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# SMARTPHONE EDUCATION

*A Pedagogical Model for a conscious use of the Smartphone*

EDUCATIONAL GUIDE FOR THEACHERS AND EDUCATORS

THIS GUIDE CONCERN THE TESTING PHASE OF THE SMART GENERATION  
PEDAGOGICAL MODEL

**Smartphone Education. A Pedagogical Model for a conscious use of the Smartphone** is an educational tool based on the Media Education methodology, addressed to teachers and educators to promote a critical and conscious use of the smartphone among young people. This Guide will be used during the testing phase of the pedagogical model prototype which will take place in February – May 2017.

Smartphone Education was developed within the framework of the SMART Generation project (2015-2017), coordinated by Centro culturale Francesco Luigi Ferrari (Modena, Italia, [www.centroferrari.it](http://www.centroferrari.it)) and implemented together with Solidarci (Caserta, Italia, [www.arcicaserta.it](http://www.arcicaserta.it)), Fundacion Cibervoluntarios (Madrid, Spain, [www.cibervoluntarios.org](http://www.cibervoluntarios.org)), Anfmr – Rural Women National Association (Rucar, Romania, [www.anfmr.ro](http://www.anfmr.ro)), Ligzda Youth Organization (Rujiena, Lettonia), EAEA – European Association for the Education of Adults (Brussels, Belgium, [www.eaea.org](http://www.eaea.org)).

SMART Generation project and **Smartphone Education. A Pedagogical Model for a conscious use of the Smartphone** are coordinated by an international pool of experts composed by: Giovanni Bursi, Valeria Ferrarini, Paolo Tomassone, Alice Toni (Centro culturale F. L. Ferrari); Giovanna Maciariello, Paola Maciariello (Solidarci); Yolanda Rueda Fernandez, Angel Sola Lopez (Fundacion Cibervoluntarios), Ana Vorovenci (ANFMR), Daina Roze (Ligzda) and Aleksandra Kozyra (EAEA).

Methodological supervision to the pedagogical model design and development has been curated by Tiziana Venturi, Media educator, Coordinator of the In-ForMedia project and regional representative of MED – Associazione Italiana per L’Educazione ai Media e alla Comunicazione (Italian Association for Education to Media and Communication), with the support of Laura Parenti, Media educator, and Bruna Scozzaro, Media educator (Centro culturale F.L. Ferrari).

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**GUIDE PRESENTATION**

Paolo Tomassone – President of Centro Culturle F. L. Ferrari

TO BE COMPLETED

### HOW TO USE THE GUIDE

Tiziana Venturi – Media educator and MED Regional representative

This *Educational Guide* is addressed to teachers and educators who wish to test SMART Generation pedagogical model “Smartphone Education” with their class / group.

The testing phase will take place in February – May 2017 and will be coordinated by Centro culturale F. L. Ferrari, project leader of *SMART Generation*, at European level and by project partners at local level.

This *Educational Guide* includes all the necessary information for testing, in particular:

- *The first part – General Indications* presents: (a) SMART Generation project path in order to explain the strategic context where this pedagogical model was developed; (b) SMART Generation Partnership, (c) what *Smartphone Education* means, with a special focus on life skills easily applicable to the digital world, (d) key concepts referring to strategic areas where educational efforts will be focused, (e) basic principles of Media Education as educational methodology that is at the basis of the pedagogical model.
- *The second part – Educational Workshops* presents: (a) the methodological map on the use of the model and the role that the teacher / educator should take during the testing, as well as the description of non-formal working methods, (b) the description of four workshops divided by area and individual activities.

## I PART – GENERAL INDICATIONS

### SMART Generation project

*SMART Generation* is a two-year project involving five European Countries. The overall objective is to develop an innovative educational model at European level able to promote a conscious use of the smartphone, its potentialities and its risks, and to stimulate a public debate on the role of digital technologies in the construction processes of quality social relations among young people and between generations.

The project foresees the implementation of various activities:

- 1) **Research** with the objective to focus on the digital needs of young people and adults with respect to the necessity to ensure a conscious and critical use of the smartphone. In particular, research allows to identify strategic areas and specific fields on which to intervene in educational terms towards beneficiaries (adults and young people). The processing of data and the related analysis contents are contained in a Report on the *Analysis of digital training needs*.
- 2) The design of an **educational tool** on the conscious and critical use of the smartphone "*Educate to the Smartphone. SMART Generation pedagogical model*" based on the Media Education methodology, addressed to teachers and educators to encourage a critical and conscious use of the smartphone among young people. The Model is the product of research results, of best practices collected by partners on the use of smartphone and of meetings made with teachers and educators at local level (called National Working Groups) to analyze and exchange views.
- 3) The **testing** and **evaluation** of the educational tool foresee the finalization of the Model and its testing in 70 groups (35 formal and 35 informal) as well as its evaluation and validation. The testing is supported by an accompanying-training path in each territory, involving experts and professionals from partner organizations as well as teachers and educators who will test the educational tool.
- 4) The **Policy Recommendations** aim to provide policy makers with useful information to the qualification of programming processes and tools to develop educational programs for a conscious and critical use of the Smartphone for young people. The purpose is to develop, on the one hand, protection strategies from ever increasing risks linked to new technologies (e.g. cyber-bullying, hoaxes, attention deficit disorders, pornography and contact with potentially dangerous strangers) and, on the other, plans and interventions to stimulate and enhance all their potentialities.
- 5) An open-source **e-Learning Platform** aimed in particular at hosting the Pedagogical Model, related materials, possible useful insights for a potential development of proposed activities, as well as guidelines for use.



