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

Respect in the cyberspace: learning about respect and teaching it forward

by

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Respect in the cyberspace: learning about respect and teaching it forward

Brief description

This is a short-term awareness-raising project aimed at empowering students to benefit from the positive aspects of the Internet, mobile technologies and social networking whilst avoiding the potential risks when interacting in the cyberspace which offers teenagers lots of new virtual places to meet friends and socialize. Issues of respect, personal data protection, privacy, online grooming, cyberbullying, copyrights, electronic spamming will be covered through a variety of activities and micro research projects carried out collaboratively by different eTwinning groups. We will make inquiries, interview teenagers and parents, make awareness-raising videos and leaflets on the issues, organise a competition for short story or poem writing. In the end of the project, we will try to promote an e-safety workshop or conference in order to disseminate the results of the project addressed to other students and parents.

Expected outcomes

✓ Learners will raise awareness to the affordances and the risks young people are exposed to when interacting in the cyberspace
✓ We will emphasize responsible use of electronic tools and the social virtual space to communicate respectfully, collaborate with others
✓ We will work on development of respectful and responsible attitudes, critical-thinking and decision-making skills relating to Internet use or online interaction grounded on the values of human rights
✓ Learners will improved communicative competences in the foreign language
✓ We will gain acquisition of strategies to properly deal with privacy related issues and risks that permeate in the cyberspace
✓ We will work on development of social skills and autonomous learning strategies
✓ Learners will gain willingness to work together with others and become actively involved (A_COOP_2)
✓ Learners will adopt readiness to strive for mutual understanding and meaningful dialogue (A_SELF_5)
✓ Learners will get ability to communicate across all types of borders and to negotiate meaning (S_DIV_1)
✓ Learners will deal with self-knowledge and introspection (K_SELF_1)
Activities

<table>
<thead>
<tr>
<th>Activity 0: Preparation</th>
<th>Duration</th>
<th>Methods used</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 weeks</td>
<td>Research, registration on the eTwinning platform</td>
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<table>
<thead>
<tr>
<th>Activity 1: Warm up</th>
<th>Duration</th>
<th>Methods used</th>
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<tbody>
<tr>
<td></td>
<td>180 minutes</td>
<td>Brainstorming, research result</td>
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<table>
<thead>
<tr>
<th>Activity 2: Introduction</th>
<th>Duration</th>
<th>Methods used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90 minutes</td>
<td>Class activity, Video watching followed by whole class discussion</td>
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<thead>
<tr>
<th>Activity 3: Collaborative writing</th>
<th>Duration</th>
<th>Methods used</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2 weeks</td>
<td>Collaborative eTwinning group work, Individual assignment for the poem writing</td>
</tr>
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<table>
<thead>
<tr>
<th>Activity 4: School competition</th>
<th>Duration</th>
<th>Methods used</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>6 weeks</td>
<td>Presenting the competition, Launching of the Creative Writing Competition</td>
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<table>
<thead>
<tr>
<th>Activity 5: eTwinning project work</th>
<th>Duration</th>
<th>Methods used</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>10 weeks</td>
<td>Research: Reading, analyzing, collecting information, Selecting information, Creating final product, presentation, Publishing the outcomes, School exhibition</td>
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</tbody>
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<thead>
<tr>
<th>Activity 6: Commemoration of Safer Internet Day 2014</th>
<th>Duration</th>
<th>Methods used</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1 week</td>
<td>Whole School activity, European Club, Class activity</td>
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</table>

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<thead>
<tr>
<th>Activity 7: Open school day</th>
<th>Duration</th>
<th>Methods used</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>270 minutes</td>
<td>Two Conferences, Exhibitions, Online Publishing, Distribution of material</td>
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Background and context

Overall, this project holds the expectation to contribution to the development of the following key competences for lifelong learning (Source: Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]):

- communication in foreign languages, which involves intercultural understanding and sensitivity;
- digital competence involving the confident and critical use of information society technology (IST) and thus skills in information and communication technology (ICT);
- learning to learn, consisting in the ability to organise one’s own learning, either individually or in groups, in accordance with one’s own needs, and awareness of methods and opportunities;
- social and civic competences, which refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social life in the virtual space and in actual life. Pupils will have to develop an understanding of codes of conduct and customs in the different environments.
Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;
• sense of initiative and entrepreneurship which involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.
• cultural awareness and expression, which comprises the appreciation of the creative expression of ideas, experiences and emotions in a range of media (music and visual arts).

These competences will implicate:

A- Knowledge of

1. Foreign languages;
2. Rules for social and intercultural interaction;
3. Other cultures;
4. Different types of electronic tools for interacting, editing and publishing;
5. Politeness strategies (netiquette);
6. The benefits and the risks of the cyberspace;
7. General terms of use and privacy of social networks like Google, Twitter, Tumblr etc.
8. Strategies to properly deal with privacy related issues;
9. Copyrights and Creative Commons Licenses to protect intellectual property;
10. Organisations and support groups intended to protect and support people from harassment in the cyberspace.

