



PESTALOZZI TRAINING RESOURCES



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

Respect online and offline by

Author: Lidia Huletskaya – Belarus

Editor: Carmen Becker

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



Respect – Responsible attitudes and behaviour in the virtual social space; Respect - online and offline

Brief description

The problem of disrespectful behaviour in our country is only starting to arise, but its effect is very vivid. Unfortunately we rarely take time out with our pupils to address the problems they may deal with on the Internet, look at their behaviour there and their way of communication on social networks. That's why it is high time for us to get together with our pupils, to find out what they think, to point them towards consequences of thoughtlessness and disrespect, and become aware of and fluent in good ways of respectful attitudes and behaviour in the virtual social space.

Expected outcomes

- ✓ Developing knowledge about the concept of respect in the virtual space, and how to give and receive respect online as well as offline.
- ✓ Participants will gain the knowledge to be able and create a school homepage managed by pupils.
- ✓ Participants will be ready to take responsibility and to be accountable for their actions and choices. (A_COOP_3)
- ✓ Participants' ability to evaluate sources and recognize in these any prejudice, bias and reliability issues will be developed. (S_EPIST_3)

Activities

	Duration	Methods used
Activity 1 Find someone who ...	40 minutes	Interview Pair work
Activity 2 What is respectful behaviour?	40 minutes	Brain storming Discussion Inquiry based learning
Activity 3 What is the virtual space for you?	60 minutes	Discussion, watching the videos, working out the pros and cons of using the Internet
Activity 4 What is respectful behaviour in the virtual space?	60 minutes	Discussion Jigsaw
Activity 6 Evaluation	30 minutes	Writing Giving feedback

Background and context

This training unit was originally developed and piloted in Belarus by Lidia Huletskaya between February 2014 and March 2014 as part of the Pestalozzi Module “Respect – Responsible Attitudes and Behaviour in the Online Social Space”.

Activity 1: Find someone who ...

Duration: 40 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants will get to know each other. ✓ They will get an overview of the workshop’s topic. ✓ They will exchange their ideas of their motivation to participate in the workshop.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Interview ✓ Pair work
<p>Resources</p> <ul style="list-style-type: none"> ✓ Questionnaire (Appendix 1) ✓ Pens
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ An open space for participants to walk around
<p>Procedure</p> <p>Step 1 (20 min) - Ice breaker “Find someone who...” (appendix 1)</p> <ul style="list-style-type: none"> ✓ Welcome the participants and shortly introduce yourself and the topic of the workshop. ✓ Distribute the “Find someone who...” – handout and invite participants to move around being prepared to approach others, start a communication and giving answers. ✓ Participants ask questions according to the handout and ask others to sign their names in the appropriate square if the answer is “yes”. <p>Step 2 – Discussion (10 min)</p> <ul style="list-style-type: none"> ✓ Moderate a discussion around the following questions: <ul style="list-style-type: none"> ○ Did you manage to ask everybody? ○ Which answer was the most surprising, unusual, interesting for you? ○ Which question would you not use again in your questionnaire? ○ Have you got any unsigned square?

Step 3 - Debriefing (10 min)

- ✓ How did you feel during the activity?
- ✓ How has the activity helped to break the ice?
- ✓ Why would you (not) use this activity in your classroom?
- ✓ How is this activity connected to our topic today? (Respectful behaviour)

Tips for trainers

- ✓ Try to encourage them to talk about themselves and especially about the reasons of coming by asking different questions.

Activity 2: What is respect for you?

Duration: 40 min

Expected outcome

- ✓ To get the students think and reflect about the issue
- ✓ To understand that the meaning of the word respect can be different to different people
- ✓ To highlight their thought of what respect is

Methods / techniques used

- ✓ Writing
- ✓ Discussion
- ✓ Inquiry based learning

Resources

- ✓ Flipchart, markers, stickers
- ✓ Cards for presentation “Totally agree”, “Totally disagree”
- ✓ Presentation ”Respect”:
<https://drive.google.com/file/d/0B1FzTbk0sC9LUmxZTkQ2TXVFMFU/view?usp=sharing>

Practical arrangements

- ✓ Computer
- ✓ Access to the internet
- ✓ projector

Procedure – Tree of RESPECT

Step 1 (5 min)

- ✓ Draw a tree trunk on the flipchart.
- ✓ Name it "Respect".
- ✓ Ask the participants to give you their associations they have with this word.
- ✓ Add these to the tree trunk.