### SMART Generation partnership

The partnership is made up of European organizations with characteristics and skills complementing and reinforcing each other. They have started an active path of cooperation and collaboration, developing synergies and sharing visions and objectives, commitments and tasks, competences and resources.

**Centro culturale Francesco Luigi Ferrari (Modena – IT)** is an association dedicated to one of the most significant politically and socially committed figures in Modena in the early decades of XX century. It is a meeting place and a laboratory, addressed both to young people and to those who are actively engaged in the social and political sphere.

Elements of the quality of this commitment especially on the social front are the Observatories (on poverties, on local press, on families, economic and social), training activities, attention to communication issues (with In-ForMedia Education center on mass media), publishing activities, public meetings and workshops, collaborations with Italian and European entities, movements and associations.

**Solidarci (Caserta – IT)** is an association operating in the fields of culture, sociability, solidarity, human rights, active citizenship, and education to key competences throughout life (“life-skills”), linguistics (L2, expression workshops, creative writing, theater, etc.), audiovisual communication and on / with ICT. Target groups are: children and young people at risk of social exclusion, immigrants, disabled, people with critical social and educational levels and family problems, parents and teachers of schools in Caserta area. The Association has a ten-years experience in managing European educational projects with innovative methods of formal and non-formal education and with training programs carried out in different European Countries.

**Cibervoluntarios Foundation (Madrid – ES)** has as its mission to use new technologies as tool for social innovation and empowerment of citizens, thus relieving social gaps and increasing rights and capabilities. As recognition of what it is doing throughout the Iberian territory, the Foundation has received a prestigious award from Google.org as one of 50 organizations that are changing the world.

**Rural Women National Association (Rucar – RO)** active since 1997 is present throughout the national territory, having as main target women, young people, older people belonging to different cultural and geographical contexts. Its main mission is to ensure equal opportunities, the recognition of the important role of women in the local community and therefore promotes social and economic integration initiatives through training sessions, workshops, the establishment and management of secondary school specialized on new technologies, environmental protection and tourism.

**Ligzda Youth Association (Rujiena – LV)** has managed to create a very significant network of contacts and relationships, especially at European level, although it was recently created. This organization works in close collaboration with the Municipality and other local entities and organizes activities addressed especially to young people, but also to the leaders / animators of local youth groups. Moreover, it is in contact with various schools in the area to build projects targeted at NEETs.

**EAEA – European Association for the Education of Adults (Brussels – BE)** is a European network representing informal and non-formal adult education in Europe. It is a non-profit transnational association with 126 members in 42 Countries. EAEA promotes social inclusion as defined in the Europe 2020 Strategy as well as adult learning and access and participation widening in formal and non-formal adult education for all, especially for under-represented

### WHAT DOES EDUCATE TO THE SMARTPHONE MEAN?

#### *Life skills and smartphone*

The term “life skills” is generally referred to a range of basic cognitive, emotional and relational skills enabling people to work with competence both at individual and social level. In other words, these skills allow us to acquire a versatile and positive behavior, that makes us deal effectively with demands and challenges of everyday life.

Self-awareness, emotional management, stress management, empathy, creativity, critical sense, make good decisions, solving problems, effective communication, effective relationships. All these skills can be easily applied to the digital world that represents, especially for adolescents, a continuum with their real life.

We cannot think to reduce the conscious use of the smartphone to simple technical skills. It is rather, first and foremost, a matter that involves the individual as a whole. The researcher in sociology M. Gui wrote in 2009: “...skills needed to manage our life online increasingly relate to the construction of our quality of life. Topics such as time management, the selection of meaningful activities, the defense from distractive stimuli emerge as necessary to a conscious approach to the use of media, without which it is easy to get lost in the world of digital communication...”.

To confirm this, among the eight key competences for lifelong learning defined by the European Union we also find digital skills. Its definitions are varied as well as the models that define the areas of action, but in all of them, alongside the technological and cognitive dimensions, there is what we can call “a reflective dimension” that refers to ethics and social responsibility principles. Also the world of education is required to work both through educational paths and integrating these communication tools in training and rethinking their teaching-learning and learning management models.

