Activities for projects | Set 3: activities for external collaboration and dissemination

Las tabletas: nuestras nuevas amigas
Tablets: our new friends

Ages: 4 - 7 years old

Difficulty level: Advanced (Kindergarten) or Beginners (Primary)

Duration: 8 sessions

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

DESCRIPTION OF THE ACTIVITY

Students make some drawings about the proper use of tablets to create a collaborative game. Finally, they play the game in the classroom. Family participation is encouraged.

OBJECTIVES

- To promote creativity and art
- To learn very basic rules about the use of tablets for very young children
- To promote group work and make good use of teacher-guided digital tools, which encourages the interaction among students from different partner countries as they 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

- Responsible use of digital tools
- Group work
- Creativity as to how to interpret basic rules related to the use of tablets

INCLUSIVITY

Students will work on gender equality, regardless of their special educational needs.

EXPECTED FINAL PRODUCTS / RESULTS

An online game about very basic rules related to the use of tablets at an early age.

CARRYING OUT THE ACTIVITY

PRIOR PREPARATION

Phase 1. Creation of the TwinSpace

After teachers have held an eTwinning Live meeting to establish the work criteria and schedule and decide on which digital tools the students will use to work together, different TwinSpace pages will be created for this project. In this case, six pages are proposed:
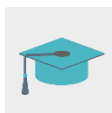
1. Introducing Ourselves
2. How can we make good use of tablets?
3. Choosing and illustrating basic rules in international teams
4. Playing our collaborative game
3. Assessment
5. Dissemination

[TwinSpace Link](#)

[Twinspace (etwinning-training.net)](#)

Tutorial: *How to create a page on TwinSpace*

Phase 2. Getting familiar with the TwinSpace sections

The teacher introduces the students to the different sections of the TwinSpace and explains the different collaborative activities they will carry out with their partners.

Before the project begins, teachers hold a meeting with the students' families to describe the different TwinSpace sections - especially those that will be used to carry out the activity.

It is explained that families will be invited to the TwinSpace so they can access and follow up on the activity's progress, either through the students' TwinSpace ID (by providing families with the students' access codes) or through separate family invitations.

To invite students to TwinSpace:

Tutorial: *How to invite students to TwinSpace*

To invite relatives as guests:

Tutorial: ***How to invite a guest to TwinSpace***

TwinSpace Link

Invite students

When inviting a pupil / student you need first to get approval from them and/or from a parent or a guardian. Make sure not to disclose any sensitive and private information about your student. When uploading their pictures you need first to get approval from them and/or from a parent or a guardian. We strongly recommend the use of avatars (an icon or figure representing a particular person). Please read here more regarding what you should and what you should not publish online.

For safety reasons, pupils' passwords cannot be exported and downloaded. If a password is forgotten, it can be reset by the teacher who invited the pupil.

1. Invite new or existing students

Existing students		New students		
#1 Username		#1 Aaron	familia	✔
➕	Verify	➕	Verify	

2. Check & complete the information

Make sure the password is at least 8 characters long and includes at least 1 number. Try to use a mix of characters (upper, lower case, numbers and symbols) to make it safe.

| #1 | Aaron familia | aaron.familia | •••••••••• | Member ▼ | ✔ |

IMPLEMENTATION

Phase 1. Introducing ourselves (1 session)

Once students are registered in TwinSpace with the careful guidance of their families and teacher, they introduce themselves to the rest of their participating peers by using images on a collaborative digital board made by the teachers with Popplet (or a similar tool). They also add a simple greeting in the vehicular language of the activity. Both the photo and the message can be done individually (families upload them to the digital board) or collectively (with all the students together in the same group photo).

Example of a collaborative digital board

TwinSpace

[TwinSpace Link](#)

Phase 2. How can we make good use of tablets? (1 session)

The teacher invites an expert on the Internet and online security to the classroom to give a talk about the use of tablets. This talk should be aimed not only at young children, but should also be useful for families.

Teachers can also visit the [Cyber-cooperant of the Spanish Cybersecurity Institute (INCIBE)](#) website to specify a day for an expert to give a talk.

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

TwinSpace

[TwinSpace Link](#)

Phase 3. Choosing and illustrating basic rules in international teams (3 sessions)

Teachers organize a videoconference in which all students from partner schools participate and pool what they learned in the previous talk about how to use tablets correctly. Ideas about these guidelines are noted and shared on the classroom blackboard.

The students of each partner school choose one guideline and assign it to another partner school in an orderly manner. To do this, an instructional table is set up on TwinSpace for all partners to follow.

DE PARTE DEL CENTRO DE...	NORMA BÁSICA DE USO DE TABLETAS	PARA QUE LA DIBUJE EL CENTRO DE...
España	Importante utilizar el uso parental en casa.	Portugal
Portugal	Cerrar todas las pestañas antes de apagar.	Reino Unido
Reino Unido	Preguntar a un adulto cualquier ventana que aparezca.	Grecia
Grecia	Navegar siempre dentro de mi propia sesión.	España

Example of instructional table

Students from each school will have to illustrate the rule that the other school has assigned to them.

Students drawing rules

When each child has finished their drawing, each class will democratically choose the drawing that they like the most to represent the assigned guideline.

Example of voting process on the blackboard

TwinSpace

[TwinSpace Link](#)

Phase 4. Playing our collaborative game (1 session)

Teachers create a collaborative game with all the illustrated guidelines of all the teams using the drawings that were chosen by their students.
[Wordwall](#) (or a similar digital tool) can be used to create a game with questions and possible answers.

Example of a collaborative game

With the help of teachers and families, students play the collaborative game, both in the classroom and at home, and put what they have learned during the activity into practice.

Students playing in class

Tool: www.wordwall.net

TwinSpace Link

ASSESSMENT

Students will be recorded on video as they make an assessment of the activity, describing what they liked the most about the activity, what they liked the least and whether they would participate in more eTwinning activities in the future. These videos will be shared on the TwinSpace page. The videos and the comments made by the students on the page will be subsequently analyzed for assessment.

Teachers make a questionnaire to assess the activity. Afterwards, the results are analyzed to establish areas of improvement and possible difficulties encountered throughout the activity.

Example of a questionnaire   Results of the questionnaire
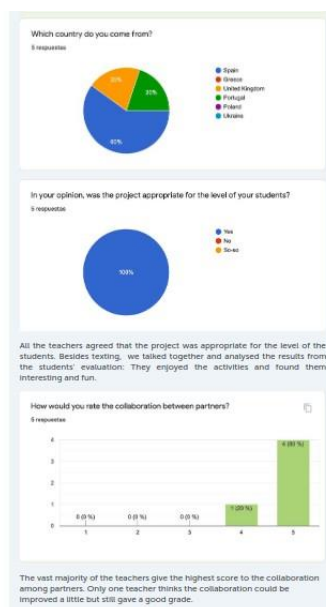
[TwinSpace Link](#)

DISSEMINATION

The collaborative game is shared with the rest of the educational community. It is published on the school website, on social media and shared with the participating families in instant messaging groups.

[TwinSpace Link](#)

TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS:

TwinSpace: pages, material, online meetings and partners

   Other tools:

Tool for creating an introductory collaborative board: Popplet, www.popplet.com
Tool for creating the online collaborative game: Wordwall, www.wordwall.net
Tool for teachers' assessments: Google Forms