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The use of social media  
for democratic participation (SOCMED)

## Why do we need respect in virtual social space

by

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## Why do we need respect in virtual social space

### Brief description

« *Tongue has no bones, but breaks bones*” (Serbian proverb)»

The aim of this training is for participants to come to realize that the concept of respect is inseparable from basic values of human rights, to understand its complexity **and to take personal responsibility for respecting themselves and others in direct communication and in virtual social space**. All that can be achieved through cooperative and empirical workshop study.

Communication, as one of the basic needs of individuals in a group or community, is spontaneous on one hand. On the other, it is a skill that is acquired.

The specificity of communication in virtual social space is that there is practically no limit in the number and range of people who may be involved in the communication process. Online space provides an opportunity for anonymity and thus reduces the responsibility of those who express anti-democratic views and spread intolerance and hate speech towards diversity. In this regard, anyone can be exposed to contempt and disrespect.

Children and young people use social networks as modern means of communication and therefore it is important to understand what freedom of expression is and what the limits are when it comes to expressing opinions, what the values of human rights are and what responsible behaviour is in virtual social space.

### Expected outcomes

A\_COOP\_3 Readiness to take responsibility and to be accountable for my actions and choices

A\_HR\_2 Readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting

A\_SELF\_2 Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words

S\_HR\_3 Ability to act against discrimination, stereotypes, injustices

K\_HR\_1 Knowledge of international frameworks and declarations of Human Rights and the rule of law

K\_SELF\_3 Knowledge about the relationship of self and group

## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 What is communication and how we communicate and understand each other	<b>50 minutes</b>	Association Individual activity Group work Discussion
Activity 2 What is "respect" - jointly to the contents of the term "respect"	<b>40 minutes</b>	Individual activity Group discussion
Activity 3 Communication in virtual social space: Who's on the other side?	<b>140 minutes</b>	Group work Discussion
Activity 4 Why are respect and responsible behaviour important?	<b>75 minutes</b>	Discussion Presentation Cooperative learning Association
Activity 5 Planning actions in favour of respect and responsible behaviour in virtual space / For work with peer teams	<b>60 minutes</b>	Discussion Group work
Activity 6 Evaluation	<b>30 minutes</b>	Individual work

## Background and context

Aims of these activities are planned to be realized through four workshops in the interval of four weeks.

Activities are designed in the following way:

The aim of the first workshop is for participants to understand the complexity of communication. In order to achieve that, they need to understand the connection between verbal and non-verbal communication.

The aim of the second workshop is to make participants aware of the term 'respect', how they show respect and how it feels when they experience disrespect.

Third workshop deals with characteristics of communication in virtual social space. The aim of this activity is transfer of knowledge and attitudes about respect and responsible behaviour from communication face to face to communication in virtual social space.

The aim of the fourth workshop is to increase the understanding of the complex notion of respect inseparable from values of human rights and to raise student's awareness about responsibility to respect others in virtual social space.

The fifth workshop is optional, designed for working with peer teams in realising concrete actions in favour of responsible behaviour and respect towards others in virtual social space.

Workshops might be adapted to concrete needs of the participants. They might also encourage teachers to self-reflection by keeping reflexive journal.

## Activity 1: Introduction: What is communication? How do we communicate?

Duration: 50 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ A_COOP_3 Readiness to take responsibility and to be accountable for my actions and choices</li> <li>✓ A_SELF_2 Acceptance of the fact that my actions can reflect my personal values and beliefs</li> <li>✓ K_SELF_3 Knowledge about the relationship of self and group</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Association</li> <li>✓ Individual activity</li> <li>✓ Group work</li> <li>✓ Discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ A4 paper, pencil</li> <li>✓ Appendix 1</li> <li>✓ Appendix 2</li> <li>✓ small pieces of colour paper (4 of each colour) enough to divide participants in groups of four</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Enough space is needed so that participants could move around freely</li> <li>✓ Sit in a circle and work in small groups</li> </ul>
<p>Procedure</p> <p>Step 1 (15 min): <i>What I say and how you understand me</i> (Appendix 1)</p> <ul style="list-style-type: none"> <li>✓ Give a pencil and A4 paper to each participant.</li> <li>✓ Participants sit in a circle. Choose an image that you want everyone to draw. Give the participants instructions on how to draw. When participants finish, ask them to put their drawings on the floor so that everyone can see them and compare. You can show your drawing (or a prepared image) as well so as to emphasise the importance of clarity in communication.</li> <li>✓ Discuss the questions:</li> <li>✓ How come that we have drawn different drawings while listening to the same instructions?</li> <li>✓ What is needed to clearly understand each other?</li> <li>✓ What situations in everyday life does this experience remind you of?</li> </ul> <p>Step 2 (10 min): <i>How do we communicate?</i></p> <ul style="list-style-type: none"> <li>✓ Ask the participants:</li> <li>✓ When I say "communication" what first comes to mind? How do we communicate?</li> <li>✓ Participants give examples while you write on the flip chart. If participants cannot remember, encourage them to mention communication via different media such as SMS, email, Facebook, etc.</li> <li>✓ What does the way we understand each other depend on?</li> <li>✓ Summarise ways and means of communication....</li> </ul>