Step 2 (5 min)

- ✓ Draw roots of the tree and write "*the ways we learn to respect each other*" inside them.
- ✓ Talk about *who, when, where, why* somebody teaches/taught us respect

Step 3 (5 min)

- ✓ Draw branches and write "*what respect gives us*".
- ✓ Talk about why people respect each other.

Step 4 - "Respect" presentation - (10 min)

- ✓ Ask the participants to look at both corners of the classroom and pay attention to the cards "Totally agree", "Totally disagree".
- ✓ Explain that after each statement of the presentation they should find an appropriate place between this two statements according to their answers. The stronger they feel their answer is more like "yes" - the closer they get to the card "Totally agree". The stronger they feel their answer is "no" the closer they get to the card "Totally disagree". If they doubt which to choose, they can stand in the middle.
- ✓ Show the presentation and give them a little time to think

Step 5 - Debriefing (15 min)

Questions:

- ✓ What parallel can you provide between you as a person and this tree?
- ✓ What fruits can you have?
- ✓ What does it depend on which fruits you have?
- ✓ What do you feel when you show respect?
- ✓ Have you ever come across disrespectful behaviour online?
- ✓ What is the difference between respect online and offline?

Tips for trainers

- ✓ Draw parts of the tree and write words with different markers to make this picture more vivid and clear.

Activity 3: What is virtual social space for you?

Expected outcome

- ✓ Participants will become aware what digital professionalism means for teachers today.
- ✓ They will learn about setting behavioural norms in online / virtual interactions.
- ✓ They will become aware of the influence (vivid and not) of the Internet on our life.
- ✓ They will raise their awareness about the pros and cons of using the social nets.
- ✓ They will get an idea about the information people use and lay out in social networks
- ✓ Raise participants' awareness of the high rates of irresponsible behaviour on the internet.

Methods/ techniques used

- ✓ Discussion
- ✓ Watching the videos
- ✓ Working out the pros and cons of using the Internet

Resources

- ✓ Small printed cards with pictures for group dividing
- ✓ Paper sheet A1(4pcs)
- ✓ Markers
- ✓ Magazines
- ✓ Printed "Likes" (appendix 2)
- ✓ http://www.ted.com/talks/juan_enriquez_how_to_think_about_digital_tattoos.html
- ✓ "Amazing mind reader" <http://www.youtube.com/watch?v=F7pYHN9iC9I>
- ✓ Computer with internet access and projector

Practical arrangements

- ✓ Open space for participants to line up and walk around
- ✓ Tables for group work

Procedure

Step 1 (20 min)

- ✓ Ask participants to line up according to the influence virtual reality has on their life. (E.g. left = little; right = much)
- ✓ Watch the TED talk "Your online life, as permanent as a Tattoo"
- ✓ Moderate a discussion around the following questions:
 - What do you feel after watching?
 - How do you understand the parallel between the tattoo and the online life?
 - What is your online tattoo?
 - How does your online tattoo influence your real life?

Step 2 (20 min) – **The pros and cons of the internet.**

- ✓ Divide the students into 2 large groups using the printed pictures on paper of different colour for group dividing. (e.g. penguins = group A, hedgehogs = group B)

- ✓ Explain that group A will write the advantages of the Internet, group B will write the disadvantages.
- ✓ Divide each group into two subgroups
- ✓ Use the colour of the paper for that. (e.g. “yellow penguins” = group A 1; “blue penguins” = group A 2; “orange hedgehogs” = group B 1; “green hedgehogs” = group B 2.
- ✓ Explain that “yellow penguins” should focus on the private life, “blue penguins” about the professional life; “orange hedgehogs” will focus on the private life, “green hedgehogs” will focus on the professional life. (This can be done in a *Think - Pair - Share*)
- ✓ Ask groups to hang their posters on the wall
- ✓ Give out the “like” cards
- ✓ Ask Student to put their “likes” to any statement on the poster they agree with.

Step 3 (10 min) – How real is virtual?

- ✓ Watch the short movie “Amazing mind reader”
<http://www.youtube.com/watch?v=F7pYHN9iC9I>
- ✓ Moderate a discussion around the following questions:
 - What did you feel while watching the video?
 - What do you feel after watching the video?
 - Which scene impressed you most of all? Why?
 - What conclusions can you make?

Step 4 (10 min) - Debriefing

- ✓ How real is virtual?
- ✓ What has changed in your mind after the discussions and videos?

Tips for trainers

The videos are in English, be sure that participants’ level of English is high enough to understand it or be ready to translate, or allow time for the groups to clarify meaning / understanding.

