SMART GENERATION
Smartphone potential and educational resources for young generation
Pedagogical model

Is a non-formal and cooperative model; it uses educational method like Cooperative Learning and Role Playing in which the main subject and actor of activity is the working group.

The model is built in 4 key elements:

• DIGITAL IDENTITY
• DIGITAL RELATIONSHIPS
• DIGITAL SAFETY
• DIGITAL KNOWLEDGE
Pedagogical model

Each element is developed in 4 different areas of competence:

- READER
- USER
- CRITIC
- EVALUATOR
Pedagogical model

READER

The objective of this area is to develop a read competences of medial text, recognizing its rules

HOW?

Watching videos, photos, web images and reflecting about their contents and proposal.
Pedagogical model
USER

The purpose of this area is to test and find, through working group, a personal user’s style of media tool and smartphone; the activity can be:

• Posting a message in a social network

• Writing messages in a chat

• Researching technical information about different subject
Pedagogical model

CRITIC

The purpose of this area is the development of ability to recognize implicit intentions over the direct sense of media message.

HOW?

Verifying informations and also deepening implicit content of a medial text, for example searching and checking the source of web news. In this way we can catch implicit massages and also behavior models under medial texts.
The project is co-funded by the European Union

Pedagogical model

EVALUATOR

Starting from the activity of the others areas, in this section Media Education would like to develop positive behaviors in smartphone use.
Role of teacher/educator

- Each workshop is developed in a path lasting at least 1 hour.

- Teacher/educator must respect the activity expected for the different areas, but can decide how much time dedicate to the different activity, according to class’ feedbacks.

- Teacher/educator can change:
  - Multimedia materials
  - The implementation times of each step; for example teacher is free to expand activities as desired.
  - Games, personalizing them however being very careful not to change the purpose of workshop.
IT’S IMPORTANT THAT TEACHER/Educator records every change during the testing in a documentation sheet, and sharing this with all partners.
<table>
<thead>
<tr>
<th>Areas of competence</th>
<th>Key concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Digital Identity</td>
</tr>
<tr>
<td><strong>Reader</strong></td>
<td>Open your smartphone</td>
</tr>
<tr>
<td><strong>User</strong></td>
<td>Who are you online?</td>
</tr>
<tr>
<td><strong>Critic</strong></td>
<td>Selfie control</td>
</tr>
<tr>
<td><strong>Evaluator</strong></td>
<td>My digital identity</td>
</tr>
</tbody>
</table>
WORKSHOP 1

Digital identity
Digital identity

Objectives:
• Understand positive and negative implication about own digital identity
• To improve the capacity to understand others’ self-representation
• To improve the capacity to manage and control our own self-representation
Digital identity

Purpose:
This workshop aims to make young people aware of the choices they make about the contents which they post and which contribute to create their own self-presentation and therefore their digital identity, which can also be not coherent with the real one or with the one they would like to have.
READER ACTIVITY

“Open your smartphone”

- about 15 minutes

Let’s play!
- Every participant thinks about what kind of activity they do with their smartphones and how long they devote to a single activity.

HOW?

They sketch a circle and divide it into segments representing the time dedicated to each activity; then they compare their answers.

Discussion:
Are your representations real?
Verify through the report of smartphone use.
USER ACTIVITY

“Who are you online?”

- about 15 min, at least a 30 min

- Look video:
  “Zoolander 2: Justin Bieber”
  https://www.youtube.com/watch?v=XQLNgEgPKoA

- Create a WhatsApp group

- Let’s play:
  - Divided into groups, participants do selfies to share with boyfriend/girlfriend, to family/parents, to their
  - Share photos in WhatsApp group and discuss about their
CRITIC ACTIVITY
“Selfie control”

about 15 min, at least a 30 min

Reflection:
• Why did you choose that type of representation of yourself in the picture?
• What is the message did you want to communicate?
• Do you normally judge the photos you see on other people's profiles?