B- Skills

1. Communication skills in foreign languages and especially in English;
2. Ability in using new electronic tools to interact and collaborate with others and to improve the quality of their school assignments;
3. Ability to take others’ perspective to widen their own understanding on any matter;
4. Critical cultural awareness to recognise the validity and reliability of the information sources on the cyberspace and to respect copyrights;
5. Learning of coping strategies to manage situations of cyberbullying.

C- Attitudes

1. Respect for others by adapting the language to their audience;
2. Interest in their partners and their culture;
3. Respect for different learning styles;
4. Willingness to solve communication problems;
5. Appreciation of cultural differences;
6. Avoidance of “face threatening acts” in order to preserve the face of the ‘other’ (be respectful and carefully choose the language used to avoid intercultural misunderstandings);
7. Respect and protection of intellectual property;
8. Awareness towards different forms of cyberbullying in social networks or online games.
**Activity 0: Launching of the eTwinning project “Respect in the Cyberspace”**  

**Duration:** 2 weeks

<table>
<thead>
<tr>
<th>Expected outcome</th>
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<tbody>
<tr>
<td>✓ To launch an eTwinning collaborative project on the theme Respect in cyberspace</td>
</tr>
<tr>
<td>✓ To make participants understand the theme the aims and the expected outcomes of the project</td>
</tr>
<tr>
<td>✓ To provide the participants with a pedagogical virtual classroom (Twinspace) that will enable teachers and students to collaborate on the project in a safe online environment</td>
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<tr>
<td>✓ To foster the pedagogical use of ICT in the teaching and learning process</td>
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<table>
<thead>
<tr>
<th>Methods/ techniques used</th>
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</thead>
<tbody>
<tr>
<td>✓ Research</td>
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<tr>
<td>✓ Registration on the eTwinning platform</td>
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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>✓ former ePAL eTwinning project partners and new partners</td>
</tr>
<tr>
<td>✓ European Club</td>
</tr>
<tr>
<td>✓ Twinspace</td>
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<tr>
<th>Practical arrangements</th>
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<tbody>
<tr>
<td>✓ Ensure working space (room) with Internet and projector</td>
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<tr>
<th>Procedure</th>
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<tbody>
<tr>
<td><strong>Step 1 (1 day)</strong></td>
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<tr>
<td>✓ Presenting the project idea as well as the timeline and the expected outcomes to the eTwinning partner schools</td>
</tr>
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</table>

| **Step 2 (1 day)** |
| ✓ Registration of the eTwinning project “Respect in the cyberspace” (RESPECT) |

| **Step 3 (1 day)** |
| ✓ Starting to manage the Twinspace and by creating folders for the activities that will be developed |

| **Step 4 (10 day)** |
| ✓ Participating classes are organized into cooperative eTwinning groups (mixed-abilities). Each eTwinning group will choose a nickname, create a logo and prepare an introduction to be published in the folder “let’s meet each other” on the Respect project Twinspace |

| **Step 5 - Debriefing (1 day)** |
| ✓ Discussions via email and Skype to recommend changes or ask for support. |

<table>
<thead>
<tr>
<th>Tips for trainers</th>
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<tbody>
<tr>
<td>✓ Prepare a plan and send it to your prospective partners to make sure you share common aims</td>
</tr>
<tr>
<td>✓ Give support to the teachers so that they feel more confident in using the tools</td>
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</table>
**Activity 1: Brainstorming the concept of “respect”**  
**Duration:** 180 minutes /2 weeks

<table>
<thead>
<tr>
<th>Expected outcome</th>
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<tbody>
<tr>
<td>✓ Introduce the concept RESPECT</td>
</tr>
<tr>
<td>✓ Motivate learners to think about the concept</td>
</tr>
<tr>
<td>✓ Share different cultural perspectives on the concept and widen our own perception</td>
</tr>
<tr>
<td>✓ Prepare them for the project’s collaborative approach</td>
</tr>
<tr>
<td>✓ Raise learners’ awareness to the need to a common understanding on the concept and respectful interaction on the Twinspace</td>
</tr>
<tr>
<td>✓ Get to know and use pedagogical tools available online to brainstorm a topic</td>
</tr>
<tr>
<td>✓ Create creative visual to present the activity outcome, WORDLE, using online tool</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Methods/ techniques used</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Brainstorming</td>
</tr>
<tr>
<td>✓ Research result</td>
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<table>
<thead>
<tr>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>✓ The stormboard: <a href="https://stormboard.com/storms/start/71216/RESPECT">https://stormboard.com/storms/start/71216/RESPECT</a> (last accessed on March, 2015)</td>
</tr>
<tr>
<td>✓ Instructions published on the project Twinspace</td>
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</table>
| ✓ Online tools to make WORDLES  
  [http://www.wordle.net/create](http://www.wordle.net/create) (last accessed on March, 2015) |