Despite the spread of crisis from different point of view, from the economical to the institutional one, technology (especially digital technology) remains a constant and evolving presence. Statistics on the consumption of European households, although there are some differences between Countries, indicate a growing trend regarding the access on broadband and media consumption concerning new technologies in general. Young people are confirmed as the main users of new technologies and of smartphone in particular: as shown by 2015 Istat Report “Cittadini Imprese e ICT” (Citizens Companies and ICT): “... among households there is still a strong digital divide due to generational, cultural and social factors; the most connected are those in which there is at least a minor: 883% of these have a broadband connection and uses more ADSL, DSL, optic fiber, or a combination of fixed and mobile technologies”.

With the arrival of the smartphone, which is a real computer, the phone is no longer just a tool that is used to call, but it is something enabling everyone, adults and young people, to be always connected. The smartphone incorporates all communication means and the possibility to quickly access social media, chat and web makes it increasingly pervasive. That makes us feel “forced” to always hold the smartphone in our hands, on the table while we are dining, on the desk at work or hidden in the case at school. The extensive range of applications (Apps) that you can install on your smartphone has led to a sharp widening of the possibilities both of communication and learning and the boys and girls, starting early in life, become familiar with the digital world, becoming bearers of new instances and new challenges.

However, the smartphone, which for most of the teenagers has become a sort of appendix, can also provide risks if used without the necessary precautions. You can find the most extreme cases on journals, but also our daily experience is full of situations where we come up against improper use of the smartphone: from the invasion of text messages from different chats to distractions while walking or worse, driving; from people taking constantly photos and selfies to find pictures of ourselves on social media without our knowledge. It becomes more and more evident then the difficulty to properly manage the increasing potential of these tools. The smartphone has helped to intensify the influence of mediated communication on people's lives and in particular teenagers can be object and subject of harmful behaviors to themselves or others at the expense of the excellent opportunities offered by this tool.

Precisely in order to correct the negative aspects and to enhance the positive ones you need to **educate to the awareness** in the use of the smartphone. The path, described in the following sections, arises precisely from the desire to convey to teenagers that they need to work on themselves in order to be able to make free and positive choices for their growth. This freedom cannot fail to take the knowledge that this small object affects our lives. We have the task of deciding how.

The development of critical thinking among adolescents in the use of the media, and especially of the smartphone, means giving them an important tool for interpreting reality and enabling them to move into the chaotic world of communication and of information overdose.

The research on adults and young people developed by the SMART Generation project led to the definition of the strategic areas on which to focus the educational work related to the critical and conscious use of the smartphone:

- the smartphone has a role in the development of our own **identity**,
- it influences our **relationships**,
- it conditions, changes and threatens our idea of **safety**,
- it amplifies our **knowledge** and provides opportunities to develop new ones.

This cultural revolution has created new contexts that are constantly changing, we cannot rely on traditions of the education sector, we must be creative and experiment new methods.

## KEY CONCEPTS

### Digital Identity

*Digital* (or virtual) *identity* is a term coined in the 1990s to mean "the identity constituted by a user in online virtual communities" (cf. Treccani Encyclopedia, "Virtual Identity" entry, Treccani.it). However, digital identity now takes on a broader meaning and covers all information about a person (images, videos or texts) on the web. Digital identity, then, is built through a process of selection and loading of personal information on online systems. The smartphone, thanks to its intrinsic capacity, has dramatically increased the quantity and quality of personal information that can be uploaded on the web, and has therefore increased the possibility to build and modify digital identities.

Moreover, the digital identity construction process produces a direct effect also on the individual who can or cannot recognize the representation of himself/herself emerging on the web. In other words, digital identity construction produces effects on the construction of our personal identity sociologically understood as a "representation system" (see. Benvenuti L., *Lezioni di socioterapia*, Baskerville, Bologna, 2008).

Aspects of identity constructed in the virtual world can be constantly modified and redefined. In the virtual world the classic categories of space, time and sociability that are at the basis of empirical identity cancel out. The web gives young people the opportunity to easily shape aspects of their identity, building a plurality of digital identities that may also be in conflict with real life. It is the case, for example, of people building online both a male identity and a female identity; or people pretending to be aged very differently from reality. The use of untrue information on the web is defined as *false identities* that are connected to the so-called *fishing* phenomena (extortion of information) and the so-called *fake* (counterfeit information).

From this point of view, the reflection is opened and leaves room for different interpretations. On the one hand, in fact, we find those stating that "on the internet we create an identity that in most cases do not differ from the offline identity; our virtual life, however, is not detached from the real one: it is in fact an extension, notably through the dissemination of the smartphone, which allows us to integrate both identities" (cf. Rivoltella P. C., *Il volto sociale di Facebook. Rappresentazione e costruzione identitaria nella società estroflessa*, Il pozzo di Giacobbe, Trapani 2010). On the other hand, instead, there are those invoking the principle of 'visibility' (cf. Cristillo S., *I nativi digitali. Aspetti etico-cognitivi*, Cromografia per Gruppo Editoriale Espresso, Roma, 2012), understood as tendency to pour into the network, in the here and now of communication, personal data through navigation, APPs, social media, building a sort of informative magma about the individual, which is independent from the awareness and knowledge of the individual himself / herself, defined by De Kerckhove "digital unconscious" (cf. De Kerckhove D., *Inconscio digitale*, la Repubblica, 28 Giugno 2015).

