

DIGITAL CULTURE

# Personal identity

Which is my virtual self?

## UNIT\_2

*“Identity will be the most valuable commodity for citizens in the future, and it will exist primarily online”.*

Eric Schmidt  
(Software engineer)



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**1 AIMS**

- > To understand and reflect on the way of representing identity on the Internet and the relationships with others
- > To learn about the main mechanisms and communication tools online and their main implications
- > To reflect on some of the main aspects which foster the growth of cyberculture and some of its by-products
- > To analyse some of the most important consequences of personal and social activity in digital environments

## 2 CONTENTS



- > Virtual activity on the Internet and personal representation: nicks, game and social network avatars, role playing characters, anonymity and multiple representation
- > Digital environments for social exchange: forums, blogs, messaging, social networks, MMORPG (massively multiplayer online role-playing game) and virtual worlds
- > Sociocultural references in the construction of digital identity: gender, territorial identity, pop cyberculture, manga-anime, sports and memes
- > Implications of virtual life: digital footprint, virtual relationships, social exposure, legal responsibility and intellectual property of digital documents



3 CLIL CONTENTS



CONTENTS / COGNITION / COMMUNICATION / CULTURE

- > Virtual activity and digital environments
- > Cyberculture and its products
- > Digital fingerprints and copyright issues
- > Copyright issues online





### 3 CLIL CONTENTS



#### COGNITION / COMMUNICATION / CULTURE / CONTENTS

- > Reflect on the importance of online privacy
- > Analyse, in a critical way, the behaviour of their peers within social networks
- > Research and discuss gender issues in virtual worlds



**3 CLIL CONTENTS****COMMUNICATION / CULTURE / CONTENTS / COGNITION**

- > Using descriptive texts in context
- > Using comparatives and superlatives
- > Summarising information and presenting it in an engaging way
- > Key vocabulary: avatar, meme, cyberculture, digital fingerprint



3 CLIL CONTENTS



CULTURE / CONTENTS / COGNITION / COMMUNICATION

- > Interpreting video games as a cultural phenomenon of the 21st century
- > Valuing gender issues online
- > Cyberculture as a valid cultural reference



**4 ASSESSMENT****ASSESSMENT CRITERIA / ASSESSMENT TOOLS**

**Teachers will assess the students' ability to:**

- > Understand the risks of social networks
- > Reflect on their behaviour in virtual environments
- > Analyse gender issues online
- > Search and analyse information

**4 ASSESSMENT****ASSESSMENT TOOLS / ASSESSMENT CRITERIA**

- > Teacher's rubrics
- > Teacher in-class observation
- > Assessment of projects and reports
- > Peer assessment and co-assessment







## 5 GRADED RESOURCES



## 5.1. ACTIVITIES FOR 1st and 2nd ESO

## LESSON 2

**1st ESO** Do you know when Instagram was born? Have you heard about Friendster? Guess when the most popular social networks were born. Challenge your classmates to see who got closer. Now, read about the origins and features of **Social Media** to find out the answers. Write about your favourite social media: What do you use it for? How often do you go on it? Do you share personal information? Compare your answers with your classmates.

**2nd ESO** In pairs, choose a popular social network and search online for its origins and history. Make a short presentation on paper or digitally on **Padlet** or **Piktochart**. Present to the class and learn about other social networks.







## 5 GRADED RESOURCES



## 5.1. ACTIVITIES FOR 1st and 2nd ESO

## LESSON 4

**1st ESO** Watch the video to learn about the **differences between anime and manga**.  
Make a collage or digital presentation on **Padlet** showing different characters and their features.

**2nd ESO** Draw or **make an online** character with the classic anime features. Now write a short story for your character, you can also add other characters to the story to make it more interesting. At the end of the lesson show your character and tell your story to your classmates.



### YOUR CUSTOM ANIME CHARACTER:





## 5 GRADED RESOURCES



## 5.1. ACTIVITIES FOR 1st and 2nd ESO

## LESSON 5

**1st ESO** Do you know anything about **e-sports**? Go around the class asking your classmates whether they play any video games which are or may be used in e-sports. Once you have a list of games, go online and research on the main competitions there are in these areas. What are the prizes? Which are the most popular? How many girls play in these competitions? Compare answers with your classmates.

