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Teachers online
Handbook for educators

ins@fe   Google   LIBERTY GLOBAL

Special thanks to:

- The Insafe network members for their input, and the work they are doing in guiding children and young people to become responsible users of online technology;

- The European Commission for their support of both the Insafe network and eTwinning. The handbook for educators builds on the interaction between the projects and draws on the knowledge and content from both networks;

- Google and Liberty Global for their support in making this handbook happen;

- The many teachers, including those from the eTwinning network, who gave their input and pilot-tested every activity in the handbook; and

- The Ministers of Education working within European Schoolnet and the team at European Schoolnet, for their cooperation and dedication to transforming learning through the integration of online technology in teaching and learning.

Foreword

For many young people in the early 21st century, their online personality, social interactions and activities in the virtual world are as important as their lives in the physical world. Teachers, therefore, need to recognise this and help young people to make the most of the opportunities that online technologies and social media offer to develop key competences – and perhaps more importantly – teachers need to help young people become reflective and responsible citizens.

The Web We Want: a handbook for teens, launched on Safer Internet Day February 2013 by the Insafe network*, aimed to do exactly this. Created by young people, for young people, the book aims to explore their rights and responsibilities and to encourage reflection on their behaviour as well as their peers'.

Just as *The Web We Want* was developed by young people, for young people, the lessons in the **Web We Want Handbook for Educators** have been designed by teachers, for teachers across Europe and beyond. The lesson plans propose ideas and activities to encourage young people to develop the creative and critical thinking skills essential for a fulfilling life in the world of tomorrow.

This handbook helps teachers integrate issues related to the online activities of young people into their teaching curricula through interactive lesson plans and worksheets that link to national competency frameworks. The topics and objectives of each activity are presented in a comprehensive index for ease of use.

By using the materials, students can:

- Develop their understanding of challenges and opportunities raised by the internet, and
- Acquire skills needed for their future careers and lives.

All of the lesson plans align with the European e-Competence Framework[1], a guide that helps identify and describe ICT-related competences according to the European Qualification Framework approach and outlines the methodological choices behind[1] it.

Please contact us with your own lesson plan suggestions and resources at infowww@eun.org

*About Insafe:

Insafe is the European Safer Internet awareness-raising network co-funded by the European Commission. The network is composed of national awareness centres, helplines and youth panels across the European Union and beyond, and is coordinated by European Schoolnet. Insafe aims at empowering users to benefit from the positive aspects of the internet whilst avoiding the potential risks. Further information is available at www.saferinternet.org or contact info-insafe@eun.org.

[1]http://www.ecompetences.eu/site/objects/download/4062_EUeCompFWexpertGuidelines.pdf

Foreword from the authors

"As a history teacher, I'm pleased to use ICT with my pupils: it gives them access to so much information, to so many tools. It helps me and my students to work differently, in a deeper way, which is at the same time a more fun way. This booklet will further help us because, as with any tools, ICT have to be mastered. "

Maxime Drouet, France

"The math skills of the 21st century do not involve just the mastery of the curriculum, computational ability and mathematical reasoning, but also the capacity to use various digital and web tools for collaborative problem solving and for safely finding and sharing information. And what better way is there to learn an instrument than by starting to play it?"

Irina Vasilescu, Romania

"The internet is like a sea - practically infinite, beautiful and interesting, wild and dangerous. You can find many things or lose yourself"

Martina Kupilíková, Czech Republic

"Nowadays, young people can't imagine their lives without the internet; it offers so many incredible opportunities for them. At the same time, they want to feel safe. One aspect of safety is privacy. Everyone on the internet should know how to post, how to share, how to act responsibly."

Evangelia Kontopidi, Greece

"The 'Web We Want' fills a void for teachers who are faced with helping young people to learn how to use the internet appropriately, and who are always on the lookout for useful tools to do so."

Drew Buddie, United Kingdom

"This handbook can help teachers to introduce new approaches into the classroom, not only related to e-safety but also to any other subject. It can help them to be innovative through participation in a community of teachers, striving to ensure that students are happier and more engaged."

Miguela Fernandes, Portugal

"Be creative! Look for the artist in you!"

Frans Nieuwenhuyzen, The Netherlands

"Students' e-safety should be a top priority for all the parties involved in the process of upbringing and educating. Only their common efforts will lead to a success."

Adam Stępiński, Poland

"Know your rights and those of others to act responsibly on the WWW."

Carsten Groene, Germany

"It's exciting to be the force behind the shaping of young minds towards a safer and more honest use and sharing of resources on the internet ... but it's also a great responsibility!"

Angela Lucia Capezzuto, Italy

"We can and must use ICT to minimise the risks and take advantage of the positive aspects of the internet, contributing towards the development of the competences of students in their future professional activities that are currently unknown."

Fernando Rui Campos, Portugal

"Imagine you've got the world in your hands. Now you just need to know what to do with it. That's exactly what the internet is all about, particularly on your smartphone. So, the teachers' big challenge must be not to fall behind but rather to learn about it in order to help their students get the most out of it."

Jesús Melgar Tito, Spain

"The Web We Want handbook is a must-have tool for teenagers, teachers and parents alike, providing a daily source of information and advice for safe and responsible use of the internet, both inside and outside of the classroom. Its well-structured and up-to-date content stands out as a guiding light in the ocean of the internet."

Aris Louvris, Greece

Index

Level of difficulty is indicated as   ★ Easy   ★★ Intermediate   ★★★Difficult

NB: All lesson plans incorporate key competencies 1, Communication in mother tongue, and 4, Digital competence. Therefore only additional competences are indicated in the table here below.

Lesson times are estimated on 45-minute sessions.

Given that several of the lessons plans refer to outside resources, please note that no registration is needed to access the linked resources unless stated otherwise. With respect to the use of YouTube resources, please ensure that you are entitled to have access and to use the materials in your country. With respect to the use of all outside resources, users should carefully check to ensure that adherence to local regulations are followed.

Web We Want - lesson plans	Competence	Duration	Worksheets	Author
Warming-up	As mentioned in the lesson plans	5 minutes maximum		Aris Louvris, Greece
My rights & responsibilities online				
Basic WWW rights**	Learning to learn / Social and civic competence / critical thinking	Single lesson	1.1 If I could do anything I wanted	Carsten Groene, Germany
Rights versus responsibilities	Learning to learn / Social and civic competence / critical thinking	Single lesson		Drew Buddie, UK
Two sides of the same coin I**	Learning to learn / Social and civic competence / critical thinking	Single lesson	1.2 Two sides, one coin I	Carsten Groene, Germany
Two sides of the same coin II***	Learning to learn / Social and civic competence / critical thinking	Single lesson	1.3 Two sides, one coin II	Carsten Groene, Germany
"Information is not knowledge", Albert Einstein				
Access, create & share***	Communication in foreign languages	Series of 3-4 lessons	2.1 Tools & technology for educators	Fernando Campos, Portugal
Analysing pictures *-**	Communication in foreign languages	Series of 3 lessons		Maxime Drouet, France

Participating on the web				
Let's go shopping! *-**	Mathematical competences and basic competences in science and technology	Series of 2 lessons		Jesús Melgar Tito, Spain
Learning Maths 2.0*-**	Mathematical competences Basic competences in science and technology	Series of 2 lessons	3.1 Web tools in Maths activities 3.2 Building a strong password 3.3 Blogs/wikis in Maths 3.4 Facebook and Maths activities	Irina Vasilescu, Romania
Behaving appropriately***	Learning to learn / Social and civic competence / critical thinking	Single lesson		Drew Buddie, UK
Shape your identity				
My (real) identity**	Sense of initiative and entrepreneurship	Series of 3 lessons	4.1. Where does the truth lie?	Martina Kupilíková, Czech Republic
Do we have a multiple identity? **	Sense of initiative and entrepreneurship	Series of 2 lessons		Adam Stępiński, Poland
Privacy, my most precious possession				
"You cannot say everything to everyone"*-** Pythagoras of Samos 570-500 BCE	Social and civic competences	Series of 2-3 lessons		Evangelia Kontopidi, Greece
PrivaSee*-**	Social and civic competences	Single lesson		Miguela Fernandes, Portugal
I'm watching you! *-**	Social and civic competences/ Communication in a foreign language	Single lesson	5.1 Michael Jackson "Privacy"	Miguela Fernandes, Portugal
The artist in you				
Protecting what is ours **	Learning to learn / Social and civic competence / critical thinking	Single lesson		Drew Buddie, UK
"RAP-IT-UP" **	Cultural awareness and expression	Series of 2 lessons	6.1 Rap it up	Angela Capezzuto, Italy
The artist in you! **	Cultural awareness and expression	Series of 2 lessons	6.2 All the artists are you	Frans Nieuwenhuyzen, Netherlands

General Plan	Warming-up
Author	Aris Louvris, Greece
Topic	All
Competences	As mentioned in each lesson plan
Level	☑ Easy ☐ Intermediate ☐ Difficult
Age Group	As appropriate
Duration	5 minutes maximum
Aim of this lesson	• Introduce students to the Web We Want booklet. • Provide students with an initial idea of the lesson plans made for the Web We Want booklet in a fun manner.
Tools	Worksheets, Videos (preferably offline), Infographics, Surveys, Little games (< 5 min), Questions and answers based on previous knowledge, Brainstorming, etc.
Process	
Step 1 - (2 minutes)	Based on each following lesson plan, try to capture students' attention with one of the above tools, for example with a teaser video to attract student interest. Example: Specific <1 min video (in all EU languages) Through YouTube channel of EU Justice and Consumers (see link below).
Step 2 - (2 minutes)	Ask students how they perceive information provided through the tool and discuss the theme in order to direct students' attention to the topic that is to follow.
Step 3 - (1 minute)	Inform students what they will learn throughout the lesson. Briefly outline the lesson goals.
Hints	Videos should not be longer than three minutes. It is preferable to use videos offline in order to avoid problems with internet speed connection, thus avoiding frustration while viewing. Surveys should focus on results, or else a simple poll should be shown for a statistical illustration of the matter presented. Infographics should be appropriate to the knowledge of the students (not complicated and not very long).
Link(s)	Example about privacy http://goo.gl/LdFsZd

Short Activity Title	Basic WWW rights
Author	Carsten Groene, Germany
Topic	My rights and responsibilities
Competences	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence / Critical thinking
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	14-15 years
Duration	45 minutes
Aim of this lesson	• Provide an introduction to the Web We Want booklet. • Understand basic internet rights according to the EU Charter.
Introduction	Cartoon on piracy http://goo.gl/jRGTfl
Tools	Worksheet 1.1: "If I could do anything I wanted"
Process	
Step 1 – (7 minutes)	Context reduced activity: Using worksheet 1.1, encourage students to imagine what they could do in a world without restrictions and what it could mean to other people and/or their friends. Ask them to compare their ideas in small groups.
Step 2 – (15 minutes)	Using worksheet 1.1, ask students to work through Chapter 1 'Dignity' of the EU Charter of Fundamental Rights to identify those articles that have particular relevance for the use of the Web, e.g. the right to protection of personal data (see worksheet 1.1).
Step 3 – (7 minutes)	Get students to familiarise themselves with and/or review the technique of 'scanning' a text (see link below, also on worksheet 1.1).
Step 4 – (15 minutes)	As an introduction to the publication, which will be the basis for the unit, ask students to quickly skim the Web We Want handbook for teens for the occurrence of single rights in specific chapters. Get them to fill in the table and then make comparisons in class.

Follow up options	Homework: Using worksheet 1.3 with table, assign students one of the four selected important WWW rights from the EU Charter.
	Students must perform an internet search of national laws in order to find single paragraphs relating to the individual rights. As this part is rather challenging, you may want to provide students with internet links to relevant sections of the laws named in worksheet.
Links	http://www.europarl.europa.eu/charter/
	http://www.aacc.edu/tutoring/file/skimming.pdf

Short Activity Title	Rights versus responsibilities
Author	Drew Buddie, United Kingdom
Topic	My rights and responsibilities
Competences	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence / critical thinking
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	14-15 years
Duration	One or two lessons of 45-60 minutes each
Aim of this lesson	• Investigate what it means to have a right compared to a responsibility. • Learn to check facts by consulting legal documents. • Reflect on the concepts of censorship and self-censorship.
Introduction	Although the World Wide Web has offered opportunities to people to publicly present their own points of view to a global audience, does this mean that 'anything goes'? What exactly does it mean to have a right to do something? And how does this compare to having a responsibility? As the World Wide Web is not owned by any country or state, and is founded on a premise that freedom of speech is permissible, how can a good citizen balance these two elements?
Tools	Internet, EU Charter of Fundamental Rights, bubbl.us (https://bubbl.us/), Tagxedo and Powtoon.
Process	
Step 1 – (20 minutes)	Open discussion with students: What is the difference between a right and a responsibility? Show students the following videos: http://youtu.be/AUjyy4eh_LE http://youtu.be/VHamPKNdI7o Do activity 1.1 on page 6 of Web We Want handbook for teens.
Step 2 – (30 minutes)	Get students to download or print the EU Charter of Fundamental Rights. Through class discussion, break down each of the Articles to see what responsibilities come from each right. How is it possible to quickly obtain results from so much text? Organise students into small groups, and get each group to create a mind map using bubbl.us to show each Article broken down with the responsibilities associated with it.

