

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

Grade School: 6 to 12 years old

Normas de conducta en las redes sociales

Codes of conduct for social media



Ages: 9-12 years old



Difficulty: Advanced



Duration: 9 sessions



Tags: Cybersecurity (*e-safety*), Internet, online codes of conduct (*netiquette*)

DESCRIPTION OF THE ACTIVITY

Students create a collaborative book that contains examples of conversations that follow netiquette and others that do not. Students will analyze these conversations and learn how to communicate when connected to the Internet and social media.

OBJECTIVES

- To raise awareness regarding the importance of netiquette and developing respectful attitudes among peers
- To promote civic behavior, tolerance and respect among students
- 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

- correct and respectful use of language when using digital communication tools
- responsible use of digital tools
- values such as tolerance, respect and empathy
- linguistic creativity
- group work

INCLUSIVITY

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

EXPECTED FINAL PRODUCTS / RESULTS

a collaborative book that contains messages from fictitious chats that are appropriate and follow netiquette rules, alongside others that are not so appropriate, showing the same content with inappropriate language

Chat: instant digital communication over the Internet network between two or more people or users (text, video calls or audio chat).

Some of the most used chat applications currently on mobile devices include Whatsapp, Telegram, Messenger, Snapchat, etc...

CARRYING OUT THE ACTIVITY

PRIOR PREPARATION

Phase 1. Creation of the TwinSpace

In a previous meeting, teachers and participating partners will establish the work criteria and schedule and decide on which digital tools the students will use to work together.

The pages for the TwinSpace will also be created. In this case, seven pages are proposed:

1. Introducing ourselves
2. What is netiquette?
3. Working in international teams
4. Creating fake chats with Whatsapp (or a similar app)
5. Our collaborative book of chats
6. Assessment
7. Dissemination and expert opinions



<https://twinspace.etwinning-training.net/24986/home>



Tutorial: [How to create an activity page](#)

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 debate so that students can introduce themselves and interact.



Tutorial: [Forums on TwinSpace](#)

IMPLEMENTATION

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

The teachers present the TwinSpace and the different activity pages to their students and gives each student their username and password to access the space.

Students access the TwinSpace, edit their profiles and include an avatar to identify themselves.

The avatar represents the face and body of each user and its function is to represent the person it embodies.

To do this, "[Create your avatar](#)" (or a similar tool) can be used.



Tool: [Create your avatar](#)

Students access the open debate in the "Forum" section and post a brief introduction, including information, such as their names or their interests about sports, animals and food. They are encouraged to interact with the rest of their peers and to reply to at least three messages using the vehicular language of the activity.



Example of an introduction on the Forum



[TwinSpace Link](#)

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

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

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.



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 \(INCIBE\)](#)



Example of a talk offered by a cyber-cooperant



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

TwinSpace

[TwinSpace Link](#)

Phase 3. Creation of international teams

The participating teachers divide the students up in mixed international teams to create balanced groups in terms of gender, nationality and special educational needs. The table that shows the team distribution should be posted to the dedicated TwinSpace page created during Phase 1: “3. Creating international teams”.

TwinSpace

[TwinSpace Link](#)

Teachers open a thread in the “Forum” section for each international team (Chat 1, Chat 2, Chat 3, etc.) and a teacher from each partner school is in charge of encouraging each of the international teams, as they mediate and guide the students in each team, steering them towards certain concepts that should appear in their fake chats:

- choosing the students that initiate the chat and the ones who end it,

- monitoring the language used, with the help of links to tutorials and pages for them to find this information,
- pointing out topics that motivate students in terms of the chat's content: hanging out with friends, going to the movies, invitations to play sports together, etc.

Phase 4. Creating fake WhatsApp chats (2 sessions)

Students access the "Forum" section and search for their team's conversation. The group members have to first decide on the name of their group (for example the name of a mobile chat app, and change it).

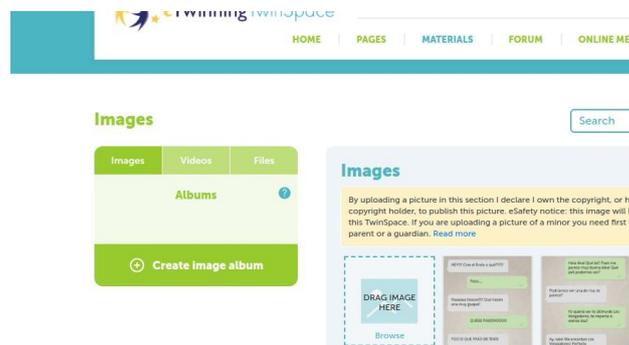
Then, the students create fake chats using WhatsApp as a model, following the instructions given by their team's mediating teacher.

In the Forum threads, the students decide, as a group, which topic will be discussed in the chats. The mediating teacher will decide who will initiate and end the appropriate and inappropriate chats.

Once the members of the group have agreed on the previously mentioned topics, they will make the fake chats using 'Fake WhatsApp' or a similar tool. They will also save the images of the chats in the TwinSpace's "Materials" section.