Step 3 (10 min): *What do you say? How do I understand it?* (Appendix 2)

- ✓ Participants play an introductory game "Speech without words: What do you say? How do I understand it?"
- ✓ Ask the participants to move around the room and when they meet to use with body posture, facial expressions and gestures to show the following: fatigue, sadness, joy, pride. Lead the game by saying:  
"Let's move the same way we move when we are tired, happy, sad, proud, etc."
- ✓ Ask the participants go back to take a seat. Ask them to reflect on the previous activity. Thinking about the previous activity brings up the question: How did we show our feelings/ states/ moods, without using words?
- ✓ Give out colour coded papers to split participants into small groups (4-5 members in each group).
- ✓ Each participant in the group has the task to say the sentence written on a piece of paper that will be followed by inappropriate non-verbal reaction. In small groups, participants all at once say out loud given sentences:
- ✓ "I'm sorry that happened to you." with a smile on their faces
- ✓ "I'm happy because of your success." with expression of jealousy
- ✓ "I do not mind waiting for you." by hopping and/or drumming their fingers
- ✓ After this activity, participants sit in a circle and share opinions:
- ✓ How did you feel during the exercise? Do you recognize these situations in everyday life?
- ✓ What was confusing?
- ✓ Which message did you trust more, verbal or non-verbal?...

Step 4 - **Debriefing** (15 min)

- ✓ While seated in a circle discuss with the participants. What are the sources of misunderstanding in communication?
- ✓ What should we pay close attention to when we communicate with somebody?
- ✓ The harmony between verbal and non-verbal is important in indirect communication. What can be confusing when we use SMS, social networks, etc.? What is then used instead of the non-verbal cues?
- ✓ Briefly summary participants' answers focusing on the main points of the activity and outcome of studying: sources of misunderstanding in communication, unbreakable link between non-verbal signs in indirect verbal communication, non-verbal signs (body posture, facial expressions and gestures) and expression of emotions/ states/ moods etc.
- ✓ Words can contribute to the quality of the relationship (acceptance, trust, respect on one hand, and rejection and hurt on the other) while non-verbal signs can determine/ change the meaning of verbal message.

Tips for trainers

- ✓ If it happens that participants ask some additional questions about an introductory game to get the clearer instruction it is important to point out that there are no correct and incorrect drawings
- ✓ You can feel free to prepare other sentences for the step 3 (not the given ones) but you should bear in mind that there should be a discrepancy between verbal statement and non-verbal reaction
- ✓ It is essential for the participants to elaborate on their experiences and the link between verbal and non-verbal communication should be clearly shown

## Activity 2: What is "respect" for me/ us

Duration: 40 min

### Expected outcome

- ✓ A\_COOP\_3 Readiness to take responsibility and to be accountable for my actions and choices
- ✓ A\_SELF\_2 Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words
- ✓ S\_HR\_3 Ability to act against discrimination, stereotypes, injustices

### Methods/ techniques used

- ✓ Individual activity
- ✓ Group discussion

### Resources

- ✓ Post it papers
- ✓ felt-tip pens,
- ✓ poster with the title: For us respect is...

