SET III
Vigila lo que dices (Watch what you say)

Ages: 16 - 20 years old and up

Difficulty: basic or intermediate

2 partners

Duration: 8 sessions

Tags: cybersecurity (eSafety), life skills, critical thinking, empathy, hate speech, positive cyber coexistence and tolerance of diversity

DESCRIPTION OF THE ACTIVITY:

Students from the Spanish school are given a talk/lecture (in their native language) on internet access issues, social media and hate speech towards those who are different for any reason (gender, ethnicity, race, ideology, physical appearance, etc.). The talk is prepared in advance with the materials (digital or hard copy) provided by the speakers. In a video conference, the students from the Spanish school explain (in English) to the students from the partner school the main ideas of the talk. The talk is divided into different parts/subtopics, and each part is assigned to mixed teams of students, coordinated by a teacher, to prepare a collaborative e-book.

OBJECTIVES:

1. To raise student awareness regarding the importance of a responsible use of the Internet and social media
2. To foster diversity tolerance
3. To develop creativity and group work
4. To improve knowledge of a foreign language

KEY COMPETENCES AND CROSSCUTTING THEMES:

• Social and civic competences
• Digital competence
• Linguistic communication
• Learning how to learn
• Media education
• Education on equality
• Cultural and artistic competence

CURRICULAR CONTENT:

- Efficient and responsible use of ICT when searching for information and presenting final products
- Responsible digital citizenship
- Improvement of linguistic competence in a foreign language
- Encouraging linguistic creativity

INCLUSIVITY:

Teachers work on equality among students, regardless of their special educational needs, gender, religion, etc. through balanced, international mixed groups.
In groups, creative freedom and respect for the work of others are encouraged.

EXPECTED FINAL PRODUCTS / RESULTS:

Collaborative books (one for each team) that show different aspects that were dealt with in the talk given by an expert (for example, Pantallas amigas) related to online hate speech (specifically on social media).

CARRYING OUT THE ACTIVITY

PREPARATION

Step 1

The participating teachers divide the students into mixed and balanced international teams, so that no students feel left out, including those with special educational needs.
A table is drawn up in which the names of the members of each team and the name of their school are indicated, as well as the topic the students will be working on.
Teachers create a TwinSpace page called "*Mixed country groups*" and post the previously-mentioned table to this page.

 How to create a page on TwinSpace
<http://etwinning.es/es/nuevo-twinspace-como-crear-una-pagina-de-actividades/

 1 TwinSpace Link

They also create a TwinSpace page for each team to separately post the final product (each group's digital e-book). For example, Team 1, Team 2, Team 3...

Step 2

One of the teachers creates a discussion forum with the same title as the activity, (e.g. *Pantallas amigas Lecture*), and for each international team, a discussion thread is created that deals with an aspect related to hate speech so that students can share and discuss their opinions.

Teachers agree on a date and time to participate in the forum, and supervise and moderate the discussions as they encourage dialogue through thought-provoking questions that lead to reflection.
Students will participate in the forum as scheduled.

TwinSpace 2

PantallasAmigas Talk

Let's discuss and agree on the main arguments the expert exposed in the conference.

⊕ **Create a thread**

Integration of people with disabilities

Patxi, Sonia and Paul

0 replies

Search

Search 🔍

Respect to differences of religion and ethnical group

Soukaina, Cristian and Hugo

0 replies

Tolerance to different ideologies

Ana, Marisa and Anne

TwinSpace 2

Tutorial: [How to create a Forum on TwinSpace](http://etwinning.es/es/foros-en-el-twinspace/)

<http://etwinning.es/es/foros-en-el-twinspace/>

Step 3

The Spanish school contacts PantallasAmigas, or another similar organization, to specify what type of talk/workshop is best suited to the characteristics of their group. In the case of PantallasAmigas, contact is made through the following questionnaire:

<https://www.pantallasamigas.net/apoyo-a-centros-escolares/>
https://www.pantallasamigas.net/

Step 4

Prior to the talk given by PantallasAmigas or another similar organization, the Spanish school works with students on the content of the lecture in order to get the most out of the talk. In the case of PantallasAmigas, materials can be downloaded from the PantallasAmigas.net pages. The following topics will be focused on:

- Definition and identification of coexistence in a plural cyberworld: xenophobia, LGTBI phobia, racism, misogyny, etc.
- Discriminatory conduct in the digital world
- Fake news and misleading information. Critical thinking
- Tools against hate speech and in favor of tolerance

Step 5

The talk/lecture takes place in the Spanish school, either onsite or via videoconference. Each Spanish student prepares a presentation on the topic assigned to them, which will help them convey the information clearly to their fellow partners later, via videoconference.

One of the teachers creates a TwinSpace page entitled "*Lectures*" that includes a TwinBoard, with the title "*Lecture Presentations*". The presentations prepared by the students of the two participating schools are uploaded to this TwinBoard.

How to create a TwinBoard (2nd part of video)

<https://youtu.be/Ao5ZYV0A8Mo>

Step 6

Each student team is coordinated by a teacher. The teachers organize a video conference in which all the teams participate (making sure that there is at least one Spanish student, who will be responsible of conveying the content related to the assigned topic to their fellow team members). The Spanish student will resolve any doubts from their international classmates. The members of each team will share the information and agree on which digital book format (e-book) they will use to present said information to their community (Flipsnack, Book creator, My ebook, etc.), as well as the organization and distribution of the content.

Tutorial: How to schedule a videoconference on TwinSpace

<http://etwinning.es/es/actividades-para-proyectos/como-crear-un-evento-online-videoconferencia-en-el-twinspace/>

Computer with webcam, speakers, microphone, digital whiteboard and projector

⚙ Flipsnack <https://www.flipsnack.com/es/digital-book>

⚙ Book creator <https://bookcreator.com/>

⚙ My ebook <https://myebook.com/>

⚙ Genially <https://www.genial.ly/es>
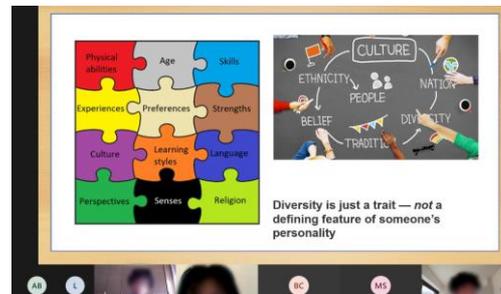

Image 1

Image 2

Image 3

Image 4

Step 7

The teacher responsible for each team will create the book with the designated application and will give editing permission to the team members.

Step 8

Teachers post the e-books to each team's corresponding TwinSpace page ('*Team x*') and publish them on the school's website and social media.

TwinSpace 3 [TwinSpace Link](#)

TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS:

TwinSpace: Forum, TwinBoard, videoconference

Other tools:

- [Flipsnack](#)
- [Book creator](#)
- [My ebook](#)
- [Genially](#)