

Activities for projects | Set 2: activities for cooperation and intercultural dialogue

Falsas identidades Fake identities



Ages: 9 - 12 years old



Difficulty: Advanced



Duration: 12 sessions



Tags: cybersecurity (*e-safety*), Internet, cultural heritage, online games

DESCRIPTION OF THE ACTIVITY

Students create a game based on an alleged hacking of personal information to guess who is the catfish among four characters from the Battle of Troy. Their mission will be to recover the stolen information by detecting said identity. Previously, videos and activities on the history of Troy and online security will have been studied in class.

OBJECTIVES

- To promote European cultural heritage through the classic story of the Trojan War, used to make a comparison between the ancient Trojans and modern hackers who have stolen personal information about a Trojan character
- To study the responsible and safe use of online games and the Internet, from a historical and investigative perspective
- To promote group work and make good use of digital tools through real communication between students from different participating countries in order to create a common final product.

KEY COMPETENCES AND CROSSCUTTING THEMES

- Digital competence
- Linguistic Competence
- Ability to learn how to learn
- Cultural and artistic competences
- Social and civic competences
- Citizenship
- Education for Gender Equality

CURRICULAR CONTENT

- History of the Siege of Troy: vocabulary, characters, locations, era, etc.
- Identification and critical assessment of real and fake identities about well-known characters from the history of the Trojan War
- Responsible use of digital tools
- Group work

INCLUSIVITY

Gender equality will be worked on by substituting some of the traditional roles in the original story of the Siege of Troy for more modern ones.

EXPECTED FINAL PRODUCTS / RESULTS

collaborative online games consisting of an identity identification test

CARRYING OUT THE ACTIVITY

PRIOR PREPARATION

Phase 1. Creation of the TwinSpace

The teachers set up an online meeting to establish the work criteria and schedule and decide on which digital tools the students will use to work together.

Teachers also create the TwinSpace pages that will be used for this activity. In this case, six pages are proposed:

1. Introducing Ourselves
2. The Siege of Troy begins
3. Greeks and Trojans in international teams
4. Catfish. Collaborative games
5. Assessment
6. Dissemination



TwinSpace 1

[Twinspace \(etwinning-training.net\)](https://etwinning-training.net)



Tutorial: [How to create a page on TwinSpace](#)

Phase 2. Invitation for the students to access the TwinSpace.

Teachers register their students on the TwinSpace.



Tutorial: [How to invite students to TwinSpace](#)

Phase 3. Creation of Forum debates.

In the “Forum” section, teachers start a debate so that students can introduce themselves and interact.



Tutorial: [Forums on TwinSpace](#)

IMPLEMENTATION

Phase 1. Getting familiar with the TwinSpace and introducing ourselves (1 session)

The teacher shows the students the different sections of the TwinSpace and the tools that will be most useful for this activity are decided upon by consensus.

Students are registered, an avatar is added to their profiles (www.creartuavatar.com) and different discussions threads are opened in the Forum so that the international teams can interact and create to create a common final product.

Once the students are registered on the TwinSpace, they introduce themselves in the dedicated forum discussions thread with a short post that briefly introduces themselves with their name, tastes about sports, animals and food. They interact with the rest of the posts by greeting each other using the vehicular language of the activity.



Example of an introduction on the Forum

TwinSpace

[TwinSpace Link](#)

TwinSpace 2

Phase 2. Learning about online security and fake identities (1 session)

The teacher invites an expert to the classroom to give a talk on the Internet and online security, specifically on the topic of fake identities online.

The teacher can contact the Police through the [Master Plan for the Coexistence and Security Improvement in Schools and Educational Environments](#), organized by the Spanish Ministry of Interior.



Example of a lecture offered by a Spanish Military Police officer



Tool: [Master Plan for the Coexistence and Security Improvement in Schools and Educational Environments](#)

The following page can also be used to specify a day for an expert to visit the school and give a talk: [Cyber-cooperant of the Spanish Cybersecurity Institute \(INCIBE\)](#)



Tool: [Cyber-cooperant of the Spanish Cybersecurity Institute \(INCIBE\)](#)

TwinSpace

[TwinSpace Link](#)

Phase 3. Learning about the history of the Siege of Troy (2 sessions)

The teacher introduces the history of the Siege of Troy in class; first, by brainstorming the students' prior knowledge and then, by showing the students a cartoon video about the battle.