### Practical arrangements

- ✓ prepare enough pens and post it papers

### Procedure

#### Step 1 (5 min): Introductory game: ***"Show me that you respect me"***

- ✓ Ask the participants to move around and show respect to the person they meet with some gesture, e.g. a handshake, a smile, a pat on the shoulder and the like

#### Step 2 (20 min): ***Respect is for me .... when...***

- ✓ Participants sit in a circle. Ask them to:
- ✓ Think about what respect means for them?
- ✓ How do you know if someone respects you?
- ✓ In what way do you show your respect towards somebody?
- ✓ What the signs are of respect (verbal, non-verbal, behaviour)?
- ✓ How do you feel when someone respects you and how do you feel when someone disrespects you?
- ✓ Each of you should write on a post it paper what respect is for you. When you are done, compare notes with the participant sitting next to you to your right.
- ✓ Then one participant reads out loud his/her definition of respect, then with great respect says
- ✓ "I wonder what respect is for \_\_\_\_\_ (he/she says the name of another participant)". The chain continues until every participant reads his/her definition.
- ✓ Afterwards, participants put post it papers on a poster on which the following is written "For us, respect is..."

Step 3 - **Debriefing** (15 min)

- ✓ What was most pleasant for you during this activity? What was not so pleasant?
- ✓ How do you feel when someone respects you and how when you show respect towards somebody?
- ✓ How do you treat those who respects/disrespects you?
- ✓ What did you get to know about the term 'respect'? What are the common elements of respect we can distinguish?
- ✓ What does it mean to take responsibility for respecting others?
- ✓ Would you like something to change in your definition of behaviour or add to it?
- ✓ Summarize what participants have said about respect, focusing on the aims of the activity.

Tips for trainers

- ✓ Stickers might be in the shape of a petal, leaf, balloon so that when eventually they stick all of them they get the shape of a flower, tree, etc....

### Activity 3: Communication in virtual space: who's on the other side?

Duration: 140 min

Expected outcome

- ✓ A\_HR\_2 Readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting
- ✓ A\_SELF\_2 Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words
- ✓ S\_HR\_3 Ability to act against discrimination, stereotypes, injustices
- ✓ K\_HR\_1 Knowledge of international frameworks and declarations of Human Rights and the rule of law

Methods/ techniques used

- ✓ Group work
- ✓ Discussion .....

Resources

- ✓ a ball of wool
- ✓ Convention on the Rights of the Child, (art. No 13, 2)
- ✓ European Convention on Human Rights and Fundamental Freedoms, (art. No 10, 14)
- ✓ Stickers, felt-tip pens, glue, scissors ....

Practical arrangements

- ✓ Prepare enough pens and stickers...

Procedure

Step 1 (15 min): Introductory game *"Spider's web"*

- ✓ Participants stand in a circle. They play the game by tossing a ball of wool to each other. The participants' task is to add something to the original sentence or leave something out. You might want to give them the first sentence.
- ✓ First participant takes a ball of wool, winds some of it around his/her finger and says: "I feel respected when I am heard." Then he/she throws a ball to another participant who should add something to the original statement, e.g. "I feel respected when I am heard and I try to listen to the others as well". The circle goes on until they're all connected, in a "spider's web".
- ✓ Questions to discuss:
- ✓ How do they feel connected that way?
- ✓ What type of communication does this game remind them of? Does it resemble something from real life?
- ✓ How is information spread in virtual social space? Which mechanisms might contribute to that (interpreting, adding, simplifying)?

