"WITHIN NETWORKS, THE BEST AND THE WORST OF SOCIAL NETWORKS"

METHODOLOGICAL GUIDE

Erasmus + 2017 – 1- KA219 – 038147

INDEX

INTRODUCTION

When 2 years ago our schools consider the possibility of doing an Erasmus + project together, we started by asking the students what they wanted to do. Between their answers, words like "Internet", "technology" or "social networks" were repeated once and again. They made things clear about their interests and we decided which should be the starting point of the project.

But then our adult fears surfaced ... What would happen with all the risks associated with the use of internet and social networks with teenagers? What would it be about privacy, permissions, intrusions, inappropriate speech, control of content, access to data, identity theft, addictions to technology...? We realized that ICT was an incredible tool for students and a potential risk for teachers. That was the challenge: Using the tools offered by the internet and social networks to train students on their proper and responsible use. This is how "Within networks, the best and the worst of social networks" was born.

During these two years we have developed different workshops that, using technology, the Internet and social networks, have served to make our students a bit more responsible as citizens of the virtual world.

This methodological guide compiles the scripts of the main workshops developed in our schools during the project. The projects done during those workshops, with the students of our schools, are available on the Twinspace platform of the project (http://twinspace.etwinning.net/48300).

FOR WHAT DO YOU USE SOCIAL NETS?

Objectives

- Acknowledge and reflection on for what students use social nets as a starting point of the project

Temporalization

- 1 hour

Resources

- Computer for the teacher with internet and projector
- Students´mobile phones or computers

Methodology

1st TASK: Students´ use of Internet, social nets and Apps

Use an interactive pooling tool to ask students questions about their use of social nets, showing them their answers in real time:

- For what do you use social nets?
- What is the social net that you use the most?
- Which was your first social net?
- Which is your favorite social net?
- How often do you use social nets?
- With whom do you communicate using social nets?

Suggested pooling tools:

- eTwinning (It has the option to create pages with pools)
- Kahoot
- Mentimeter

2nd TASK: Open debate and reflection on the students´answers.

IMPORTANCE OF SOCIAL NETS IN OUR LIVE

Objectives

- Reflect on the weight of social networks in our lives and social relationships

Temporalization

- 1 - 2 horas (Depending on the projection of all the chapter or only the first 8 minutes, enough to start the activity)

Resources

- Computer with projector and speakers
- Chapter 1 – Season 3 of "Black Mirror"

Methodology

1st TASK: "Black Mirror"

Watch the first episode of the Season 3 of Black Mirror ("Nosedive"). This episode deals with an app used to rate people.

2nd TASK: Debate using the next questions:

- How many social networks do you use in your life?
- In "Black mirror" people have social status depend on popularity? Do you agree with that?
- Do you believe that fact could happen nowadays?
- Social relationships are essential in human lives? Why?
- Social networks are important for human beings?
- In Black Mirror's Chapter characters are happy? Why?
- Could you live without social networks?
- Social networks are a kind of "new" slavery?
- In your opinion, Have we lost face to face contact with social networks?
- In future, How do you think that human beings will have social relationships?

INTERNET RISKS

Objectives

- Reflect and debate on internet risks
- Select and share online resources to raise awareness about internet risks
- To be aware of the occasions in which the students themselves have been exposed to those risks

Temporalization

- 3 hours (one per task)

Resources

- Computers with internet

Methodology

1st TASK: Work in small group

Each group of 2-4 students will search in Internet brief online resources (videos, stop motions, twits, photos ...) about one of the next topics:

- Cyberbullying
- Addiction to technology
- Grooming
- Sexting
- Identity theft…

It is recommended that the teacher makes a prior search, for example, between banks of educational resources, to guide students. E.g. http://educainternet.es/

2nd TASK: Sharing and creating

Each group will select one of the online resources they have searched and will share it with the class (using the computer and projector) and through eTwinning and the Erasmus blog and nets.

Then, the students will create an audiovisual project on their topic in "alert mode" (poster, infographics, audio clip…) and will share it on the different platforms. Some useful tools are:

- To create posters or infographics:
    - Canva (www.canva.com)
    - Piktochart (www.piktochart.com)
- To create presentations
    - Power point or similar
    - Prezi
    - Google slides
- To create audio clips:
    - Audacity (http://audacity.es)

3rd TASK: Personal experience

The teacher will ask questions to invite the students to share their personal experiences

- Have someone ever stolen your password?
- Have someone threatened you to tell something about you in nets?
- Have you witnessed cyberbullying situations?
- Have you ever talked in networks with strangers?...