<table>
<thead>
<tr>
<th>Practical arrangements</th>
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<tbody>
<tr>
<td>✓ Classroom with Internet connection</td>
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<thead>
<tr>
<th>Procedure</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 1 (120 min)</strong></td>
</tr>
<tr>
<td>✓ Each partner class will organise a whole class discussion on the topic “communication in the cyberspace: advantages and disadvantages” by:</td>
</tr>
<tr>
<td>Inviting each eTwinning group to:</td>
</tr>
<tr>
<td>- Brainstorm the topic “Respect in the Cyberspace” on a Stormboard</td>
</tr>
<tr>
<td>- Select of three words from their brainstorm that best define the concept of RESPECT</td>
</tr>
<tr>
<td>- Share the result of the group discussion in the Respect Stormboard to the class</td>
</tr>
<tr>
<td><strong>Step 2 - Debriefing (60 min)</strong></td>
</tr>
<tr>
<td>✓ Follow up: Create a visual or a Wordle based on the results of the brainstorming</td>
</tr>
<tr>
<td>✓ Publishing the report and discussing the results</td>
</tr>
<tr>
<td>✓ Comparing results</td>
</tr>
<tr>
<td>✓ The ideas collected will serve following activity for creative writing and creating visuals</td>
</tr>
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<table>
<thead>
<tr>
<th>Tips for trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Give support to the teachers who might need</td>
</tr>
<tr>
<td>✓ Give an example by starting the activity</td>
</tr>
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</table>
### Activity 2: Introduction to the theme “Respect in the cyberspace”

**Duration:** 1 week

#### Expected outcome

- ✓ Educate and empower learners with knowledge that will enable them to assertively protect themselves and respect others while communicating in the cyberspace.
- ✓ Establish a common understanding on the concept of respect grounded on the values of human rights.
- ✓ Understand the need for a social code of conduct for social interaction whether in face to face or virtual interaction.
- ✓ Raise learners’ awareness to the dangers they may face in the cyberspace (harassment, discrimination, cyberbullying, and the process of grooming, used by cyber predators).
- ✓ Get to know the No Hate Speech Movement and understand the importance of youth action in the battle against disrespectful attitudes in the cyberspace.
- ✓ Develop creative writing skills in foreign language (English).
- ✓ Foster student’s creativity to express themselves.

#### Methods/ techniques used

- ✓ Class activity.
- ✓ Video watching followed by whole class discussion.
- ✓ Whole class discussion on the results of the RESPECT Brainstorm.
- ✓ eTwinning Group work: Creating visuals to illustrate their notion of RESPECT.
- ✓ Follow-up: writing a poem.

#### Resources

- ✓ RESP- Pestalozzi Training course activity “Respect Statements to debate”.
- ✓ No Hate Speech Movement official Campaign video [https://www.youtube.com/watch?v=35rAykWyPrg](https://www.youtube.com/watch?v=35rAykWyPrg) (last accessed on March, 2015).

#### Practical arrangements

- ✓ eTwinning groups are previously registered as members on the RESPECT Twinspace and will access the Twinspace to get familiar with it.

#### Procedure

**Step 1 (90 min)**

- ✓ The classes will analyse a set of quotes related to the theme and agree on common understanding for the concept and do the activity proposed.

**Step 2 (90 min)**

- ✓ The classes will watch the NO Hate SPEECH Movement Campaign video and teacher elicits the message conveyed.
A whole class debate will be set to discuss the difference between social interaction face to face and social interaction mediated by computer;

Step 3 (60 min)
✓ Learners will proceed discussing issues related to respect in the cyberspace by identifying topics related to the theme that they will choose from for their Project Work: personal data protection, privacy, online grooming, cyberbullying, copyrights, electronic spamming etc...These topics are registered as new threads in the discussion forum of the Twinspace “Matching eTwinning groups for collaborative work”

Step 4 - (60 min)
✓ Follow-up: Each eTwinning group will choose one of the topics listed on the Twinspace forum for their project work and publish a statement of interest in the Respect Project Twinspace’s discussion forum “Matching eTwinning groups for collaborative work”. This forum is on the pupil’s area, a reserved space where the pupils from the schools involved in the RESPECT project hold discussions and get to know each other whilst working on your project

Activity 3: Creating an online publication of Creative texts
(Outcomes of poem writing or collaborative short story writing)

Duration: 2 week

Expected outcome
✓ Foster creative writing skills in the foreign language
✓ Expand vocabulary in English related to the topic RESPECT and CYBERSPACE
✓ Promote the acquisition of poem and short story writing techniques
✓ Provide learners with online tools to create poems or lyrics for songs
✓ Enhance the development of collaborative and cooperative principles

Methods/ techniques used
✓ Collaborative eTwinning group work for the short story
✓ Individual assignment for the poem writing

Resources
✓ Report on the results of the brainstorm: a StromBoard output
✓ Issuu, YOU PUBLISH (a free digital publishing site that attempts to simulate the experience of reading a print publication online)
✓ Acrostic poem: http://www.readwritethink.org/files/resources/interactives/acrostic/
Practical arrangements
- Create, in advance, an account on issuu.com and try it
- Present the online tools that learners can use for their creative writing

Procedure

Step 1 (60 min)
- Whole class listening to the “Reinstalling Windows Song” and poem analysis to understand the structure of the poem and the features of poems

Step 2 (90 min)
- eTwinning groups will analyse the results of the RESPECT Brainstorm and create a top 10 words list that best describe their definition of RESPECT.
- Using the words from the list, each eTwinning group will write a poem/lyrics for a RAP song or a short story and illustrate it.