Step 2 (45 min): *One "impulse" touches many...*

- ✓ Split participants into 4 groups (4-5 participants in each group).
- ✓ Grouping activity (5 min)
- ✓ Play some music and asks participants to walk freely around the room. Then stop the music and asks participants to form a group of 5 persons standing closest to them. Then asks the participants to try and remember what other participants' statements in previous activities were. Start the music again and asks the participants to walk around freely until the music is stopped. Then asks the participants to form a group of four new persons standing closest to them and introduce themselves if necessary. The participants will work together in these groups throughout the session. Put markers of 4 colours on the tables. Each group, when constituted, will be working at one table. Each member of the micro group will have a different role: (tracers, encouragers, time-keepers, writers).
- ✓ Each group is given a flip chart (big) piece of paper and one assignment.
- ✓ group 1: List characteristics of communication in virtual social space (twitter, blog, FB...)
- ✓ group 2: What does disrespect of somebody (on Facebook, blog, twitter) mean (give specific examples)?
- ✓ group 3: What does disrespect of somebody (on Facebook, blog, twitter) mean (give specific examples)?
- ✓ group 4: What should we bear in mind when we are in virtual social space: when we receive information, when we express opinion?
- ✓ Once the participants are seated they create a placemat and work on the task first individually (5 min). Say when the time is up and then the groups share their ideas and write down the main ideas in the centre of their paper (writer) (10 min).
- ✓ Once this is finished ask the groups to exchange their paper, so that each group might read what the other groups have written (15 min). The best way to do so is to rotate the paper to one side (right or left). Each group has 2 minutes for reading conclusions and writing down the feedback. You can invite the participants to add and change something on each paper if they think that something important might have been left out.
- ✓ When each group is given back their posters they reflect on the changes and new ideas and present to the whole group their conclusions (15 min). They place the paper somewhere visible.



Step 3 (5 min): *I have the right to express my own opinion but...*

- ✓ Ask the participants if they are familiar with some human rights connected with freedom of expression. Asks them if they know some documents that guarantee those rights to individuals. If the participants do not know, explain that those rights are guaranteed by international instruments such as the Convention on the Rights of the Child and the European Convention on Human Rights.
- ✓ Conclude that the freedom of expression is the right guaranteed to everybody, an adult and a child, but it is subject to restrictions if it might blacken the reputation or violate the rights of another person....

Step 4 (15 min): **What can I do?**

- ✓ Each participant gets a sheet of paper and draws on it his/her hand. Within the hand outlines they should write what they can do when it comes to respect and responsible behaviour in virtual social space.
- ✓ Another option is to ask them to draw their foot and write: My first step regarding respect and responsible behaviour in virtual social space is ...
- ✓ Afterwards, they put sheets of paper scattered on the floor/ table. They all observe and read.

Step 5 - **Debriefing** (10 min)

- ✓ Are there any differences in showing respect towards somebody in direct communication and in virtual social space? When it comes to disrespect, the term means: posting private information and misusing them; false presentations; violence; national, religious and racial hatred; intolerance; disparage and insult. If they exist, which are some of them?
- ✓ What is the power of the words we use to express our opinion in direct communication and in virtual social space?
- ✓ What are some possible consequences of 'uncontrolled' words? To create an atmosphere of intolerance or launch a wave of hatred?
- ✓ How can someone interpret your "like" or "dislike" of some comments?
- ✓ What is the connection between freedom of expression with personal responsibility to respect others?
- ✓ For whom are our messages meant in online communication? Who can read them as well?
- ✓ Is our responsibility different when we express our opinion in direct communication compared to online communication?

Tips for trainers

- ✓ Introductory game might last longer if there is a larger group of participants. In that case it is better to make two circles of participants and give two balls of wool.
- ✓ Time limit is important when participants are given some time to walk around and look at posters
- ✓ You can use Appendix 3: Convention on the Rights of the Child, art. No 13, 2 and Appendix 4: European Convention on Human Rights and Fundamental Freedoms, art. No 10, 14

## Activity 4: Why are respect and responsible behaviour important? (Values of human rights - human dignity, freedom, equality, solidarity)

Duration: 75 min

### Expected outcome

- ✓ A\_HR\_2 Readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting
- ✓ A\_SELF\_2 Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words
- ✓ K\_HR\_1 Knowledge of international frameworks and declarations of Human Rights and the rule of law

### Methods/ techniques used

- ✓ discussion
- ✓ presentation of group products/ideas
- ✓ method of group jigsaw puzzle

### Resources

- ✓ text “Core Values”

### Practical arrangements

- ✓ Copy Appendix 7. Be careful to have enough handouts so that each participants has one value to read about

### Procedure

#### Step 1 (5 min): *Values move us...*

- ✓ Ask the participants: When I say "value", what first comes to mind? (association)
- ✓ Write down the answers on the flip chart.
- ✓ Point out that the values are what makes people to strive for something. Values move us to do something. For example, if family is a value, what does it mean to us? How do we behave?
- ✓ Everyone has their own personal values, but there are some that we call universal human values.
- ✓ Explain that you are going to get to know ourselves more closely with universal human values during activities. Human rights rest upon those values.