Step 3 – (15 minutes)	Looking at the Employee Rights and Responsibilities (ERR) Workbook, use the find command, <CTRL> <F>, to get them to seek out the number of occurrences of the word 'rights' and the word 'responsibilities'. Use the Text from the ERR Workbook and insert it into Tagxedo to make a word cloud highlighting the use of the words 'Rights' and 'Responsibility'.
Step 4 – (20 minutes)	Using Powtoon.com (http://www.powtoon.com/), each group will now create a promotional video that explains each point they have detailed in the mind map in the previous step.
Step 5 – (20 minutes)	In groups or as a whole-class discussion, reflect with students on what self-censorship really means. Why is this skill crucial when publishing content on the internet?
Follow up options	Define the difference between censorship and self-censorship.
Links	Eu Charter for Fundamental Rights: http://goo.gl/Vqyghj ERR Workbook: http://goo.gl/W9DUAW http://bubbl.us http://tagxedo.com www.powtoon.com (registration required) Please note all Web apps used in this activity are free apps and do not require the user to register with the site in order to use them, with the exception of Powtoon.

Short Activity Title	Rights and responsibilities - Two sides of the same coin I
Author	Carsten Groene, Germany
Topic	My rights and responsibilities
Competences	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence / critical thinking
Level	☐ Easy ☐ Intermediate ☑ Difficult
Age Group	14-15 years
Duration	45 minutes
Aim of this lesson	• Become aware of the interdependence of rights and responsibilities. • Get an idea of how internet rights laid out in national legislation.
Introduction	Cartoon on piracy http://goo.gl/yGzEU6.
Tools	Worksheet 1.2: "Two sides, same coin I"; Browsing the Web
Process	
Step 1 – (15 minutes)	Context rich exercise: students identify conflict between the different basic rights of the EU charter (see worksheet 1.2).
Step 2 – (5 minutes)	Students are again reminded that all EU fundamental laws, including those relating to WWW use, are laid out in different national laws.
Step 3 – (20 minutes)	Using their homework, students work in groups to fill in a final version of the table on worksheet 1.2 regarding their rights and responsibilities as laid out in national law. Note: Since the outcome of the students' individual homework is somewhat uncertain, it may be helpful to regard the former as a preparatory activity and have students devise the final version of the table in class.
Links	http://www.europarl.europa.eu/charter/

Short Activity Title	Rights and responsibilities - Two sides of the same coin II
Author	Carsten Groene, Germany
Topic	My rights and responsibilities
Competences	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence/critical thinking
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	14-15 years
Duration	45 minutes
Aim of this lesson	• Relate theoretical work concerning internet rights to the everyday life of students. • Encourage students to analyse their everyday rights related to the internet.
Introduction	Present one case of internet fraud from the everyday life of a teenager. After case analysis, ask students to identify which internet rights have been infringed.
Tools	Worksheet 1.3: "Two sides, one coin II"; Browsing the Web
Process	
Step 1 – (15 minutes)	Group work: Students pass on to their classmates results concerning the EU rights in national legislation from the previous lesson.
Step 2 – (12 minutes)	In groups, students identify cases of possible infringement of fundamental laws based on national legislation.
Step 3 – (12 minutes)	Each group creates situations or case studies where one of the rights is possibly infringed. These case studies get assigned to another group that has dealt with a different right. In partner groups, students solve cases according to the information they received from classmates in step one.
Step 3 – (7 minutes)	Presentation of results in class; one case, or two cases if there is time, for each right.
Follow up options	Keeping in mind the sub-topic 'learning to learn', an evaluation of the work with the legal texts might be possible (difficulty, motivation etc.).

"Information is not knowledge", Albert Einstein
2.1 Access, create and share wisely

Short Activity Title	Access, create and share wisely
Author	Fernando Rui Campos, Portugal
Topic	Information is not knowledge
Competences	Communication in foreign languages / Communication in the mother tongue / Digital competence
Level	☐ Easy ☐ Intermediate ☑ Difficult
Age Group	14-15 years
Duration	A series of 3-4 lessons, each approx. 45 minutes
Aim of this lesson	• Make students aware of the issues related to posting information on social networks. • Describe how to find relevant and quality resources for school activities. • Demonstrate how to protect themselves from any fraud attempts on the internet. • Develop digital competences and other 21st century based skills.
Introduction	These lesson plans include a set of sequentially organised tasks and use digital tools appropriate for the potential development of 21st century skills. The content and activities included challenge students to use ICT tools for learning, communication, collaboration and knowledge construction. Lessons are organised across a sequence of learning activities (LAs): (Lesson 1 – Dream and Explore; Lesson 2 – Map, Ask and Collaborate; Lesson 3: Make; Lesson 4 - Show). More information at http://fcl.eun.org/toolset4. The lesson plan design is inspired by the pedagogical model proposed in the Future Classroom Toolkit (FCT) http://fcl.eun.org/toolkit. The lessons can be adapted for use in a single school, or for collaboration with schools from the same or from different countries. The final product could be a digital artefact (website, audio, blog, video) in a foreign language related to one of the themes. Assessment is formative, conducted through feedback triggered by the teacher on products created and reflections recorded by students.
Tools	Team Up - http://teamup.aalto.fi/ (registration required) Audacity - http://audacity.sourceforge.net/ Google Hangouts - http://www.google.com/+/learnmore/hangouts/ (registration required) Mind maps - http://popplet.com/ (registration required) Feedback, voice, collaboration - http://voicethread.com/products/k12/ (registration required) Google Docs - https://docs.google.com/ or titanPad - https://titanpad.com/ (registration required) Future Classroom Toolkit - http://fcl.eun.org/toolkit Scenario Development Environment http://www.itec-sde.net/

Process	**The lessons investigate four different themes:**
	Group theme #1 – Using information on the Web, internet use for school-work;
	Group theme #2 – Fake sites, credibility and positive use of the Web;
	Group theme #3 – Phishing, safe surfing of the Web;
	Group theme #4 – Think before you post, social networks and tagging, privacy.
	Organise students in small groups (a maximum of five students per group). Each group will be assigned one of the four themes. The tool TeamUp (http://teamup.aalto.fi/) may be helpful in setting up the groups according to skills, interests, etc.
	TeamUp and VoiceThread are useful tools for students to record their reflections, and share them after each lesson. One of the objectives of these lessons is to create a product (students as content creators). The final product or artefact could be a short video or simulation on one of the group themes, including students' comments in their native language or in a foreign language.
	You may wish to guide the student groups, using resources from Scenario Development Environment (SDE) (http://www.itec-sde.net/en) or thematic sites such as virtual national museums or the Europeana Portal. These would provide a reference point for comparison with fake sites or sites with unreliable information.
	The reflection activity is transversal to the whole process and guides student activity towards the end goal. Students and teachers can record, publish and share their thoughts and comments on the project, using digital tools and audio feedback.
	Collaboration is an integral part of the lessons, with students working together in-group, within their own country or with colleagues from other countries. Students from one country could, for example, be coached by students of a different country using their mother tongue during learning activities related to Ask.
Step 1 – (45 minutes)	**Preparation Tasks** - Create the classroom in TeamUp and send the link to the students, possibly also using the photographic register in TeamUp. At the beginning of the first lesson, agree with the students on the assessment criteria.
	Dream - Present an overview of the thematic organisation of the lessons, how they fit into the curriculum, and what is expected of students with regards to improvement in listening, speaking, reading and writing in the foreign language. Students should also be made aware of expectations related to collaboration, as well as autonomy and responsibility in their own learning and that of the group.
	Examples of group projects for each theme:
	Theme 1 - Collaboratively create a website or blog with what the students consider the 'best' sites and repositories for their school work, including language learning, virtual museums, physics simulators, etc.
	Theme 2 - Collaboratively create a website or blog with a description of indicators to distinguish a fake site from a credible site.
	Theme 3 - Collaboratively create a website or blog with a description of measures that citizens should take – and external tools they should use – to avoid phishing and to surf safely.

Theme 4 - Collaboratively create a website or blog with a plan for improvement of their online reputation, including criteria and / or actions to be taken during their "digital relations" within the Web.

Motivate students to give their best and speak to them about the importance of collaboration, the use of ICT tools, and the criteria to respect when posting their opinions in text or audio in the foreign language.

Explore - Analyse data from multiple sources and organise these using collaborative tools such as Google Docs or TitanPad. Depending on their prior knowledge, students may need to do some investigative work using collaboration tools. Here are statements they could explore for each theme.

Theme 1 - How to use information on the Web; internet use for schoolwork.

About the internet:

1. All information that is found on the Web is reliable and true, independently of the website.

2. There are no resources or assets available specifically for K-12 students.

3. I should not upload videos to the internet because I do not want to be exposed.

Theme 2 - Fake sites, credibility and positive use of the Web.

I do not use books from the Gutenberg project because:

1. Copyright issues prevent me from accessing the eBooks.

2. The website is not attractive.

3. The books that I have accessed are all old.

Theme 3 - Phishing, safe surfing of the Web.

Students should take the quiz:

https://www.phish-no-phish.com/staying-safe-online/quiz/

Theme 4 - Think before you post, social network and tagging, privacy.

I take a photo at a party with some friends and publish it on a social network. It is not a problem at all to:

1. Publish the photo on a social network.

2. Tag all my friends in the photo.

3. Include comments about the photo.

4. Share the location where the party took place.

After the initial discussions

Resources on each of the themes are available in several languages at http://lreforschools.eun.org/web/guest/insafe.

Some inspiring resources according to the theme:

Theme 1 - How to use information on the Web; internet use for schoolwork.

http://goo.gl/FBQxRL

Theme 2 - Fake sites, credibility and positive use of the Web.

http://goo.gl/qwI19F, credibility and positive use of the Web.

Theme 3 - Phishing, safe surfing on the Web.

http://goo.gl/IIhlmx

http://goo.gl/TZ6nrS

Theme 4 - Think before you post, social network and tagging, privacy.

http://youtu.be/zlM-YuUQ3Ms

Encourage students to work on their theme out of school (at home, via distance communication).

Students will record their reflections after each phase of the development work using TeamUp, or Audacity (with later posting to the Blogger or website). Students can also publish and share audiovisual reflections and comments on their progress on the project, challenges they encounter and next steps.

Teachers working on the project together could link through social networks which are useful for collaborative work and sharing, and which will help develop their digital literacy and use of Web 2.0 tools, communication skills and problem solving.

Reflection

Each group of students should respond to each of the following questions in the foreign language (using TeamUp):

What work have they done so far?

What did they think about doing and not doing?

Did anything go wrong?

What went well?

What do they plan to do in the next lesson?

Note the feedback from each group at each lesson.

Step 2 – (45 minutes)	**Map** - Each group will create a mind map related to their theme. Assisted by the teacher, the groups will analyse and organise their ideas and the information acquired using mind-mapping tools such as Popplet, FreeMind or CMap. They should identify the relationships, similarities and differences between the examples and / or multimedia files collected during the Explore phase.

Collaboration - Students will contribute to promoting collaboration through tools such as Google Docs, TitanPad for text and Google Hangouts for audio, group work and ongoing information sharing and exchange. Web tools for collaborative work include wikis, blogs and more, and collaboration is promoted through learning activities such as Mapping, Make and Show.

Ask - Students contact partners outside the school (you can begin to do so with other schoolteachers to test the relevance of this approach), especially experts that they can find using Staff Development for Educators (SDE). Experts could be asked to help analyse and comment on the strengths and weaknesses of the artefact created by the students.

Reflection

Through feedback on the Mapping activities and, if available, comments from external expert and/or teachers.

Step 3 – (30 minutes)	**Make** - As content creators, students should be aware of copyright terms and encouraged to search for Creative Commons and other non-copyrighted assets and resources in their work. Based on the results of their research, ideas and reflections that they have organised into conceptual maps, students begin constructing a first version of their final product. Students should begin by creating an outline for discussion within their group and, if possible, with students from other schools or countries, paying special attention to overcoming the challenges and problems encountered.
	It is important to carefully guide students through the learning activities and design process, so as not to lose sight of the curriculum content.
	Reflection
	Provide feedback to all groups about their products (websites, audio, etc.).
Step 4 – (30 minutes)	**Show** - Students present their work, choosing local and appropriate tools and resources (e.g. from the school website, library or locations outside of the school), the output from their projects, artefacts and design processes and provide information on the learning acquired.
	Reflection
	Provide feedback to all groups about their products (websites, audio, etc.).
Follow up options	How can I find resources for my homework that I can share on the Web?
	A significant number of shareable resources can be found at virtual science museums or through the Creative Commons organisation at: http://goo.gl/xnYj3c
	Where can I find criteria to better understand what is positive online content on the Web?
	The 'Positive Content Criteria' are key aspects to consider when producing or providing online content and services for children: target group and age-appropriateness, attractiveness, usability, reliability, safety and privacy issues. The Criteria document is available in 13 languages.
	http://www.positivecontent.eu/
	What are the basic rules I should follow when I communicate through the internet?
	The way we communicate online impacts on our digital life, and the following website is a good source of useful rules to keep in mind: http://www.bbc.co.uk/webwise/guides/about-netiquette

Links	Additional resources
	Tagged for teenagers - Think before you post
	http://www.cybersmart.gov.au/tagged/
	Privacy
	http://www.dubestemmer.no/en/13-17-ar/privacy (registration required)
	Episode about an online posting
	http://goo.gl/K552rH (The Telegraph)
	https://www.getsafeonline.org/protecting-your-computer/safe-internet-use/
	Searching for Creative Commons resources
	http://search.creativecommons.org/
	Finding people and resources through SDE (http://www.itec-sde.net/) or through thematic sources such as national virtual museums.

