

## Activities for projects | Set 1: internet safety and critical thinking in the digital era

Grade School: 3 - 12 years old

### La máquina de Internet The Internet Machine



**Ages: 3 - 7 years old**



**Difficulty: Intermediate**



**Duration: 9 sessions**



**Tags: cybersecurity (e-safety), safe use of the Internet, social media**

### DESCRIPTION OF THE ACTIVITY

Each participating school will build (using cardboard boxes, for example) the base of The Internet Machine, which will be finished off using the pieces that other partners send. This machine will transform ideas and drawings of a negative Internet and social media use into ideas and drawings of a correct and safe use of the web.

### OBJECTIVES

- For young children to learn about the importance of using the internet safely
- To analyze and compare day-to-day circumstances on how we use the Internet and identify them as safe or not safe
- To promote group work and recognize the importance of being part of a common purpose, in this case, making a machine that will help us use the Internet safely

### KEY COMPETENCES AND CROSSCUTTING THEMES

- Digital competence
- Ability to learn how to learn
- Social and civic competences
- Citizenship
- Consumer Education

## **CURRICULAR CONTENT**

- Safe and responsible use of the internet and social media
- Group work

## **INCLUSIVITY**

- Each student will come up with their own interpretation of good and bad use of the Internet, and the results will be processed and analyzed jointly in the assemblies.
- Students will be able to decorate the parts of the machine as they wish.

## **EXPECTED FINAL PRODUCTS / RESULTS**

- An Internet machine that will be finished using pieces provided by the participating partners
- A mural made up of different ideas and drawings that have been classified as correct or incorrect use of the Internet

## **CARRYING OUT THE ACTIVITY**

### **PRIOR PREPARATION**

#### **Phase 1. Creation of the TwinSpace and introductions**

Teachers create five TwinSpace pages with the following names:

1. Introducing ourselves
2. Our internet machines
3. Positive ideas about the Internet
4. Negative ideas about the Internet
5. Assessment

The logo for TwinSpace, featuring the word "TwinSpace" in a blue, sans-serif font. The "Twin" is in a lighter blue and the "Space" is in a darker blue. The logo is set against a light gray rounded rectangular background.

[TwinSpace Link](#)

Teachers add a *TwinBoard* on the page “1. Introducing ourselves” and post a brief introduction of their class.

### Pages

- > 1. Nos presentamos
- 2. Nuestras máquinas de Internet
  - └ El nombre de nuestra máquina
- 3. Ideas negativas sobre Internet
- 4. Ideas positivas sobre Internet
- 5. Evaluación

+

Archive

+ Create a page

## 1. Nos presentamos

En esta página vamos a incluir una presentación de nuestra clase o colegio para darnos a conocer al resto de socios. Es importante partir de aquí para que los alumnos se sientan más identificados con el proyecto y puedan poner cara a sus compañeros de trabajo.

### Nos presentamos

Add item



#### Ejemplo de presentación

¡Saludos amig@s!  
Somos la clase de 5 años del CEIP X de Navalcarnero. Nuestro cole es muy grande y muy chulo y nosotros estamos deseando pasar al cole de los



Tutorial: [How to create a page on TwinSpace](#) (includes how to add a TwinBoard)

## Phase 2. Making our Internet Machine

Teachers, with the help of students whenever possible, use different materials and resources to create the base of The Internet Machine. The base must have an opening on one side where students can insert their drawings about the negative use of the Internet, and another opening on the other side, where students will find the messages or drawings that the machine has transformed from negative messages to positive ones.



## IMPLEMENTATION

### Phase 1. Initial introductory assembly and drawing time (2 sessions)

During the assembly, teachers will discuss how students and their families use the Internet at home. The students will discuss and share their personal experiences, what they think about how they use the internet, what they use it for, how much time they spend on it, if they use it to their advantage, what they have seen their parents or siblings do that they think is good or bad... This way, teachers can collect prior information from the students so that it can be previously organized and classified as correct or incorrect behavior.

Next, each student has to create two cards: one with a picture of a positive attitude or good use of the Internet, and the other with a picture of a negative attitude or bad use of the Internet.

### Phase 2. Making the partners' pieces (1 session)

Back in the assembly, teachers ask the students to debate and talk about the importance of making good use of the Internet and social media, and about how important it is to use the internet together, since the Internet is a space in which we all engage and in which we all must be responsible.

The teacher shows the students the machine they have previously built and tells them that it will only work with the help of their partners. To make it work, not only will they need to include pieces that their partners are going to make and mail to them, but they, too, must 'manufacture' parts for their partners' machines.

The teacher divides all the students into groups – one for each partner school - and they make a piece. It can be the same type of piece for everyone or each group can create a different one; it is up to each class that makes them.

The teacher then sends the piece to the other partners.

Whenever a school receives a new piece, the teacher and their students will begin to add the pieces to the machines.



