

Title: My (real) identity

Objectives:

- Teach students to their identity.
- Remind students about creating truthful identities.
- Compare online identities and real identities.

Development:

Warm Up:

Questions about what students think about identity and privacy. What words come to mind when they hear the term identity? Is our own identity important for us? Why? Why not? Do they think they are all handling their identity and privacy in correct way in real and in virtual life? Do first impressions count? Why? Why not?

Main part:

Students will do 3 tasks that will help them understand

- how the first impression influences our opinion about a person,
- what information we usually share with others,
- how easy it is to form our virtual identity

Evaluation:

Students will be asked to share their thoughts about the activities.

Work:

Warm up (5 min.):

Students will see a short video clip promoting internet security, then asked to speak about their impressions (What did they understand? Did they know all these things? Which was the most shocking detail? Do they recognize themselves in any part of the video? Etc.)

First impressions (10 min.)

Students are divided into small groups and every group is given a picture showing a different type of person:

1. A man in a suit
2. A young girl in dress, with backpack, and books in her hands
3. A boy with glasses and cap
4. A man with dreadlocks

Students are asked to match their picture of the person with the profile(s) that correspond (i.e. assign characteristics to the person) and then write a short description about their person that they present orally.

- a. accountable
- b. clever
- c. free
- d. decent
- e. friendly
- f. modest
- g. conscientious
- h. confident
- i. hardworking
- j. serious

Discussion: Are first impressions always correct? What impression do these images convey? Are the details important?

My characteristics and my profile (10 min.)

Students create their own profile. They write down answers to the following questions, highlighting in different colours the responses that they can tell everyone, just friends or just parents (everyone = green colour, friends = yellow colour, parents = red).

What is your name?

How old are you?

Where do you live?

Where do you go to school?

Who is your best friend?

What are your hobbies?

What is your phone number?

What is your email address?

What is your dream?

Key question: Can I hide something important about my identity from my parents or friends?

The truth or not the truth (15 min.)

Students can work individually to create their own avatar in <http://www.voki.com/create.php>, a free learning tool for creating customised speaking characters. It is more effective to engage students with interactive lessons, introducing technology in a fun way to enhance their language skills and provide for interesting homework projects.

Students create an avatar about themselves. They can make avatars that are close to their real characters, or that are just the opposite to them, or what they would like to be. Set a question for the other students: Which avatar resembles to its owner and which one doesn't?

Evaluation (5 min.)

Ask students about their feelings, thoughts related to previous activities: which one was the most instructive, how will they act when getting in touch with new people in real life and in virtual space?

Conclusion:

Students develop their online identity when they are active on the Web. Their identities are shaped by several different aspects. However, the information people can find on the Web may represent them in the wrong way. This could be due to their profile photo, status, opinion, etc.

Commitment:

Students should check their virtual identity (esp. on social pages), and have the corrections needed to make it true, fair and moderate, according to what we have learned.

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Source: <http://www.webwewant.eu>