Short Activity Title	Analysing pictures
Author	Maxime Drouet, France
Topic	Information is not knowledge
Competences	Communication in foreign languages / Communication in the mother tongue / Digital competence
Level	☑ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	A series of two lessons, each approx. 50 minutes
Aim of this lesson	• Understand that pictures do not represent reality. • Be able to recognise when a picture is fake. • Increase their ICT skills. • Improve their foreign language skills.
Introduction	Our students see and use pictures in their daily life: on TV, in magazines, in advertisements, and on the internet. They often take it for granted that those pictures depict reality. The aim of this activity is to raise students' critical thinking concerning pictures. This lesson can be very easily used for an eTwinning project: the activities would then be done by collaborative European teams, and not by in-class groups.
Tools	You will be using these tools: To create questionnaires: http://www.socrative.com (registration required) To create a whiteboard and to add documents on it: http://padlet.com To create dynamic slideshows: http://www.prezi.com To find similar pictures: http://www.tineye.com and https://images.google.com/ JPEGsnoop: To spot edited photos (freeware) To record your voice and create an mp3: http://vocaroo.com To write collaboratively: https://titanpad.com
Process	Before you begin - To check students' knowledge and skills about pictures, create a questionnaire on http://www.socrative.com/ (registration required). The teacher keeps all these answers for the end lesson. Here are ideas of question you could ask: • Portrait of a woman: Is it a retouched photo? • Picture from the news: Is it a retouched photo? • Picture of a personality: What do you think this person is doing? • How can you know if those pictures you just saw are real or retouched? • Was it possible to transform a picture in 1950 for example, before the computers existed?

Lesson 1	Transforming a picture? So easy! (2 x 50 minutes)
Step 1 – (50 minutes)	• Using http://padlet.com/ or a similar tool, upload to on an online wall a few documents such as photos from an online newspaper, online advertisements, or the welcome page of a website. These documents will help you show how pictures can be manipulated, transformed and/or distorted.

Example of documents:
- "Al-Ahram newspaper defends doctored photo of Hosni Mubarak", in The Guardian, 17 September 2010: http://goo.gl/cuIwNG (The Guardian)
- "Michelle Obama's Oscars dress too revealing for Iranian media" in theguardian.com, 25 February 2013: http://goo.gl/KYM0zI (The Guardian)
- "Manipulating truth, losing credibility", by Frank Van Riper, in The Washington Post: http://goo.gl/0w5efl (The Washington Post)
- "Demi Moore takes to Twitter to hit back at airbrushing claims" by Daily Mail Reporter, 20 November 2009: http://goo.gl/R4mVgd (The Daily Mail)
- "The 9 most unnecessary instances of celebrity photoshop", by Lauren Duca, in The Huffington Post, 17 October 2013: http://goo.gl/VaLoAw (Especially the cover with Beyoncé) (The Huffington Post)
- "The Lash Stand. Will new attitudes and regulatory oversight hit delete on some photo retouching in print ads?" by Jessica Seigel, in Adweek.com, 29 May 2012: http://goo.gl/1Kw60V (Adweek)
- Dove's ad "Evolution", 2006 : http://goo.gl/e9uxhr
- "The Matarese Countdown" by Pixus retouch, 2009: http://goo.gl/2yCQqn

Other ideas can be found here:
- http://www.arretsurimages.net/dossier.php?id=204 (in French)
- http://www.fourandsix.com/photo-tampering-history/ (in English)

Practical activity: students are asked to prepare a simple slideshow to give an imaginary class to primary school children to demonstrate why they should not consider all images they see as being 'true' or 'real'. They can use www.prezi.com (registration required) or whatever software or online site they wish, but the slideshow should include:
- Two examples of pictures that have been retouched from amongst those provided on the padlet.
- An explanation of what has been doctored.
- A list of reasons explaining why they think the image was changed, and the objectives behind the changes.
- A list of the problems or dangers that could arise from altering pictures

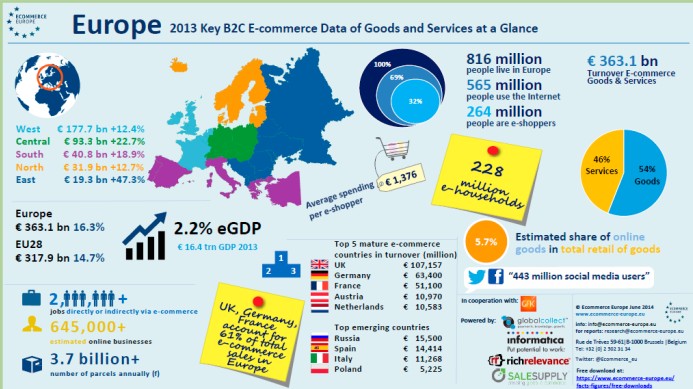|	
Step 2 – (50 minutes)	**Presenting the results** Each group presents their slideshow to the rest of the class for discussion and comment. Students do this in English or another language they are learning. Students can record their own evaluation of their presentation using http://vocaroo.com/. What have they learned? What do they think about altering images now? Do they have further questions? Explain that transforming a picture is not new; use news articles such as the following to show this to the students: "Ye olde photoshoppe: The first ever altered images" by Lee Moran, in dailymail.co.uk, 28 February 2012: http://goo.gl/2osiBw (Dailymail) The teacher gives some tips on how to tell if a picture has been modified: • Look at all the details carefully, zoom in on the picture! • Use a site such as http://www.tineye.com/ to find out where your picture is used on the internet, where it comes from, or that date of, the characters in it, etc. JPEGsnoop is another freeware that spots edited photos: http://goo.gl/bLwEVB • Right-click on a picture, go to Properties and then click on the Details tab, you get a whole lot of info on your photo. If you see 'Photoshop' there is a big chance that the picture has been changed. **Homework: Is it true or is it fake?** Give one picture to each student: they have to try to find out if it's real or fake using the previous tips. They send their answer to the teacher by email, explaining how they found the answer, and also any information they may have found about the picture. *Advice: this picture should be easily findable on the web, with information around it.*
Lesson 2	**A little change… a whole different meaning! (50 minutes)**
Step 1 – (5 minutes)	Before starting, summarise all the recordings that were made during the previous lesson and answer any remaining questions.
Step 2 – (20 minutes)	**The same… but different!** Choose in advance a picture to work on. Half of the class is given this picture with a caption created by the teacher. The other half has the exact same picture, but with a different caption. Students each have to describe their picture (without talking about the caption), telling what they think of it, how they feel about it. They record themselves on http://vocaroo.com/ in English or a language they are learning. Each half of the class then listens to one of the recordings of the other half.

Step 3 – (25 minutes)	**Assessment** Lead a discussion on the following topic: how is it possible to have such a different opinion about the same picture? Explain that the caption can lead to different interpretations. This is another way that a picture can be reframed, in order to change its meaning.
	In conclusion, explain that in order to better choose the picture we need, and to be sure of what we see, it is necessary to find the source, the date, and so on, about a picture. **Homework**: We can make a picture say anything Provide the class with a picture. In groups, students create a caption that could be credible. They can reframe the picture, imagine a date, a location, etc. They can complete the assignment in English or another language, and upload their work on the school working space. Then, using https://titanpad.com/ the class works together to explain how it was possible to have such a different interpretation of the same picture and what problems that could lead to.
Follow up options	The students once again respond to the questionnaire they responded to in the introduction on http://www.socrative.com (registration required). They can use the tools learned in class in this and other lessons. They can compare their results and discuss how they have progressed. What part of the lesson do they need to do more work on?

Short Activity Title	Let's go shopping!
Author	Jesús Melgar Tito, Spain
Topic	Participating on the Web
Competences	Mathematical competence and basic competence in science and technology / Communication in the mother tongue / Digital competence
Level	☑ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	Series of two lessons
Aim of this lesson	• Provide students with background on e-commerce. • Encourage students to think about the advantages and disadvantages of online shopping. • Compare online shopping and traditional shopping.
Introduction	What do you think the first e-shopper was like? Someone with very technical skills? Someone with a computer science background? You would be surprised: let me introduce you to Jane Snowball who, in May 1984, used her television to buy online for the first time ever. She only ordered some butter, cereals and eggs from a nearby supermarket.
Tools	Computers with internet access, Projector, Flipchart.
Process	
Lesson 1	The character
Step 1 – (5 minutes)	Look for information about the profile of e-shoppers today (age, gender, like, etc.). Does Mrs Snowball match this profile? E-commerce in figures Source: Ecommerce Europe http://www.ecommerce-europe.eu/home

Step 2 – (20 minutes)	(Work in groups) Analyse the information given in the infographic above.
	
	Look at the number of European e-shoppers. What's the percentage of inhabitants that buy online? Is it similar to what happens among your relatives or friends?
	
	Ask students to gather information about their classmates and answer the following questions:
	  • Calculate the percentage of e-shoppers in your classroom.
	  • Have a look at the data about the average spending of each shopper. Do you think there is a similar average in your classroom?
	
	There is a big difference between the west and other areas of Europe. What could be the reason for that?

Step 3 – (20 minutes)	It was not always like that. Look for information and create a graph with the number of inhabitants, the number of people using the internet and the percentage of e-shoppers in the last five years. Was the increase in the number of buyers proportional each year? Make a prediction of what's going to happen in the next five years. In the image there are some figures about the number of employees related to e-commerce. What is your opinion about this? Does the increase in the use of e-commerce have an impact on traditional shops?
Lesson 2	**Traditional vs internet shopping**
Step 1 – (10 minutes)	Compare online shopping with traditional shopping. Have you ever bought anything online? Why did you make a purchase online instead of going to a traditional shop in your town? As for our rights, do we have the same rights when we buy online as when we buy in a traditional shop? Think of a shop that is close to your home. How could they sell their goods online?
Step 2 – (10 minutes)	Complete the following table with the pros and cons of online shopping.

Pros	Cons
1. Buy something typical from another place.	1. Don't know if the clothes would suit me well.

What do we buy?

Among the most outlandish stuff sold and bought online we can find that someone paid $28,000 US dollars for a sandwich with the face of the Virgin Mary on it, and $14,000 US dollars for a used chewing gum belonging to Britney Spears. In another case, more than 24,000 people bid to have their publicity forever displayed on the body of a woman; eventually, goldenpalace.com paid the amount of $37,375 US dollars so their logo was tattooed on Kari Smith's forehead.

Step 3 – (10 minutes)	Have you ever tried to sell one of your old video games that you do not use anymore? Can everybody sell online or do you think you must launch a company for that? What do you think is the best online selling product? Discuss with your partners whether everything can be sold online or whether there are limitations. In that case, what are the limitations and who should decide them?
Step 4 – (10 minutes)	There are different methods of paying when we shop online, from cash on delivery to credit card or bank transfer. Get information about payment gateways (Paypal, Google Wallet, etc.) What are they and what are the advantages of their use? Apart from these methods, there are also several apps for tablets and smartphones that allow for secure online shopping. Search some of these apps. Would a world without cash be possible?
Step 5 – (5 minutes)	Imagine that one of your friends is shopping online and buying everything and anything, including apps, music downloads and software programs. Based on the previous lessons, what can you share with your friend about online shopping? Why would you want to tell your friend to think before buying? Or better yet, why would you tell your friend to check with his/her parents before buying anything?

Short Activity Title	Learning Maths
Author	Irina Vasilescu, Romania
Topic	Participating on the Web
Competences	Mathematical competence and basic competence in science and technology / Communication in the mother tongue / Digital competence
Level	☑ Easy ☑ Intermediate ☐ Difficult
Age Group	13-14 years
Duration	40 minutes
Aim of this lesson	• Demonstrate the various ways that maths can be useful on the internet. • Encourage students to work collaboratively. • Allow students to discover the advantages and disadvantages of using the internet for maths activities. • Demonstrate how to create powerful passwords using maths.

Introduction	**For teachers:** The lesson will focus on ways to responsibly use the Web in maths classes, project work and homework.
	• It will discuss several tools that can be used in maths:
	  » How to build a strong password, the use of games and blogs/wikis in learning maths,
	  » The use of Facebook groups for collaboration - also stressing the advantages and risks.
	• Students will be asked to interpret data and create a graph, compare tools, solve some simple probabilities and/or function graph tasks, create a poll and interpret it statistically - in order to build maths skills, logical reasoning, problem-solving skills, while learning to use the Web safely at the same time.
	
	For students: Maths activities can be much more fun if done collaboratively, and the internet offers a lot of good tools. But in order to work collaboratively we need to find ways to collaborate and communicate safely and efficiently. In this lesson, we will try to discuss some ways of doing that.

Tools	Computers with internet access, Projector, Flipchart
Process	
Warm up students' activity - (2 minutes)	Look at the graph on http://goo.gl/bcVT8r. Estimate how many people use the internet today.