Step 3 (60 min)
- Alternative procedure (with one of the classes): a poem and a short story will be written collaboratively by different groups like a chain story
- The results will be collected and gathered in an electronic magazine (ISSUU-YOU PUBLISH) and shared on the RESPECT Twinspace.

Step 4 - Debriefing (60 min)
- The outcome of the writing process (poem writing) will be assigned as part of the formative assessment in English.

Tips for trainers
- Make sure which partners are willing to participate in the chain story building to match the learners before starting the activity.

Activity 4: School competition “Bem me quer ou mal me quer?”

Duration: 8 weeks

RESP, 2014
### Expected outcome

- Disseminate the RESPECT eTwinning project
- Have a bigger impact on the school community
- Disseminate the aims of the project RESPECT and its planned activities
- Raise learners, teachers and parents awareness to the risks of disrespectful attitudes in the cyberspace
- Promote creativity
- Foster the development of responsible attitudes and safer internet use

### Methods/techniques used

- Presenting the competition to the school pedagogical board and inclusion of the activity in the School’s Annual activities Plan
- Launching of the Creative Writing Competition on Respect in the Cyberspace titled “Bem me quer ou Mal me quer?” addressed to the whole school community on the School’s webpage and on the European Club Facebook page

### Resources

- School’s Annual activities Plan (appendix 1):
- Competition instructions (appendix 2)
- Learners and teachers of the European Club of Agrupamento de Escolas de Sátão The European Club Facebook page: [https://www.facebook.com/pages/Clube-Europeu-do-Agrupamento-de-Escolas-de-S%C3%A1t%C3%A3o/183797501827078](https://www.facebook.com/pages/Clube-Europeu-do-Agrupamento-de-Escolas-de-S%C3%A1t%C3%A3o/183797501827078) (last accessed on March, 2015)
- [https://www.facebook.com/events/572310092844942/](https://www.facebook.com/events/572310092844942/) (last accessed on March, 2015)

### Practical arrangements

- The activity has to be previously presented to the school pedagogical board for approval and registered on the Annual Plan Activities Moodle platform where the school activities are published

### Procedure

**Step 1 (arrange your time according your possibilities)**

- Presentation of the competition planning to the director and the pedagogical board
- Waiting for approval
- Disseminating the competition in the School’s webpage and Facebook page
- Collecting creative texts, reviewing them and selecting texts for publication online and paper

**Step 2 - Debriefing (arrange your time according your possibilities)**

- Assessment of the level of participation

### Tips for trainers

- This activity was implemented in English lessons as Formative assessment and there were 10 RESP, 2014
invited ICT and teachers who teach Civic education to follow the idea and participate with their classes.

Activity 5: eTwinning groups project work on “RESPECT IN THE CYBERSPACE”

<table>
<thead>
<tr>
<th>Expected outcome</th>
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<tbody>
<tr>
<td>✓ Present the aims of the project and foster learners motivation to take part and be committed to sustain the communication with eTwinning partners</td>
</tr>
<tr>
<td>✓ Develop autonomous learning competences</td>
</tr>
<tr>
<td>✓ Empower learners’ knowledge that will enable them to assertively protect themselves and respect others while communicating in the cyberspace and benefit from the potentials of the Internet</td>
</tr>
<tr>
<td>✓ Equip learners with knowledge that will enable them to make responsible choices regarding the use of intellectual property found in the cyberspace</td>
</tr>
<tr>
<td>✓ Raise awareness to the affordances and the risks young people are exposed to when interacting in the cyberspace</td>
</tr>
<tr>
<td>✓ Acquire knowledge of strategies to properly deal with privacy related issues</td>
</tr>
<tr>
<td>✓ Increase learners’ awareness to intellectual property issues inherent to Internet usage, the legal acquisition of and distribution of material retrieved from the Internet</td>
</tr>
<tr>
<td>✓ Develop digital skills in the use of electronic tools to collaborate with others and improve the quality of learners school work</td>
</tr>
<tr>
<td>✓ Develop autonomous learning strategies by organising their own learning, either individually or in groups, in accordance with their own needs, and awareness of methods and opportunities</td>
</tr>
<tr>
<td>✓ Enhance the development of respectful and responsible attitudes, critical-thinking and decision-making skills relating to Internet use or online interaction grounded on the values of human rights</td>
</tr>
<tr>
<td>✓ Foster de improvement of communicative competences in the foreign language and mother tongue</td>
</tr>
<tr>
<td>✓ Increase respect towards different cultures and languages in the cyberspace; Share with other learners what they have learned and promote responsible attitudes.</td>
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<tr>
<th>Methods/ techniques used</th>
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<tbody>
<tr>
<td>✓ Collaborative eTwinning group work on different topics related to the project theme (cf. project booklet) under teacher’s guidance and support. Teacher provides resources for learners’ researches.</td>
</tr>
<tr>
<td>- Research: Reading, analysing, collecting information on the topics chosen</td>
</tr>
<tr>
<td>- Selecting information and producing text for projects’ final product</td>
</tr>
<tr>
<td>- Creating final product (videos, Prezi presentation, a board game, a study etc… (cf. project booklet)</td>
</tr>
<tr>
<td>- Class presentation of project outcomes: oral report of the project work</td>
</tr>
<tr>
<td>- Publishing the outcomes on the RESPECT Twinspace</td>
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<tr>
<td>- School exhibition at the OPEN SCHOOL DAYS</td>
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<th>Resources</th>
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RESP, 2014
✓ RESPECT eTwinning project plan (appendix 2)
✓ A list of references on the topics for project work (appendix 3)
✓ eTwinning Group’s Introduction sheet (appendix 4)
✓ Self-evaluation worksheet for oral presentation (appendix 5)
✓ Self-evaluation worksheet for the outcomes of the project work (appendix 6)
✓ Online tools:

HFCBeatBullying
(last accessed on March, 2015)

- Powtoon or scribe: to make animated presentations
- Prezi: to make animated presentations
- Stormboard: to make collaborative brainstormings
- Animate/ movie maker: to make videos
- Drop box or google drive: to exchange videos or films
- Google docs: to create electronic surveys
- Youtube or Daily Movie: to publish videos (with access restrictions)
- Facebook: to share, comment on each other’s work
- Issuu: to make electronic magazine
- Hot Potatoes Half-Baked Software to create Crosswords and quizzes “Understanding Copyright vs. the Creative Commons”, article by James Tanner, April 13, 2012
- Article on Storyboarding for videos:
  https://trunk.tufts.edu/access/content/group/345e5601-eced-4711-9d27-6579fc704338/For%20Download/StoryboardingforVideos-transcript.pdf
  (last accessed on March, 2015)
- Website about the Netiquette: http://www.learnthenet.com/learn-about/netiquette/
  (last accessed on March, 2015)
- RESPECT project Twinspace http://new-twinspace.etwinning.net/web/p102253/homepage
  (last accessed on March, 2015)

✓ Official blogs and sites (in Portuguese):

http://www.internetsegura.pt/
(last accessed on March, 2015)
http://www.seguranet.pt/blog/
(last accessed on March, 2015)
http://www.seguranet.pt/creative-commons
(last accessed on March, 2015)
http://www.seguranet.pt/semana2014
(last accessed on March, 2015)
http://www.grupocomunicar.com/
(last accessed on March, 2015)
http://www.revistacomunicar.com/
(last accessed on March, 2015)

✓ Official blogs and sites (in English):


The National Centre for Technology in Education: [www.ncte.ie/internetsafety](http://www.ncte.ie/internetsafety) (last accessed on March, 2015)


Media Wise Trust: [www.mediawise.org.uk](http://www.mediawise.org.uk) (last accessed on March, 2015)

Digital Beginnings - research report on young children’s use of media, by Dr Jackie Marsh of the University of Sheffield: [http://www.digitalbeginnings.shef.ac.uk/final-report.htm](http://www.digitalbeginnings.shef.ac.uk/final-report.htm) (last accessed on March, 2015)

The UK’s media education site for teachers: [www.mediaed.org.uk](http://www.mediaed.org.uk) (last accessed on March, 2015)

✓ eTwinning groups are matched, on the discussion forum, with partners according to the projects they have chosen to work on
✓ Folders for each micro-project will be created as project activities on the RESPECT Twinspace

Procedure

Step 1 (arrange your time according your possibilities)
✓ eTwinning groups will discuss with their partners what collaborative final product they would like to do on the topic chosen on the discussion forum launched on the Twinspace to match learners from the different countries;
✓ For almost two months eTwinning groups will use the Internet and other resources to collect information for their projects, learn about their topics and create their final product, while teacher will monitor their work and provide them with the necessary resources in class; They will also use the Twinspace, Facebook, Skype and email to share information and ideas with partners;
✓ Introducing pupils to CREATIVE COMMONS license. Learners will be asked to choose one of the licenses for their project work final product; by end of March, eTwinning groups will present the results of their projects orally to the class and they will share their work on the Twinspace.

Step 2 (arrange your time according your possibilities)
✓ On 4 and 5th April their final products will be exhibited and presented at the OPEN SCHOOL DAYS.

Step 3 - Debriefing (arrange your time according your possibilities)
✓ Self and peer evaluation methods to assess learning and formative evaluation method: written test on the themes approached; project work outcomes; oral report in class.
✓ To assess the pedagogical impact of the project we will create an online survey with google docs to be replied by the participants.

Activity 6: Commemoration of Safer Internet Day 2014 (February 11th)

Duration: 1 week

Expected outcome
✓ Encourage users to use and communicate in the cyberspace with respect
✓ Raise parents, educators and learners’ awareness to online rights and responsibilities
✓ Carry out a micro-research studies in participating studies to analyse learners’ attitudes and behaviour on the cyberspace
✓ Help younger learners recognise and avoid risks which may compromise their safety and personal information in the cyberspace
### Methods/ techniques used
- ✓ Whole School activity
- ✓ European Club
- ✓ Class activity

### Resources
- ✓ Electronic questionnaire that will be created by learners
- ✓ Film Cyberbully (2011)
- ✓ No Hate Speech Movement official Campaign video (http://www.youtube.com/watch?v=35rAykWyPrp) (last accessed on March, 2015)
- ✓ Leaflets and resources offered by Portuguese SeguraNET organization in charge of the SID
- ✓ Google docs