SAFETY IN INTERNET

Objectives

- Reflect and debate on internet risks
- Create and publish a list of basic rules for the safe use of the internet

Temporalization

- 2 hours

Resources

- Safety in internet working sheet
- Writing material
- Computer and projector

Methodology

1st TASK: Work in small group

Each group of 2 or 3 students has to write down 2 threats, risks or problems that can be found on the internet related to ...

- The use of passwords
- The publication of images
- Comments made on social networks
- The contacts added in the networks
- Other aspects

Next, they must include one or two basic rules that would serve to reduce or avoid those risks.

2nd TASK: Sharing

The contributions of the groups will be shared. The teacher projects a document like the one used by the students collecting their contributions while they debate about them.

3rd TASK: Basic rules for the safe use of the Internet

With the contributions of the students the class will create a list of basic rules for a safe use of Internet that will be published in eTwinning and in the blog of the project.

SAFETY IN INTERNET – WORK SHEET

	Risks, threats, problems, dangers…	How to avoid them
Passwords		
Images		
Comments		
Contacts		
Others		

CYBER SECURITY

Objectives

- Raise awareness about the importance of self-image on the Internet
- Value the different privacy options of social networks
- Recognize the risks associated with the use of webcams
- Create a decalogue of good practices in social networks

Temporalization

- 2 hours

Resources

- Computer classroom with projector and speakers
- Black Mirror chapter

Methodology

1st TASK: Online game about the importance of taking care on our "online image" (Spanish): http://www.cuidatuimagenonline.com/home/trivial_cuidatuimagenonline.html

2nd TASK: Online privacy simulator (Spanish)

http://www.simuladordeprivacidad.com/

With this game, students reflect on the importance of checking privacy options of facebook and tuenti.

3rd TASK: Be careful with the webcam!

http://www.cuidadoconlawebcam.com/advertencia-webcam-1.shtml

Watch the series of 5 animations created by "Pantallas Amigas" about the risks related to the use of web cams.

- •1st Warning: Your webcam always sees you
- •2nd Warning: Webcam images are real?
- •3rd Warning: Can you trust?
- 4th Warning: Your webcam can be activated whenever
- •5th Warning: Your webcam knows so much about you

4th TASK: Decalogue of good practices in Internet created by students and shared in eTwinning and other platforms.

CYBERBULLYING AND VIOLENCE IN NETS

Objectives

- Empathize with the victims of cyber violence and cyberbullying
- Become aware of the importance of different roles and their ability to prevent and end the problem

Temporalization

- 2 hours

Resources

- Computer classroom with projector and speakers
- Mobile phones to record videos

Methodology

1st TASK: Roles in cyber violence and cyber bullying

Introduction about the different roles in cyber violence and cyber bullying (victim, stalkers or cyberbulls, observers).

Brainstorming and debate on the next questions:

- How do you think each person feels?
- Why do you think they behave like they do?

Some useful resources to introduce the topic:

- Video recorded by Amanda Todd, teenager victim of sextorssion and cyberbullying, recorded before committing suicide.
  https://www.youtube.com/watch?v=FS95zvN5MiI

2nd TASK: Creation of audio-visual projects (poster, presentation, video, audio…) on cyber violence or cyberbullying and sharing them in eTwinning and the projects´blog.

ADICTION TO TECHNOLOGY

Objectives

- Describe what technology addiction is and its warning signs
- Reflect on the consequences of addiction to technology
- Promote healthy habits regarding the use of technology

Temporalization

- 3 hours

Resources

- Computer with projector and speakers
- Mobile phones with internet

Methodology

1st TASK: Brainstorming… Are you addicted to technology? Are you sure?

2nd TASK: Online test.

Don´t answer aloud, just count your "yes" for yourself, we don´t need to know your answers… Just, reflect about them.

https://www.nightingalehospital.co.uk/test/technology-addiction-test/

3rd TASK: warning signs and consequences

Show a list of warning signs, such as the one on the next page, explain it briefly.

4th TAST: creating a kahoot test "Are you addicted to technology?"