Step 1 – (5 minutes)	**Web tools in maths activities**
	Questions for students:

Web tools in maths activities

Questions for students:

1. In your opinion, which of the following tools could be useful for maths activities (yes/no)?
- Blogs
- Wikis
- Games
- Twitter
- Email
- Facebook
- Chat or similar apps
- Search engines
- Google Drive

2. Can you think of advantages of using these tools for maths activities compared to face-to-face interaction? For example, a shy student could find it easier to express his opinions over the Web than in class.

3. Which of the following features can be advantages (A)/disadvantages (D) of using the internet for maths classes and activities?
- Instant access to information
- Long distance communication
- Getting viruses/spam
- Fake user profiles
- Huge quantity of educational resources
- Easier communication with the teacher
- Advertising
- Online translation tools
- Spending a lot of time indoors
- Self-time management
- More visibility
- Understanding of the message/content

4. Count each category and calculate the ratio A/D. Is this bigger or smaller than 1? How would you interpret that?

Step 2 – (5 minutes)

Building a strong password

Many of the online tools require registration. Creating a password is something we do very often, but do we give it enough thought?

A strong password should:
- Be at least eight characters long.
- Not include your real name.
- Not contain a whole word.
- Significantly differ from your other passwords.
- Include at least one uppercase letter, a lowercase letter, a number and a keyboard symbol.

Example: take a word and substitute some of the letters with digits or signs, such as in "p1n@pp!E" (from "pineapple")

Check on https://howsecureismypassword.net/ how strong the password is you have created. Caution students not to test their real passwords given the limitations of password checking tools (hacking potential, non-transparent assessment algorithms, etc.)

Questions:

1. How many different passwords can you create with the same eight characters?
2. If two students use the same eight characters, what is the probability they have the same password?

Ask students to look at this infographic (http://goo.gl/fgblHH) about creating a new password and think of the tips that are new to them. Also, they can use the maths computational engine Wolfram Alpha (www.wolframalpha.com/) for creating strong passwords, as explained in this article (http://goo.gl/Ak08cK).

Step 3 - (8 minutes)	Gaming in maths

Discuss the main benefits that gaming (especially logical and strategy games such as Minecraft) can bring to maths learners. Suggestions:
- Users develop problem-solving and reasoning skills, strategy and reactions;
- Get clear progress illustration;
- Learn to take risks, learn to become more engaged etc.

Also, discuss the risks of gaming: addiction, aggressiveness, false identities, bad language, advertising, cyberbullying, use of time, living in a different reality, sight problems, etc.

Questions for students:

1. Look at infographic http://goo.gl/gPnjuQ about gamification in eLearning and create a bar chart from this paragraph: "Learners recall just 10 per cent of what they read and 20 per cent of what they hear. If there are visuals accompanying an oral presentation, the number rises to 30 per cent , and if they observe someone carrying out an action while explaining it, 50 per cent. But learners remember 90 per cent "if they do the job themselves, even if only as a simulation."
2. Do you consider that multiplayer online games (MMO or MO games) also have risks? If yes, give some examples.
3. What is your worst experience due to unsafe behaviour in online gaming? What could you have done to avoid that?
4. If an online game partner asked you to meet in real life or requested your personal information, what would you do?

Step 4 - (10 minutes)

Blogs/wikis in maths

Ask students to rank the following uses of a blog in maths activities, from 1 (not useful) to 10 (the most useful):

- Concept explanation/glossary
- Posting class notes
- Embedding PowerPoints and other class resources
- Announcements
- Problem practice
- Collaborative/project work with classmates or another schools
- Case studies
- Real world maths
- 'Problem of the week'
- Review

Some rules for using blogs:

1. Never post personal data and pictures on your blog, not even on your profile.
2. Never forget copyright rules.
3. Remember that your post is public, visible to teachers and parents and it can be reposted.
4. Choose comments settings that require your moderation before being published.
5. Think before you post, either on your own blog or as a comment!
6. Know how to report and block unwanted users.
7. Never share your credentials.
8. If you invite more contributors to your blog, give them the appropriate rights for their role.
9. Be as polite when giving feedback as you would be in class. Make feedback useful and fair.
10. If you see anything that shouldn't be on your screen, tell your teacher or parents immediately.

Activity: Have your students work in pairs to devise more rules and write them on the flipchart. Then choose the most useful 10 rules and create The 'Blogger's Decalogue'.

Step 5 – (10 minutes)

Facebook and maths activities

Activity: Let's assume that according to statistics, the age distribution of Facebook users is the following. Create a pie chart to illustrate it.

Age bracket	Percentage
13-17	14.8%
18-24	32.3%
25-34	26.6%
35-44	13.2%
44-54	7.2%
55-64	3.5%
64+	2.4%

Questions for students:

1. How often do you check your Facebook newsfeed?
2. What do you use Facebook for? Suggestions: chat, posting photos, staying in touch with my friends, posting about major events in my life, uploading photos, playing games etc.
3. Name five pieces of information about yourself that should not be posted on your profile.
4. Have you ever used Facebook for school activities?
5. Do you think it could be used for that? How?
6. Chose the three best ways you could use Facebook in maths activities from this list:
   - A class group to share information and turn in assignments
   - Schedule events
   - Work in groups
   - Post notes for students who missed class
   - Share multimedia resources
   - Involve shy students
   - Reminders, announcements, upcoming deadlines
   - Use educational apps
   - Help students connect better
   - Collaborate with other schools
   - Run polls

Do you know any maths-related Facebook pages?

Have students work in groups of four to create five netiquette and safety rules for a maths Facebook group. They can find examples on http://goo.gl/JHqYiA, check local guidelines for social media in schools) ask them to avoid copy-paste and they can also do a quick research on their school website to determine whether the school has Social Media and Acceptable Use policies.

Follow up options	**Follow-up 1:** Create a Google Form for your classmates about one of the Web tools mentioned in this lesson, its best uses in maths, its benefits and risks etc. Send the Google Form to your colleagues and ask them to answer. Then share the collected data and create a statistical interpretation. **Follow-up 2:** Play the Big Brain Game http://vsav.webducation.info/ (possible registration required).
Links	http://stats.areppim.com/stats/stats_internetxfcstx2010.htm http://bit.ly/1CtKGQW http://bit.ly/1xaFlg0 http://www.wolframalpha.com/ http://bit.ly/1wBuxFO http://elearninginfographics.com/gamification-in-elearning-infographic/ http://www.edudemic.com/school-social-media-policy/ http://vsav.webducation.info/ (possible registration required)
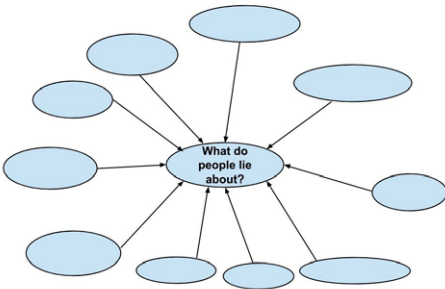
Short Activity Title	Behaving appropriately
Author	Drew Buddie, United Kingdom
Topic	My rights and responsibilities and Participating on the Web
Competences	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence/critical thinking
Level	☐ Easy ☐ Intermediate ☑ Difficult
Age Group	14-15 years
Duration	45 mins – 60 mins
Aim of this lesson	• Analyse the concepts of human rights, freedom of expression, censorship and self-censorship. • Lead students to reflect on their own online activity. • Practice interviewing techniques. EU Charter of Fundamental Rights, Web We Want handbook for teens
Introduction	As the Web has provided us with the opportunity to publish content to a global audience, we must learn the importance of self-censorship and compare this to more widespread censorship.
Tools	Internet, recording device and audio editing software.
Process	
Step 1 – (10 minutes)	Class discussion: What is meant by the term censorship – can you think of any sort of things that are censored for you in your daily lives? Together with students, write a list showing the reasons WHY these things are censored? Does it matter which country you live in as to which things are censored? Ask students to look up the EU Charter of Fundamental Rights and identify any articles that are affected by censorship. Discuss their responses in class or in groups.
Step 2 – (10 minutes)	Trigger discussion among students as follows: Having looked at censorship on a wider scale, let's now look at self-censorship. How do both of these terms differ? Why would you want to self-censor? What sorts of things are appropriate for you to self-censor? Does it make a difference who your audience is? If you are writing content that will appear on the World Wide Web, why does it matter whether your audience is your friends? Does it differ when your audience is people you don't know? Print out Section 1.3 of the Web We Want handbook for teens. Ask students to complete the activities in this section in red pen.

Step 3 – (10 minutes)	Invite students to discuss the results of the answers they gave with a partner. Do their results differ? If so, ask them to note any new points on their sheet in blue pen.
Step 4 – (15 minutes)	In pairs, using a recording device (if one is available to you or if students are able to use a recording functionality in their smartphones), get students to record a short interview with a peer of their choice to explain one of the stories they have looked at relating to the misuse of Twitter.
Step 5 – (15 minutes)	Students play their interviews to each other.
Follow up options	Look for the terms and conditions for any website you use. What is the purpose of terms and conditions? What is meant by the term intellectual property?
Links	Please note all Web apps used in this activity are free apps and do not require the user to register with the site in order to use them.

Short Activity Title	My (real) identity
Author	Martina Kupilíková, Czech Republic
Topic	Shape your identity
Competences	Sense of initiative and entrepreneurship / Communication in the mother tongue / Digital competence
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	Three lessons, each 40 minutes
Aim of this lesson	• Teach students to their identity. • Remind students about creating truthful identities. • Compare online identities and real identities.
Introduction	Begin by posing the following key questions: • Identity...What is it? Is it important for us? • Real identity versus online identity. Is it the same thing? • Do you lie when you are online? • What do you lie about? • My characteristics and my profile. • Who am I (online)? • Who am I (offline)? • And who do I want to be? • Characteristics - true or false.
Tools	A computer lab or computers in the classroom.
Lesson 1	**Identity - What is it? Is it important for us?**
Step 1 – (15 minutes)	Students work in small groups, each group creating its own word cloud using www.wordle.net, http://www.tagcrowd.com, http://www.worditout.com/, and http://www.wordfoto.com/. Begin the discussion by asking students the question: What words come to mind when you hear the term identity? Student groups prepare a short oral presentation to show how they chose to solve the task. These presentations are aimed at starting a discussion among the students about the different possibilities. It is important that the students can reproduce their clouds in front of the class and that they can discuss their solutions. Students talk about the words in their clouds. Then they discuss why other words should be in the cloud. Which words are missing and could be there? Is our own identity important for us? Why? Why not?

Step 2 – (15 minutes)	Students are divided into two groups. Both groups have a similar task. The first group will prepare their ideas on why our identity is important to us and why it should be stable. The second group will oppose this view. They will look at identity too, but their key questions are: Why is it good to change our identity? When is it good to change our identity? Can we always tell true identity from false? Why? And when? Then both groups discuss their ideas.
Step 3 – (10 minutes)	Students do a task related to their own identity. Identity is determined by a long list of characteristics. Students are asked to name some of the aspects that shape their identity in real life. They have to think about their distinguishing features, their interests, their aspirations, etc.
Lesson 2	**Real identity versus online identity. Is it the same thing?**
Step 1 – (20 minutes)	Students develop their online identity when they are active on the Web. Their identities are shaped by a number of different aspects. Ask students to suggest some of these aspects (photos, nickname, status, etc). 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. Does this really happen? Do first impressions count? Why? Why not?
Step 2 – (20 minutes)	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 correct? What impression do these images convey? Are the details important?

Lesson 3	When true and false meet....
Step 1 – (15 minutes)	Students can work individually or in groups. What is 'identity deception'? Where is the line between the conscious shaping of my identity and identity deception? Get students to write their ideas on the Google document. Key questions: Do you lie when you are online? What do people lie about? http://goo.gl/p9tBGV
Step 2 – (15 minutes)	**The truth or not the truth** 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. Student create an avatar about themselves. They can make avatars that are liars, tell the truth, or do a little bit of both. Set a question for the other students: Which avatar is a liar?
Step 3 – (10 minutes)	**My characteristics and my profile** 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?
Follow up options	**Reflection** Go to worksheet 4.1. "Where does the truth lie?"

