do human rights feature in the classroom?
 - What can we do as educators to promote human rights?

Tips for trainers

- ✓ If the participants already know each other, the icebreaker will need to be adjusted accordingly. Turn it into a fun game in which participants discover new things about their colleagues.

Activity 2: Human Rights on Social Media

Duration: 90 min

Expected outcome

- ✓ Participants are able to identify human rights issues on social media.

Methods/techniques used

- ✓ Group work
- ✓ Presentation
- ✓ Discussion
- ✓ Debriefing

Resources

- ✓ Computers with access to internet
- ✓ Projector and screen

Practical arrangements

- ✓ Space where participants can work in groups.
- ✓ A large open space where to hold a discussion.

Procedure

Step 1 Human Rights on Social Media (40 min)

- ✓ Introduce the session.
- ✓ Divide the group into micro-groups of 4. Use a technique from Activity 1 or any other grouping technique.
- ✓ Ask participants to search social media sites and identify 3 issues that are related to human rights.
- ✓ Invite them to create a short online presentation with the issues that they come across.
- ✓ Micro-groups take it in turns to share their presentation.

Step 2 Discussion (30 min)

- ✓ Initiate a discussion in plenary.
 - How easy is it to find examples of issues related to human rights on social media?
 - How are human rights represented on social media?
 - Are social media objective?
 - Is the way in which human rights are manifested on social media always obvious?
 - In what ways are human rights most represented? Why?

Step 3 Debriefing (20 min)

- ✓ Invite participants to reflect on how they felt during this activity and discussion.
 - How did you feel during the activity?
 - How did the issues you came across affect you?
 - What can you do when you come across human rights issues on social media? What are your options?

Tips for trainers

- ✓ If participants are not comfortable creating an online presentation, ask them to create a poster instead.

Activity 3: Civic Education

Duration: 75 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants identify ways in which social media can be used for the promotion of human rights in the classroom.
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Individual reflection ✓ Group work ✓ Discussion ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Deck of playing cards ✓ Paper and pens ✓ Poster paper and coloured markers
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Space where participants can reflect and work individually. ✓ Space where participants can mingle and talk. ✓ Space where participants can work in groups.
<p>Procedure</p> <p>Step 1 Stand up for human rights (20 min)</p> <ul style="list-style-type: none"> ✓ Individually, ask participants to answer the following questions on a sheet of paper: <ul style="list-style-type: none"> • When was the last time you stood up for human rights? • What happened? • Where did it happen? • Did anyone support you? ✓ Ask participants to share their answers with at least 2 other participants. ✓ Ask participants whether this could have happened online on a social media site and if yes, how. Allow participants to react.

Step 2 Supporting Students (40 min)

- ✓ Divide the participants into micro-groups of 4. Use a deck of playing cards to form the groups. Depending on the size of the group, remove playing cards so that you have the same number of cards as participants. All the aces form one group, the twos another group, and so on.
- ✓ Refer to the fact that the use of social media is on the increase.
- ✓ Ask the micro-groups to suggest ways in which teachers may support students to identify human rights issues on social media and stand up for these rights.
- ✓ Participants are to create a poster illustrating their ideas.
- ✓ Share posters in plenary and discuss.

Step 3 Debriefing (15 min)

- ✓ Invite participants to reflect on the activity
 - How did you feel during the activity?
 - How easy/difficult was it to identify ways in which to support students stand up for human rights on social media?
 - What are the challenges?

Tips for trainers

- ✓ In Step 2, participants may be asked to focus and develop one specific idea.

Activity 4: Evaluation

Duration: 15 min

Expected outcome

- ✓ Participants reflect on the training course.

Methods/techniques used

- ✓ Plenary

Resources

- ✓ Paper and pens

Practical arrangements

- ✓ A large enough space where participants can stand in a circle.

Procedure

Step 1 Make a list (15 min)

- ✓ Invite participants to list the 3 most interesting/useful things that they are taking away from the training course on a piece of paper.
- ✓ Standing in a circle, invite participants to share items from their list.
- ✓ Ask some participants to share items, asking for reasons why these are interesting or useful and implications for their practice.

Tips for trainers

- ✓ Participants may not feel comfortable sharing.
- ✓ At the end of the activity, collect papers and analyse.

References

Universal Declaration of Human Rights

Available: <http://www.un.org/en/documents/udhr/>

Web. 4 February 2015