Brainstorming
• What is a selfie?
• What is the difference between a selfie and other types of photos?
• From what elements do others know you?
• In what way are you presenting yourself through selfies and images posted online?
EVALUATION
“My digital identity”

- about 15 min

To submit to participants the questions contained in “My digital identity: verification test” sheet:

- What does it mean the word “identity” in your opinion?
- How can discern real identity from digital one?
- If someone would open your smartphone, what could he/she understand about you?
WORKSHOP 2

Digital relationships
Digital relationships

Only for this workshop we create two different paths for groups about 12-14 years old student and for 15-17 years old because in the other areas you can easily use the same path for different situations with some simple adaptation.
Digital relationships
PATH 1
12-14 years old

Objectives:

• To reflect on different ways of personal use of the smartphone
• To identify behaviors favoring relations
• To identify behaviors preventing relations
• To identify tools favoring relations
Digital relationships (12-14)

Purpose: to reflect on the differences among a voice or a face-to-face communication, and one mediate by the Smartphone.
READER ACTIVITY (12-14)

“In the chat”

- about 15 min

- Let’s look video:
  “Play your part for a #BetterInternetSG”

- Brainstorming:
  • Do you agree with the video point of view?
  • What does mean “online respect”?
  • What does mean online integrity?
  • What does mean online empathy?
  • What does mean online responsibility?
USER ACTIVITY
“Emoticon faces”

about 15 at least 30 min

Do emoticons perfectly describe my emotions?
Now let’s play!!!
USER ACTIVITY
“Emoticon faces”

- Groups of 3 to 6 members.
- Every group have a copy of “worksheet_ emoticon”: each group accurately describes the meaning of some emoticon
USER ACTIVITY
“Emoticon faces”

- Take a picture or make a short video mimicking some emoticons of their choice
- Look all together all photos/videos and comment them
USER ACTIVITY
“Emoticon faces”

What’s your favorite emoticon?
SHHH!! Don’t reveal what is!!

Do a selfie reproducing an emoticon expression, than share it in whatsapp SG group: your friend will have to guess what emoticon is.

Instagram: #smartgeneration_emoticon
CRITIC ACTIVITY

“Faces or words?”

about 15 at least 30 min

The same groups:

• Choose some emotions and to express with their face in a natural way, without imitating emoticons
• Choose a simple dialogue and recite it, accompanying it firstly with “emoticons faces” and then with normal facial expressions
CRITIC ACTIVITY

“Faces or words?”

Brainstorming:

- Are there any differences between the emotions expressed with emoticons and those expressed face-to-face?
- While chatting, when do you use emoticons?
- When you need others to clearly understand you, do you use mainly words or emoticons?
- Are you able to express anything you want to say through the chat and emoticons?
- In which occasions don’t you use the chat as you prefer to talk in person?
EVALUATION
“Virtual or real?”

- about 15 min

Teacher/educator proposes to participants questions in “Relationships – Evaluation” sheet.
Which actions do you make mainly verbally and which ones mainly chatting?

Teacher/educator can also propose these questions through a poll, for example with the free app “Poll EVERYWHERE”
Digital relationships
PATH 2
15-17 years old

Purpose:

This activity aims to promote a comparison among participants on the different modes and expectations on the use of chats and in particular of the class / group chat and ends by establishing a set of rules for the responsible use of the class / group chat.
READER ACTIVITY (15-17) “Always connected”

Look video (searching on model’s materials):
“Are you lost in the word like me”

Or (searching online):
https://www.youtube.com/watch?v=VASywEuqFd8
**Brainstorming:**

- What are the negative aspects for relationships denounced by the video?
- Do you agree with the point of view expressed by the video?
- Which aspects among the ones emerged do you experience in your daily life?
USER ACTIVITY (15-17) “Let’s chat”

about 15 at least 30 min

- It’s a role playing game (scheda “roleplaying_chat”)
- teacher/educator assigns different roles to the single participant or to a group of participant has to follow a pattern
- every participant has to keep his/her role secret
- once start the play, each group will have to respect the characteristics assigned
- finally teacher/educator invites group to analyzed what happened through questions
USER ACTIVITY (15-17)

“Let’s chat”

Finally teacher/educator invites group to analyze what happened through questions:

- How did you feel in the role you played?
- Has the conflict been solved?
- Who has worked in a positive way for a solution? Why?
- Who has worked in a negative way for a solution? Why?
- When we chat does the way we communicate change?
- How would you act?
- How could this kind of situation be solved?
- What would you like not to happen on chat?
- What would you like to happen on chat?
CRITIC ACTIVITY (15-17)
“Looking for good chat”