From these reflections derive the following guiding questions to direct discussion and debate within this educational path: What is the relationship between personal identity and digital identity? What are the elements that characterize an identity that grows mainly in the digital world? What are the risks linked to the development and management of a digital identity detached from reality? What are the benefits?

### Digital Relationships

The new digital mass media feed a new type of relationship called *digital relationships*. This new relational quality finds an effective exemplification in the statement "I prefer texting than talking", intercepted by Sherry Turkle in one of his researches (cf. Turkle S., *La conversazione necessaria. La forza del dialogo nell'era digitale*, Einaudi, Torino, 2015).

The paradigm shift introduced with the advent of the digital era introduces a new way of being in a relationship: a relationship that is no longer based primarily on orality, but on the exchange of digital information (images, videos, texts); that can be continuous and can occur at any place and at any time; which can be poly-sensory (sound, image, text and touch) and that can get to simulate a "real life" relationships even though it is not (this is the case, for example, of video calls).

Internet, the network, and new mass media create the possibility to activate innumerable digital relationships, both individually and in group: the smartphone, for its characteristics of mobile and

portable instrument, allows to monitor your social media in real time, changing the way of being together and favoring a vast multitude of connections. At the same time, however, digital relationships seem to suffer from a certain lack of stability: they can be interrupted at any time (with a 'click' you can delete a "friendship"); they may be fleeting; they are mostly insubstantial. Digital relationships seem to have a different degree of responsibility than the empirical ones: the web allows you not to expose yourself directly, to communicate online without being seen, to use a more aggressive digital communicative register than you would use in real life communication.

Especially for young people, internet would become a kind of substitute for an empirical relationality sometimes considered unsatisfactory and / or disappointing. Preferring a virtual relationality to an empirical one could be due to several reasons: deep inability to manage a direct relationship; shirking of responsibility with respect to possible developments of an empirical relationship; attempt to escape towards illusory patterns of relationality; chance to interact with different audiences without having to take into account the unity of action (such as creating different profiles on different social media, avatar creation, etc.). The risk for young people is to create digital microcosms that become a substitute for empirical relationality and turn into a kind of 'media niche' (cf. Cristillo S., *I nativi digitali. Aspetti etico-cognitivi*, Cromografia per Gruppo Editoriale Espresso, Roma, 2012) where to shelter or to strive to (cf., Le Breton D., *Fuggire da sé*, Cortina, Milano, 2016). Niches taking away from reality and approaching what Sherry Turkle calls "assault to empathy": feeling less *connected* to present people and less mutually involved with them.

From these reflections derive the following guiding questions to direct discussion and debate within this educational path: What is the difference between empirical and digital relationship? What are the characteristics of a relationship in the digital world? What is the difference between a "real" friend and a Facebook friend? Why do young people choose to live an important part of their relationality online? Are digital relationships characterized by empathy?

### Digital Safety

Internet provokes major concerns about the issue of safety. Through various APPs we are invited to share a wealth of information, including personal details, photographs, videos. How is this information used? The smartphone adds the "portability" variable to described risks, making it harder for parents and teachers control. Its mobile object features make it less safe as it can be subject to theft or forgetfulness. It is therefore fundamental to pay the necessary attention and to think in terms of *digital safety*.

In addition to issues related to the sharing of sensitive data, we have to take into consideration the tracking of personal information for commercial use. Our tastes, our preferences, the places we visited become sources of information to build business proposals tailored for us.

Another risk faced especially by teenagers (but not only) surfing the net is to become victims of cyberbullying phenomena. This phenomenon has already undergone an evolution on the internet: while originally it was the online transposition of traditional forms of bullying (e.g. verbal insults transposed into email, threats, offenses, etc.), in a second phase it has assumed a new and more powerful characterization. New forms of cyberbullying aim, in fact, to the "destruction of the reputation" of the victim through social media, to the dissemination or sharing of private images and / or photos, to the creation of fake profiles online. These actions spread at viral level and the victim cannot escape if she / he remains "connected". In these new forms of bullying the aggressor often does not have a face, is incorporeal and elusive: the bullying becomes a virtual game, the lack of space and time limitations, which is typical of the internet, allows that defamation violates any privacy of the victim (cf. Cristillo S., *I nativi digitali*, ibidem).

Another form of "danger" that undermines the safety of internet surfers is grooming, a form of online solicitation exercised by adults mostly against minors. It is implemented through a process called "friendship forming stage", namely a strategy of building a friendly relationship through which the adult builds a relationship of "trust" with the child in order to be able to perpetuate the abuse. Another common phenomenon is sexting which consists in the unveiling of sexual and physical identity of minors through the sharing of images and videos (usually made with smartphones) with a sexual character, shared between peers (but also with adults and strangers) and published on chats, on social media and on the web.