### Phase 3. Creating a TwinBoard with negative ideas (1 session)

Using a TwinBoard, the teacher will upload the drawings made by their students about negative ideas about the Internet to the TwinSpace, on page “4. Negative ideas about the Internet”.

For the time being, only negative ideas will be shared as the positive ideas will be kept aside to use as a surprise on the day the machine starts up.

TwinSpace

[TwinSpace Link](#)

The screenshot shows the TwinSpace interface. On the left is a sidebar with a 'Pages' list: 1. Nos presentamos, 2. Nuestras máquinas de Internet, 3. Ideas negativas sobre Internet (highlighted), 4. Ideas positivas sobre Internet, and 5. Evaluación. Below the list are buttons for '+', 'Archive', and 'Create a page'. The main area displays the page '3. Ideas negativas sobre Internet'. It has a title bar and a description: 'En esta página vamos a compartir con el resto de socios los dibujos que ha creado el alumnado en relación a las ideas negativas sobre el uso de internet que han destacado.' Below this is the title 'Ideas negativas sobre Internet' and an 'Add item' button. Two student drawings are shown. The first drawing is titled 'Usar mi nombre de verdad en Internet' and shows a person at a computer. The second drawing is titled 'Contar cosas sobre mi en Internet' and shows a person at a computer with the text 'NO PONGO EN MI NICK O USUARIO DATOS REALES' and 'I don't put in my nick or user real data'.

During an assembly, teachers display all the partner schools' drawings that were uploaded to the TwinBoard. This way, students can compare their ideas with those of the rest of their peers and determine whether or not they agree, what aspects they had not thought about before, what they think they may have misjudged incorrectly or why they've realized that they were wrong before....

Teachers can open a forum to share students' ideas and thoughts.



Tutorial: [Forums on TwinSpace](#)

#### Phase 4. Naming one of the partners' Internet machines (1 session)

Teachers upload the photo of their class' machine on page "2. Our Internet machines" and then assign a machine to each class (using the criteria they deem appropriate) so that students from a participating school can name it.



Teachers then create a subpage on page "2. Our Internet machines". The students think of possible names for the machine they have been assigned and vote on the name to decide. The name that receives the most votes will be the winner. Teachers write the chosen names on the subpage.

### Pages

1. Nos presentamos
- > 2. Nuestras máquinas de Internet
  - └ El nombre de nuestra máquina
3. Ideas negativas sobre Internet
4. Ideas positivas sobre Internet
5. Evaluación

Archive

Create a page

#### 2. Nuestras máquinas de Internet

En esta página vamos a compartir nuestras máquinas de Internet. Podemos compartir el proceso de creación y de cómo vamos añadiendo las piezas de nuestros socios. También compartiremos el resultado final una vez completada.

##### Nuestras máquinas de Internet

Add item



##### Elaboración de la máquina

EL CEIP X termina de construir la base de su máquina.



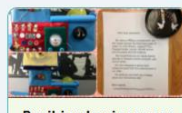
##### La base de la máquina del CEIP X

Así de chula ha quedado nuestra máquina



##### La máquina de otro colegio

Así ha quedado la máquina del colegio de Portugal



Recibiendo piezas por



This will be the last step to be carried out before the machine starts up. Once the schools receive all the parts and the name of the machine, the machine can begin to transform negative ideas into positive ones.

TwinSpace

[TwinSpace Link](#)

### **Phase 5. Making the Internet machine work (1 session)**

The students introduce their negative ideas on one side of the machine. The idea is that the negative ideas are transformed into a positive one and appear on the other side (which are the drawings that their classmates have made and that the teacher has reserved for this moment).

Teachers share these positive ideas with the rest of the partners on the TwinSpace page “3. Positive ideas about the Internet”.

The teacher places the machine, ready to be “started up”, somewhere in the classroom or the school, and whenever any negative attitude or behavior regarding Internet use takes place, the machine will be ready to transform the incident into something positive.

TwinSpace

[TwinSpace Link](#)

TwinSpace

[TwinSpace Link](#)