Activity 4: Respect and respectful behaviour in virtual social space

Duration: 50 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To promote respectful behaviour in social virtual space. ✓ Raise participants' awareness of the high rates of irresponsible behaviour on the internet. ✓ Help students to overcome possible problems concerning disrespectful behaviour, hate speech or cyberbullying
<p>Methods / techniques used</p> <ul style="list-style-type: none"> ✓ Discussion ✓ Jigsaw
<p>Resources</p> <ul style="list-style-type: none"> ✓ cut-up logos of social nets (appendix 3) ✓ Printed rules of the social nets (appendix 4) or ✓ https://www.facebook.com/legal/terms ✓ http://vk.com/terms ✓ https://support.twitter.com/articles/18311-the-twitter-rules# ✓ Flipchart
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Cut the pictures according to the number of the people in each group. ✓ Laptops and internet access
<p>Procedure - Different rules of behaviour in different social networks</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> ✓ Divide the big group into different micro groups of 3 - 4 using the logos of social networks (appendix 2) ✓ Invite participants to choose one card (one puzzle) and find their partners that hold the other pieces of the puzzle. ✓ Contact activity: Ask participants to share why they have (not) read / would (not) read the rules of any virtual society before registration <p>Step 2 (20 min)</p> <ul style="list-style-type: none"> ✓ Distribute the rules of different social networks to the groups. (appendix 3) or ask the micro groups to find the rules of conduct for their logo web site on the internet. ✓ Ask them to agree on the 8 - 10 most important rules of conduct according to their opinion. ✓ Allow some time for them to read and take notes. ✓ Mix the groups according to the jigsaw rules and invite them to tell the others about the rules of their social net. ✓ Moderate a discussion around the following question: <ul style="list-style-type: none"> ○ Discussion - Which rules do you find useful? useless? interesting? stupid? obligatory? etc.

Step 3 (10 min)

- ✓ Ask students to name the rules they want to have in their virtual society by throwing the ball
- ✓ Write everything on the flipchart
- ✓ Ask students to vote for the most important rules by sticking likes
- ✓ Highlight the chosen ones
- ✓ Ask if everybody agrees

Step 4 - Debriefing (10 min)

- ✓ Why is it important to agree on rules and write them down?
- ✓ What makes disrespectful behaviour so easy on the web?
- ✓ What is the teachers' responsibility in that?
- ✓ How proficient does a teacher have to be to deal with the problem at hand?
- ✓ How has this activity helped you become more aware of the possible breaches of conduct in the virtual reality?

Tips for trainers

- ✓ Please use the rules of the most widely spread social nets in your country.
- ✓ We use our created rules for our page on the social net.
- ✓ Mind that the rules should be connected with respectful behaviour.

Activity 5: Evaluation – Footprints and handprints

Duration: 30 min

Expected outcome

- ✓ Participants reflect on what they have learned about respectful behaviour.
- ✓ They will evaluate the workshop.
- ✓ They will give feedback to the facilitator(s).
- ✓ To see what conclusions participants have made after the workshop.
- ✓ To get participants think about their behaviour in future.

Methods/ techniques used

- ✓ Writing
- ✓ Giving feedback

Resources

- ✓ Sheets of A4 paper
- ✓ Markers and stickers

Practical arrangements

- ✓ Open space for participants to walk around.

Procedure

Step 1 (15 min)

- ✓ Ask participants to draw their feet on 2 sheets of paper with a marker.
- ✓ Invite them to write their first steps towards respectful behaviour online on the right foot and offline on the left foot.
- ✓ Ask them to put the sheets on the floor in the direction towards the “Respect tree”
- ✓ Allow some time for everybody to read all the comments

Step 2 (10 min)

- ✓ Have them take a sticker of the colour according to their mood (green one = like very much, yellow = like not so much, a red = like not at all)
- ✓ Ask them to write their comments on the stickers and put them on the tree.
- ✓ Allow some time for everybody to read all the comments and comment on it.

Step 3 - Closing (5 min)

Ask the participants to stand in a circle holding each other's hands and make a pleasant wish for everybody.

Tips for trainers

- ✓ You can leave the room during the evaluation to let participants feel free and comfortable while writing their comments.
- ✓ After this workshop a school homepage will be created on vk. A group of volunteers (perhaps the most active participants of the workshop) will have to moderate this site, they will monitor the comments, upload the information of all the events of our school life. The first event described there will be this workshop; students will leave comments there, encouraging other students to talk about respect and respectful behaviour.

Appendices

Appendix 1

Find someone who ...

