

Activity Design (lesson plan)

involving the use of social media in school

The future starts with me?

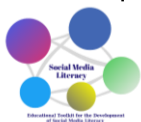
The identity in the Socials: what is in front and what is behind



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Title of the activity	Subject/discipline	Type of lesson
<ul style="list-style-type: none"> The future starts with me! The identity in the Socials: what is in front and what is behind 	<ul style="list-style-type: none"> Languages and Citizenship Education The activities could be integrated into the areas of Agenda 2030, Digital citizenship, Digital Social Media Literacy Active citizenship and Personal development 	

Age of students	Duration	Social Media tools used
<ul style="list-style-type: none"> Lower secondary school, 11-13 Higher secondary, 14-18 	<ul style="list-style-type: none"> This lesson plan provides seven steps of action (from 1st to 4th work individually; from 5th to 6th work in group; the 7th activity is done by the teacher) for a total of 10 hours: <ul style="list-style-type: none"> Presenting the descriptive text - 1h Studying the Agenda 2030 and choosing to work to achieve a specific object - 1h Build up a character whose job is related to the Agenda 2030 chosen objective - 2h Take part in an investigation around the use of social media, reflect on the Social Identity and build up the social profile of the character - 2h Simulate building up an Association to contribute to achieve the same Agenda 2030 objective - 2h Reflect and evaluate the activities - 2h Final evaluation 	<p>Presenting the descriptive text:</p> <ul style="list-style-type: none"> Tool: Genially <p>Studying the Agenda 2030 and choosing to work to achieve a specific object</p> <ul style="list-style-type: none"> Tool: video from youtube <p>Build up a character of the future whose job is related to the Agenda 2030 chosen objective</p> <ul style="list-style-type: none"> Tool: google-drive and google-doc <p>Take part in an investigation around the use of social media, reflect on the Social Identity and build up the social profile of the character</p> <ul style="list-style-type: none"> Tool: Mentimeter; Fakebook <p>Simulate building up an Association to contribute to achieve the same Agenda 2030 objective</p> <ul style="list-style-type: none"> Tool: google-drive and google-site <p>Reflect and evaluate the activities</p> <ul style="list-style-type: none"> Tool: Padlet-chat





Learning outcomes	Methods/strategies used
<ol style="list-style-type: none"> 1. Presenting the descriptive text: <ul style="list-style-type: none"> - <u>Competence developed</u>: Visual learning 2. Studying the Agenda 2030 and choosing to work to achieve a specific object <ul style="list-style-type: none"> - <u>Competence developed</u>: Visual learning 3. Build up a character of the future whose job is related to the Agenda 2030 chosen objective <ul style="list-style-type: none"> - <u>Competences developed</u>: stores and share information, organize digital resources for current personal use, future use and re-use, sharing with others; civic values, being active citizen 4. Take part in an investigation around the use of social media, reflect on the Social Identity and build up the social profile of the character <ul style="list-style-type: none"> - <u>Competences developed</u>: stores and share information, organize digital resources for current personal use, future use and re-use, sharing with others; civic values, being active citizen, managing Self-image and identity 5. Simulate building up an Association to contribute to achieve the same Agenda 2030 objective <ul style="list-style-type: none"> - <u>Competences developed</u>: Create and manage content in collaboration with others 6. Reflect and evaluate the activities <ul style="list-style-type: none"> - <u>Competences developed</u>: Discussing online, sharing opinions, and self-evaluating 	<p>This learning process asks all students to be engaged and is based on an Active Learning approach; furthermore some activities are referred to the Collaborative learning approach</p>

Description
<ol style="list-style-type: none"> 1. Presenting the descriptive text - Ask students to listen to the lesson and take notes 2. Studying the Agenda 2030 and choose to work to achieve a specific object - Ask students to see the video about Agenda 2030 and to choose an objective to work on with their characters of the future 3. Build up a character of the future whose job is related to the Agenda 2030 chosen objective Ask students to write a text respecting a format similar to a Facebook profile and the characteristics of descriptive text type 4. Take part in an investigation around the use of social media, reflect on the Social Identity and build up the social profile of the character - Ask students to answer a survey about the use of Social Media and Social Identity and to reflect together on the results





5. Simulate building up an Association to contribute to achieving the same Agenda 2030 objective - Divide students into small groups reflecting their interest in a common Agenda 2030 objective and ask them to simulate the creation of an association and to elaborate his site
6. Reflect and evaluate the activities - Ask students to reflect, share and discuss their things around the complete activity and, finally to self-evaluate their learning process
7. Final evaluation - Teachers complete the evaluation by using the checklist of the abilities and competencies in which the learning process

Assessment

- The main goals of the activity are related to some competencies outlined in a dedicated checklist which refers to Digital Citizenship and to Agenda 2030.
- The tool to assess students is a dynamic checklist, so it is possible to use it in different steps of the activity. It is suggested to use it for at least twice, in the middle of the activity and at the end. The checklist is applicable to the evidence produced during the activity's steps.
- In the end, the students can self-evaluate on digital footprint and digital reputation by doing short exercises.
- [CHECKLIST DIGITAL FOOTPRINT](#)

Resources

- [TESTO DESCRITTIVO](#)
- [AGENDA 2030](#)
- [SMLiteracy](#)
- [How to create a strategy](#)
- [Padlet](#)
- [FakeBook](#)

Tips & Tricks

- The creation of the Association's websites requires a lot of time. Students can work on it at school or at home in a collaborative space.
- It can be very useful to provide them with a guide to develop a strategic thought like the one elaborated by the EU Social Media Strategy 4 Change.





Teacher annex

Annex 1

[DIGITAL FOOTPRINT VIDEO](#)

[DIGITAL FOOTPRINT TIPS](#)

[COSTRUZIONE DEL PERSONAGGIO](#)

[IMPRONTA DIGITALE 1](#)

[IMPRONTA DIGITALE 2](#)

Annex 2

[EXERCISES ON DIGITAL FOOTPRINT AND DIGITAL IDENTITY/REPUTATION](#)

