

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

Luchando contra el ciberacoso Fighting against cyberbullying



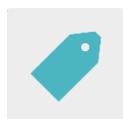
Ages: 9 - 12 years old



Difficulty: Advanced



Duration: 10 sessions



Tags: cybersecurity (*e-safety*), Internet, cyberbullying

DESCRIPTION OF THE ACTIVITY

Students create a collaborative video (that contains a song and posters that they made together) that display messages about fighting against cyberbullying.

OBJECTIVES

- To promote civic behavior, tolerance and respect among students
- To raise consciousness regarding the impact that cyberbullying has on students of this age and to develop empathetic attitudes among peers
- To promote group work and make good use of digital tools through real communication among students from different partner countries in order to create a common final product

KEY COMPETENCES AND CROSSCUTTING THEMES

- Digital competence
- Linguistic communication
- Ability to learn how to learn
- Cultural and artistic competences
- Social and civic competences
- Citizenship
- Education on equality

CURRICULAR CONTENT

- responsible use of digital tools
- group work
- identification and criticism of inappropriate and off-putting cyberbullying attitudes in any given situation
- values such as tolerance, respect and empathy
- rhyme as an artistic technique in rap songs

INCLUSIVITY

Equality among students will be worked on when creating balanced international mixed groups.

EXPECTED FINAL PRODUCTS / RESULTS

A collaborative video that includes a rap song and in which the students appear displaying their posters that they made together.

CARRYING OUT THE ACTIVITY

PRIOR PREPARATION

Phase 1. Creation of the TwinSpace

After meeting online (via eTwinning live) to establish the work criteria and schedule and which digital tools the students will use to work together with the rest of the participants, teachers create different TwinSpace pages that will be used for this activity. In this case, seven pages are proposed:

1. Introducing ourselves
2. What is cyberbullying?
3. Working in international teams
4. Creating messages that rhyme and recording the audio track
5. Our video on the fight against cyberbullying
6. Assessment
7. Dissemination

The logo for TwinSpace, featuring the word "TwinSpace" in a blue, sans-serif font.

[TwinSpace Link](#)



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, one of the teachers opens a thread so that students can introduce themselves and interact.



Tutorial: [Forums on TwinSpace](#)

IMPLEMENTATION

Phase 1. Becoming familiar with TwinSpace and introducing ourselves

Teachers introduce the students to the different TwinSpace sections. The most useful tools for carrying out this activity will be chosen, by consensus.

Students edit their profile and add an avatar (using www.creatuavatar.com or a similar tool).

Avatars represent the face and body that is given to each user. The function of the avatar is to represent the person it embodies.

The participating teachers create mixed international teams that are balanced, in terms of gender and special educational needs.

Meanwhile, teachers create a separate discussion thread for each international team in the Forum. The members of each team choose a name for their team (for example, the name of a rapper they like).

Teachers then create a TwinSpace page on which they include a table with the distribution of the students in the teams, so that the students know which team each classmate is in.

TwinSpace

[TwinSpace Link](#)

Students introduce themselves briefly in the dedicated Forum thread that was created specifically so the international teams could get to know one another. Information like students’ names or their interests about sports, animals and food can be posted. They interact with the rest of their peers by greeting each other in the vehicular language of the activity.



Example of an introduction on the Forum

TwinSpace

[TwinSpace Link](#)

Phase 2. Learning about online security and cyberbullying

The teacher invites an expert to the classroom to give a talk on the Internet, online security and cyberbullying.

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. Creating messages that rhyme and recording the audio track.

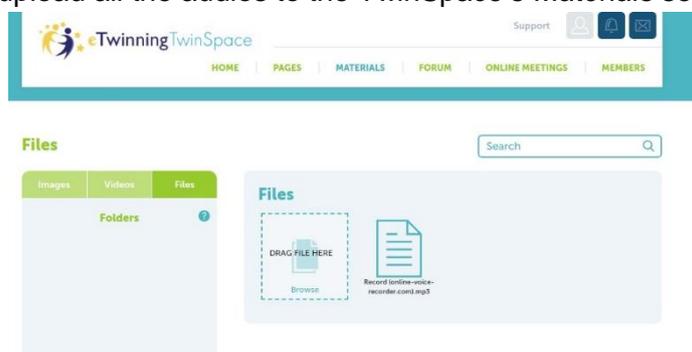
Students come up with messages against cyberbullying. To do this, in their corresponding international teams, two subgroups will be divided: those that create the beginning of the message, and those that have to end it by rhyming with the first part. In the forum threads, those who in charge of coming up with the first part of the messages will post first, and those who are responsible for the second part, will respond with the end of the sentence, making a rhyme.

Once all the partners of all the teams have posted their messages, the students make audio recordings of themselves, with the help of the teachers, using a mobile application that converts the audios into raps.

(<https://play.google.com/store/apps/details?id=com.smule.autorap&hl=es&gl=US> or a similar tool)

Note: Some problems may appear when downloading the audios from this app directly. If so, it is recommended to play the audio and record it with another mobile device and save it as a separate .mp3 file.

The teachers then upload all the audios to the TwinSpace's *Materials* section.



Audio file storage on TwinSpace

TwinSpace

[TwinSpace Link \(remove\)](#)

TwinSpace

[TwinSpace Link](#)

Phase 4. Making collaborative posters against cyberbullying (2 sessions)

The students in each international team will make a poster with the message previously created by another international team in Phase 3.

For example: members of International Team 1 will make a poster with a message created by members of International Team 2, and so on.

The messages created by each team will be posted as text in the Forum threads. Audio messages will be stored in the TwinSpace's *Materials* section.

The teacher will take a picture or screenshot of each poster created, along with the authors of said poster, and all the images will be uploaded to the TwinSpace's *Materials* section.



Storage of the pictures of the posters on TwinSpace

TwinSpace

[TwinSpace Link \(remove\)](#)

TwinSpace

[TwinSpace Link](#)

Phase 5. Making the collaborative video

Teachers create a collaborative video using the images of the students, their posters and the audios with the rap music and rhymes.

To do this, any digital video editing tool can be used, such as:

<https://clipchamp.com/es/video-editor/>

<https://www.flexclip.com/es/video-editor.html>

TwinSpace

[TwinSpace Link](#)

Phase 6. Final Videoconference

Using the TwinSpace tool, the teachers organize a videoconference, in which the students of the partner schools sing the final song as a rap. To do so, they will have previously prepared and rehearsed in class the complete lyrics that all of the partner schools have come up with.

TwinSpace

[TwinSpace Link](#)

ASSESSMENT

Teachers prepare a questionnaire for the students to assess the activity using Quizizz, Kahoot or another similar tool, in order to document what the students have learned about cyberbullying.



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



Students making the assessment

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

TwinSpace

[TwinSpace Link](#)

DISSEMINATION

The collaborative final product and the music video are published on the websites and social media of each partner school to be shared with the rest of the educational community. If possible, it can also be broadcasted on a YouTube channel and on local or regional television channels, so it can have even greater coverage and impact.

The logo for TwinSpace, featuring the text "TwinSpace" in a light blue font inside a rounded rectangular box.

[TwinSpace Link](#)

TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS:

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



Other Tools:

Tool to create student avatars: www.creatuavatar.com

Tool to create the rap songs: [Auto rap](#)

Tools to create videos: <https://clipchamp.com/es/video-editor>
and <https://www.flexclip.com/es/video-editor.html>

Tool to search for information: www.google.es

Student Assessment Tools: www.quizizz.com and www.kahoot.com