

Final Version of Activity 6, Set 2- Ana Isabel García Espina

CUIDA TU HUELLA

BE CAREFUL WITH YOUR FINGERPRINT



Ages: 16 – 18 years old



Difficulty: intermediate



2 partners



Duration: ... sessions



Tags: cybersecurity, digital fingerprint

DESCRIPTION OF THE ACTIVITY:

Through a challenge proposed by their teacher, students reflect on and experience the importance of controlling the personal information that is shared over the Internet.

OBJECTIVES:

1. to understand what the digital fingerprint is and its importance in the short and long term
2. to learn to use the internet safely
3. to learn to "disconnect" from the mobile in order to "connect" with other activities

KEY COMPETENCES AND CROSSCUTTING THEMES:

- Linguistic competence
- Digital competence
- Social and civic competences
- Media education
- Consumer (and user) education

CURRICULAR CONTENT:

- listening, speaking and writing skills
- creation of presentations in different formats



INCLUSIVITY:

The individual characteristics of each student are taken into account when organizing the talk/workshop, ensuring that everyone is able to participate.

EXPECTED FINAL PRODUCTS / RESULTS:

Informative poster, triptych, video, etc.

CARRYING OUT THE ACTIVITY

This activity includes several parts. The "challenge" requires the approval of the students' families, so it will be necessary to inform them in advance.

Step 1

The [video](#) "[Un Crac del BMX](#)" (a BMX ace) from the Spanish Data Protection Agency will be used:

https://video.agpd.es/TuDecidesEnInternet/TuControlas/VIDEO_04_UN_CRACK_DE_LA_BMX_V3.mp4

Although the video is in Spanish, it is perfectly understandable without audio, so the language will not be a problem for any student.



Image 1_screenshot of the video

Teachers watch the video and prepare some questions. With these questions, they prepare a form using [google forms](https://www.google.com/intl/es-es/forms/about/) <https://www.google.com/intl/es-es/forms/about/> or a [form](#) from office 365 <https://www.microsoft.com/es-es/microsoft-365/online-surveys-polls-quizzes>, or a similar tool.

The objective of the questions should be to encourage reflection on the different ideas shown in the video (excessive/obsessive mobile use, digital fingerprint, short- and long-term consequences...).



Image 2_questionnaire with questions

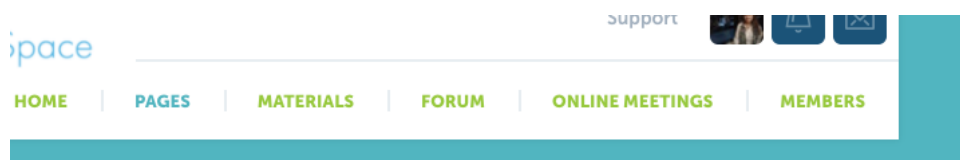
about the video

Step 2.

One of the teachers creates a page with the name of the activity and adds a TwinBoard to upload the questions so that students can answer them after watching the video.



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



Image

3_TwinSpace page

Step 3

Teachers from each participating school agree on how to group the students into national and international teams. They prepare a table with the members of each team and upload it to the designated page they have created in the TwinSpace.

Teams	Student Country 1	Student Country 2
1	Student _1_1	Student _2_1
2	Student _1_2	Student _2_2
3	Student _1_3	Student _2_3



[Create a TwinSpace page](#) :

Step 4

In the classroom group and in national teams, students watch the video and answer the questions on the previously-created form. Then, a small debate is started in class.

The results of the form are posted on the TwinBoard.



Image 4_debate

Step 5

The students, who haven't met their international classmates yet, prepare for THE CHALLENGE.

- Each student sends their assigned classmate a TwinMail (with their teacher always in copy) in which they can only say "Hello, I'm xxx" **and only using their social media profiles.**
- The challenge consists of searching for information about the new partners using social media and taking notes of all the information that could be useful to "get to know" said partner.

- c) Each student prepares a very simple presentation with the information found.

Step 6

- a) A forum is created with the title “**I see you on the web**” and a discussion thread for each international team is opened so that the partners can share what they have learned about their peers, and the information can be confirmed as correct or not.



Tutorial: [How to create a Forum in a TwinSpace](#)



image 5_forum

- b) Another discussion thread is created for students to answer the following questions:
- Did you think it was so easy for someone to “see you” on the Internet?
 - Did you really want a stranger to be able to find so many things out about you?
 - What will you do from now on?

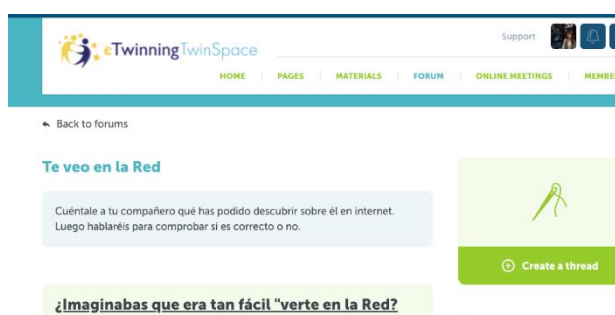


Image 6_thread in the forum

- c) They discuss these answers with their teammates and use the opportunity to think about how to organize an informative/preventive campaign in their school to be more cautious about sharing information on the Internet and, therefore, better protect their digital fingerprint.

Step 7

Each international team uses their forum discussion thread to plan and create their ideas for the prevention campaign: they can make a poster, record a joint flipgrid video, record a joint audio message, etc. Each team decides on the format.

Step 8

All of the material is disseminated through the school website of each participating school.

Step 9

Self-assessment and Co-assessment. Each student completes their self-assessment sheet (a model is created that should be used for all project participants) and the co-assessment sheet, created for collaborative activities.

Example of self-assessment sheet:

activity	tool used	date	I did well, I'm satisfied	I did it. No more, no less.	I did it, but not very well	I haven't finished yet	It's not done



* Throughout the entire process, teachers should supervise and advise, but allow students the creative freedom that each activity requires.

TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS:



Twinspace: TwinBoard, Material, Forum, TwinMail, Poll



2.0 external tools

- [Canva](#)
- [Sway](#)
- [Adobe spark](#)
- [mindmup](#)
- [forms](#)