SET II
"Don't get trapped in the WEB!" (¡No te dejes enREDar!)

Ages: 16 - 20 years old and up

Difficulty: basic or intermediate

2 partners

Duration: 8 sessions

Tags: internet privacy, internet addiction, digital gender-based violence, sexual cybercrimes, critical spirit

DESCRIPTION OF THE ACTIVITY:

Students give presentations on cybersecurity related to gender-based violence. Teachers divide students into mixed international groups so that each group deals with a different crime. They talk in the TwinSpace forum about what to do and how to act.

OBJECTIVES:

1. To analyze manipulation and possible online risks, providing opportunities for students to nurture their critical spirit
2. To foster creativity through different portrayals and artistic expressions using virtual tools
3. To improve communication, social and interpersonal skills

KEY COMPETENCES AND CROSSCUTTING THEMES:
- Linguistic competence
- Digital competence
- Social and civic competences
- Media education
- Equal opportunities without discrimination
- Health education

CURRICULAR CONTENT:
- Improvement of spoken and written communication, especially in a foreign language
- Responsible digital citizenship
- Efficient and responsible use of ICT when searching for information and presenting final products

INCLUSIVITY:

This activity is designed so that each group of students can choose, based on their interests and/or abilities, a potentially hazardous situation related to online gender-based violence, as well as the final product they intend to make.

EXPECTED FINAL PRODUCTS / RESULTS:

A presentation using a digital tool (Google Docs, Powerpoint, etc.) by a participating inter-school team on a crime related to online gender-based violence, with information, illustrations, images and infographics (all of which are to be uploaded to the TwinSpace).
TwinSpace Forum.
Questionnaire/game with Quiznetic or a similar tool.
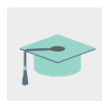
CARRYING OUT THE ACTIVITY

PREPARATION

Step 1

Teachers invite students to the TwinSpace.

 Tutorial: *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 '*Don't get trapped in the WEB!'* and includes the distribution of the students in international teams. Whenever possible, each team should include mixed genders and at least one student from each school. A teacher coordinates each group and stimulates the activity.
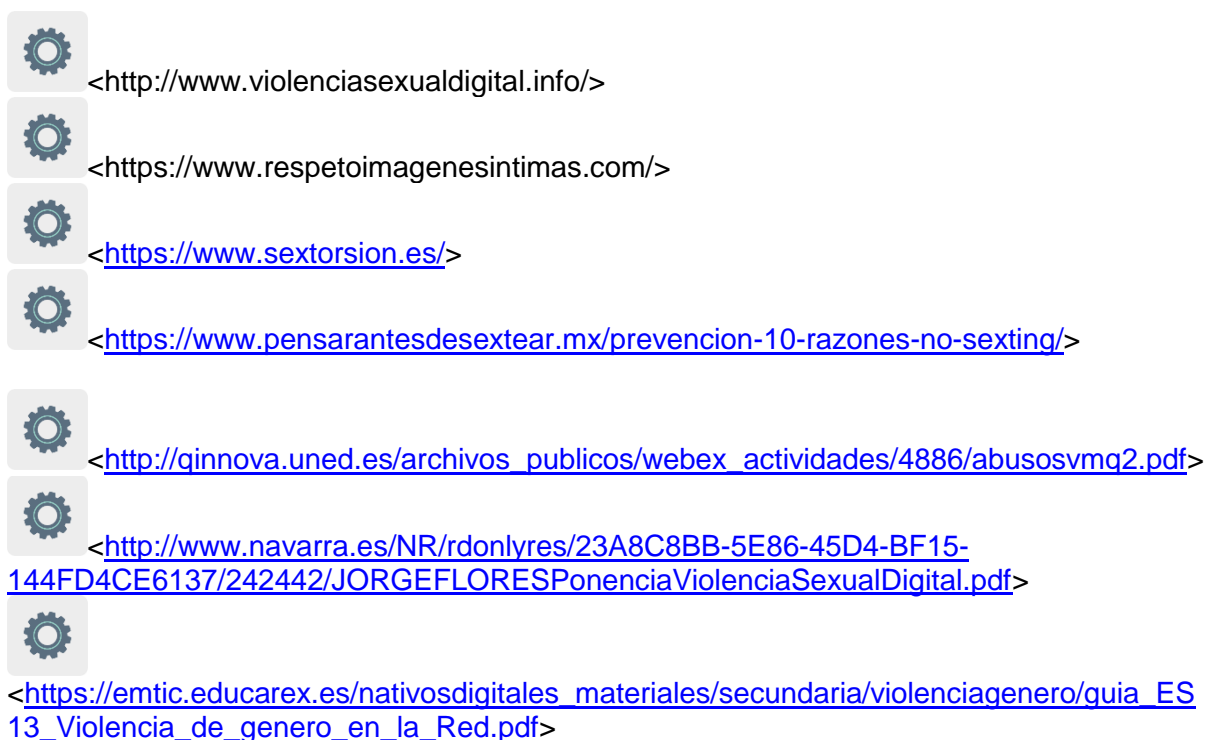
 Tutorial: *How to create a page on TwinSpace*
<http://etwinning.es/en/nuevo-twinspace-como-crear-una-pagina-de-actividades>
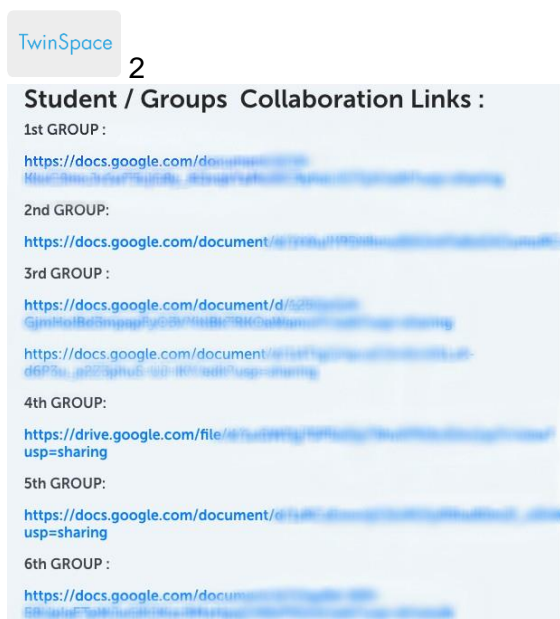
 1 **TwinSpace Link**