#### Step 2 (15 min)

- ✓ Introduction to the basic values of human rights
- ✓ Each participant takes one copy of a text to read (the texts should be colour coded).
- ✓ Participants form groups according to the term they deal with. Expert micro groups are created according to the topic they read. The task is to read the text, talk about it in order to better understand and resolve possible ambiguities. Check whether each member of the group understands the term.

<p>Step 3 (15 min)</p> <ul style="list-style-type: none"> <li>✓ Participants form new micro groups according to the colour of the paper: each group has one member for each term they have studied. Now, in the new group, each member has a different value of human rights. The task is to represent the value that they have studied. In that way the issue is being considered in its entirety.</li> <li>✓</li> </ul> <p>Step 4 (20 min)</p> <ul style="list-style-type: none"> <li>✓ The next task for participants is to show, as a group, how they understand the relationship between <i>these four concepts/ terms</i> (human dignity, freedom, equality and solidarity) - and <i>respect and responsible behaviour of individuals</i>. They can choose how to present their products / ideas (they might use posters, act out, sing, etc.)</li> <li>✓</li> </ul> <p>Step 5 (10 min) Groups present their products / ideas under the name “Values move us”</p> <p>Step 6 - <b>Debriefing</b> (10 min)</p> <ul style="list-style-type: none"> <li>✓ What does respect for human rights / child rights bring us? <b>equality , protection, safety</b></li> <li>✓ What each of us can do for the respect of human rights? What is responsible behaviour?</li> <li>✓ What is the responsibility of the community / school (organized action, taking initiatives, advocacy, etc.)?</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ When participants are asked to give the definition of values, if it happens that they mention some material things (property, money, etc.), write those examples on one page of Fc paper, and non-material stuff on the other.</li> <li>✓ Afterwards, you may point out that there are different types of values, but that you should pay closer attention to universal values on which human rights are based.</li> </ul>

## Activity 5: Activities of peer teams when it comes to respect and responsible behaviour in virtual social space

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ A_COOP_3 Readiness to take responsibility and to be accountable for my actions and choices</li> <li>✓ S_HR_3 Ability to act against discrimination, stereotypes, injustices</li> <li>✓ K_HR_1 Knowledge of international frameworks and declarations of Human Rights and the rule of law</li> <li>✓</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ discussion</li> <li>✓ group work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ text “Core Values” for the method of group jigsaw puzzle</li> </ul>

<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Prepare for the meeting with those who are interested to form peer teams and take part in the project</li> </ul>
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Introduce the idea of forming peer teams and summary what has been done during workshops. Refer to the participants' comments, their insights and everything that was useful to them concerned with the topic: "Respect and responsible behaviour in virtual social space".</li> <li>✓ Encourage the participants to spread the idea about respect in virtual social space further on. They discuss which facts are most important so that participants might know to pass them on to younger participants. Encourage participants to ask questions to clarify some dilemmas or obscurities.</li> <li>✓ Suggest to participants to prepare well and split duties between them so that it might be easier to work with younger participants.</li> <li>✓ Some ideas for peer work. They should:             <ul style="list-style-type: none"> <li>a) promote responsible behaviour in virtual social space which is based on respecting everybody in virtual social space</li> <li>b) uphold respect for the values of human rights which is important so as people could live in peace and harmony</li> <li>c) Encourage other participants to take part in this project during the next school year in order to strengthen communication based on respect and responsible behaviour.</li> </ul> </li> </ul> <p>Participants group in groups of four according to their interest.</p> <p>Step 2: Introduce the action plan (Appendix 8)</p> <ul style="list-style-type: none"> <li>✓ Participants work in small groups together on an action plan of further activities.</li> </ul> <p>Step 3 - Debriefing (10 min)</p> <ul style="list-style-type: none"> <li>✓ How much is this topic important for your peers?</li> <li>✓ What is necessary for the plan to be realised?</li> <li>✓ How will you know if you have succeeded?</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ It is important to listen to ideas and show support.</li> </ul>

## Activity 6: Evaluation

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To reflect on a learning process and individual learning</li> <li>✓ To give feedback about the training</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual work</li> </ul>

Resources

- ✓ Appendix 8
- ✓ Appendix 9

Practical arrangements

- ✓ ...Make sure participants have space to write individually

Procedure

Step 1 (15 min) (Appendix 8)

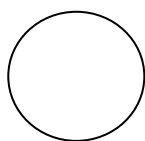
- ✓ Give out handouts for self-evaluation of the participants. Explain that this is self-evaluation and that it is important that they are honest about what they have learned.