Uses more than one social medium website	Doesn't eat anything in front of the computer	Updates the avatar photo every 2-3 days	Thinks Internet causes addictive behavior
Uses Internet only for their research	Thinks that they can realize their abilities more on the internet than in real life	Likes "likes"	Uses social media during their lessons
Doesn't have a webpage	Thinks that an interesting life is impossible without social nets	Spends more than 3-4 hours on social nets per day	Has tried to delete the webpage or refused to use it
Thinks that in social nets there are more advantages than disadvantages	Has more than 300 virtual friends	Uses the Internet at school not for entertainment	Reads the rules before registration
Thinks that communication in the real world is better than in the virtual space.	Communicates with 10 or more friends every day.	Would like to have more than 1000 friends and followers	Doesn't mind disrespectful behavior online

Appendix 2



Appendix 3



Appendix 4



<http://vk.com/terms> (accessed on 02.05.2015)

1. Registration of the User on the Site is free, voluntary and takes place at the Internet:
<http://vk.com>.

2. When registering a user must provide the Administration site requires reliable and timely information

3. After registration, the User receives the right to own personal non-commercial use to create, use, and determine the content of their own personal pages, and the conditions of access of other users to its content, as well as get access, and placing information on the personal pages of other users
4. When using the site's services User is obliged to: provide at registration accurate, complete and relevant data; not to post any information on the personal page, and objects (including links to them), which may violate the rights and interests of others; before placing the information and facilities to assess the legality of their pre-placement.
5. The user is prohibited from using the Site: register as a Member on behalf of or in lieu of another person ("the fake account"); distort information about themselves, their age, or their relations with other persons or organizations; download, store, publish, distribute information that contains threats of insults, denigrates the honor of other Members, violates the rights of minors; It contains scenes of inhumane treatment of animals; contains a description of the means and methods of suicide, any incitement to it from completion; promoting and / or promote racial, religious or ethnic hatred or enmity, or promotes fascism ideology of racial superiority; promotes crime; It advertises or describes the appeal of drug use, including the "digital drugs" (sound files that have an impact on the human brain by binaural beats) ;, is fraudulent; and also violates other rights and interests of citizens and legal persons or requirements of the legislation of the Russian Federation.6. Users are responsible for their own actions in connection with the creation and placement of the information on your own personal page on the website.
7. Violation of these Rules and the current legislation of the Russian Federation entails civil, administrative and criminal liability.



<https://support.twitter.com/articles/18311-the-twitter-rules#> (accessed on 02.05.2015)

- * Personalization: You are not allowed to impersonate another person on Twitter, deliberately misleading, confusing or deceiving others.
- * Trademark: We reserve the right to return the user names on behalf of the companies or individuals who have legal claims of trademark on the names. Accounts that use the company names and / or logos to mislead others will be blocked without the right of recovery.
- * Privacy: You may not publish or make private and confidential information of others, such as credit card numbers, addresses, or social security number or national identification numbers, without the express permission and consent.

* Violence and Threats: You may not publish or make direct, specific threats of violence against others.

* Copyright: We will respond to clear and complete notices of alleged copyright infringement. Our procedures on copyright set out in the Terms of Service Twitter.

* Unlawful Use: You may not use our service for any unlawful purposes or to call for illegal activities. Members of all the countries agree to comply with their local laws regarding online conduct and acceptable content tweets. * Multiple accounts: You are not to create multiple accounts in order to abusive, aggressive intentions, or with overlapping use cases. Mass account creation may result in suspension of all related accounts. Please note that any of the violations Twitter is the basis for the suspension of all accounts.

* Naming: You are not to take possession of false names. Accounts that are inactive for more than 6 months can also be removed without notice.



<https://www.facebook.com/legal/terms> (accessed 02.05.2015)

Facebook users are required to indicate their real names, as well as provide real information about themselves, and we would like you to adhere to these rules. Here are some obligations that you assume the registration and to maintain the security of your account:

1. You will not post false personal information on Facebook, or create an account on behalf of another person without proper authorization.
2. You will not create more than one personal profile.
3. If we will block your account, you will not create another account without our permission.
4. You will not use your personal Chronicle for commercial purposes or use Facebook Page for such purposes.
5. You will not use Facebook, if you are under 13 years old.
6. You will not use Facebook, if you are convicted of committing sexual offenses.
7. You will indicate the exact contact information and update it in a timely manner.
8. You will not transmit the password (for developers - a secret key), will provide access to your account to unauthorized persons and will not perform any other actions that may threaten the security of your account.
9. You will not transfer your account (including any page or application which you are an administrator) to anyone without our prior written permission.
10. If you choose a user name or a similar means of identification to your account or Pages, we reserve the right to remove or transfer the right to use it at our discretion (for example, if a trademark owner complains about a username that is not directly related to the present the name of the account holder).