Step 2

The teacher begins the activity by asking students about different concepts (in English) related to virtual gender-based violence: sexting (sending text messages or images of explicit sexual content), grooming (sexual cyberbullying of an adult to a child or teen), etc., and they brainstorm to find out how much is known about the topic. Then, each group of students searches the Internet for information on one of these topics (each group on a separate topic). The following pages and references can be used:

⚙ <http://www.violenciasexualdigital.info/>

⚙ <https://www.respetoimagenesintimas.com/>

⚙ <https://www.sextorsion.es/>

⚙ <https://www.pensarantesdesextear.mx/prevencion-10-razones-no-sexting/>

⚙ <http://qinnova.uned.es/archivos_publicos/webex_actividades/4886/abusosvmq2.pdf>

⚙ <http://www.navarra.es/NR/rdonlyres/23A8C8BB-5E86-45D4-BF15-144FD4CE6137/242442/JORGEFLORESPonenciaViolenciaSexualDigital.pdf>

⚙ <https://emtic.educarex.es/nativosdigitales_materiales/secundaria/violenciagenero/guia_ES13_Violencia_de_genero_en_la_Red.pdf>

Students from each partner school discuss what they have learned with their classmates and comment on the most useful way to combat the problem of sexual harassment on the Internet to surf the Internet safely.

Step 3

Teachers create a collaborative document (eg. Google Docs) for each of the international groups created in **Step 1**, and include a link on the page that was previously created to make student access easier.

TwinSpace 2

Students access the collaborative document assigned to their group and post the most relevant information they have selected, illustrating it with images, videos, etc. to make a presentation.

The following pages can be used for images:

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

⚙ Canva <https://www.canva.com/es_es/educacion/>,
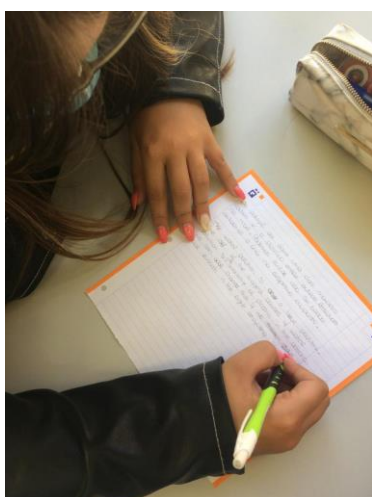
⚙ Genially <https://www.genial.ly/login>,

⚙ Sway <https://sway.office.com> or other similar tools.