Step 2 (10 min)

- ✓ Ask the participants to have a look at the last question on their handout. Ask them to share what they have filled in.

Step 3 (5 min)

- ✓ In the end prepare a blank piece of paper for each participant and ask them to draw a circle, a star and a square and write down next to each:



What is absolutely clear to me after this training?



What has surprised me?



Which part of the training could have been done better?

Tips for trainers

- ✓ While participants fill in their handouts you fill in Appendix 9

## References

1. ABC podučavanje ljudskim pravima: praktične aktivnosti za osnovne i srednje škole, Beograd; UN Kancelarija Visokog komesara za ljudska prava (UNHCR), Misija u Srbiji I Crnoj Gori; Beogradski centar za ljudska prava, 2005. Beograd
2. Ketij Mijata: Kako postati dobar govornik, Kreativni centar 2004.
3. Ljudska prava u nastavi, EDC, Council of Europe, Strasbourg 2003.
4. Učionica dobre volje 1, katalog igara

## Appendices

### Appendix 1

... What I say and how they understand me

Ask participants to draw according to instruction. Each participant should draw what he/she has understood to draw without being given additional explanation. Tell the participants to draw the following:

1. Draw the ellipse
2. Draw another ellipse
3. Connect two ellipses with one line
4. Connect the two ellipses with another line
5. Draw one half of a heart
6. Draw a spiral

### Appendix 2

... Sentences examples

Verbal statement	non-verbal reaction to verbal statement
"I'm sorry that happened to you"	with a smile on your face
"I am happy because of your success"	with an expression of jealousy
"I do not mind waiting for you"	by hopping and drumming your fingers
"I like this meal"	with an expression that shows dislike
"This jam is sweet"	with an expression that expresses it is sour
"I feel so good at school"	with an expression of fear or anxiety
"I am listening to you carefully!"	while doing something else (looking for something in a bag, writing, etc.)

**Appendix 3: Excerpt from Convention on the Rights of the Child:**

**Article 13 Convention on the Rights of the Child/ Freedom of speech**

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

**2. The exercise of this right may be subject to certain restrictions**, but these shall only be such as are provided by law and are necessary

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order, or of public health or morals.

**Article 2. Convention on the Rights of the Child /Non-discrimination**

States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

**Appendix 4: Excerpt from European convention on human rights and fundamental freedoms**

**Article 10 Freedom of expression**

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.

2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or the rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

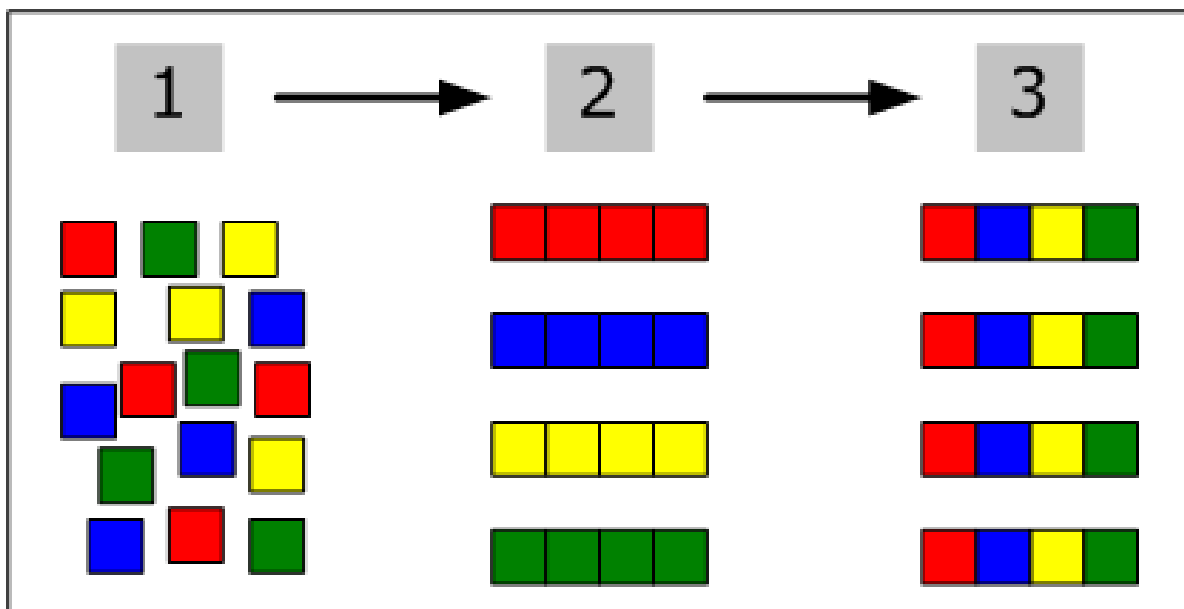
**Article 14 Prohibition of discrimination**