### **ASSESSMENT (1 session)**

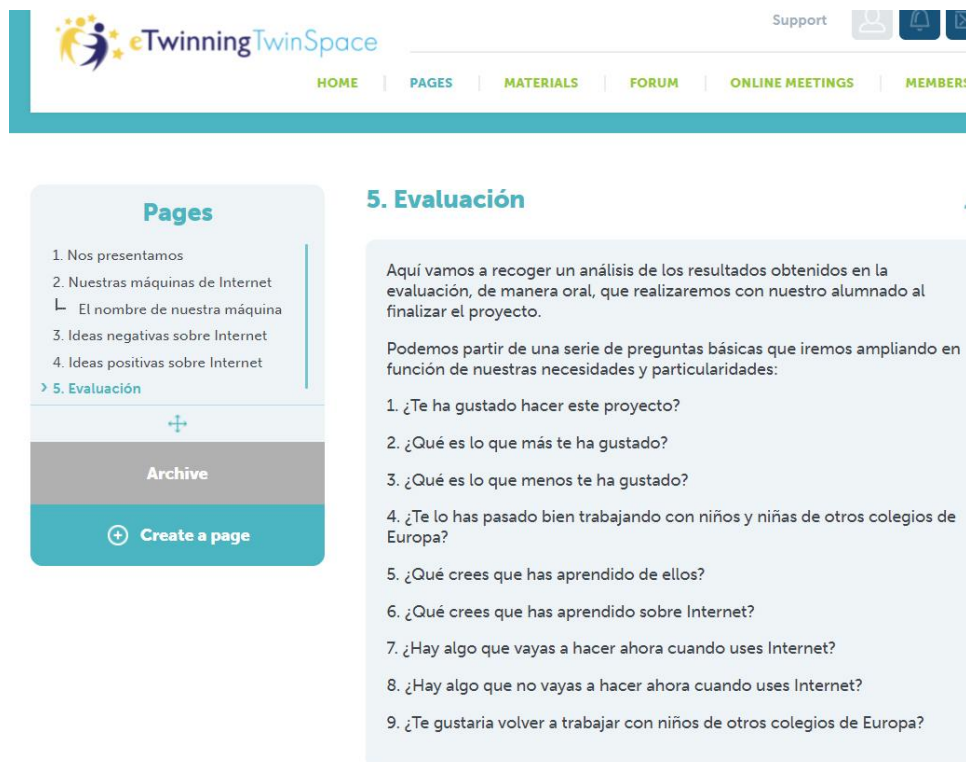
During the assembly, the teacher makes a short verbal assessment that encompasses the main aspects of the activity: if the students liked the activity, what they thought about working with children from other schools, what the most important thing they learned was, what they liked the least... All of these opinions will be gathered and shared on the TwinSpace page “5. Assessment”.

As a final assessment, the teacher proposes that the students make a drawing of what they liked most about the activity. These drawings are posted on the previous page of the TwinSpace.

TwinSpace

[TwinSpace Link](#)

Finally, the teachers meet using the TwinSpace chat or a videoconference to analyze the results obtained, highlighting the most highly rated aspects and establishing common areas of improvement for future activities.



The screenshot shows the eTwinning TwinSpace interface. At the top, there is a navigation bar with the eTwinning logo and links for HOME, PAGES, MATERIALS, FORUM, ONLINE MEETINGS, and MEMBERS. Below the navigation bar, there is a sidebar on the left with a 'Pages' section containing a list of pages: '1. Nos presentamos', '2. Nuestras máquinas de Internet', '3. Ideas negativas sobre Internet', '4. Ideas positivas sobre Internet', and '5. Evaluación'. The '5. Evaluación' page is selected and expanded, showing a list of questions for evaluation. The main content area on the right displays the text for the '5. Evaluación' page, which includes an introduction and a list of 9 questions.

**Pages**

1. Nos presentamos
2. Nuestras máquinas de Internet
3. Ideas negativas sobre Internet
4. Ideas positivas sobre Internet
5. Evaluación

**5. Evaluación**

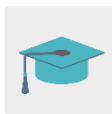
Aquí vamos a recoger un análisis de los resultados obtenidos en la evaluación, de manera oral, que realizaremos con nuestro alumnado al finalizar el proyecto.

Podemos partir de una serie de preguntas básicas que iremos ampliando en función de nuestras necesidades y particularidades:

1. ¿Te ha gustado hacer este proyecto?
2. ¿Qué es lo que más te ha gustado?
3. ¿Qué es lo que menos te ha gustado?
4. ¿Te lo has pasado bien trabajando con niños y niñas de otros colegios de Europa?
5. ¿Qué crees que has aprendido de ellos?
6. ¿Qué crees que has aprendido sobre Internet?
7. ¿Hay algo que vayas a hacer ahora cuando uses Internet?
8. ¿Hay algo que no vayas a hacer ahora cuando uses Internet?
9. ¿Te gustaría volver a trabajar con niños de otros colegios de Europa?



Tutorial: [Usage and features of the TwinSpace chat](#)



Tutorial: [How to create an online event on TwinSpace](#)

## DISSEMINATION

The teacher prepares a small presentation or exhibition with photographs of the machines and the work process to share with the families in one of the informative meetings during the school year.

A guest user profile is also created and shared with families so that apart from being periodically informed on the activity's progress, they can access the TwinSpace and see the work carried out.

This will help families appreciate and reinforce all the work carried out in the classroom.



Tutorial: [\*How to add a guest to Twinsapce\*](#)

## **TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS**

TwinSpace: pages (TwinBoard), forums, online meetings and partners.