

Activity Design (lesson plan)

involving the use of social media in school

Whatsapp with the past

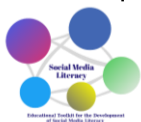
Double interview



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Title of the activity	Subject/discipline	Type of lesson
<ul style="list-style-type: none"> Whatsapp with the past Double interview 	<ul style="list-style-type: none"> Religious studies/ Religion Educazione to active citizenship Human right, History This activity could be suitable for any discipline The main purpose of the activity is to discover the principal elements of the religious dimension of the ancient cultures and to share knowledges learned with the class 	

Age of students	Duration	Social Media tools used
<ul style="list-style-type: none"> This activity is addressed to students age 11-13, but it could be adapted for students of any age 	<ul style="list-style-type: none"> This activity is structured in three lessons of one hour each step 1: presentation of the topic and divide the class in group of 4 step 2: provide each couple of students with a reading/comprehension text step 3: each group work should elaborate a mind map using CMaps Tools step 4: following the map the students will tell the story and record it through on their mobile. step5: create your own avatar and that of the character to be interviewed; upload the avatar in a google folder to share; tool to create the avatar: https://avatarmaker.com/ step 6: write a dialogue with the character of the past, following the template provided by the teacher and post it on classroom; wait for the teacher feedback step 7: transfer the dialogue on the https://tolks.io/#/ site and present it to the class step 8: at the end of the work the teacher assesses of the abilities developed 	<ul style="list-style-type: none"> https://avatarmaker.com/ https://tolks.io/#/





Learning outcomes	Methods/strategies used
<p>In the framework of the European key competences this activity is addressed to develop:</p> <ul style="list-style-type: none"> . digital competence; . learning how to learn; . citizenship and digital citizenship; . awareness of cultural heritage and relationship competence <p>As for specific digital competences:</p> <p>Information and data literacy</p> <ul style="list-style-type: none"> . 1.1 Surf, search and filter the web . 1.2 Validate digital data, information and content . 1.3 Manage digital data, information and content <p>Communication and collaboration</p> <ul style="list-style-type: none"> . 2.1 Interact through digital technologies . 2.2 Share through digital technologies . 2.4 Cooperate through digital technologies . 2.5 Netiquette . 2.6 Manage one's digital identity <p>Digital content creation</p> <ul style="list-style-type: none"> . 3.1 Digital content development . 3.2 Digital content integration and rework 	<p>Cooperative learning methodology:</p> <p>from a peer couple to a group of four;</p> <p>roles, tasks and materials are interdependents to foster a positive class relationship and the achievement of the social abilities (respect the turn and the timetable; give and ask for help; learn to modulate the voice tone).</p> <ul style="list-style-type: none"> . Cooperative Learning . Activity of exploring and knowledge building . Reading and comprehension of materials in peer education and cooperative small groups
Description	

Step 1: Present the topic to the class also showing the evaluation tools that we are going to use and the various materials useful for the group work; initially we are going to divide the class into groups of four and within the group, we'll divide the students in two couples. On Classroom, we will open a folder for each group where they will upload all the material they'll produce.

Step 2: Each group will receive the reading material. After the reading, they will complete the crosswords prepared by the teachers. As homework, they are asked to answer the





metacognitive questions uploaded in their folder.

- Step 3:** Each couple of the group of four students shares the contents studied during the former lesson. As homework, they are asked to answer the metacognitive questions uploaded in their folder.
- Step 4:** The teacher gives the students mind maps related to some of the topic already studied and ask the students to write it down to make sure they have grasped the core meaning (this can be done orally by recording via mobile, too) It is necessary. As homework, they are asked to answer the metacognitive questions uploaded in their folder.
- Step 5:** The teacher presents the students the site to create the avatar, asking each of them to make their own avatar and that of the character of the past to be interviewed. Through the questions shall emerge the contents studied. The interviewer's avatar shall mix elements from the two students of each couple. The interviewed's avatar shall be graphically different to result clear that he/she is a character from the past. As homework, they are asked to answer the metacognitive questions uploaded in their folder.
- Step 6:** The teacher asks the couples in the group to write dialogues about the historical character using a template given by the teacher and shared on Google doc. The teachers correct the dialogue and share possible suggestions on the work done by the couples. As homework, they are asked to answer the metacognitive questions uploaded in their folder.
- Step 7:** The teacher introduces the application Tols to realize dialogues with the character of the past in a "Whatsapps style". As homework, they are asked to answer the metacognitive questions uploaded in their folder.
- Step 8:** Each couple presents the class their dialogue. During the presentation, the other students fill in a checklist and take notes to give feedback. As homework, they are asked to answer the metacognitive questions uploaded in their folder.
- Step 9:** Teachers assess the learning achieved during the whole activity, using assessment rubrics elaborated by the teacher's team for each step of the activity. At the end of the activity, all the students will complete a final Google Form to assess the contents learned during the presentations.

Students' performance will be assessed through evaluation tools specifically thought for the type of activities given:

- . checklist or performance list
- . assessment rubrics
- . metacognitive question is given at the end of every activity at the end of each step





Assessment

Students' performance will be assessed through evaluation tools specifically thought for the type of activities given:

- . checklist or performance list

Resources

- . Google suite and Classroom to share documents and create a double learning environment for the co-creation of knowledge
- . Gmail to share ideas and contents
- . Eclipse crossword to realize crosswords
- . Cmaptools to create mind maps
- . Avatar maker to create avatars
- . Tolks to create dialogues with the past characters

Tips & Tricks

- . It is suggested to give a mentor's example through the teacher's avatar and of the characters to be interviewed.
- . This activity can be introduced by a reflection about the use of the avatar as self-expression that can be ideal and also different from reality. This represents a good opportunity to promote self-acceptance.
- . When introducing the Tolks platform, it could be useful to present dialogues previously prepared, as modeling.
- . This activity also gives the opportunity to reflect on the Social Media language topic. Dialogues must be respectful and oriented to build a practice community for a correct use of the SM