### Practical arrangements
- ✓ The questionnaires will be filled in online in ICT classes, English classes and European Club
- ✓ And the data will be analysed by one of the eTwinning group in charge of the study (Casa Portuguesa)

### Procedure

**Step 1 (arrange your time according your possibilities)**
- ✓ The participants will participate in the celebration of Safer Internet Day 2014 “Let’s create a better internet together” by:
  - publishing an article on the school’s webpage and the European Club Facebook Page
  - registering the activities on the SID 2014 database
  - Disseminating the “No Hate Speech Movement official Campaign video” on the European Club Facebook page and the school’s webpage
  - Distributing a leaflet with tips for safer Internet Use to all classes from 5th to 9th grade and to parents
  - Inviting the school community and the RESPECT eTwinning partners to take part in a survey (for a study that was being carried out by one of the eTwinning groups). The results will be reported on the schools website and shared on the RESPECT project Twinspace;
  - One of the eTwinning groups “The Sefeles” will organize a film session to promote the viewing of the film “Cyberbully” (2011) that tells the story of a teenage girl who is bullied online. Publishing the texts on the RESPECT project Twinspace. They will write a film review on the film and publish it on the Facebook page and the Respect Twinspace.

**Step 2 - Debriefing (xx min)**
- ✓ The results of the questionnaire will be presented in a report in the school’s webpage and published on the RESPECT project Twinspace
- ✓ The participants will fill in a questionnaire

### Activity 7: OPEN SCHOOL DAY

<table>
<thead>
<tr>
<th>Expected outcome</th>
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</thead>
<tbody>
<tr>
<td>✓ Disseminate the results of the project “Respect in the Cyberspace” and present the outcomes to the school community (learners, teachers and parents)</td>
</tr>
<tr>
<td>✓ Raise pupils, teachers and parents’ awareness to the affordances and the risks young people are</td>
</tr>
</tbody>
</table>
exposed to when interacting in the cyberspace
✓ Provide knowledge that will allow participants identify the dangers young people are exposed to when interacting, surfing or playing in the cyberspace.

### Methods/ techniques used
- ✓ Two Conferences
- ✓ Exhibitions
- ✓ Online Publishing of a collection of poems and short stories on the theme Respect in the Cyberspace
- ✓ Distribution of material

### Resources
- ✓ Final products of the project made the eTwinning groups and the European (leaflets, one minute video “Let’s make a safer Internet Together”, Boardgames, interactive digital games )
- ✓ Hot Potatoes Half-Baked Software to create Crosswords and quizzes

### Practical arrangements
- ✓ Previous contact with Guarda National Republicana to set the agenda of the Conference for parents and learners
- ✓ European Club will be in charge of editing the material and the publication of the Collection of poems and short stories, an outcome of the creative writing competition “Bem me Quer ou Mal me quer?” Respect in the Cyberspace. The publication will be edited in English and Portuguese.

### Procedure

#### Step 1 (arrange your time according your possibilities)
✓ Participants will disseminate the outcomes of their RESPECT etwinning project works in an exhibition held at the Open School Day. They will organise two conferences with an officer of the Guarda Nacional Republicana responsible for the programme Escola Segura (Safe School) as key speaker. One for parents “Comunicar em segurança na Internet” (Communicating in safety on the Internet”) and another for learners from 8th and 9th grade about “Respeito no Ciberespaço”. They distribute leaflets and CDs with interactive games they will have created as a final product during their project work using Hotpotatoes and other tools. The prize to the winner of the competition “Bem me quer ou mal me quer?” will be handed during the conference

#### Step 2 - Debriefing (arrange your time according your possibilities)
✓ A report will be issued to describe the outcomes of the activity and presented to the school pedagogical board and shared in the RESPECT Twinspace with photos;
✓ The Sefeles eTwinning group will write an article presenting the outcomes of the activity.

### Tips for trainers
✓ We will have to motivate parents to come to school to participate in the conference addressed to them. We will count on the support of our director
## Evaluation and impact assessment

**Expected outcome**
- ✓ Measure the impact of the project

**Methods/ techniques used**
- ✓ Surveys
- ✓ Collecting participants feedback

**Resources**
- ✓ Online Questionnaire that will be created

**Practical arrangements**
- ✓ Classroom with computers

**Procedure**

**Step 1 (90 min)**
- ✓ We will use self and peer evaluation methods to assess learning outcomes as well as formative evaluation method which are part of compulsory evaluation by applying a written knowledge test and by assessing project work oral report in class. All participants will be invited to comment on each other’s work for peer evaluation on the Twinspace. To assess the pedagogical impact of the project, we will create an online survey with google docs to be replied by the participants.
References

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- Livingstone, S., Kirwil, L, Ponte, C. and Staksrud, E., with the EU Kids Online Network. (2013). In their own words: What bothers children online? AVAILABLE ONLINE: http://eprints.lse.ac.uk/48357/ (last accessed on March, 2015)
• Initial findings of the Net Children Go Mobile project. AVAILABLE ONLINE:
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  (last accessed on March, 2015)
  Frequently asked questions and best practice. AVAILABLE ONLINE: http://eprints.lse.ac.uk/50437/ (last accessed on March, 2015)
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• Tomé, V. (2013). Preventing on-line hate speech through social media and democratic participation.
  AVAILABLE ONLINE:
• WebProNews Staff. (2006). The Value Of Cyber-Friendship. AVAILABLE ONLINE:
• (See appendix document with more reference articles or report for learners research work)