Image 1   Image 2
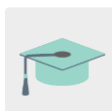
Step 4

A small debate is started within the classroom-group to gather possible suggestions about what to do and how to act in the face of the problems raised.

Teachers open a forum that has the same title as the activity and create a discussion thread for each international team from **Step 1**.
Teachers create a page for each international team and insert the link to the discussion thread that was previously created for each one of them.

🎓 Tutorial: *How to create a Forum on Twinspace*

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

TwinSpace 3

WHAT DO YOU THINK THE BİGGEST DANGER THAT MAY HAPPEN TO YOU ON THE NET?

17 thread(s)
4 message(s)

CHAT ACTIVITY / TEAM 1

19 thread(s)
166 message(s)

CHAT ACTIVITY/ GIMMASSIUM

9 thread(s)
27 message(s)

CHAT ACTIVITY (ISTITUTO MAGITRALE

16 thread(s)
207 message(s)

CHAT ACTIVITY- LYCEE ROGER

CHAT ACTIVITY -CO

TwinSpace 3

TwinSpace 4 [TwinSpace Link](#)

Step 5
Students share their ideas in the conversation created in the forum and interact with their teammates.
Recommendation: teachers can stimulate the discussions in the forum with debate questions

Step 6
Each school prepares three questions based on the presentations that the students have prepared in **Step 3** (found on the previously-created page in the TwinSpace). The questions are uploaded to a collaborative document in Google Docs that one of the teachers has created, which can be accessed by clicking on a link on the TwinSpace page.

TwinSpace 5 [TwinSpace Link](#)

Step 7
Using all the questions, one of the teachers creates a questionnaire/game on Quiznetic, or a similar platform. The teachers schedule a day and time for the international groups to simultaneously fill out the questionnaire. If it is difficult to find a suitable day and time for all the participating students, the students of each group can answer the questionnaire separately.
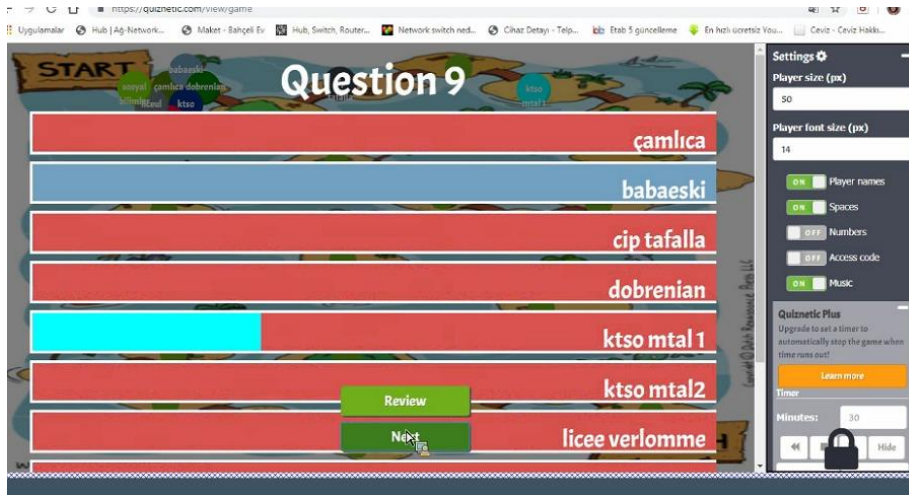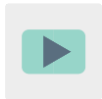
Tutorial: [Quiznetic](#)

Image 3

Step 8

Teachers document their students' participation with photographs and screenshots, always respecting student privacy.
Teachers create a TwinBoard and post the photos and screenshots.

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

<https://youtu.be/Ao5ZYV0A8Mo>

Step 9

The teachers of each classroom-group analyze the results of the questionnaire/game on the same TwinSpace TwinBoard, documenting student participation in the activity.

 TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS:

TwinSpace: forum, TwinBoard, videoconference

 Other tools

• Google Docs
• Quiznetic
• Images and infographics: Adobe Spark, Canva, Genially, Sway, Pizzap, Pixiz, Befunky or similar tools.