These phenomena and risks related to digital safety initiate reflections linked to the issue of competence, of protection and of need to develop training programs within formal and non-formal groupings, aimed at giving useful advice to manage more or less severe security-related problems you may encounter surfing the web (cf. Bissolotti L., Ozenda M., *Sicuri in rete*, Hoepli, Milano, 2012).

From these reflections derive the following guiding questions to direct discussion and debate within this educational path: How is digital information used? What are the forms of regulation, safeguard and protection of online data? What damages can a bad use of digital data cause?

### Digital Knowledge

New mass media are tools with enormous potential in terms of learning, skills increase and achievement of an infinite amount of information. The possibilities of upgrading our own store of knowledge and qualification of learning processes inherent in such instruments are actually extraordinary; and they raise the fundamental issue of *digital knowledge*.

The potential to increase our knowledge through the web, in fact, are not innate and must not be taken for granted. They should rather be trained and promoted through educational paths for users on how to proceed in a digitally wise way (cf. Prensky M., *La Mente Aumentata. Dai nativi digitali alla saggezza digitale*, Erickson, Trento, 2013) in order to provide security and to be helped and not hindered by several extensions and advantages of technological innovations.

In this sense, the issue of *digital wisdom* arises, which is to be understood both as a person's ability to identify answers to his / her cognitive questions on the web and as a concrete possibility for the person to use and exploit that knowledge positively. In other words, digital skills consist in retrieving the right information, verifying the accuracy of such information and applying this knowledge to the problems that have to be faced.

From this point of view, especially at this historical moment characterized by post-truth (namely the lack of interest in the truthfulness of facts and news) and widespread hoaxes, it becomes imperative to learn how to verify information found on the web every day. We need to learn how to assess the reliability of information through appropriate tools and methods, from source verification to rationality use, from investigation to proof (cf. Martini F., *Conoscenza digitale. L'attendibilità delle informazioni in rete*, Carocci, Roma, 2015), up to the integration of mass media: oral, typographic and digital ones (cf. Benvenuti L., *Malattie mediali, Elementi di socioterapia*, Baskerville, Bologna, 2002).

From these reflections derive the following guiding questions to direct discussion and debate within this educational path: How many teenagers find it difficult to make an advanced search? How many teenagers find it difficult to figure out the reliability of websites? Who should provide them with this knowledge?

**MEDIA EDUCATION**

**TO BE COMPLETED**

## II PART – EDUCATIONAL WORKSHOPS



## HOW TO USE THE PEDAGOGICAL MODEL

### The methodological map

The table below illustrates the methodological map that represents the architecture of the pedagogical model “Educate to the Smartphone”.

The four key elements on which the model is built are Digital Identity, Digital Relationships, Digital Safety, Digital Knowledge, already described in the section entitled “Key concepts”. As shown in the table below, each element is developed through four areas of competence, constitutive of the pedagogical process. The areas of competence are Reader, User, Critic, Evaluator, and are determined on the basis of the Media Education areas.

The pedagogical model includes four workshops to be tested in the pilot phase, each dedicated to one of the key elements.

Each workshop contains:

1. an introduction
2. the general objectives
3. a concise path sheet
4. the purpose of activities
5. the description of activities

|                     |           | Key concepts         |  |                          |                   |
|---------------------|-----------|----------------------|--|--------------------------|-------------------|
|                     |           | Digital Identity     | Digital Relationships  | Digital Safety           | Digital Knowledge |
| Areas of competence | Reader    | Open your smartphone | <ol style="list-style-type: none"> <li>1. In the chat</li> <li>2. Always connected</li> </ol>                    | Post responsibly         | Online news!      |
|                     | User      | Who are you online?  | <ol style="list-style-type: none"> <li>1. Emoticon faces</li> <li>2. Let’s chat</li> </ol>                       | Profiling                | Website hunt      |
|                     | Critic    | Selfie control       | <ol style="list-style-type: none"> <li>1. Faces or words</li> <li>2. Looking for the good chat</li> </ol>        | The Law of the Web       | Cyber truth       |
|                     | Evaluator | My digital identity  | <ol style="list-style-type: none"> <li>1. Virtual or real?</li> <li>2. Chat: let’s give us some rules</li> </ol> | Moderate yourself online | Web decalogue     |

### The role of teachers / educator during the testing

The table below illustrates the methodological map that represents the architecture of the pedagogical model “Smartphone Education”.

The four key elements on which the model is built are Digital Identity, Digital Relationships, Digital Safety, Digital Knowledge, already described in the section entitled “Key concepts”. As shown in the table below, each element is developed through four areas of competence, constitutive of the pedagogical process. The areas of competence are Reader, User, Critic, Evaluator, and are determined on the basis of the Media Education areas.

The testing of the model provides that each teacher / educator completely implements at least one of the key elements of the pedagogical model, developing the path through the four areas of competence foreseen, thus fully realizing at least one workshop. Teachers / educators must also document the path implemented using the documentation sheet attached to the materials.