Short Activity Title	Do we have a multiple identity?
Author	Adam Stępiński, Poland
Topic	Shape your identity
Competences	Sense of initiative and entrepreneurship / Communication in the mother tongue / Digital competence
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	Two lessons of 45-60 minutes
Aim of this lesson	• Help students to realise that identity and an online identity are complex issues which have numerous implications in professional and personal life. • Develop students' global perspective and an understanding of interactions among individuals and bigger communities both in the real world and online. • Develop students' leadership skills (ability to stimulate and direct collaborative actions). • Cultivate the values of ethical behaviour, responsibility, empathy and respect for others. • Develop students' higher cognitive skills of creativity, critical thinking, analytical ability, independent thinking and learning.
Introduction	It is necessary to get familiar with two online tools before carrying out these lessons (see tools below). It is also necessary to introduce these tools to the students by preparing two brainstorming questions, giving students the links to the tasks and together coming up with some ideas. For the AnswerGarden task, start with the question "What do you associate with...? What words come to mind then?" and for the Tricider one - "What are the advantages and disadvantages of …?".
Tools	• AnswerGarden (http://answergarden.ch/about-AnswerGarden/ and a short tutorial http://goo.gl/n5wy8f) • Tricider (Video introduction to Tricider http://youtu.be/dvLuwL9Quzw and a short tutorial http://goo.gl/gy0K0G).
Process	

Lesson 1	Identity - What is it? Is it important for us?
Step 1 – (5 minutes)	This task is a brainstorming activity conducted on http://answergarden.ch. In this task, students answer the following question: What words come to your mind when you hear the term 'identity'? This can be given as homework or have a 2-3-minute brainstorming at computers or tablets. The more frequently a particular word appears in students' responses, the bigger it becomes on AnswerGarden. Let students comment on the final results. Then add (if they didn't appear in students' responses),the following kinds of identity: ethnic, religious, linguistic, national, regional, gender, social class, sexual, generation.
Step 2 – (20 minutes)	Divide students into four groups and give each team a picture showing their character (a Roman farmer, a medieval philosopher, a contemporary teenager from an African tribe, a contemporary European/American teenager). Source: Unknown - "Relief in the city of Trier" *http://commons.wikimedia.org/wiki/File:Harvester.jpg (Public Domain)* Source: „Saint Thomas Aquinas" by Carlo Crivelli, 15th Century *http://commons.wikimedia.org/wiki/File:St-thomas-aquinas.jpg (Public Domain)* Source: „Fulani woman from Niger" by Steve Evans, licensed under CC BY 2.0 (http://creativecommons.org/licenses/by/2.0/deed.en) *http://commons.wikimedia.org/wiki/File:Fulani_Woman_from_Niger.jpg*

Source: "The line for the launch of the iPad 2 at Crabtree Valley Mall in Raleigh, NC" by Mike P., licensed under CC BY 2.0

(http://creativecommons.org/licenses/by/2.0/deed.en)

http://commons.wikimedia.org/wiki/File:IPad_2_launch_ queue_Raleigh_North_Carolina.jpg

Groups need to come up with a short description of their character's identity. Remind them to think of the factors they brainstormed in Task 1.

Ask students to imagine that they are the person shown in the picture. Next, group leaders give their group presentation (ask them to start with "My name is ...").

As a summary of this task, carry out a short discussion on the similarities/ differences of the presented characters and any other observations.

Step 3 – (10 minutes)	Ask students if they agree with the definition of 'identity' presented on the first page of Chapter 4 in the Web We Want. Is it similar to their ideas from tasks 1 and 2? Next, ask students to do the tasks on this page. Tell them to pay special attention to the activity devoted to developing their online identity. Go through the students' answers as a whole class, let them comment and present additional ideas.
Step 4 – (5 minutes)	Remind students homework on www.tricider.com and ask them to answer the following question: How can we shape our online identity? What steps / actions can help us in our future professional and personal life? What might be disadvantageous? Give them a week to come up with ideas. Ask them to comment on other students' proposals and vote for the ones which are, in their opinion, the best ideas.
Lesson 2	
Step 1 – (5 minutes)	Discuss the results of the Tricider homework with your students. Initially try to comment on positive arguments. Then go to the negative arguments. Summarise your discussion by saying that all these things influence our online reputation and once we do something online (for example, post a photo, comment on a blog, take part in voting), it will stay there for a long time and other internet users will construct their opinions about us on this basis.

Step 2 – (7 minutes)	Ask students if they agree with Daniel Solove's opinion presented at the top of page 30 in the Web We Want.
	Next, as a class, read aloud the text about online reputation and elicit any additional comments / thoughts.
	Tell students to have a look at the three teenagers' photos and ask them to work in pairs and write down the impressions these images convey.
	As a class, compare students' ideas.
Step 3 – (5 minutes)	Ask students to read the two opinions presented at the bottom of page 30 in the Web We Want handbook and come up with some ideas for the final question "Are there any other situations where your online profile can be used positively?"
	For sure, some of the answers will be connected to sense of initiative and entrepreneurship as factors that play an important role in the development of our online identity.
Step 4 – (20 minutes)	Introduce this task by saying that identity is a very broad term. It includes not only big issues (such as your language, gender, nationality etc.) but also our opinions and attitudes.
	Divide your students into five groups and give each team a sheet of paper with one of the following questions:
	1. Is it easy to turn ideas into action? Why? Why not?
	2. Do you think contemporary teenagers are creative and innovative? Why? Why not?
	3. Do you think teenagers are ready to take risks while running their own projects / initiatives? Why? Why not?
	4. Do you think it would be difficult for young people to plan and manage their own project / initiative? Why? Why not?
	5. Do you think that while conducting our own project / initiative we should pay attention to ethical values? Why? Why not?
	Ask your students to split the paper into two columns and give them headings: YES and NO. Now ask students to come up with ideas to justify their choice and note them down in the right column. Ask students to count how many voted for YES and how many for NO.
	Next each group presents its opinions. Having finished, ask the other students if they would like to add some new arguments/points and vote for YES / NO options. In this way, you will collect all the opinions and get an overall picture of the whole class.
	As a final remark, tell your students that this can be called 'a group identity'.
	If you have time, you can explain what 'blended identity' is. This term refers to a situation when people who knew each other only online meet off-line one day.
Step 5 – (3 minutes)	Ask students the question from the topic of the two lessons - "Do we have a multiple identity?" Elicit some summary responses.
Links	http://answergarden.ch/
	http://www.tricider.com/

Short Activity Title	You cannot say everything to everyone
Author	Evangelia Kontopidi, Greece
Topic	Privacy, my most precious possession
Competences	Social and civic competences / Communication in the mother tongue / Digital competence
Level	☑ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	Two-three lessons of 45 min each (depending on how students present their outcomes).
Aim of this lesson	• Develop students' awareness of privacy and data protection. • Help students discover ways to protect their personal data and maintain positive digital footprints. • Encourage students to work together on a collaborative task. • Encourage students to study resources, analyse material and present conclusions in a creative way.
Introduction	In this lesson students *explore* the meaning of the terms: privacy, personal data, sensitive personal data; *watch* a video in order to think about the possible implications and impact of what they post online; *study* and analyse material related to privacy and digital footprints on proposed websites, and *create tips* for protecting their privacy and online reputation.
Tools	(a) Internet-connected digital devices such as computers, laptops, tablets, etc. (b) Web browser (c) Search engine (d) Optional: Web 2.0 applications (Wordle, Scratch, Tricider, Voki, Google Forms or SurveyMonkey), presentation software (Prezi, Microsoft PowerPoint and Google Slides) (Registration required for Google Forms, Google Slides and Prezi)
Process	
Step 1 – (10 minutes)	**Investigate – discuss** Consider key terms: privacy, personal data and sensitive personal data. Write these words on the board. Ask students to think about definitions / examples for these words. Check in advance whether information on these key terms exists in the national Data Protection Authority (DPA) website. If this is the case, encourage students to search the corresponding website (http://goo.gl/eblbFv).

	Brainstorm a list of words related to the above key terms, i.e. *personal data*: information which allows individuals to be identified, i.e., name, home or email address, telephone number (mobile or fixed), credit card number, date of birth, image or voice, etc.; *sensitive personal data*: political opinions, religious beliefs, physical or mental health condition, etc.; *privacy*: someone's right to keep their personal matters and relationships secret.
Step 2 – (10 minutes)	**Watch - Listen - Discuss** Challenge students to think what might happen if someone shares too much of their personal data with the rest of the world. Use a video such as this http://youtu.be/T6ulH2bWCnY to stimulate interest in the topic and encourage thinking. Furthermore, you could present students with two facts: (a) People's digital footprints (pictures, online published content, etc.) play a major role in companies' recruitment procedures; (b) Cyberbullying occurs more frequently on sites visited by large numbers of teenagers. Personal data protection helps to prevent cyberbullying. More information at http://www.e-abc.eu/en/about-bullying/. Establish a list of reasons why students should purposely limit access to their private information.
Step 3 – (25 minutes)	**Collaborate - Investigate** At this point, students should have realised that privacy is very important and therefore this lesson is personally meaningful to them, i.e. (a) They should use social media, responsibly, and (b) They should protect their online reputation. It is time now for students to focus on investigating specific ways to accomplish these two aims. The EU NET ADB project http://goo.gl/TyAJh2 reports that 92 per cent of adolescents aged 14-17 years old who participated in the study (in 7 European countries), are members of at least one social networking site. Ask students to work in small groups of two or three and use the internet to investigate privacy policies and settings on social networking sites such as Facebook, Google+, YouTube or Instagram. Students should look for answers to questions such as: What features/tips does the service provide to help people protect their privacy? • How do I update my profile/privacy settings? • How do I remove content posted without my consent? • How do I choose who can see photos and other things I post? • How do I delete something I have posted?

Assign each group to study one of the following pairs of resources. Alternatively, groups make their own choice that best suits their interests and social networking activities.

- Facebook Privacy Basics https://www.facebook.com/about/basics/
- Facebook Help Centre - Privacy https://www.facebook.com/help
- Google+ Safety Center - Managing your digital reputation for teens https://support.google.com/plus/topic/2404767
- Google+ Teen Safety Guide - General Tips http://goo.gl/6Ml93L
- Google+ Safety Center - Privacy resources http://goo.gl/7WzbQG
- YouTube Policy Center - Protecting your privacy http://goo.gl/6ajG4U
- YouTube Safety Center - Teen Safety http://goo.gl/H2oxRG
- Instagram Help Center https://help.instagram.com/
- Instagram Privacy and Safety Tips http://goo.gl/iBHDeZ
- Online Reputation Checklist http://goo.gl/hvnfZM

After studying content on the suggested websites, each team formulates a report with five top tips for protecting privacy or managing online reputation.

Step 4 – (45 minutes)	**Practice – Produce - Present**
	Each group reads its report aloud. The class should agree on five things they will change to improve their report and make a declaration for display on a classroom wall and/or for the school newsletter or website.
	In addition, if more time can be dedicated to the activity, consider alternative ways for groups to present their results and conclusions. These alternative options enable students to use their creativity and practise digital skills.
	(a) Make use of the social voting tool Tricider and create a 'tricision' on the topic: "Data protection, privacy, online reputation: share your thoughts and ideas". Prepare in advance the 'tricision' (its creation takes only a few minutes), give students the link and ask them to write their own key message on the topic. Then students vote for the two ideas they like the most (they are not allowed to vote for their own idea). The student whose idea gets the most votes is the winner! (A sample 'tricision' can be found on http://goo.gl/XmzeEF.)
	(b) Groups create Vokis (speaking avatars) and record their tips. Vokis are presented in the class and can also be embedded on the school website for future reference.
	(c) Groups create posters using an application or software they are familiar with. A simple model poster can be found on http://goo.gl/pg7DQM. (The model poster was created with MS PowerPoint. In the Page Setup Group, slide was set to "A4 paper" size and to "Portrait" orientation. Finally, the work was saved as a PDF file.)

	(d) Groups generate word clouds from text that is related to their findings and conclusions using a Web 2.0 application such as Wordle or Tagxedo. A simple model word cloud can be found on http://goo.gl/wXJ3nq. It was created with Wordle using the following text: http://goo.gl/ofc3Jw. (e) Groups formulate questions based on their findings and create their own 'privacy quiz' for their peers. Questions should not be too obvious or too difficult. Groups exchange quiz sheets and do the test. Alternatively, groups could use an online quiz generator such as Google Forms or SurveyMonkey. Also Scratch provides resources for creating a question/answer system. A model Scratch quiz on privacy can be found at http://goo.gl/EGXdyU. This last Scratch activity allows students to enhance their understanding of the privacy topic by 'playing' with each other's Scratch quizzes. However, it might take longer to be implemented and it is intended for students with some experience in programming with Scratch. [Scratch is an easy to learn and use programming language. Based on the inGenious project (http://www.ingenious-science.eu/web/guest/home), the use of Scratch in teaching can help students develop creativity, computational thinking and active engagement in class.]
Follow up options	**Pop up - Tools - Tips** For school or at home, give students handouts of the online reputation checklist http://goo.gl/hvnfZM and ask them to go through the five steps, which could help them manage and maintain positive digital footprints. Discuss with your class and organise Data Protection Day http://goo.gl/3322q4 (January 28th) and organise with students some awareness activities for the school and for the local community.
Links	• Oversharing: Think Before You Post - Video http://goo.gl/FT4OYK • Digital Footprint - Video http://goo.gl/QkBR4j • Irish Data Protection Authority Resource on Privacy http://goo.gl/uv1vUF • Think before you share guide (poster form) http://goo.gl/PcH0yd • The microsite "Young Citizens" under the Greek Data Protection Authority website (for Greek teachers only) http://goo.gl/hRQx • Good policies for handling personal data on Facebook http://goo.gl/MDmnJr video on saferinternet.gr website (for Greek teachers only)

Privacy, my most precious possession
5.2. PrivaSee…

Short Activity Title	PrivaSee…
Author	Miguela Fernandes, Portugal
Topic	Privacy, my most precious possession
Competences	Social and civic competence / Communication in the mother tongue / Digital competence
Level	☑ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	40 minutes
Aim of this lesson	• Discuss the concept of privacy. • Make students aware when they post personal information on themselves or their peers online. • Identify information that can help to minimise online risks.
Introduction	In this activity, students will watch a video to help them better understand the concept of privacy and the importance of protecting sensitive information about themselves and others. Check that the students have understood the video and use questions and discussion to alert students to important facts. In this activity, students will work in teams of three or four students, to create a presentation related to privacy topics.
Tools	(A) YouTube video. (B) Google Drive presentation. (C) Tutorial to share presentation.
Process	
Step 1 – (3 minutes)	Watch the video http://youtu.be/7_VsxBLce8g
Step 2 – (5 minutes)	Make sure that the students understand the video and, if they do not, encourage students to express doubts and clarify them. To trigger students to start the discussion, ask some open-ended questions, such us: • Did you understand the video? • Have you ever thought about privacy? About your digital footsteps? • In how many websites or social networks have you created accounts? • Do you ever read privacy information when you register on a website/ social network?