Ask students to write questions to identify addiction to technology. Share their questions and after that the group choses the best ones to create the kahoot test that will be created online by the teacher. At the end, they play that kahoot with their mobile phones.

5th TASK: other consequences of the adiction to technology

Watch the next video or similar

HOW IS YOUR PHONE CHANGING YOU? https://youtu.be/W6CBb3yX9Zs

Vídeo de AsapSCIENCE, created by Mitchell Moffit y Gregory Brown.

6th TASK: create a decalogue of good practices to avoid addiction to technology. In groups, using the computers, students create easy rules to prevent addiction to technology. Each group designs a poster or infographic, for example, using www.canva.com, or other app, software or web. The posters will be included in eTwinning.

7th TASK: Video

"LOOK UP" (How life could change if you stop looking your mobile phone) https://youtu.be/Z7dLU6fk9QY

8thTASK: Some useful apps.

Show students some Apps that may help them to prevent addiction to the mobile, for example:

- "Forest", the app allows you to create challenges to stop using the mobile for a while (15 minutes, 30 minutes ...) If you do it, a virtual forest grows. Who will get the biggest forest?

TOLERANCE

Each day, more connection time is needed

ABSTINENCE SYNDROME in the absence of connection with ICT

DEPENDENCE TO FEEL GOOD of the likes that you receive or of the comments to your photos, videos...

LOSS OR NEGLECT OF PREVIOUS HABITUAL ACTIVITIES (social, scholar and personal) You stop doing homework or sports, you forget to eat, you sleep less (vamping)…

Uncontrolled behavior, inability to disconnect even if you want

Denial and anger when someone reproaches you for paying more attention to the mobile than people

Loss of personal relationships to the point of becoming antisocial

Objectives

- Identify hate speech and its characters (trolls, haters, victims)
- Detect hate speech in Internet
- Report hate speech
- Create alternative or counter narrative

Temporalization

- Hate speech: 2 hours
- Alternative speech: 2 hours

Resources

- Computer classroom with internet and projector

Methodology

1st TASK: Brainstorming

- What is hate speech?
- Have you seen it on the networks?
- Have you ever experienced it?
- Have you participated?

2nd TASK: Video about hate speech

No Hate Speech Movement

The No Hate Speech Movement is a youth campaign led by the Council of Europe Youth Department seeking to mobilise young people to combat hate speech and promote human rights online. Launched in 2013, it was rolled out at the national and local levels through national campaigns in 45 countries. The movement will remain active beyond 2017 through the work of various national campaigns, online activists and partners.

No Hate Speech Movement video - https://vimeo.com/273862379

The official No Hate Speech Movement video explains in 6.40 minutes the rational of the campaign by providing examples of hate speech online and personal testimonies of young people. The video concludes with a short explanation of the main features of the campaign platform.

3rd TASK: Identify haters

Video: HATER WEBMASTER https://vimeo.com/273745187 (No hate speech movement - This 30' video demonstrates how those who spread hate stand alone by showing a man shouting offensive comments to passers-by. The clip ends with a call for people to join the movement again hate speech.)

Brainstorm: What would you think if you saw someone with that behaviour on the street? Why being a hater is so easy in Internet? (Anonymity, life online / life offline))

4th TASK: Identify trolls: show examples and types. (Search them before the activity and make screen shots)

Video: https://vimeo.com/273740032 (No hate movement - This 45-second clip illustrates how sexist and racist hate speech casually penetrates social media messages between friends going out for a night to a party.)

Useful image explaining the types of trolls: https://www.lifewire.com/types-of-internet-trolls-3485894

5th TASK: What can you do? Report it, block it, don´t share it.

Explain students how to report or denounce hate speech in different nets (youtube, facebook, Instagram, tuenti, twitter…). Let them explore the options.

6th TASK: Let students search and report trolls and haters in Internet.

7th TASK: What about victims?

- Go back to the examples of hate speeches (screen shots) and analyse them asking… "Who are the victims of hate speech?" (LGBT, ethnic or religious minorities, immigrants, refugees, women, people with disabilities, poor people.
- What do they have in common? Debate about minorities and stereotypes
- How do you think that they feel? Have you ever been target of hate speech? Do you know someone who has been target of hate speech? Sharing experiences.
- Video: BLOCK WEBMASTER https://vimeo.com/273745702 (No hate speech movement. This 30-second clip shows the violent impact of hate speech on its victims though a girl who experiences physical injury every time you hear a click and see hate speech. The video calls for an end to hate speech now and for people to join the movement.)