Each workshop is developed in a path lasting at least 1 hour, to be implemented through four activities, one for each area of competence.

For example: if the teacher / educator chooses to implement the “Digital Identity workshop”, he / she will have to carry out the activities “Open your smartphone”, “Who are you online?”, “Selfie control”, “My digital identity”.

During the time available to carry out the workshop, the teacher / educator decides how much time to devote to each activity, also according to the class’s / group’s feedbacks.

Each workshop is intended as a stimulus to start dealing with and deepen the themes proposed, that would be impossible to exhaust in just 1 hour. To get a more effective educational action it is recommended that the teacher / educator integrate the workshop, or workshops that she / he decides to implement, within the curricular / educational program that she / he is conducting with participants.

During testing teacher / educator is expected to have an active role, both in preparing the class / group for the issues to be discussed during the workshop, and possibly in modifying the proposed activities, provided that she / he keep track of changes in the specific documentation sheet.

The teacher / educator can change:

- multimedia **materials** proposed to carry out activities (like videos or articles), also obtained on the project website;
- the implementation **times** of each single step. Each workshop needs to last at least 1 hour, but the teacher / educator is free to expand activities as desired. For example, as during brainstorming whenever the confrontation among participants become engaging and full of food for thought.
- **games**, personalizing them and making changes, however being very careful not to change the purpose of the activity. It is always necessary that the teacher / educator keep track, in the documentation sheet, of what has been effective, of any difficulty encountered and of the effects of changes.

Finally, it is desirable that the teacher / educator keeps the documentation sheet about testing updated.

### **Non formal working methods**

The methodologies used by Media Education have a non-formal character and integrate the traditional and frontal model in which there is an adult who coordinates and manages the activities and exposes contents.

Non-formal education is built on the assumption of the creation of a significant relationship between trainer / educator / teacher and trainees / student / participant through the use of multiple tools and methods. The relationship is based on a mutual exchange of expertise / knowledge, on the sharing of objectives, on the observation of actions and on the evaluation of acquired and / or enhanced skills during direct action.

A useful tool to build meaningful relationships is the game, understood as relational structure within which knowledge, values, skills and abilities can be transmitted; a sort of situational frame in which it is possible to create forms of learning in a protected environment. If used as a working method, the game generates learning in a protected environment, rejoining the cognitive dimension with the affective one.

Methodology of **cooperative learning**, i.e. learning activities starting from teamwork and sharing and co-construction of knowledge. It is therefore necessary, especially in formal learning environments, to conceive the working environment in a completely different: the traditional frontal arrangement of the desks in front of the teacher's chair must be abandoned, while an "in circle" format is preferred to facilitate comparison. The smartphone also allows to leave traditional learning environments (school / class) and is a good tool both to increase knowledge and to stimulate a critical and conscious use of media in less formal contexts.

**Education Life Skills**, aimed at promoting the well-being and ability to gain awareness through constant practice of active social participation. They are based on the concept that skills (life skills, work skills) are acquired through empirical and collective practice (action - research) and that the participation, engagement and democratic practice are learnt through constant and gradual civic exercise, through all stages of growth.

**Learning by doing / Experiential Learning**: it promotes individual growth through new and unusual experiences in which the natural environment is a key element, stimulating deductive processes.

Characteristic elements of the Experiential Learning are:

- Relevance to reality
- Reflection on implemented actions
- Active role in learning
- Cooperation and teamwork
- Empowerment
- Enhancement of the process

**Empowered Peer Education**: peer education process focused on the transfer of skills within the group, on the cooperative development of multiple and cross-cutting skills relating to the areas of knowing, knowing how to be, knowing how to make do, knowing how to hope, and that is articulated in the following principles:

- Dialogical relationship between adults' and young people's skills
- Promotion of active participation and social inclusion identified directly by young people
- Leading role of young people in any phase (from planning to implementation)

## EDUCATIONAL WORKSHOP 1 – DIGITAL IDENTITY

### Methodological path

#### Introduction

Adolescence represents a critical moment during the growth process of an individual, during which identity aspects are consolidated and we prepare to become adults. For “digital natives”, also called the “screen generation” by Rivoltella (in 2006), the smartphone and other technological tools are an integral part of their life and represent a “social machine” that works as a mediator in the relationship with the world and with others.

For the younger generation internet and social media are an extension of real relationships and offer an opportunity to confront and compare with others. However, they also entail important risks, such as false identities that can be found on the web or that you may be tempted to assume, contributing to fragment an “I” which is not strong enough; the dependence on the judgment of others, which can be very hard and create existential crisis among adolescents; the excessive attention to appearance, which can turn into narcissism.

If we imagine to look inside the smartphone of a teenager, we will surely find important clues about his / her identity. Through materials stored, APP used, groups and chat we could get an idea of who he / she is, but also of how he / she wants to look like. All these elements have to be added to the actual experiences of real life.