Step 3 – (5 minutes)	Present the topics that students will work on (B), which could include the following: • What does privacy mean to you? • What is private information? • Where am I online? Make groups of three or four students
Step 4 – (5 minutes)	Teams debate the topics for five minutes, noting ideas for the presentation. One student will be responsible for copying the presentation (B) and sharing it with the teacher and peers in a collaborative process. If students have doubts about making copies or sharing the presentation, they can use tutorial C.
Step 5 – (22 minutes)	Teamwork presentation (5 minutes per team) Each team will present its work to the class. Encourage class discussion about what 'private' might or might not be, making students aware that they are creating their online reputation whenever they are on internet and must be careful about what kind of information they share (contacts, photos, videos, others). They should respect the privacy of others by not publishing information or photos without permission, and generally act online as they act in real life. They should also be alerted to copyright issues. They need to take care of their digital footsteps, and be aware that many companies 'track' their potential employees online before offering them a job. They must be prepared not to share everything when they are online, and keep certain information about themselves completely private in the digital online world.
Follow up options	Find out how many websites or social networks students are on (average number). Make them reflect upon what kind of information they can safely share with the world. Simulate the creation of a Google/Facebook account and ask students to read the Privacy Policy Agreement. Talk to students about cookies (meaning). It is important to alert students to be conscious of the pitfalls of the online world and to help them create a 'correct' profile; they really need to think before they post.
Links	YouTube video http://youtu.be/7_VsxBLce8g Google Drive presentation - http://goo.gl/dl4juf Tutorial: make Google Drive presentation copy and share http://goo.gl/KGa8Th

Short Activity Title	I'm watching you…
Author	Miguela Fernandes, Portugal
Topic	Privacy, my most precious possession
Competences	Social and civic competence / Communication in the mother tongue / Digital competence
Level	☐ Easy ☑ Intermediate ☑ Difficult
Age Group	13-15 years
Duration	40 minutes or more (depending on the time the teacher wants to spend analysing the music).
Aim of this lesson	• Discuss the concept of privacy. • Explore some privacy policies on websites. • Learn some concepts related to online privacy. • Apply new privacy settings.
Introduction	In this activity, students will start by listening to a song while reading the lyrics. They will reflect upon the meaning of the lyrics and share some examples that may be similar to the ones in the song. In pairs, students will fill in the worksheet and find out how this song can be transferred/compared to people's online behaviour. Then ask some students to read their answers to the class and check if they understood the message. In order to present new concepts related to privacy, students will answer a quiz that will alert them to problematic situations, preventing some from making online errors and also presenting new concepts related to the use of the internet. These concepts are important as a means of understanding how the internet works, how people should act to be safer, how to help others and to learn a few definitions related to the browser.
Tools	Michael Jackson´s Music: Privacy. Printable sheet with the song lyrics. Worksheet 5.1 – Michael Jackson "Privacy". Quiz – Can be found at http://webwewant.eu/
Process	
Step 1 – (5 minutes)	Listen to the song with the class while students read the lyrics handed out by the teacher.

Step 2 – (5 minutes)	After listening to the song, ask two or three students to read the lyrics aloud so that all the class can listen to it again.
	Stimulate a short class debate about what the music is about. Can they remember some real-life examples of this situation?
Step 3 – (10 minutes)	Conduct the debate to make the students reflect upon this situation online.
	Is there any possibility of this happening online? In pairs, students will fill in worksheet 5.1 to think more deeply about this issue.
Step 4 – (10 minutes)	Ask some students to read their answers and compare them to see if they really understood the message, and if the class agrees with their colleagues' opinions.
	Bring the students' attention to possible ways of preventing online problems by increasing awareness of setting tighter privacy settings. Remind students that what is posted, shared or shown on the internet, stays on the internet.
Step 5 – (5 minutes)	The final step will be to ask students to fill in a quiz (to be found on webwewant.eu that will simultaneously teach students new concepts, alert them to privacy policy issues and help them behave more prudently online.
Follow up options	Ask students to analyse the privacy policy of a website they use regularly.
	Show students where to change cookie permissions.
	Explain some concepts like HTTP/HTTPS, IP address, Pixel tag, and sensitive information.
Links	• Search for a legit version of Michael Jackson's song: 'Privacy'.
	• Printable sheet with the lyrics http://goo.gl/YJJM2S
	• Worksheet 5.1 Michael Jackson "Privacy".
	• Quiz to be found on webwewant.eu

Short Activity Title	Protecting what is ours
Author	Drew Buddie, United Kingdom
Topic	The artist in you
Competences	Learning to learn / Social and civic competence / Communication in the mother tongue / Digital competence/critical thinking
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	14-15 years
Duration	2 lessons, 45 - 60 minutes minutes each
Aim of this lesson	• Investigate issues related to intellectual property (IP). • Consider and discuss current and emerging issues related to IP and copyright from different perspectives. • Explore the different versions/applications of Creative Commons.
Introduction	When we create content we should own the intellectual property of that content. What does this actually mean? How easy is it for us to give this away to a third party when we use their site?
Tools	Internet, Web We Want publication for teens, blue and red pens to do Web We Want activities.
	Read the student instruction page about being an artist. Get them to write down what kind of artist they would like to be and to discuss their choice with their neighbour. Look for other artists with similar interests.
Process	
Step 1 – (10 minutes)	What is meant by the term intellectual property? Set up small groups of students (2-4 per group) and ask them to take a look at the Section 1.2 in the Web We Want publication. Then ask them to go to one of the websites they use most often and discuss responses to the following questions: Where do you find Terms and Conditions statements? Why do you think this is? Is there a reason for the location of Terms and Conditions statements? For what reasons do people often agree to give away their IP?
Step 2 – (20 minutes)	Now get students to read this article individually: http://goo.gl/Ut6kQp (Huffington Post Tech) Class or small group discussion: ask students to describe in their own words what that story is about and to note the reason for changes being made to the Terms and Conditions? Why was this outcome important? Ask them to read individually this second article, by artist Hidden Eloise: http://goo.gl/LGk8jU

	Discussion: Why do you think that a tool like Twitter is immensely useful in cases like that of Hidden Eloise?
	Get students to imagine that they are Hidden Eloise. Their task is to write a letter to thank supporters for their campaign to raise awareness of this issue.
Step 3 – (10 minutes)	Class or small group discussion: What is copyright? And how does it relate to intellectual property?
	Get students to turn to Chapter 6, *The artist in you* to take a look at the information about Creative Commons.
	Creative Commons licences exist to support the release of content for which we do not want to retain copyright. Why do people choose Creative Commons? What are the advantages and disadvantages
Step 4 – (10 minutes)	In groups, get students to compare the use of the following as methods for finding images they wish to use in their own documents:
	Google Images - images.google.com
	Flickr.com - www.flickr.com
	Taggalaxy.com - www.taggalaxy.com
	Compfight.com - www.compfight.com
	Explain which is best for finding Creative Commons-licensed images.
	Discuss the implications for the use images of each Creative Commons licence.
Step 5 - (10 minutes)	Ask each group to decide which of the six Creative Commons licences they would apply to content they have created. Why? Find a group with a different response and, through open discussion, document the reasons for the different choices.
Follow up options	Read about the famous image of Che Guevara taken by Alberto Korda and describe the IP issues that arose from the way that the image has been used around the world.
	http://en.wikipedia.org/wiki/Guerrillero_Heroico (Wikipedia)
	How would Creative Commons licensing have made a difference in this situation?
Links	http://goo.gl/qJLDHH (Huffington Post)
	http://goo.gl/2tQD3X
	www.creativecommons.org
	www.flickr.com
	www.taggalaxy.com
	www.compfight.com
	http://en.wikipedia.org/wiki/Guerrillero_Heroico

Short Activity Title	"RAP-IT-UP"
Author	Angela Lucia Capezzuto, Italy
Topic	The artist in you
Competences	Cultural awareness and expression / Communication in the mother tongue / Digital competence
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	3x40 minute or 2x1hour lessons
Aim of this lesson	The artist in each student emerges as well as their awareness of European partner countries, coupled with information on how to avoid copyright infringement.
Introduction	Students make a short, musical advertisement, using open-source and royalty-free materials promoted on the Creative Commons (C.C.) site. This hands-on experience is expected to give them insight into how much work artists put into the making of a product and how copyright infringement can affect them personally. This experiential procedure will also show them what the various types of CC acronyms mean practically, making them aware of how to avoid infringements so leading to a better use of Internet resources. The topic of the video is a "rapped" ad which attracts young tourists to a European country of their choice. Part of the production process will involve the use of adjectives and nouns which reflect the name of the country chosen by the students: enhanced cultural insight of some European partner countries is expected. Through the use of applications including PowerPoint, Video tools, creating accounts at uploading sites (YouTube, or other video upload site), uploading of videos and basic computer processes, the students acquire digital competence. Last of all, through the comparative process of making a rap song in English, students will gain insight into improving communication in the mother tongue.
Tools	**1. Internet access:** a Smartphone; a laptop/net book or workplace in a computer lab. **2. Video camera** or a sensitive webcam or alternatively, a good Smartphone camera. **3. Applications for creating video:** Windows Moviemaker or other Free app. on the Internet. and if a voice over video ad, PowerPoint (Microsoft Office is not a freeware) or open source equivalent apps like Open Office 4 Presentation (which is a freeware) and A decent microphone for recording voice over.

4. To help students find rhyming words for their rap song, this website is really useful: http://www.rhymezone.com

5. For a really beautiful and highly customised rap song text and country image, I found the freeware app Textaizer Pro, a mosaic text creator, which you can download at this link: http://mosaizer.com/Textaizer/index.htm really amazing and easy to use...see the images below for the result when I used the words:

"**A**wesome **U**nique **S**trange **T**errific **R**are **A**ncient **L**andscape **I**deal **A**borigine"

a. A good bilingual dictionary to obtain adjectives or nouns which describe the target country and are acronyms for the name, or online dictionaries like www.wordreference.com

Textaizer Mosaic Text app

Textaizer Mosaic Text app

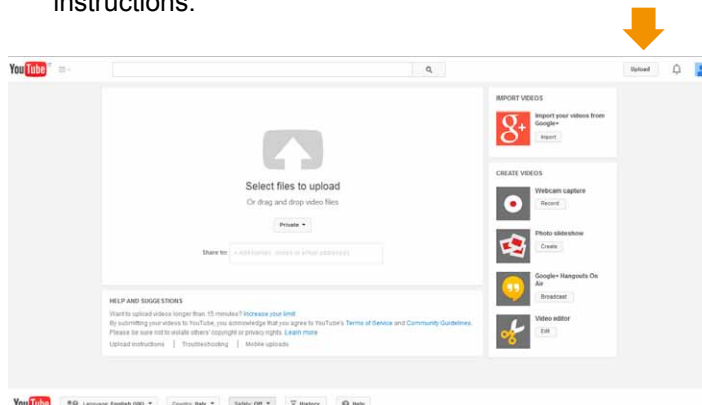| Process	
Step 1 – (15 minutes)	**PREPARATION** Depending on class size, students should be divided into groups of not more than 3 students (reason: each one must be an active member of the group). **Tips on recording:** • Use a tripod or flat surface to lean on or else the camera will shake. • Make sure there's enough light and the background is clean and not dark. • Make sure there's complete silence and no noisy appliances in the room. • Keep the mouth not too close to the mike. • Empty rooms give echo, so furniture is better. • Practice makes perfect, and the speaker should speak slowly and clearly more Uploading a video **Opening an account** • Once your students have made their videos, they need to be uploaded so everyone can watch them. For this you need an account with YouTube (http://www.youtube.com/). Follow the instructions on the site to open an account. **Upload** Example: YouTube • In your account, the site has an ***Upload*** button. Click this and follow the instructions. (Check YouTube accessibility in your country) **Naming the video** • In the title of the video, start with *Rap-it-up* and then the name of the video, for example: *Rap-it-up Visit Australia Ad* or Rap-it-up Finland Ad. This will make it a lot easier to find other videos made by students for this project. ICT SKILLS • Training them to use applications like Textaizer Pro for promotional material or other applications which might be useful for recording.