Tool: [Fake WhatsApp](#)



Storage of the chat images on TwinSpace



[TwinSpace Link](#)

Phase 5. Creating a collaborative book of chats (2 sessions)

One of the teachers creates a collaborative book using Book Creator or a similar tool, and adds a page with the title of each team and the chosen topic.



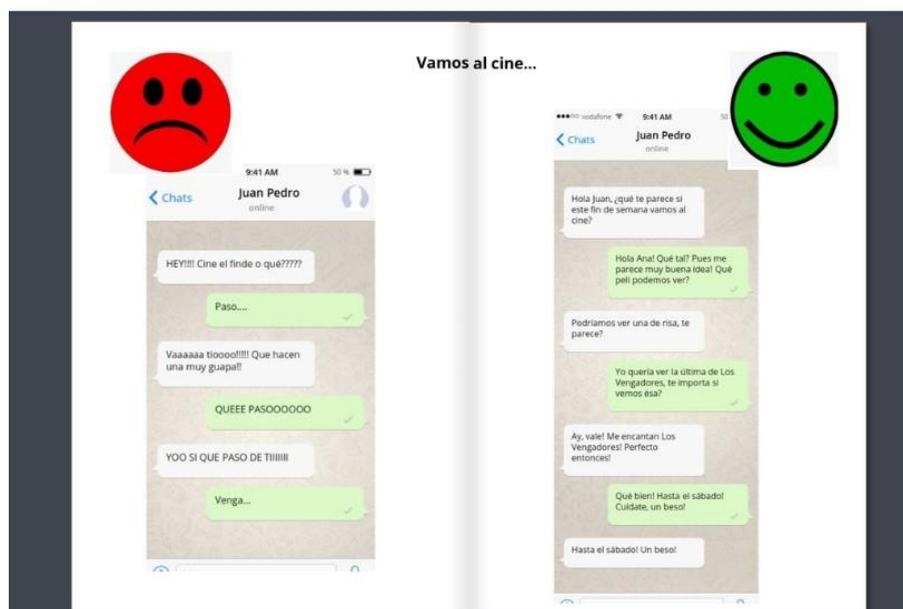
Tool: [Book Creator](#)

The students in each international team decide which member will be in charge of adding a photo of their group's chat to the book.

The teachers assign the chats that the groups made to a different group so that it can be recorded as an audio file. This way, international team 1 will record team 2's chat, and so on.

The students record the audios (with a mobile phone, for example), and save the audios in the TwinSpace "Materials" section so that it can be subsequently embedded into the collaborative digital book.

One of the teachers posts the book to page "5. Our collaborative TwinSpace chat book". The book contains all the conversations and audios organized according to topic: on one page, a conversation with inappropriate language will be shown, and on the other, a chat with appropriate language to clearly show how to interact with others online in a respectful and tolerant manner.



Example of collaborative book of chats



[TwinSpace Link](#)

ASSESSMENT

Teachers prepare a questionnaire/assessment for the students to evaluate the activity using Quizizz, Kahoot or another similar tool, in order to document what the students have learned about netiquette and the digital tools that were used. This information is shared on the TwinSpace page "6. Assessment".



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

Students access the TwinSpace and complete the questionnaire.

Students carrying out the assessment



The teachers schedule a videoconference to discuss and assess the activity and analyze the results of the students' assessments and share this information on the TwinSpace. They also establish areas of improvement and possible difficulties encountered throughout the activity.



[TwinSpace Link](#)

DISSEMINATION

The final collaborative product is published on the websites and social media of each partner school so it can be shared with the rest of the educational community to raise awareness of how important it is to use appropriate language on social media. The teacher also creates a guest account so that the children's relatives can become familiar with the activities that all the participating partners have carried out.

Finally, teachers share the digital book with the expert who gave the talk at the beginning of the activity, so that their expert opinion and evaluation can also be included. An additional TwinSpace guest account can be created so that the expert can post their thoughts about the activity as a whole.

Invite guests

1. Invite new or existing guests

| | |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Existing guests | New guests |
| #1 <input type="text" value="Username"/> <input type="button" value="Verify"/> | #1 <input type="text" value="Cibercooperante Incibe"/> <input type="button" value="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 | <input type="text" value="Cibercooperante Incibe"/> | <input type="text" value="cibercooperante.incibe"/> | <input type="password" value="*****"/> | <input checked="" type="checkbox"/> |
|----|-----------------------------------------------------|-----------------------------------------------------|----------------------------------------|-------------------------------------|

Guest invitation to visit the TwinSpace

Members ?

| | |
|----------------|----------------|
| 2 Teachers | 0 students |
|----------------|----------------|



Cibercooperante Incibe

Guest

Last access: Never

Invited Guest



Tutorial: [How to invite guests to the TwinSpace](#)



[TwinSpace Link](#)

TwinSpace

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

TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS:

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



Other tools:

Tool to create student avatars: [Crear tu avatar](#)

Tool to create fake Whatsapp chats: [Fake WhatsApp](#)

Tool to create collaborative digital books: [Book Creator](#)

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