• Safer Internet website:
  http://www.saferinternet.org/ (last accessed on March, 2015)
• Insafe website: http://www.saferinternet.org/ (last accessed on March, 2015)
• The European Wergeland Centre: http://www.theewc.org/ (last accessed on March, 2015)
• Online issues for children and young people:
  http://www.saferinternet.org/online-issues/children-andyoung-People
Tips to protect your privacy online (TIPS):

No Hate Speech movement website:  http://www.nohatespeechmovement.org/ (last accessed on March, 2015)
No Hate Speech Facebook:  https://www.facebook.com/nohatespeech (last accessed on March, 2015)
Game Over Hate website:  http://gameoverhate.org/ (last accessed on March, 2015)
Comasito Online Doc:  http://eycb.coe.int/comasito/default.htm (last accessed on March, 2015)
The National Centre for Technology in Education:  www.ncte.ie/Internetsafety (last accessed on March, 2015)
Media Wise Trust:  www.mediawise.org.uk (last accessed on March, 2015)
Centre for the Study of Children Youth and Media:  http://www.childrenyouthandmediacentre.co.uk/ (last accessed on March, 2015)
EU Kids Online website:  http://www.eukidsonline.net/ (last accessed on March, 2015)
Storyboarding for videos:
https://trunk.tufts.edu/access/content/group/345e5601-eced-4711-9d27-6579fc704338/For%20Download/StoryboardingforVideos-transcript.pdf (last accessed on March, 2015)

Site on Netiquette and cyberspace communication:
http://www.carnegiecyberacademy.com/facultyPages/communication/netiquette.html (last accessed on March, 2015)
• http://www.carnegiecyberacademy.com/funStuff/netiquette/netiquette.html
  (last accessed on March, 2015)
• http://www.carnegiecyberacademy.com/facultyPages/cyberspaceCommunications.html
  (last accessed on March, 2015)
• http://www.albion.com/netiquette/corerules.html
  (last accessed on March, 2015)
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• Rhyme Generator: http://www.rhymezone.com/help/
  (last accessed on March, 2015)
• Diamante poem: http://www.readwritethink.org/files/resources/interactives/diamante_poems_2/
  (last accessed on March, 2015)
• Acrostic poem: http://www.readwritethink.org/files/resources/interactives/acrostic/
  (last accessed on March, 2015)
• Verb poem: http://ettcweb.lr.k12.nj.us/forms/newpoem.htm
  (last accessed on March, 2015)
• Poem generator: http://thinkzone.wlonk.com/PoemGen/PoemGen.htm
  (last accessed on March, 2015)

In Portuguese:

• Projeto Internet Segura: http://www.internetsegura.pt/sobre-o-projecto-internet-
  segura#.UufGQBcP3IU (last accessed on March, 2015)
• http://www.saferinternetday.org/web/guest/about (last accessed on March, 2015)
• Comunicar em Segurança: http://comunicaremseguranca.sapo.pt/ (last accessed on March, 2015)
• Estudos e legislação: http://www.internetsegura.pt/estudos-e-
  legislacao/estudos#.UufCeRCp3IU (last accessed on March, 2015)
• Quiz: http://www.internetsegura.pt/quiz#.UufCNRCp3IU (last accessed on March, 2015)
• SeguraNet: http://www.seguranet.pt/blog/ (last accessed on March, 2015)
Appendices

Presentation of the project on the twinspace and logo:

Link to the RESPECT Twinspace:
http://new-twinspace.etwinning.net/web/p102253/welcome
(last accessed on March, 2015)

Website of the project in Portuguese:
http://respect-in-the-cyberspace.webnode.pt/
(last accessed on March, 2015)

eTwinning European Quality Label awarded to the project
Maria Silva, Agrupamento de Escolas de Sátão, Portugal
Lucyna Bejm, Gimnazjum im. ks. Wacława Rabczyńskiego, Polónia
Georgia Papagiannopoulou, 1o Geniko Lykeio Kamaterou, Grécia
Akrivi Anagnostaki, 1o ΓΕΛ Χολομπλου, Grécia
Marie Švehlová, Střední odborná škola Blatná, República Checa

Respect in the Cyberspace: Learning about respect and carrying it forward
10.01.2014

Fernando Egidio Reis
Apoio Nacional
Portugal

Marc Durando
Serviço Central de Apoio

Mirosław Marczewski
Apoio Nacional
Polónia

Project booklet: http://pt.calameo.com/read/003233316e7335902f355
DISCUSSION FORUM FOR MATCHING ETWINNING GROUPS FOR PROJECT WORK ON THE TWINSPACE
### Matching eTwinning groups for collaborative work

