

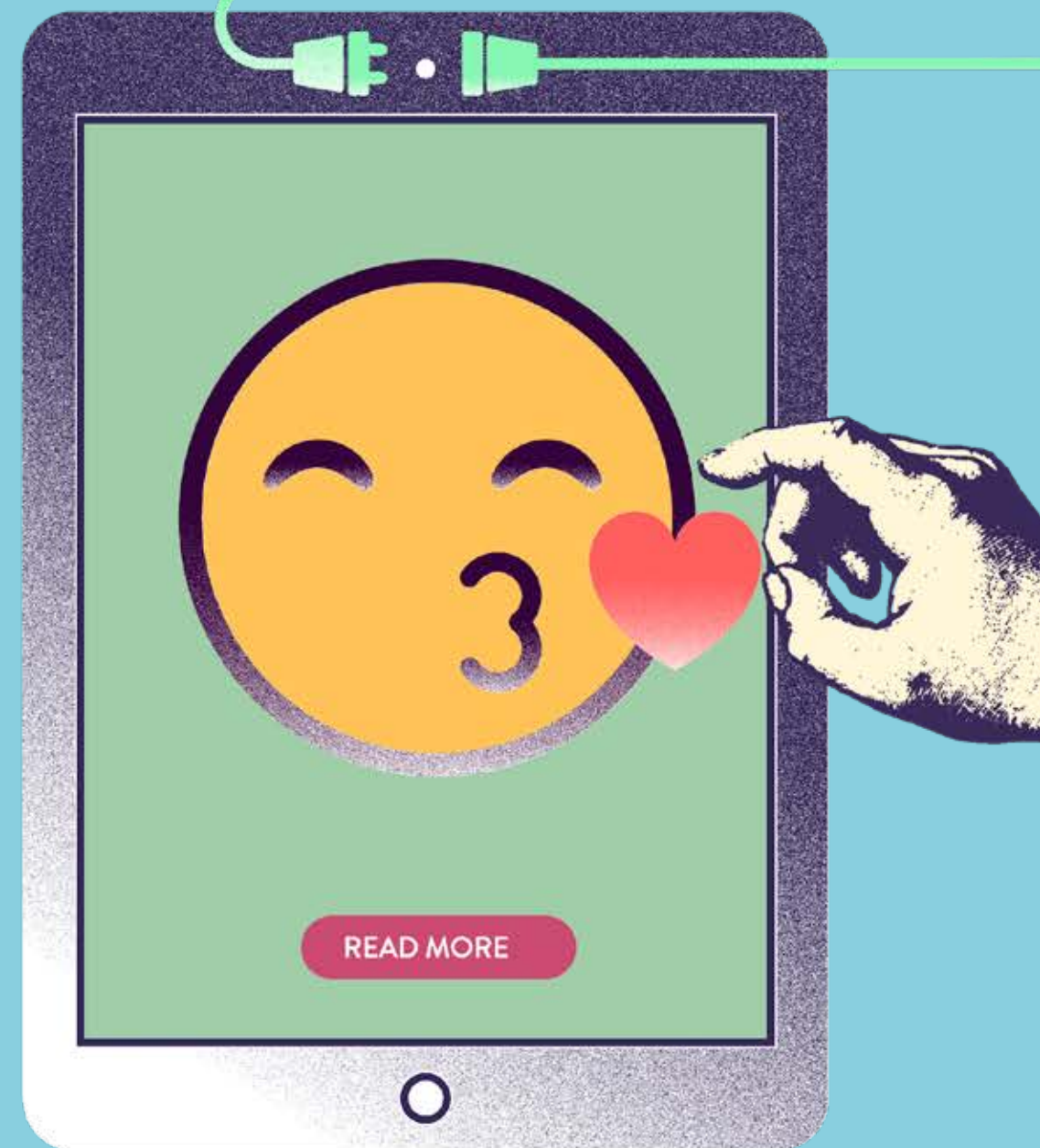
DIGITAL CULTURE

Emotional connections

UNIT_3

*“Internet: absolute communication,
absolute isolation”.*

Paul Carvel
(Writer and editor)



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1 AIMS



- > To understand and to discuss how to socialise and relate to others online
- > Knowing the ways to introduce ourselves to others online
- > To learn about the importance of image and social networks
- > To discuss about how some behaviours on the Internet can be harmful or dangerous
- > To detect abusing and toxic behaviours online
- > To analyse different types of harassment which can occur on the Internet
- > To discover healthy and good practices when using Internet devices

2 CONTENTS



- > Virtual and real-life friends
- > Defining and preventing cyberbullying
- > Online posers and influencers
- > Online relationships. Sexting. Privacy issues online
- > Identifying instances of phishing
- > Nomophobia: identification and prevention
- > How to prevent nomophobia in teenagers