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

Appendix 5: Instructions for “jigsaw puzzle” technique

1. Each participant takes one copy of a text to read. It's easier if every handout is in a different colour paper, for example white - human dignity, red- freedom, blue - equality, yellow - solidarity.
2. Participants form groups according to the term they deal with. The task is to read the text, talk about it in order to better understand it and resolve possible ambiguities. Check whether each member of the group understands the term.
3. Participants form expert groups: each group has one member for each term they have studied. Now, in the new group, each member has a different value of human rights. The task is to represent the value that they have studied. In that way the issue is being considered in its entirety.
4. Participants stay in the same groups. Their next task is to present their understanding of these four notions and the link between them and respect and responsible behaviour. They should show the link as a drawing, for example, or in some other way.
5. Groups show their products

*Schematic drawing of jigsaw puzzle technique*





## Appendix 6: Key values of human rights

Your task is to get to know the notion of HUMAN DIGNITY. Read the text, talk about it with the other participants who have the same task. Think of some examples that illustrate what you are reading. Think about how you are going, as an expert, to clearly present the "human dignity" to members of your small group

Human dignity is the fundamental value of human rights. It belongs to every human being, everybody is entitled to it by birth (some people think we have it from the moment of conception). It belongs to a human being even in death. It is another name for the value of every person. According to it, every man is worth just as much as any other. Human dignity has no price: no one can take it away from anybody, give it away or sell it to another human being. Human dignity belongs to everybody equally. It is the foundation of human rights! Note that the word "human rights" is plural, but "dignity" is singular, because it is inseparable from each one of us.

Respect for human rights equals respect for human dignity.

The purpose of the respect of human dignity is that everyone lives dignified life, and this cannot be achieved unless there are values such as freedom, equality and solidarity.

When people act to deny or diminish the dignity of another person, it is discriminatory behaviour or unjustified differentiation among people.

By respecting human dignity, we are committed to the rule of the culture of human rights, which means that all people respect every individual, regardless of being different. In a democratic society everyone is personally responsible for respecting another individual in every situation.

Your task is to get to know the notion of FREEDOM. Read the text, talk about it with the other participants who have the same task. Think of some examples that illustrate what you are reading. Think about how you are going, as an expert, to clearly present the "freedom" to members of your small group

Freedom is a centuries-old aspiration and inspiration to mankind. The purpose of freedom is that every human being is allowed to grow and develop, to strive for their dreams and to be protected from arbitrary actions of those who might try to take away another person's right to life, freedom of movement, the right to development, the right to free choice, the right to dispose of his body, the right to diversity, the right to express opinions, the right to religion. Without freedom people do not have dignity, and Equality and Solidarity do not have meaning. Life without freedom means living in fear. Freedom as well as Dignity belongs to everyone equally.

It sometimes happens that people forget this, and some people think that they deserve more freedom than other people. That is the reason why some people challenge the right to freedom of choice to other people and then it comes to discrimination or unjustified differences among people. Those who think that they deserve more freedom than others, their behaviour or expression of opinions might endanger freedom of another individual to be who they really are. Freedom of every human being is unlimited, as long as does not threaten the freedom of another human being.

Therefore, it is important to act responsibly so as not to endanger the freedom of another individual.