-about 15 at least 30 min

• Groups use smartphone to search online some suggestions about a correct and properly use of chat; Groups share their findings
• Teacher/educator guides participants to express their ideas about a good use of chat
EVALUATOR activity

“Chat, let’s give us some rules”

![Clock]  about 15 at least 30 min

Participants create a list of rules to follow in the use of class group chat, keeping in mind reflections, materials and proposals carried out during the User and Critic activity
Digital safety

Objectives

- To increase knowledge of the privacy policy of application
- To recognize opportunities offered by social media
- To recognize potential risks
- To recognize tools and best practices to protect our data
Digital safety

Purpose

To promote reflection on which information is appropriate to share on social media, which may represent opportunities or benefits, and which one exposes to risks through. Through the exploration of Whatsapp privacy protection policy, the workshop leads to the identification of protection tools and possible actions to consciously choose the level of sharing.
READER ACTIVITY
“Post responsibly”

Look the video from model’s materials:
“Amazing mind reader reveals his gift”

Or searching online:
https://www.youtube.com/watch?v=F7pYHN9iC9I

Brainstorming:
• Do you think it can be a realistic situation?
• Have you ever regretted posting some information?
• Are there any behavior you consider as risky on social media?
USER ACTIVITY
“PROFILING”

⏰ about 15 at least 30 min

Look the sheet “Profiles”

• What information represent a risk and why?
• What information represent an opportunity and why?
• Do exist other opportunities or risks which are not express in these profiles? Do you have some ideas?
• See your social media profiles: are in your posts some potential risks or opportunities?
CRITIC ACTIVITY
“The Law of the Web”

⏰ about 15 at least 30 min

The teacher / educator asks participants to use the smartphone to search for the Privacy Policy of Whatsapp or Instagram; also asks to participants to answer some or all these questions:
CRITIC ACTIVITY
“The Law of the Web”

1st level:
• What is the minimum age to have an account?
• What is the purpose and / or objective of the social media?
• Can you choose who can see the contents you post?
• What privacy settings are allowed?

2nd level:
• What personal information do we provide at the moment of subscription?
• How is our information used?
• Who is the owner of the social media?
CRITIC ACTIVITY

“The Law of the Web”

Each group share findings answers

If necessary, they can compare sheets “The Law of the Web – Instagram” and “The Law of the Web – Whatsapp”
EVALUATOR ACTIVITY

“Moderate yourself online”

⏰ da 15 a 30 min

Each group:

• creates a “Decalogue of good practices”

• shares answers comparing with sheet of “Decalogue on Digital Safety”

• Realizes “The Decalogue”
WORSHOP 4

Digital knowledge
The project is co-funded by the European Union

Digital knowledge

Objectives

• To increase the capacity to search for contents corresponding to the needs
• To assess the reliability of information and of websites
• To reflect on information and news dissemination methods
• To reflect on conveyed cultures
• To learn criteria and methods to recognize truth from falsehood
• To support learning
Digital knowledge

Purpose:
Make teenagers aware how false informations can easily diffuse on line and give them tools to recognize goods data
The activity ends developing a “Online research decalogue”
READER ACTIVITY

“On line news”

⏱ about 10 at least 15 min

☐ Read:

• Chemtrails: http://www.chemtrailsprojectuk.com/
• Spider rain in Australia: http://www.news.com.au/technology/environment/australias-mysterious-spider-rain-explained/news-story/c51d72e4a231731bb42e5f5a1010a7d5

Which information is true and which is false?
USER ACTIVITY
“Website hunt”

about 15 at least 20 min

- Searching on line deviding participant into groups:
  Partecipant research in web informations source and find the elements trhough which they establish truthfulnesss of tools
  Teacher/educator to guide the analysis can use sheet “Reliability Criteria: how to verify news”
CRITIC ACTIVITY
“Cyber truth”

about 15 at least 30 min

- **Brainstorming:**
  - read the news and immediately forward it to someone else?
  - control if it is the website of a registered online newspaper in order to figure out who has spread the information?
  - verify the date of the news to see if it is old or recent?
  - check if the article is signed?
  - look also for other news on that site to understand if it reliable?

- **Discussions**
EVALUATION
“Web decalogue”

- about 15 min

Divided into groups young people create the ten best rules for a reliable internet research and for a reading and a conscious dissemination of news