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

- > Understanding the risks of virtual friendships
- > Defining cyberbullying and ways to prevent it
- > Learning about influencers and the tools they use
- > Online love: from online relationships to sexting



3 CLIL CONTENTS



COGNITION / COMMUNICATION / CULTURE / CONTENTS

- > Comparing information from different sources
- > Reflecting on students' own attitudes towards others
- > Learning about the risks of over exposing yourself online

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

- > Organising and presenting information on digital formats
- > Developing speaking skills with videos
- > Key vocabulary: cyberbullying, sexting, phishing, nomophobia, grooming

3 CLIL CONTENTS



CULTURE / CONTENTS / COGNITION / COMMUNICATION

- > Showing respect to others in order to prevent bullying
- > Social networks and influencers as cultural symbols of the 21st century
- > Analysing mobile phones as a widespread household and personal device





4 ASSESSMENT



ASSESSMENT CRITERIA / ASSESSMENT TOOLS

Teachers will assess the students' ability to:

- > Understand online risks and ways to prevent them
- > Work in groups and create digital products to express their understanding of the topics
- > Identify instances of toxic relationships
- > Discuss the influence of social networks and teenagers' uses



4 ASSESSMENT



ASSESSMENT TOOLS / ASSESSMENT CRITERIA

- > Teacher's rubrics
- > Assessment of cooperative learning group work
- > Assessment of presentations, infographics and videos
- > Peer assessment and co-assessment



5 GRADED RESOURCES

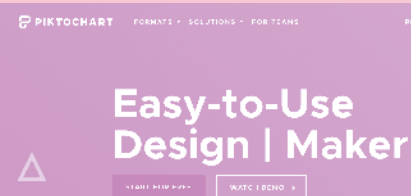
5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSON 1

1st ESO Exercise: Students will list their physical (real) friends and virtual friends. They will compare both lists and they will discuss the advantages/disadvantages of having physical and virtual friends.

2nd ESO Students will prepare a digital presentation using [Padlet](#) / [Canva](#) / [Piktochart](#) where they compare the characteristics and information they know about their best physical friend (or friends) and their virtual best friend (or friends).

Extension: Create a presentation where you list 5 practical tips to improve your daily coexistence and safety online. Use the [infographic](#) as an example.



5 GRADED RESOURCES

5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSONS 2 and 3

Cyberbullying

Definition. **Prevention** of cyberbullying.

1st ESO After watching a short video about **cyberbullying**, in small groups, discuss a cyberbullying situation you know or you have heard about. End the discussion presenting all groups' situations and ways to prevent them.

Students can make an infographic with 10 'do's and don'ts' on what to do when suffering cyberbullying.

They can follow this **model**. Get to know the **APP ANDREA**, to prevent bullying.

2nd ESO Exercise: Watch this **video** (see alternative **video in Spanish here**) and read about some **tips** to prevent cyberbullying, by means of reinforcing empathy with the victim. Students will work individually expressing their ideas on the topic, and what they could do if those situations took place in their school.

In groups, role-play a cyberbullying situation focusing on the role of the observers and what they could do to help the victim.



5 GRADED RESOURCES



5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSONS 4 and 5

Projecting self image in social networks: posers, filtres, self ies.

Who Invented The Selfie? Watch this video.

Risks of instagram for young children and teenagers. Exercise: Group debate on the use of social networks, especially those that allow the projection of self image. Students will work in groups and then, they will watch two videos to discuss.

1st ESO Individually, select three influencers you follow and explain the reasons why. Create an infographic with three positive and three negative characteristics about each one: Use Canva or Piktochart.



5 GRADED RESOURCES

5.1. ACTIVITIES FOR 1st and 2nd ESO

1st ESO 1st ESO Individually, try to imitate a famous influencer posing in activities that you do at school every day. How would your life be if you were...? Take photos and add the hashtags, quotes and/or filters you think he/she would use. Upload the activity to a **Padlet**.

2nd ESO Same activity as before and a group debate on the use of social networks, especially those that allow the projection of the self image. Students will work in groups and will watch this **video** to discuss. Using the **six thinking hats**, divide the class in groups and discuss the video. Feedback to the whole class.

2nd ESO Individually or in pairs: Use **Storyinsta** to search, analyse and compare the most famous Instagram users in Spain, make a research on how many followers they have, what brands they promote, and investigate what they do in their daily life. Compare your findings in small groups and then show them to the whole class. Students can present on paper or using **Padlet**.



Story Insta



Anonymously view and download any story or post on Instagram



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 1

Videos: [Grooming in numbers](#) and [Movistar y "Love Story"](#). Anti-grooming campaign.