Your task is to get to know the notion of EQUALITY. Read the text, talk about it with the other participants who have the same task. Think of some examples that illustrate what you are reading. Think about how you are going, as an expert, to clearly present the "equality" to members of your small group

People refer to equality whenever they feel injustice. Along with freedom and dignity, equality represents one of the highest values and ideals. It confirms that all human beings are equal in dignity. It means also that all people are equal in rights and duties: "All human beings are born free and equal in dignity and rights."

This means that all people have equal rights: the right to dignity, the right to development, the right to education, the right to equal opportunities, the right to equal distribution of social wealth, the right to equal pay for equal work - regardless of the differences among people. Equality means that all persons are equal by law and that every person has the right to fair trial if they are put in a situation to be tried for any offense. When someone is deprived of their rights, we talk about inequality, and we feel injustice.

Advocacy of equality means that we are against all those actions that, for various reasons, reduce the rights of some people to the benefit of others, because that is discrimination.

Values such as freedom and solidarity help us to advocate justice, because without them there is no equality. If we all accept equality as a goal which is worth fighting for through civic virtues, together and united, we can accomplish that people live as equal beings on this planet.

Your task is to get to know the notion of SOLIDARITY. Read the text, talk about it with the other participants who have the same task. Think of some examples that illustrate what you are reading. Think about how you are going, as an expert, to clearly present the "solidarity" to members of your small group

Solidarity, the younger "sister" of freedom, equality and dignity, does not exist by itself because its name means "mutual responsibility." It represents the connection and the willingness of people to assist and support their members, but also members of other communities or groups. The purpose of solidarity is to help all those who find themselves at a disadvantage which they are not responsible for, but they also should not be blamed for that situation.

Solidarity connects and organizes good people, people who believe in the values of human dignity, freedom and equality. Solidarity makes people more sensitive to other people's sufferings and it prompts them to get involved in helping them.

The motto of solidarity is that everything is shared and multiplied: kindness, respect, equality, freedom, etc.

There is no solidarity without association and connection of people for action in favour of those who need help. Association and action in favour of the rights is responsible behaviour in a civil society. This means that we invite all not to be indifferent to what is happening around them, but to be open, courageous, selfless and vigilant.

If we strive for all people to be raised as individuals responsible for their actions and sensitive to the needs of others, and not expect from others to organize our way of life, but to get things going and change for the better by ourselves, it is possible to create the world fit for humans, in which human dignity, freedom and equality will lead to peace, harmony and happiness.

**Appendix 7:**

Action?	WHO?	Time (duration, frequency and date)	Other organizations and institutions involved (optionally)	What resources do we need

**Appendix 8: Questionnaire for self-evaluation**

1.	I know I have the right to express my own opinion and that I am responsible for the way I express it	1	2	3	4	5
2.	I have become aware that I should be careful how I communicate with my friends/ peers	1	2	3	4	5
3.	I am obliged to respect others when I express my own opinion	1	2	3	4	5
4.	Everybody is obliged to respect others	1	2	3	4	5
5.	It is my responsibility to choose the right way to express my opinion and not hurt others in that process	1	2	3	4	5
6.	I know how to express my opinion and not hurt others	1	2	3	4	5
7.	I pay great attention to how I communicate with people in virtual social space	1	2	3	4	5
8.	I understand that respect for others is based on observance of human rights	1	2	3	4	5
9.	All people have equal rights	1	2	3	4	5
10.	Disrespecting others means violating their rights	1	2	3	4	5
11.	During workshop I could freely express my opinions and views	1	2	3	4	5
12.	Working atmosphere was pleasant	1	2	3	4	5
13.	During work and discussions we have respected each other	1	2	3	4	5
14.	I know how to handle situations where I can notice disrespect	1	2	3	4	5
15.	After this workshop I feel confident to change in my behaviour:					

**Appendix 9: Reflexive journal for facilitators**

	Workshop no. 1	Workshop no. 2	Workshop no. 3	Workshop no. 4
	Introduction to communication: How do we communicate? How do we understand each other?	What does respect mean for me/us?	In virtual social space: who is on the other side	Why are respect and responsible behaviour important?
What was good? What am I content with?				
What difficulties did I have?				
What do I need to pay closer attention to in other				
What will I do differently after this				
Why do I need to change that?				