It is important to help the younger generation to become aware of their digital “I” in order to accompany them to a harmonious development of their personality.

#### Objectives

- To understand positive and negative implications of online identity
- To improve the capacity to understand others’ self-representation
- To improve the capacity to manage and control our own self-representation

#### Path sheet

|                            |  |
|----------------------------|--|
| <b>DESCRIPTION</b>         | Game about the use of the smartphone and viewing of a provocative video which will be the basis for a reflection on our self-representation. Investigation by participants of the contents of their smartphones to verify which image they give of themselves. |
| <b>KEY WORDS</b>           | identity, online identity, selfie, image of themselves and of others, self-representation  |
| <b>TARGET</b>              | 12-17-years-olds   |
| <b>LENGTH</b>              | 1 hour   |
| <b>MODALITY</b>            | brainstorm, cooperative learning, photography, questionnaires  |
| <b>TECHNICAL EQUIPMENT</b> | Smartphone (at least 1 per group), PC and projector, internet connection, posters or blackboard, cardboard circles   |

#### Purpose

This workshop aims to make young people aware of the choices they make about the contents of photos and texts they post and which contribute to create their own self-representation 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”**

The teacher / educator starts the workshop proposing a game to understand how much young people are aware of the use of the smartphone they make.

If possible, participants should sit in circle.

Through a fast brainstorm, the teacher / educator asks them to make a list of activities they usually make with the smartphone (for example: to watch a video, to listen to music, to take photos, to chat, to share, etc.). Any activity mentioned by participants has to be written on a poster or on the blackboard.

At this point, the teacher / educator gives to each participant a cardboard circle and ask to divide the circle into segments representing the time dedicated to each activity. This action should last maximum 2-3 minutes.

As long as participants have finished, they compare different answers in an animated and fast way, for example asking participants to move within the room.

The teacher / educator then calls the different activities: all those having the largest slice devoted to listening to the music, have to go to the right of the room; then those having the largest slice devoted to chatting, have to go to the left of the room; and so on with all identified activities.

If you prefer (e.g., if the room is too small), you can ask participants to stand up.

After this game, the teacher / educator asks participants to verify if their perception reflect the reality and, to do that, the teacher / educator invites them to look directly into the smartphone. In particular, they have to look for the consumption levels for the different applications installed: they have to click on “General Settings” and then on “Battery”. Here they can find consumptions divided per APPs and referred to the last week or month.

Is there any correspondence between what they have thought (and written on the cardboard) and what actually results from the smartphone statistics?

#### **USER Activity: “Who are you online?”**

The teacher/educator create the class Whatsapp group “Who are you?”.

To introduce the subject of online identity, the teacher / educator proposes to watch the initial part of the movie “Zoolander 2”, in which the actor and singer Justin Bieber takes a selfie while he is dying (the video lasts about 2 minutes), and invites participants to comment on answering the question: what is the intention of the director in this scene?

Link: <https://www.youtube.com/watch?v=XQLNgEgPK0A>

The teacher/educator invite young people to create 3 groups in which do a selfie to be addressed to their own partner, another one for friends and the last one for the work team.

The teacher / educator then asks participants to take some selfies to show and share with others. They have to think also what people they would like to share these photos with, if different targets implicate different kinds of image, on which social media they would like to post them and on what occasion they would like to share them. The activity can be done individually or in groups.

#### **CRITIC Activity “Selfie control”**

The activity is the natural critical conclusion of the previous ones. After participants have shown and shared their selfies, the teacher / educator stimulates them to a reflection starting from the specific case and which is therefore based on the following questions:

- 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?
- What elements do you base your judgments on?

From here, the reflection continues with a brainstorm, widening the scope of the discussion to more general topics such as:

- What is a selfie?
- What is the difference between a selfie and other types of photos?
- What are the characteristics of a good selfie?
- From what elements do others know you?
- In what way are you presenting yourself through selfies and images posted online?

**EVALUATOR Activity "My digital identity"**

The final activity aims to make young people more conscious of the self image they give online and if it is different from the identity they have in real life. The activity consists in a verification test that the teacher / educator submits to the class / group and that each participant has to fill out individually.

The questions are contained in the **"My digital identity: verification test"** sheet.

Sheet

**“My digital identity: verification test”**

What does it mean the word “identity” in your opinion?

From what elements can people identify your identity in the real life?

From what elements can people identify your identity in the digital life?

What kind of images are on your online profile?

What information can be derived from the images you post online?

If someone would open your smartphone, what could he / she understand about you?

Who are you in the digital world?

## EDUCATIONAL WORKSHOP 2 – DIGITAL RELATIONSHIPS

### Methodological path

#### Introduction

For teenagers, the smartphone represents the opportunity to be constantly in touch with friends. To talk about themselves, share, know people, take photos and selfies are the most popular activities among young people. The smartphone is able to accomplish all of them, but to enjoy its benefits and not to fall into the traps of digital communication you must take the time to reflect on which the appropriate way to communicate is and what the limit not to be exceeded is.