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Categories</th>
<th>Threads</th>
<th>Posts</th>
</tr>
</thead>
</table>
| Suggestion 1: chain story  
This consists in writing a short story in tandem. | 0 | 1 | 4 |
| Suggestion 2: The Dos and the Don'ts of communication on the social cyberspace  
After some research, students will prepare a guide for parents and a leaflet. | 0 | 1 | 2 |
| Suggestion 3: collaborative poem writing  
Collaborative writing of a poem/lyrics of a song. | 0 | 1 | 2 |
| Suggestion 4: young people's use of social network  
Presentation of results. | 0 | 1 | 4 |
| Suggestion 5: Hate speech on the social network  
Study on Hate speech on the social network | 0 | 1 | 3 |
| suggestion 6: Terms of use and privacy of social networks  
How much do you know about your rights and the risks of disclosure of your personal data? Take this test. (Presentation and Interactive game Hotpotatoes QUIZ). Writing an article presenting results. | 0 | 1 | 3 |
| Suggestion 7: Hate speech in Online Games  
Study on Hate speech in Interactive Online games | 0 | 1 | 3 |
| Suggestion 8: Virtual Friends; friends or foes?  
Organising a debate in your class to discuss how respect and lack of respect in the cyberspace. | 0 | 4 | 7 |
We Czech teams Emperors and Wyruses will participate in this activity.

Let us know how you would like to participate.

We have already studied the theme and read a lot of information to prepare the quiz. If you want you can collaborate by sending us multiple choice questions. 10 questions with (4 possible answers). We would need that by 10th March to organise the game. Thank you.
LEARNERS’ REPORT ON THE EVALUATION OF THE IMPACT
Hi everyone!

My name is Sylwia and I am from Wadowice, Poland. I'm 15 years old and I'm in third class at secondary school. I really love music; I take piano lessons since I was 6 years old. I also play the guitar. Music makes me feel relaxed. It is something that I like a lot. In my spare time I like singing songs of my favorite artists and friends. I love cycling. It is real life and experience! It helps me to feel good about myself. I don't know why people add to such a terrible things I tolerate and respect in an important role of the society. In my opinion, respect equals tolerance. I'm really happy that we have to learn about respect and tolerance in school. This is an important lesson for everyone. I believe and hope that everyone is treated with respect in my school. It is very important to respect each other.

By: Sylwia

Respect
10 June 2014 11:17

Hi!

Our names are Iza and Pawel. We are 16 years old. We live in Wadowice. It's a small town in Poland. Iza likes playing volleyball and cycling. Pawel loves football. We like Math. This is our favorite subject. Pawel hates afternoon school activities... (He is lazy.) We are sad, that is last year in our school.

Thank you for sharing with me! Now we realize how important it is to be safe using the Internet. We have more friends from other countries. It was a very big experience for us.

By: Iza and Pawel

Respect in Cyberspace
12 June 2014 11:07

Hi!

My name is Rita. I am 15 years old. I live in Poland and go to school in Wadowice. It's my last year in this school. I'm little upset because there are a lot of friendly teachers and students. My favorite subjects are Science and Art. My hobbies are dancing, playing guitar, piano, listening to music and taking photos. I want to go to a photography class after school.

We want about respect. It is important to tell that English and Polish lessons. It is important to learn about respect and tolerance. I think that respect is really important. Work in the Wadowice project helped me to work in pairs and write information of another countries, making new friends and my English is better. I hope you enjoy reading this post.

By: Rita

Respect in Cyberspace
12 June 2014 11:55

Dear Friends,

My name is Szymon. I am eighteen years old and I am from Wadowice. Sport is my main activity. I like all sports but football is my favorite. I am really happy that I can check my English skills at a Twining. I learned a lot of new things for example how to make good presentation in PowerPoint. We have done a lot of projects in our group. The TIMEs are amazing, I'm waiting for you because I want to tell you about our country. We shouldn't annoy or offend anyone no matter what skin color or religion they are. Honestly, tolerance and obedience are very important values which moving round our country.

Szymon Dąbrowski

By: Szymon Dąbrowski

Respect in Cyberspace
12 June 2014 11:58
The online questionnaire for the Survey:

In Portuguese:
[https://docs.google.com/forms/d/1QplQtByr1jnaaoGlwuxlk4ck7frRG6Vl3yf4rUW084/viewform#start=openform](https://docs.google.com/forms/d/1QplQtByr1jnaaoGlwuxlk4ck7frRG6Vl3yf4rUW084/viewform#start=openform)
(last accessed on March, 2015)

In English (for the eTwinning project partners)
[https://docs.google.com/forms/d/18YiVvi87hRmNEl8GqDgERMAkV90O3T72t3LXs5qhT6A/viewform#start=openform](https://docs.google.com/forms/d/18YiVvi87hRmNEl8GqDgERMAkV90O3T72t3LXs5qhT6A/viewform#start=openform)
(last accessed on March, 2015)
The outcomes of the study carried out by eTwinning group Casa Portuguesa:
The report of the findings:
(last accessed on March, 2015)

Learners created video teasers to show the outcomes of the RESPECT project:
https://www.youtube.com/watch?v=7ypnsYBricE&feature=youtu.be
(last accessed on March, 2015)

http://youtu.be/3YYIzk4EJF0