Step 2 – (25 minutes)	LEAD IN TO THE TOPIC a. The teacher should talk to the students about creativity and copyright (this information could be prepared in advance by visiting www.webwewant.eu). b. Ask students to answer the questions about copyright in their worksheets (Part 1), then check their answers at www.webwewant.eu (answers to page 43). c. After they understand the consequences of breaching copyright, they should be asked about the kind of material they in turn upload to the Internet. d. Get them to write this down in the worksheet (Part 2), indicating how they feel about others being able to do whatever they want with this personal creative material. They should note down these feelings in the space provided on the worksheet, to compare with other groups. e. Students then visit the Creative Commons (C.C.) website at: http://goo.gl/acxxzl, to answer worksheet questions (Part 3) about the different types of licences available. Tell them they will use this information later when choosing the type of licensing best suited to their work. They should then follow-up this activity by visiting the webpage http://goo.gl/2Qyi to explore the possibilities offered by numerous websites to download C.C. materials ranging from music, images, videos etc. f. For CC0 licensed music, they should visit the website (during after school hours): http://freemusicarchive.org, and before making a search for suitable music for their rap song, listen to the useful webinar about how to use the music and how to licence their work with CC licences: http://youtu.be/Il6Z6uJ1E2E.
Step 3 – (40 minutes)+ (40 minutes recording time)	THE TASK (Part 4 Worksheet 6.1) After preparationand brainstorming, the teacher should explain to students the task which they have to tackle-the situation is the following: "The Mayor of the capital city of your country asks your advertising agency to increase the national youth tourist influx by producing a promotional video which will be shown on TV, the website of the National Tourist Board and at the cinema." The students are to pretend to be from a European country different from their own, and consequently will have to, in groups: a. Choose their adoptive country, from the following lists:

5 Letters	6 Letters
Italy	Cyprus
Spain	France
Malta	Greece
	Latvia
	Poland
	Sweden

	b. Depending on whether they have Internet access or not, find nouns or adjectives which describe their adoptive country and are part of the letters which compose its name (see example for Australia above in the tools section) from their online or paper dictionaries. There should be enough for each letter of the country's name so as to be able to form a rap song made up of strings of words. Next,
	
	c. Create a poem, not necessarily made up of sentences, but include all the words they found in step b and which they will subsequently use for the production of a rap song which accompanies slides or posters with imagesthey procure in C.C. websites (Flickr for example). Subsequently,
	
	d. Opt for a:
	  • Student(s) who is(are) directly filmed while rapping the song and pointing to posters/maps/promotional material produced (see Textaizer Pro)
	    OR
	  • Voice Over presentation (PowerPoint or Open Office Presentation) with background voice(s)rapping while the slides progress. *In this case, the students should previously prepare* the presentation, with only recording during the lesson.
	
	  In both cases, the video must not exceed the limit of 1 minute (but 30 seconds should be encouraged...remember it's an ad!).
	
	e. Choose a C.C. licence type from the relative website at the following link http://creativecommons.org/choose/ (choose your language from the box at the bottom of the page) and copy the code supplied to add to the website for uploading.

Follow up options	The videos uploaded could be watched by other students in the school, if the school has a website they could upload to, or by other students around the world, if the Google or YouTube URL is communicated to them. The activity could become quite competitive and professional if an element of suspense is created by a student judge panel choosing a winning ad with a final prize!
Links	Lesson plan based on the booklet aimed at a Safer Internet: ***"The Web We Want – Young and Online – Activities by young people for young people"*** which can be downloaded at the website: www.webwewant.eu For infringement of copyright: Nominet (2012), Are you an accidental outlaw? (online), http://accidentaloutlaw.knowthenet.org.uk/question1 Creative Commons licenses from: http://creativecommons.org Customisable source images from www.flickr.com Product mosaic text images made with Textaizer Pro download at: http://mosaizer.com/Textaizer/index.htm

Short Activity Title	Artist in you!
Author	Frans Nieuwenhuyzen, The Netherlands
Topic	The artist in you
Competences	Cultural awareness and expression / Communication in the mother tongue / Digital competence
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	A series of two lessons, each of approximately 40 minutes.
Aim of this lesson	• Demonstrate that every student is an artist, a creative person. • Explain that there are rules (laws) to protect creations and artists.
Introduction	This lesson is about exploring the artist within. First teachers should begin the lesson by looking at the typical definitions of artists: someone in the field of arts. Then watch/get their students to watch a YouTube movie about an artist. A good example is Jacob Collier; a musical artist who plays several instruments and arranges and composes songs: https://www.youtube.com/user/jacobcolliermusic An example of someone playing very well at a young age is *Avery Molek:* http://youtu.be/9uyDGEjv-vg (No registration required, check YouTube accessibility in your country before playing the video). Get students to make a small collage about an artist they like. After exploring artists they like and talking about them, lead them to seek a broader definition of the word artist. An artist is someone who creates things. On the internet you can find a lot of creations, including music and movies. During the lesson, they will learn about copyright and ownership. Finally students can present themselves as an artist with a 'selfie-movie' or a presentation.
Tools	Pencil/paper Internet access Smartphone
Step 1 – (20 minutes)	Read the student instruction page about being an artist. Get them to write down what kind of artist they would like to be and to discuss their choice with their neighbour. Look for other artists with similar interests.

Step 2 – (20 minutes)	Work in pairs: "Who is your favourite artist?"
	Get students to search for information about their favourite artist on the internet, and to make a collage about their favourite artist with the
	app Pic Collage.
	• APP store http://goo.gl/YZHq10
	• Google play http://goo.gl/pTWsrF .
	Teams present the collage to another group and make clear why they choose that person.
Step 3 – (20 minutes)	Thinking about the word artist.
	Students make statements about being an artist. They have to present statements in small groups. They learn what you need to become an artist. It is definitely not only about talent.
	Students investigate the terms and concepts 'copyright' and 'ownership'. They use the handbook for teens and answer the questions on the website and in the student worksheet 6.2. They have to learn that creativity is also about ownership and rules about ownership.
Step 4 – (20 minutes)	They make a movie or a presentation about themselves as an artist.
Follow up options	Look for other students from other schools who used the same lesson plan!
Links	http://youtu.be/9uyDGEjv-vg
	https://www.youtube.com/user/jacobcolliermusic

WORKSHEETS

Chapter 1: My rights & responsibilities online

Lesson Plan: Basic WWW right **

Author: *Carsten Groene, Germany*

Task: If there were no laws and restrictions whatsoever so that you could do anything you wanted, what would it be? Write down at least 4 things:

_____
_____
_____
_____
_____

Task: Now think about what your actions would mean to other people/your friends; would there be any negative consequences for them?

_____
_____
_____
_____
_____

Activity 2: A look at the EU Charter of Fundamental Rights

One of the EU's important legal documents is the "EU Charter of Fundamental Rights" (http://www.europarl.europa.eu/charter/pdf/text_en.pdf). Go through chapter 1 "Dignity" and identify the rights that you think are most important when using the internet.

_____
_____
_____
_____
_____

Activity 3: A first glance of the booklet WWW

Task: Use the reading technique "scanning" (http://www.aacc.edu/tutoring/file/skimming.pdf) to quickly go through the booklet "Web We Want" and identify chapters and pages on which the following rights from the EU Charter are dealt with. One right can often be found on several pages and in several chapters.

right	chapter	page
Art. 1 "human dignity"		
Art. 7 "respect for private life"		
Art 11 "freedom of expression		

WORKSHEET 1.2 | Two sides, one coin I

Chapter 1: My rights & responsibilities online
Lesson plan: Two sides, one coin I **
Author: Carsten Groene, Germany

Activity 1: Rights and responsibilities: two sides of the same coin?

Task: Often, different rights coincide with a legal responsibility or even two rights seem to collide. Looking at the EU Charter of fundamental Rights (add link), which of the important WWW rights might sometimes collide? Do they coincide with a specific responsibility? One right can be subject to several cases.

right	collision with art. #/ responsibility arising from it
Art. 1 "to human dignity"	
Art. 7 "respect for private life"	
Art 11 "freedom of expression"	
Art. 13 "freedom of the arts"	

Activity 2: Cases of possible infringements of basic rights

Task: Based on your search results create three cases in which, according to your national legislation, "your " right might possibly have been infringed. The cases should contain at least on true and one false example.

Case 1

_____
_____
_____
_____
_____

Case 2

_____
_____
_____
_____
_____

Case 3

_____
_____
_____
_____
_____

WORKSHEET 1.3 | Two sides, one coin II

📖 **Chapter 1:** My rights & responsibilities online

🖥️ **Lesson Plan:** Two sides, one coin (II) ***

👤 **Author:** *Carsten Groene, Germany*

✏️ **Activity 1:** My rights and responsibilities according to national law

Right from EU Charter to examine: Right to_____ (Art. #   )

📋 **Task:** The fundamental rights named in the EU Charter are concretized by national legislation. Look through the following parts of your national legislation:

- your constitution - especially its fundamental rights
- penal laws
- copyright laws
- data protection laws

Now find paragraphs that relate to your Fundamental EU Charter right in either a positive or a restrictive way.

Rights			Responsibilities		
I am allowed to	**law**	**paragraph**	**I have to / I must not**	**law**	**paragraph**
1					
2					
3					
4					

Chapter 2: "Information is not knowledge", Albert Einstein
Lesson plan: Access, Create & Share ***
Author: *Fernando Campos, Portugal*

Without being exhaustive, the following table offers a wide range of tools and technologies that can be used by students and teachers to make teaching and learning more interactive.

Task	Goals	OpenSource or available under defined conditions	Support mobile devices	FCToolkit designations
1. Mind mapping	Construction Mind maps With and without sharing and collaboration	1. Popplet 2. CMap Tools 3. Mindomo 4. FreeMind	1. Yes 2. No 3. Yes 4. No	Map
2. Quiz	Creation of multiple type of quizzes	1. Kahoot 2. HotPotatoes 3. Socrative 4. Quizwriter (commercial) 5. Edmodo	1. Yes 2. No 3. Yes 4. Yes 5. Yes	Make
3. Videoconference; Communication and video recording	Create video conference recordings	Google Hangout	Yes	Communicate Collaborate
4. Video storage	Storage and sharing of videos	Youtube	Yes	Show
5. Collaborative writing	Writing texts by multiple users simultaneously	TitanPad Google docs	1. Yes 2. Yes	Collaborate
6. Recording and reflection	Audio recording for reflection with the inclusion of students divided in groups	1. Voice thread [commercial] 2. TeamUp	1. Yes 2. No	Dream Ask Reflect Explore

Task	Goals	OpenSource or available under defined conditions	Support mobile devices	FCToolkit designations
7. QR Codes	Using QR codes for educational purposes	http://goo.gl/AF7pPh (Registration required) http://goo.gl/Ua9txH (Registration required)	Yes	Make Explore
8. Wiki	Discussion and sharing collabora-tively	1. Google docs 2. pbworks	1. Yes 2. Yes	Collaborate
9. Web sites	Creating web-sites for personal or public use for student groups or classes	1. Google sites 2. Weebly	1. No 2. Yes	Show
10. Blog	Blog creation	1. Blogger 2. WordPress	1. Yes 2. Yes	Collaborate Show
11. Productivity tools	Tools : text edit-ing, presentation, spreadsheet	1. Libre Office 2. Polaris Office 3. Google Docs	1. No 2. Yes 3. No	Make Show
12. Áudio	Record and edit audio.	Audacity	No	Make Show
13. Images	Image editing	1. Gimp 2. Inscape 3. Photoscape	1. No 2. No 3. Yes	Make Show
14. Vídeo	Editing and video player	1. VSDC Free Video Editor 2. VLC	1. No 2. Yes	Make Show
15. Augmented reality	Information crea-tion of objects or places from QR codes	1. Aurasma 2. Google Goggles	1. Yes 2. Yes	Make Show

WORKSHEET 3.1 | Web tools in Math activities

📖 **Chapter 3: Participating on the web**

🖥 **Lesson plan: Learning Math 2.0 *-***

👓 **Author:** *Irina Vasilescu, Romania*

✏ **Step 1: Web tools in math activities**

✏ 1.Which of the following tools could be useful, in your opinion, for math activities (yes/no)?

Blogs _____   Wikis _____   Games _____   Twitter _____

Email _____   Facebook _____   Chat or similar apps _____

Search engines _____   Google Drive _____

✏ 2. Can you think of benefits of using these tools for math activities over face-to-face interaction alone? For example, a shy student may find it easier to express his/her opinions over the web than in class.

_____

_____

_____

✏ 3. Which of the following features offer advantages (A)/disadvantages (D) in using the internet for math classes and activities?
- instant access to information _____
- long distance communication _____
- risk of viruses/spam _____
- fake user profiles _____
- huge quantity of educational resources _____
- easier communication with the teacher _____
- advertising _____
- online translation tools _____
- spending a lot of time indoors _____
- self time-management _____
- more visibility _____
- understanding of the message/content _____

✏ 4. Count each category and calculate the ratio A/D. Is this bigger or smaller than 1? How would you interpret that?

_____

_____

_____

Chapter 3: **Participating on the web**

Lesson plan: **Learning Math 2.0 *-***

Author: *Irina Vasilescu, Romania*

A strong password should:

- be at least 8 characters long
- not include your real name
- not contain a whole word
- significantly differ from your other passwords
- include at least one uppercase letter, a lowercase letter, a number and a keyboard symbol.

Activity: Take a word and substitute some of the letters with digits or signs, such as in "p1n@pp!E" (from "pineapple")

Questions:

How many different passwords can you create with the same 8 characters?

Step 2: Gaming in Math

Create a bar chart from this paragraph: "Learners recall just 10% of what they read and 20% of what they hear. If there are visuals accompanying an oral presentation, the number rises to 30%, and if they observe someone carrying out an action while explaining it, 50%. But learners remember 90% "if they do the job themselves, even if only as a simulation."