**2nd ESO** Watch the short video showing **e-sports**. In small groups make a set of 15 tournament rules for e-sports games. What do you think the players can or cannot do? Are there any injuries? Can they wear a cap? When you finish visit this **webpage** to check some of the rules in e-sports. How many did you get right?



## 5 GRADED RESOURCES



### 5.1. ACTIVITIES FOR 1st and 2nd ESO

#### LESSON 6

**1st ESO** Visit this [webpage](#) to learn about memes and read some funny examples. Then have a meme contest in class. Your teacher will choose a common topic for you to make a [meme online](#). Share the meme with your class and choose the most original, the funniest and the craziest memes.

**2nd ESO** Learn about the real [origin of the word meme](#). In groups of 4 go online and search for 4 popular memes that you know about. Look for the origins of the memes, after that, write a short explanation to present to your classmates and learn about the origins of popular memes. How much has their meaning changed from its origins?

*everything*MOM

imgflip

OxfordLanguages



## 5 GRADED RESOURCES



### 5.2. ACTIVITIES FOR 3rd and 4th ESO

#### LESSON 1

**3rd ESO** Visit the webpage about privacy on social media. Look at the infographic and in three different groups carry out the three different parts of the survey among your classmates. Make a small presentation with the results from your class. How safe is your class?

**4th ESO** Read about the concept of privacy on the Internet. Then, type your name and surname on some of the popular search engines and on social networks to check how much of your personal information can be found on them. Compare your search results with your classmates. Who is safest online? Who has exposed more of their lives?



debating  
europe

ONLINE  
PRIVACY  
IN THE EU

74%  
OF EUROPEANS  
BELIEVE DISCLOSING  
PERSONAL  
INFORMATION  
ONLINE IS 'COMMON'

WIKIPEDIA  
*The Free Encyclopedia*

## 5 GRADED RESOURCES



### 5.2. ACTIVITIES FOR 3rd and 4th ESO

#### LESSON 2

**3rd ESO** With your teacher, watch this video about [love in Fortnite](#). Discuss in pairs or small groups whether you could fall in love with someone you play with online.

Now watch [this video](#) and talk about the risks of love in virtual games. Discuss the following issues with the rest of the class:

Have you had or heard about similar experiences online?

What would you do if you thought someone was luring you online?

**4th ESO** Read about [Second Life](#) and learn the vocabulary connected to virtual worlds.

Then, watch a short video on how a couple met and found love in a [virtual world](#).

Discuss in small groups the following questions:

Do you think you could fall in love with a virtual person?

What are the advantages and disadvantages of relationships in virtual worlds?



## 5 GRADED RESOURCES



## 5.2. ACTIVITIES FOR 3rd and 4th ESO

## LESSON 3

**3rd ESO** Listen to a **short audio** about the film The Matrix. Now **read the text** and **watch the trailer** for the film. In pairs or small groups, do the exercises about the **Matrix poster**.

**4th ESO** Watch a **short clip** from the film The Matrix. Now **read the text** and watch the **trailer for the film**. Then, in pairs or small groups, do the exercises about the Matrix trailer.

 **Lessons On Movies.com**  
Free Handouts, MP3s & Online Quizzes on Film English

 **YouTube**

## 5 GRADED RESOURCES



## 5.2. ACTIVITIES FOR 3rd and 4th ESO

## LESSON 4

**3rd ESO** You have probably heard about and used the Wikipedia, but do you know **how it works**? Now read about how **women are underrepresented** online and **what is being done to correct** this issue. In pairs, or by yourself, make a poster with a new entry for the Wikipedia about a relevant female figure in STEM (Science, Technology, Engineering and Math)

**4th ESO** Learn about ways of **engaging more girls in STEM** (Science, Technology, Engineering and Math). Another idea is to have a **Wikipedia Edit-a-Thon**. Read more about these **Edit-a-Thons**. Now it is your turn: go online and look for relevant figures in STEM, how many are male and female? Discuss how men and women are portrayed differently online.