3rd ESO In small groups, make a [Powtoon](#) video in which you present 5 practical tips to avoid grooming.

4th ESO In small groups, carry out an online research of a recent case of grooming, and present the characteristics. What actions do you think would be useful to prevent those situations?

Make a digital audiovisual presentation (PowerPoint, photo collage, video, podcast, etc).



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 2

Romantic relationships, love and sex online. Teenage flirting nowadays.

3rd ESO In groups create a script and make a video giving advice on how to have non-toxic relationships online. Upload videos to **Flipgrid**.

4th ESO In groups, create a script and make a video explaining how teenagers in their social circles flirt both online and offline. Upload videos to **Flipgrid**.

SEI2

BBC

FLIPGRID

5 GRADED RESOURCES

5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 3 and 4

Sexting concept. **Prevent** sexting (video).
.....

3rd ESO In pairs, create an infographic using **Canva** or **Genially** giving advice on the prevention of sexting. Present to class and choose the best advice from each presentation.

4th ESO Using **Fakewhats** create a conversation where you reject sexting proposals in different ways. Present it to the group and choose the best options.

In class group, discuss the dangers of the practice of sharing intimate and personal content on social networks.

Then, work in mixed groups of 4 people. Identify the risks associated with this activity and know how to prevent them.



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 5

Phishing concept (video)

Recommendations to avoid phishing (video)

3rd ESO **Can you spot when you're being phished?**

Hacking and phishing in video games. Make a list (on paper or a digital shared document), of safety recommendations for online gamers. Students can see an example **here**.

4th ESO Individually, take the **quiz** on phising safety. After, in groups discuss different **examples** of phishing and report if they have suffered attacks of this type on any occasion. Students will identify the risks associated with these communications.



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 6

Nomophobia. How to avoid it. Video.

Watch the **video**

3rd ESO Individually write down how many times, and why, you look at your mobile phone. First on weekdays and then at weekends. Compare and look for similarities in small groups and then feedback to whole class.

4th ESO **Pros and cons** of using mobile phones. Watch the **video** and make three groups to write about pros and cons of using mobile phones as if the students belonged to different groups: group 1 will be parents, group 2 will be teachers and group 3 will be students. Then debate in class with students role playing their group characters.



6 INCLUSION



RESOURCES FOR SPECIAL NEEDS STUDENTS



Videos

[Friendship Soup](#)[Cuidado con la sextorsión](#)[Do's and Don'ts when using social networks](#)

Websites

[Ventajas y desventajas de tener amigos virtuales](#)[Cyberbullying. Definition and prevention](#)[Definición de ciberacoso](#)[Decálogo contra el ciberacoso](#)[Kidshelp online](#)

Infographic

[Consejos para estar seguro en internet](#)

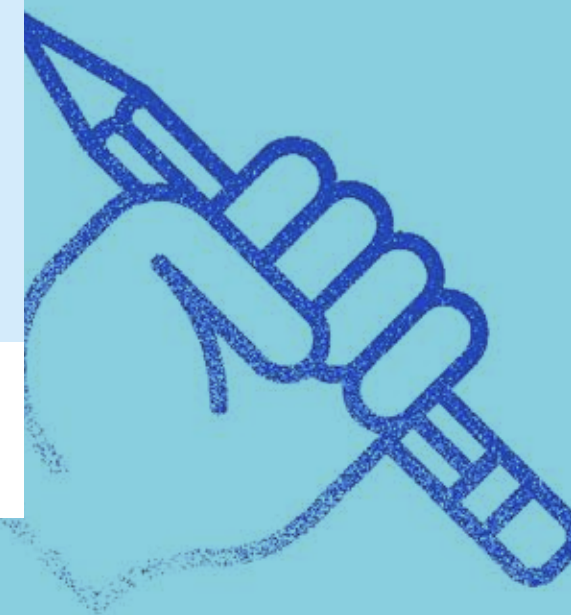
Pantallas Amigas



YouTube



Psicología y Mente



7 OTHER LEARNING RESOURCES



Websites

Meeting Friends online. Survey and infographics

Qué es un amigo

Como evitar el ciberacoso

Cyberbullying. Definition

El postureo en redes sociales

Ser un influencer

ANDREA: app contra l'assetjament escolar



Videos

Song: Bars & Melody. Hopeful

Campaña prevención Grooming - PDI

Sexting

Sexting

Phishing

SEXTORSION: de la séduction à l'extorsion

DIGITAL CULTURE

Emotional

connections

UNIT_3



GENERALITAT
VALENCIANA

Conselleria d'Educació,
Cultura i Esport

TOTS
A UNA
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