8th TASK: What can you do to support the victims and to reduce hate speech? Counter narrative or alternative narrative. Search and show examples:

Video: NO HATE MOVEMENT - Love Human Rights - https://vimeo.com/273661197

A 40-second video, about love and respect for Human Rights, for everyone, every day, everywhere. This video was produced on the occasion of the Action Day of the No Hate Speech Movement, 10 December 2017.

Video: NO HATE MOVEMENT - Spread love https://vimeo.com/273650670

This 60-second short film is made by young people in a neighbourhood that could be hit by radicalisation… With the collaboration of AMSED and the participation of Houssem, Lena, Oussama and Khalil.

Video: NO HATE MOVEMENT - Countering Sexist Hate Speech https://vimeo.com/273660477

A video produced by young people in Strasbourg at the occasion of the Action Day and seminar against Sexist Hate Speech in 2016. It exemplifies why taking action against sexist hate speech remains important.

9th TASK: Visit the next Pinterest web with examples of counter narrative posters

Example in the next web: https://www.pinterest.es/robin_jasso/counter-narrative/?lp=true

10th TASK: Let students build a digital counter or alternative narrative creation. You can use the computers, the mobile phones, tablets…

1. Make groups (depending on the format they are going to use or the topic they want to discuss)
2. Decide the subject (racism, sexism, homophobia…) and/or format (video, poster, song, dance… anything they imagine)
3. Write the ideas
4. Search and chose digital tools (poster creators, photo or video editors, apps…)
5. Create

11th TASK: Share creations in eTwinning and the project´s blog

FAKE NEWS

Objectives

- Reflect and debate about the origin of Fake News.
- Distinguish fake news from real news and learn how to select real news.
- Be aware of how dangerous fake news can be and analyze their risks
- Spot fake news.

Temporalization

- 2 hours

Resources

- Computer classroom with internet and projector

Methodology

1st TASK: Let's play.

Student should play FACTITIOUS, an on line game. News are shown and student should think if they are false or true.

The game can be found in this site http://factitious2017.ausgamestudio.com/#/

2nd TASK: Concepts related to Fake News.

Our students should find the differences between maliciously false news, disinformation, misinformation, and rumor. Students should think about the authenticity, intention and if they constitute news. In order to do it they have to fill in a table.

3rd TASK: Let`s observe some pictures

Some pictures are shown and students should comment them and explain if they are false or true.

4th TASK: How to spot Fake News and how to select our news

Brief cartoon video about how to spot Fake News

https://www.youtube.com/watch?v=AkwWcHekMdo.

Once the video is watched, students should comment how to spot Fake News.

Another brief video about how to select our news https://www.youtube.com/watch?v=q-Y-z6HmRgI

The video should be commented by students.

5th TASK: Hilary Clinton and Fake News

Students should read a text about Hilary Clinton`s supposed story related to terrorism and analyze it.

Hilary Clinton warns of the dangers of Fake News:

https://www.youtube.com/watch?v=Pft1qtmJWG8

6th TASK: The former President Obama insults President Trump

In this video Obama insults President Trump. As the video unfolds, it turns out that it is not real.

https://www.youtube.com/watch?v=cQ54GDm1eL0

7th TASK: IMPACT OF FAKE NEWS

Students should ponder about what is at the bottom of Fake News: Fear, money, violence, racist ideas…

8th TASK: Now it is your turn to work

In one hour and a half there is no time enough to complete all the activities we have prepared because students should be active members of the workshop and they have to participate and share what they think and experiences. This is workshop should be flexible and it has to be adapted to the class and our students' interest.

In this point students should work in groups and prepare (they have to choose one of them):

- A Decalogue about how to spot fake news.
- A brief guide about how to choose information.
- A document about how dangerous fake news can be for society.

Student will be provide with material in order to prepare those documents.

EVALUATION OF THE WORKSHOPS

The teacher will qualitatively evaluate the following aspects:

	OBSERVATIONS
Personal contributions	
Organization of group work	
Suitability of the products created by students	
Relevance of the proposed internet rules.	
Contributions during debates	