**simpleshaw**  
foundation

**SBS** News





## 5 GRADED RESOURCES



## 5.2. ACTIVITIES FOR 3rd and 4th ESO

## LESSON 5

**3rd ESO** Do you know what **cyberpunk** is? Visit **Poet Training Tool Guidelines** to practice and improve your descriptive skills. Search online for an image of a cyberpunk scene, upload it to the **practice section**, then explain which aspect of cyberpunk culture it represents and write a detailed description of the scene. Show your description to a classmate so it can be reviewed.

**4th ESO** With your teacher, visit the website to read about **cyberpunk**. Now watch this **short film** and point out the main cyberpunk elements. Which ones are already present in our society? In small groups write the script for a cyberpunk short film. Read the scripts out loud and choose the three best stories.



POET TRAINING TOOL  
A BENETECH INITIATIVE



ARTMARK PROJECT

## 5 GRADED RESOURCES



## 5.2. ACTIVITIES FOR 3rd and 4th ESO

## LESSON 6

**3rd ESO** Do modules 1 and 2 on the Internet Society website to discover **what a digital footprint is**. Once you have learned about it, have a go at **measuring your own digital footprint**. Compare your results with your classmates and create an action plan to reduce your digital footprint. Share your ideas with your classmates.

**4th ESO** Read the FAQ on **creative commons** and **copyright** and take the **copyright quiz** to find out how much you learned. Now read the **copyright terms on Instagram**. Have you ever infringed their conditions? Has anyone posted your images without permission? Do you check for copyright before posting? Exchange 'stories' with your classmates.



## 6 INCLUSION



### RESOURCES FOR SPECIAL NEEDS STUDENTS



Videos

Origins of memes

What is an engineer



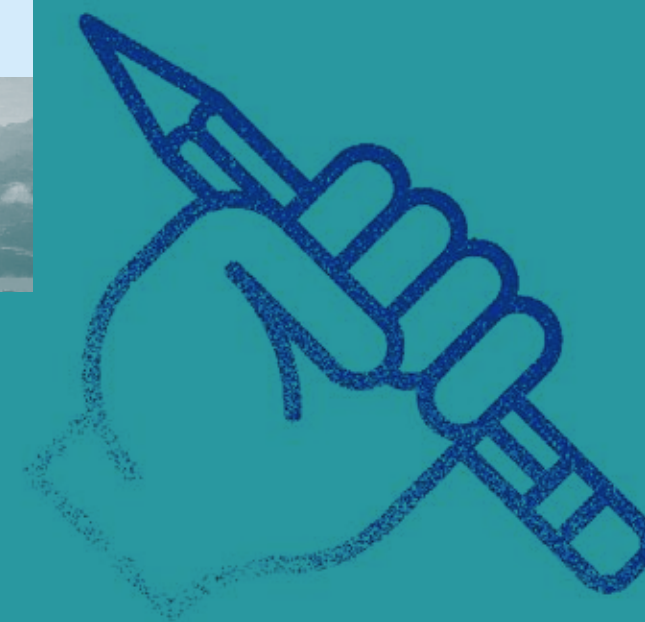
Websites

The most popular social media platforms

Orígenes de los memes

Virtual Reality Stats

Evolution of avatars. Zelda





## 7 OTHER LEARNING RESOURCES



## Videos

**John Romero. Diseñador y desarrollador de videojuegos**

**Keren Elezari: Who are the hackers?**

**Jane McGonigal: Gaming can make a better world**

**Editar la Wikipedia para combatir la brecha de género**

**Cyberpunk**

**Copyright**



## Websites

**Historia de las redes sociales**

Historia del **manga** y el **anime**

**Los peligros de las relaciones cibernéticas**

**The Matrix film explained**



## Infographic

**How to increase your online influence?**



DIGITAL CULTURE

# Personal identity

Which is my virtual self?

UNIT\_2



GENERALITAT  
VALENCIANA

Conselleria d'Educació,  
Cultura i Esport

TOTS  
A UNA  
*veu*