Do you consider that multiplayer online games (MMO or MO games) also have risks? If yes, give examples.

_____

_____

_____

_____

_____

What is your worst experience due to unsafe behaviour in online gaming? What could you have done to avoid that experience?

_____

_____

_____

_____

_____

_____

_____

If an online game partner asked you to meet in real life or required your personal information, what would you do?

_____

_____

_____

_____

_____

Chapter 3: Participating on the web

Lesson plan: Learning Math 2.0 *-**

Author: *Irina Vasilescu, Romania*

---

1) Activity: Rank the following uses of a blog in math activities, from 1 (not useful) to 10 (the most useful):

- [ ] concept explanation/glossary
- [ ] posting class notes
- [ ] embedding presentation slides and other class resources
- [ ] announcements
- [ ] problem practice
- [ ] collaborative/project work with classmates or other schools
- [ ] case studies
- [ ] real world math
- [ ] "problem of the week"
- [ ] review

Some rules for using blogs:

- Never post personal data and pictures on your blog, not even on your profile.
- Never forget copyright rules.
- Remember that your post is public, visible to teachers and parents, and that it can be re-posted.
- Choose comment-settings that require you to systematically moderate before publication.
- Think before you post, either on your own blog or as a comment!
- Know how to report and block unwanted users.
- Never share your credentials.
- If you invite more contributors to your blog, give them the appropriate rights for their role.
- Be as polite when giving feedback as you would be in class. Make feedback useful and fair.
- If you see anything that should not be on your screen, tell your teacher or parents immediately.

2) Activity: **Work in pairs to devise more rules and write them on the flipchart. Then choose the most useful 10 rules and create The Blogger's Decalogue.**

WORKSHEET 3.4 | Facebook and Math activities

Chapter 3: **Participating on the web**

Lesson plan: **Learning Math 2.0 *-****

Author: *Irina Vasilescu, Romania*

Activity 1: **Let's assume that, according to statistics, the age distribution of Facebook users is the following. Create a pie chart to illustrate it!**

Age bracket	Percentage
13-17	14.8%
18-24	32.3%
25-34	26.6%
35-44	13.2%
44-54	7.2%
55-64	3.5%
64+	2.4%

Activity 2: **Answer the following questions:**

How often do you check your Facebook newsfeed?

_____
_____
_____
_____

What do you use Facebook for? Suggestions: chat, posting photos, staying in touch with my friends, posting about major events in my life, uploading photos, playing games etc.

_____
_____
_____
_____
_____

Name 5 pieces of information about yourself that should not be posted on your profile.

_____
_____
_____
_____
_____
_____

Have you ever used Facebook for school activities?

_____

_____

_____

Do you think it could be used for that? How?

_____

_____

_____

_____

Chose from this list the 3 best ideas to use Facebook in math activities:
- a class group to share information and hand out assignments
- schedule events
- work in groups
- post notes for students who missed class
- share multimedia resources
- involve more reserved, quieter students
- reminders, announcements, upcoming deadlines
- use educational apps
- help students connect better
- collaborate with other schools
- run polls

_____

_____

_____

_____

Do you know any math-related Facebook page?

_____

_____

_____

Working in groups of four, create 5 netiquette and safety rules for a Math Facebook group.

📖 **Chapter 4: Shape your identity**

🖥 **Lesson plan: My (real) identity****

👤 **Author:** *Martina Kupilíková, Czech Republic*

✏️ To better understand your own identity, work individually to fill in the tables below.

Who am I (offline)?		Who am I (offline)?		Who am I (offline)?	
Friendly		Friendly		Friendly	
Kind		Kind		Kind	
Decent		Decent		Decent	
Courageous		Courageous		Courageous	
Evil		Evil		Evil	
Spiteful		Spiteful		Spiteful	
Conscientious		Conscientious		Conscientious	

✏️ In the next table, write down five characteristics about yourself.

Who am I (offline)?		Who am I (offline)?		Who am I (offline)?	

Now work with another one or two students to discuss your responses. Do you really know each other as well as you thought you did? Are you closest to the person you want to be when you are online or offline?

WORKSHEET 5.1 | Michael Jackson "Privacy"

What is the message of the song?

_____
_____
_____
_____
_____
_____

Explain how the message of the song is related to the internet?

_____
_____
_____
_____
_____
_____

Give some examples of real life situations like those referred to in the song.

"Now she get no second chance, she just ridiculed and harassed
Please tell me why
No there's a lesson to learn, respect's not given, it's earned
Stop maliciously attacking my integrity"

_____
_____
_____
_____
_____
_____
_____

WORKSHEET 6.1 | RAP-IT-UP

📖 **Chapter 6: The artist in you**

🖥 **Lesson plan: RAP-IT-UP***

👓 **Author:** *Angela Capezzuto, Italy*

✏️ Advice: Students should work in groups, but each one must complete the tasks in this worksheet to be positively assessed by the teacher!

Part 1: Are you a pirate? *Infringement/ Breach of copyright.*	It's not always easy to understand when something is protectedby copyright and how copyright-protected items can be used in a legal way. Test your knowledge on the following – are these breaches of copyright?
☐ Yes ☐ No	Streaming songs from online services that have agreements with the copyright owners (e.g. Spotify).
☐ Yes ☐ No	Uploading an iconic image within copyright (with or without crediting the owner).
☐ Yes ☐ No	Downloading from iTunes.
☐ Yes ☐ No	Uploading a video you recorded at a concert when it is specified on the ticket that video-recording is not allowed.
☐ Yes ☐ No	Publishing an excerpt from another person's blog post on your own blog, and including a link to the other person's blog but not asking for his/her permission.
☐ Yes ☐ No	Watching a video that someone else recorded at a gig where it was specified that video-recording was not allowed.
☐ Yes ☐ No	Uploading a self-taken photo of a concert when it was specified on the ticket that no video-recording was allowed.
☐ Yes ☐ No	Uploading current popular song lyrics/guitar tabs to a personal website or social network.
☐ Yes ☐ No	Uploading photos of celebrities in a public place taken by you.
☐ Yes ☐ No	Re-posting a whole article, crediting the author and including the link (without permission).
	After you've finished, go check your answers at www.webwewant.eu (ref. page 43). Communicate your results to the class. What does this result mean to you? _____ _____

Part 2:	What kind of material do you upload to the Internet, and how do you feel about others being able to do whatever they want with this personal creative material?
Can others do anything they want with your creations?	
	Material uploaded:
Uploading your material.	_____
	What bothers you:
	_____
	_____

Part 3:	Visit the Creative Commons website at http://creativecommons.org/licences and answer the questions about what the logos mean with regards to what you are allowed to do with this material.
How, and how much can you protect your material?	What are you allowed to do with the material published with the following logos (use your own words – do not copy and paste!)?
The Creative Commons Website	

_____

_____

_____

_____

_____

_____

What copyright-free websites with material you could use are offered by the Creative Commons website?

_____

_____

_____

Part 4: The Task (p.1)	Listen to your teacher explain about the situation you have to provide material for. (He/She will explain the situation you are faced with). With your partner(s) decide:

a. Your adoptive country (choose from the list provided by your teacher)

_____

_____

b. Now, starting from the first letter, and progressing gradually to the last letter of your adoptive country's name, write down the nouns or verbs which you think describe that country and which begin with the letter you're working with:

1st letter	2nd letter	3rd letter	4th letter	5th letter	6th letter

Your source could be www.wordreference.com if you have Internet access, or else any good bilingual paper dictionary will do, after all, you don't need difficult or incomprehensible words!

c. For (a) student(s)rappers direct OR a voice-over presentation rapper(s). Write your choice:

_____

_____

d. Write down the poem you have created together from the table in b., and who is rapping and who is recording.

_____

_____

_____

_____

_____

OR

Write down the poem you will be rapping over the slides (for a voice-over), who is creating and presenting each slide.

_____
_____
_____
_____
_____

Acknowledge where your images/music/other Internet resources come from:

_____
_____
_____
_____

e. The C.C. licence which best suits your promotional ad. Write down your reason(s) for choosing this licence.

_____
_____
_____
_____
_____
_____

WORKSHEET 6.2 | All the artists are

> Last week I was watching some videos on Youtube when I stumbled upon a great young artist. He was playing drums as a pro, really incredible. You have to watch this. Check his name: Avery Molek. He is definitely the best artist I have ever seen!

This is a typical conversation you could have had last week or even this morning. Maybe you just checked on your phone or computer to see if it was for real (do it!). Do you often talk about artists? Do you know an artist? Write down the names of several artists you know or know of, and write down what kind of artists they are.

Name: **Kind of artist:**

_____

_____

_____

Maybe the names of the artists you wrote down are known worldwide. Are there also local artists you know? Write down their names. What kind of artists are they?

Name: **Kind of artist:**

_____

_____

_____

It is always great to look at artists. But why is it so great to look at artists?

_____

Most of the artists you know are very special. They have a special talent or a special gift. They are very lucky to have that. Do you ever dream about having such a special gift? What kind of artist would you like to be?

_____

On the internet you can find lots of information about your favourite artist. Make a collage in pairs about your favourite artist. You can make use of your smartphone or make a presentation on a computer.

If you are using your smartphone, you could use the app

Pic Collage. (http://pic-collage.com/)

If you are using your computer, you could make use of PowerPoint, Google Presentation, Prezi or Animoto. Search for these on the internet.

After finishing the collages, present them to another team.

Think about the word 'artist' for a moment. You have written down a lot about artists. Here you find a lot of words related to 'artists'. Make one or two statements with the words you find here.

create	technique	play	luck	perform
work	learn	talent	skills	hobby

Present your statement to a group of four students!

Search 'how to become an artist' on the internet. Write down at least four things you learned about 'becoming an artist'.

_____

_____

_____

_____

Information:

When you make use of pictures, movies or sounds, make sure that the source of this content is legal and that you can use it for your collage. When you search for images in Google, make use of the search tools and check out the 'usage tools' option. Select the appropriate descriptor from the menu bar! Now you know that your information is legal.

What is an artist?

An artist is also someone who creates things. So you do not necessarily have to play the piano to be an artist. How can a baker be an artist? Or a gardener? Or a game programmer?

Baker: _____

Gardener: _____

Game programmer: _____

Maybe you can think of one or two jobs that would please you where you could also be an artist. Give some ideas!

_____

_____

_____

When you like to make music, videos or photos, it is very easy to share your creations. When you create things you are the owner of your creation. On the internet it is very easy to share things you did not create. It is good to think about it for a moment. Go to the **Web We Want** website and download the handbook. Turn to chapter 6, read the texts and do all of the exercises.

Now that you know everything about copyright and ownership, you can answer these questions:

1. Which of the following are illegal?

☐ a. Streaming songs from online services that have agreements with the copyright owners.

☐ b. Downloading from iTunes.

☐ c. Watching a video that someone else recorded at a gig when it was specified that recording was not allowed.

☐ d. Streaming or downloading songs from services that don't have an agreement with the copyright owner.

2. Is it legal to repost a whole article if you credit the author and include a link to the original without their permission? ☐ ☐

Are you also an artist?

What is the artist in you? You have learned a lot about artists. Now you have to make clear what kind of artist you are. Are you a music, dance or theatre performer or do you like to make pictures, paintings or sculptures? Or are you a master in horse-back riding, cooking, programming?

Write down some of the talents you have. You do not have to be the best! It is about you and you only:

_____

_____

_____

Make a 'selfie-movie' or a presentation about what your "artist-ness" is.

For the selfie-movie you can use your phone (if you have one) or a video-camera. Make a short clip of yourself as an artist. Remember: you do not have to play the piano. If you are an artist in sports, it is also great. Be sure to film yourself in action!

Upload your movie to YouYube and tag it with 'artistinme'. Use one of the YouTube-soundtracks to add music to your movie.

For the presentation, you can make use of one of the programs mentioned above.

List of pictures and urls:

https://openclipart.org/image/300px/svg_to_png/3989/JPortugall_icon_microphone.png *(No registration required)*

https://openclipart.org/detail/25595/Brush-by-Andy *(No registration required)*

http://pixabay.com/nl/youtube-multimedia-media-buis-344105/ *(No registration required)*

Looking for information or advice? Contact Insafe in your country.

Austria www.saferinternet.at
Belgium www.clicksafe.be
Bulgaria www.safenet.bg
Cyprus www.cyberethics.info
Czech Republic www.saferinternet.cz
Estonia www.targaltinternetis.ee
Denmark www.medieraadet.dk
Finland www.meku.fi/fisic
France www.internetsanscrainte.fr
Germany www.klicksafe.de
Greece www.saferinternet.gr
Hungary www.saferinternet.hu
Iceland www.saft.is
Ireland www.webwise.ie
Italy www.saferinternet.it

Latvia www.drossinternets.lv
Lithuania www.draugiskasinternetas.lt
Luxembourg www.bee-secure.lu
Malta www.besmartonline.org.mt
Netherlands www.digibewust.nl
Norway www.medietilsynet.no
Poland www.saferinternet.pl
Portugal www.internetsegura.pt
Romania www.sigur.info
Russia www.nedopusti.ru
Slovakia www.zodpovedne.sk
Slovenia www.safe.si
Sweden www.medieradet.se
United Kingdom www.saferinternet.org.uk

Credits

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