Future
Classroom Lab
by European Schoolnet

Who is impersonating me?

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In this learning scenario our students will help a fictitious character called Cyber Reporter in a case of identity theft. During three sessions we will discover the problems related to privacy settings that we face on a daily basis in the personal, professional and/or academic spheres.

LEARNING OBJECTIVES

Identify what data we should or should not publish on the Internet.

Know important aspects of data such as consent or rights in relation to data files.

Assess the importance of having the privacy section of social network profiles properly configured.

Propose one or two practical tips to follow in order to avoid privacy-related risks on the Internet.

Reflect on the learner's portfolio.

C'S OF EDUCATION

| COLLABORATION | COMMUNICATION | CRITICAL THINKING | CREATIVITY |

AGE GROUP

From 10 to 14

SCENARIO LANGUAGE

English

TOTAL DURATION

5 hours 10 minutes

SUBJECTS

CITIZENSHIP - CULTURE - SOCIETY   INFORMATICS / ICT   LANGUAGES   MEDIA

LET'S SAFEGUARD OUR PRIVACY

10 MINUTES

Interactive video
INTERACT & INSTRUCT

C'S OF EDUCATION

| COMMUNICATION |

TOOLS

Computers with Internet connection.

SPACE FORMAT

Public

POSITION OF LEARNERS

Together

ROLE OF TEACHER

Teacher at the side

DESCRIPTION

The teacher shows a video to the students in which the following instructions are given: 1. We will read several documents that will help us to know what data we should or should not publish on the Internet. 2. We will collaboratively answer the questions of a Web

Quest. 3. We will make a collaborative summary in the form of a google presentation with the most relevant information from the documents previously read. 4. We will present our research to all the community (teachers, students and families). 5. We will enjoy with a Kahoot in order to check our understanding of the topic. 6. We will reflect on the KWL Chart.

Let's safeguard our privacy

1 HOUR 0 MINUTES

INVESTIGATE & RESEARCH

C'S OF EDUCATION

COMMUNICATION	CRITICAL THINKING

TOOLS

Resource lists and questions have been added to this shared google document:
https://docs.google.com/document/d/1LEOoqH2GHwb8DOx-rGtyL1lRYNf9BOetdeC5of-0Rvo/edit?usp=sharing

SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
Private, limited distraction	Small groups	Teacher at the side

DESCRIPTION

Students are introduced to the topic of personal data and a selection of resources (list of links to online materials) that they can use to answer the following questions. 1. What data should or should not we publish on the Internet? 2. Is a recorded image personal data? 3. With regard to data protection, is my consent necessary for you to use it? What if I am under 14 years old? 4. Can I give my consent for the processing of my personal data verbally? 5. Do I have the right to know and even delete my personal data from a data file? 6. In order to claim the rectification of my personal data, do I have to go directly to the person responsible for the file or to the Spanish Data Protection Agency? 7. Is it advisable to configure the privacy section in our profile on a social network? 8. Is it possible to know my "identity" through my email account?

Presentation

2 HOURS 0 MINUTES

CREATE

C'S OF EDUCATION

COLLABORATION	COMMUNICATION	CRITICAL THINKING	CREATIVITY

TOOLS

Computer presentation software: Presentations in google drive. Hardware: A digital whiteboard with a projector.

SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
Private, limited distraction	Small groups	Teacher-led

DESCRIPTION

Teams of students with the research results from the previous activity prepare a presentation that they will then show to other students, teachers and family members to demonstrate their findings.

Sharing with a real audience

1 HOUR 0 MINUTES

PRESENT & SHARE

C'S OF EDUCATION

COMMUNICATION   CREATIVITY

TOOLS

Presentation done by the students. Web-conferencing tool: Google Meet.

SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
Fully virtual	Together	Independent learning

DESCRIPTION

Students and teacher invite other classes of the school, parents and partner schools. In a 60-minute session they present the results of their research.

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15 MINUTES — Quiz
ASSESSMENT & FEEDBACK

C'S OF EDUCATION

COMMUNICATION   CRITICAL THINKING

TOOLS

Online quiz platform: Kahoot. Quiz prepared by the teacher in advance. Link: https://create.kahoot.it/share/e-safety-rules/996ca200-5eb9-4095-82ea-460d04a2774f

SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
Public	Alone	Teacher at the side

DESCRIPTION

A short quiz of 15 questions, online, ungraded, to check comprehension (True/False). Both students and teacher receive immediate feedback. It is a quiz using the Kahoot tool where the questions are displayed on the whiteboard and students select the correct answer on their laptops. The teacher provides general feedback for the whole class group at the end of each question.

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30 MINUTES — KWL chart
ASSESSMENT & FEEDBACK

C'S OF EDUCATION

COMMUNICATION   CRITICAL THINKING

TOOLS

Three columns (Know, What, Learn) on shared document. One question to reflect on practical tips to incorporate into the daily lives of pupils. Link to the document: https://docs.google.com/document/d/1sz9dIdZlZ8h02YtoQw9fTPDvBPl4aCrDIrmfRecTy94/edit?usp=sharing

SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
Public	Alone	Independent learning

DESCRIPTION

The students reflect on the previous activities. 1. What do you KNOW about the topic? 2. WHAT have you learned? 3. What would you still LIKE to learn more? 4. Share one or two practical tips that you will follow from now on to avoid privacy risks on the Internet. The activity is done alone. Students download the document and once completed, upload it to their own Google Drive and share it with the teacher.

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15 MINUTES

Self-evaluation
ASSESSMENT & FEEDBACK

C'S OF EDUCATION

CRITICAL THINKING

TOOLS

Checklist tool: Shared spreadsheet where students indicate the level of achievement of each of the tasks of the experience. Link: https://docs.google.com/spreadsheets/d/11oJUx3_hjHK8_XhMLWB65WrW3xAdCWJa/edit? usp=sharing&ouid=108772809244100002164&rtpof=true&sd=true

SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
Private, limited distraction	Alone	Independent learning

DESCRIPTION

Upon completion of the tasks in the session, students fill in a check sheet to check that they have completed all the activities in the session. They download the spreadsheet, upload it to their personal Google Drive space, edit it with their own information and share it with the teacher once completed. Students read the indicators, indicate where they stand and write down proposals for improvement. Their comments will be of vital importance because they will help to improve this and other learning experiences.