The teacher can use the following audiovisual resources:



History in Castilian Spanish: [El caballo de Troya. Antigua Grecia. Los Lunnis. TVE](#)



History in English: [The Trojan Horse | TRADITIONAL STORY | Classic Story for kids | Fairy Tales | BIGBOX #fairytales](#)

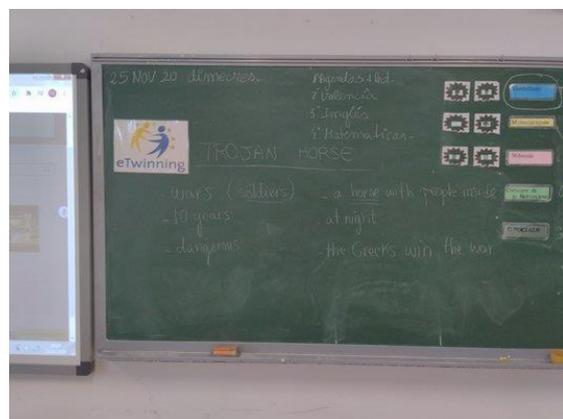
Subsequently, the main ideas of the story are gathered in the classroom and written on the board.

Next, a writing comprehension activity called “My Book of the Siege of Troy” is carried out, in which the students work on a worksheet that contains sequences of the siege that are out of order. Students must put them in the correct order and make a book on the history of the Siege of Troy by cutting up the sequences, putting them in order and stapling the pages together. Finally, the story will be read aloud in class.

As an additional activity, students can also be given homework to draw the story they have learned about in class (the sequence of the battle or part of the story that they liked the most or that most caught their attention). This drawing must include changes in roles and gender of the characters as compared to the original story, to create completely new and inclusive characters. All of the artwork will be exhibited in the school (in the classroom, the school's eTwinning corner or wherever the teacher chooses).



Watching videos in class



Brainstorming example on the blackboard



Writing
comprehension
activity

Additional activity



[TwinSpace Link](#)



Phase 4. Creating international teams (1 session)

Teachers split up the participating students into four international teams that are balanced in terms of number, gender, special educational needs, etc.

Each international team will have a dedicated thread in the Forum for the students in each team to communicate and interact.

Within each international team, one of the following characters will be chosen to be the catfish: Achilles, Paris, Hector or Odysseus.

This character can be chosen through a vote in the Forum.



[TwinSpace Link](#)

Phase 5. Creating the catfish game (3 sessions)

Once the fake identity in each team has been chosen, the information that has to be found about each character will be handed out.

This information will be the same for all teams: name, date of birth, country, role in the battle and date of death.

Each international team will share and post the information they have found on their forum thread. Once all the information has been collected, a spokesperson from each team will look for an image of the character. The teams then attach the image and the information they have found together to a slide using Genially (or a similar tool) that was created for this game.

Each team will have a similar slide with the same characters on each slide.

Tool: <https://www.genial.ly/>



Slide example on Genially

Once the students have created the Genially slides together, teachers will be able to link the different answers to another page so that they can disclose whether the students were right or not. The following digital tool is recommended:

Tool: <http://www.eduescaperoom.es/>



[TwinSpace Link](#)

Phase 6. Playing to guess who the catfish is (1 session)

Students are divided into international teams and play the collaborative game to discover which of the four characters is a catfish. This can be done through an Internet search to look up the information.

Each student will play the correlative game number, according to their own international team. For example, if the student belongs to team 1, they will play game number 2, and so on. This will ensure that the game they play was not designed by themselves so they don't know who the catfish is in the game.

If there is extra time, they can play the other games, except for the one they made.



Students playing the collaborative game

TwinSpace

[TwinSpace Link](#)

ASSESSMENT

Students will assess the activity using Quizizz or Kahoot to validate the cultural content they have learned about the history of the Trojan War, as well as the digital content of the online security of fake identities and catfish.

Tools: www.quizizz.com and <http://www.kahoot.com/>



Example of a student assessment

The teachers will hold a videoconference to assess the activity and analyze the results of the students' assessment, in order to establish areas of improvement and possible difficulties encountered throughout the activity.



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

TwinSpace

[TwinSpace Link](#)

DISSEMINATION

This activity will be published on the school's website and social media to share the games with the rest of the educational community so they can enjoy them and learn about the importance of detecting fake identities online.

TwinSpace

[TwinSpace Link](#)

TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS

TwinSpace: pages, material, forum, online meetings and partners



Other Tools:

Tool to create student avatars: [CREARTUAVATAR](#)

Tool for copyright free images: [Pixabay](#)

Tools to create collaborative games: [Genial.ly](#) and [EduEscapeRoom](#)

Student Assessment Tools: [Quizizz](#) and [Kahoot](#)