SET I
Agony aunt, **consultor sentimental**
Agony aunt, relationship advice columnist

Ages: 16 - 20 years old and up

Difficulty: basic or intermediate

2 partners

Duration: 10 sessions

Tags: internet privacy, social media addiction, cybersecurity, active listening, critical spirit.

DESCRIPTION OF THE ACTIVITY:

A group of students talk about problems related to internet privacy, addictions and fact manipulation that either they or someone close to them have experienced. Participating peers think of possible solutions and advice to help them.

OBJECTIVES:

1. To analyze disinformation, manipulation and the problems that the Internet can cause, giving students a chance to nurture their critical spirit
2. To exchange information and collaborate, using digital tools responsibly
3. To improve communication, social and interpersonal skills.

KEY COMPETENCES AND CROSSCUTTING THEMES:

- Social and civic competences that favor empathy, listening, support and respect for those who are different
- Linguistic competence
- Digital competence
- Media education
- Ethical and civic education

CURRICULAR CONTENT:

- Improvement of spoken and written communication, especially in a foreign language
- Use of grammatical structures to give advice
- Responsible digital citizenship; use of ICT

INCLUSIVITY:

Acceptance, an openness to listening, respect for others and integrating differences are favored when at-risk circumstances are detected among students of the same age from different socioeconomic, cultural or religious backgrounds.

EXPECTED FINAL PRODUCTS / RESULTS:

- A virtual board (Padlet or a similar tool) for each pair of participating schools with questions and advice uploaded to a TwinSpace page
- Posters

CARRYING OUT THE ACTIVITY

PREPARATION

Step 1
Teachers invite students to the TwinSpace.

   How to invite students to TwinSpace

<http://etwinning.es/es/como-invitar-a-los-alumnos-al-twinspace/>

One of the participating teachers creates a TwinSpace page entitled *Agony aunt* and publishes how the partner students are divided up into international pairs.

   How to create a page on TwinSpace

<http://etwinning.es/en/nuevo-twinspace-como-crear-una-pagina-de-actividades>

Agony Aunt

HERE IS GROUP MATCHING LIST

TwinSpace 1

Step 2

Students reflect on and discuss problems related to internet privacy, addictions and fact manipulation that either they or someone close to them have experienced.

Step 3

On the *Agony aunt* page, a teacher adds a Padlet-type digital board with the option for visitors to comment on the posts activated. In this padlet, students outline their problems in a letter to a relationship advice consultant named *Agony aunt,* in the hopes of receiving some advice on how to solve their problems.

How to create a digital board on Padlet.

<https://youtu.be/0YZmW9wMfyU>

TwinSpace 2 TwinSpace Link

Step 4

The participating students read the letters, think of possible advice, solutions, words of comfort, steps to take, etc., and respond to their partners and others, if they think they can offer advice or help.

TwinSpace   3 [TwinSpace Link](#)

Step 5

The participating teachers schedule an online meeting through TwinSpace and one of them creates the room. Meanwhile, teachers assign roles to specific students (eg. secretary, spokesperson, moderator, technician...) and agree on how the session should take place.
For example:

- ☐ Greetings and introductions
- ☐ students discuss and analyze all the problems shown on the previous digital board
- ☐ students choose the three most upsetting and representative problems
- ☐ The student spokesperson presents the conclusions

How to create an online meeting on TwinSpace
<http://etwinning.es/es/actividades-para-proyectos/como-crear-un-evento-online-videoconferencia-en-el-twinspace/>

PC with a camera, speakers, microphone, digital board and projector

Step 6

One of the teachers creates a new page called "*Posters*" and adds a TwinBoard with the title: "*Project's poster selection*".
Each student creates a poster with a piece of advice, recommendation or step that might solve or alleviate one of the three most upsetting and representative problems that they have chosen in the videoconference. This poster is uploaded to the TwinBoard.

Here are some useful tools for creating posters:

Adobe Spark <https://www.adobe.com/express/>,

Canva <https://www.canva.com/es_es/educacion/>,

Genially <https://www.genial.ly/login>,

Sway <https://sway.office.com> o similares.

Teachers share the posters on the TwinBoard and print them to hang them up on the school's eTwinning bulletin board.
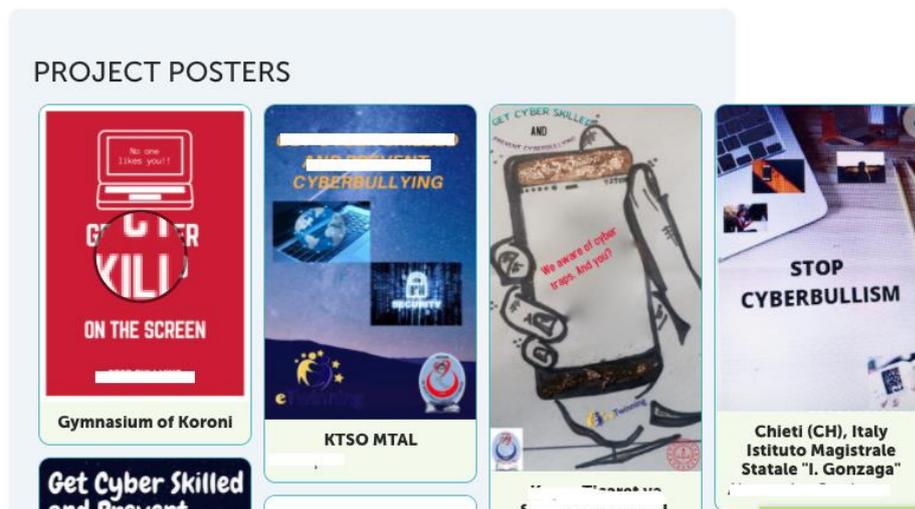
▶ *How to create a TwinBoard* (2nd part of video)

<https://youtu.be/Ao5ZYV0A8Mo>

TwinSpace 4

PROJECT'S POSTER SELECTION

TwinSpace 4

Step 6

A teacher creates a new page called "*Poster contest*". Participating teachers create an online form (using Google forms or a similar tool), which includes all the posters so that the best poster can be chosen and inserted into the last page created on the TwinSpace. After that, the participating teachers share the form with the students so that they can pass it on to at least three people they know who will vote on the one they like the most.

Step 7

The teacher of the winning student publishes the voting results on the previous page and ensures that the winning poster stands out.
All participating teachers should include a link to this post on the school's website.

TwinSpace 5

TwinSpace 5

Step 8
The participating teachers organize a brief award ceremony to present the winner of the poster contest with a diploma (the winning school should hold an onsite ceremony and the partner schools, via videoconference).

6   [TwinSpace Link](#)

   TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS:

TwinSpace: TwinBoard, videoconferencing

 Other tools:

- ☐ virtual Padlet board or similar tool
- ☐ Posters: [Adobe Spark](#), [Canva](#), [Genially](#) or similar tools
- ☐ Online questionnaires ([Google Forms](#) or similar tools)
- ☐ [Google Docs](#)