As emerged from the research carried out within the SMART Generation project, one of the main activities implemented by teenagers through the smartphone is chatting with friends. For this reason, this workshop focuses on the "chat" in order to help boys and girls to reflect on which aspects of digital communication can support relations and which ones can limit their potentialities. One of the main topics currently debated is hate speech, which refers to the use of words and discourses aiming only at expressing hate and intolerance towards a person or a group. This topic is even more controversial when compared to freedom of expression online, where specific international shared rules do not even exist. Big companies like Google and Facebook entrust the definition of standards of services to a specific working group, jokingly called "the Deciders".

One of the main element of communication via chat are emoticons, which aim to better explain the tone of a text: as texts are made only by written words, they can be interpreted in different ways. However, one wonders if emoticons are able to express the richness of our inner feelings or if they themselves can be subject to different interpretations. It is also true that a teenager may find it easier to communicate through the mediation of the smartphone.

The path has been differentiated for the two age groups because some experiences may be premature for 12-14-years-olds. Every teacher / educator can of course evaluate which path is best suited to the class / group they work with.

#### 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

#### Path sheet 1 (12-14-years-olds)

|                            |  |
|----------------------------|--|
| <b>DESCRIPTION</b>         | Game about whatsapp emoticons' faces. Participants reproduce them and express with words represented emotions, trying to find out the effect that the use of emoticons has on communication. |
| <b>KEY WORDS</b>           | chat, emoticon, emotions, relationships, communication, respect, integrity, empathy, responsibility  |
| <b>TARGET</b>              | 12-14-years-olds   |
| <b>LENGTH</b>              | 1 hour   |
| <b>MODALITY</b>            | brainstorming, cooperative learning, recitation  |
| <b>TECHNICAL EQUIPMENT</b> | 1 smartphone per group, PC and projector and speaker system  |

#### Purpose



This workshop aims to make participants reflect on the differences between a verbal or in person communication and communication mediated by the smartphone. For example, do emoticons facilitate or hinder the expression of my emotions? Is an emoticon able to exhaust the description of how I feel? At the end of the workshop, participants will thus discuss the possibilities and the best way to communicate depending on the situation and on the people one is conversing with.

**READER Activity (12-14-years-olds): “In the chat”**

To begin with, the teacher / educator proposes to the class / group to watch the video “Play your part for a #BetterInternetSG” (posted on Youtube channel of Media Literacy Council of Singapore (see materials on the project website).

The video allows the teacher / educator to start brainstorming among participants to bring out what the key elements of a responsible digital communication are. The discussion can be based on the following questions:

- Do you agree with the video point of view?
- Try to define the four new emoticons that are proposed at the end of the video: respect – integrity - empathy - responsibility.

**USER Activity (12-14-years-olds): “Emoticon faces”**

Before starting the activity, the teacher / educator divides participants in groups of 3 to 6 members.

Then she / he gives each group the worksheet entitled “Emoticon\_table” containing the representation of the most used emoticons. By using the worksheet as a guide, in a few minutes participants will have to:

- Describe, as precisely as possible, the meaning of some emoticons
- Play with their faces some emotions of their choice
- Take a picture or make a short video mimicking some emoticons of their choice

At this point the groups deliver a selection of the taken photos to the teacher / educator who shows them with the projector so that everyone can see them. The groups will compete to guess what emotion refers to each photo or video projected.

Doing the activity, participants are in fact expected to realize the difficulty of expressing face the complexity of emotions with words or with emoticons.

The activity can be concluded by uploading videos or photos on a social media using the hashtag #smartgeneration\_emoticon also to share them with young people from other project partner Countries.

**CRITIC Activity (12-14-years-olds): “Faces or words”**

In this activity, participants experience the difference between digital communication and face-to-face communication.

The groups formed earlier try to:

- 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

At this point the teacher / educator can make some questions to stimulate among participants a critical analysis of their way to express emotions with the smartphone in the chat.

Some questions may be:

- 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?

*Example of dialogue:*


















For dialogue recitation, they can use any conversation among those ones that participants do every day, for example:










A – This weekend I have to go to the mountain with my parents, how boring!!

B – I will go to Justin Bieber concert with Paul and Mary instead

A – Cool! So lucky! My parents would never let me go to a concert with friends

Sheet "Emoticon Table"

|  |   | DESCRIBE THE EMOTION |
|--|---|----------------------|
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|   | DESCRIBE THE EMOTION |
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**EVALUATOR Activity (12-14-years-olds): “Virtual or real?”**

The teacher / educator makes participants the set of questions proposed in the “Relationships – Evaluation” sheet.

Sheet

**“Relationships – Evaluation”**

Which actions do you make mainly verbally and which ones mainly chatting?

|  | verbally | chatting | both |
|--|----------|----------|------|
| Birthday wishes                              |          |          |      |
| Make plans to go out with friends            |          |          |      |
| To meet new friends                          |          |          |      |
| To get together with a girl / boy            |          |          |      |
| To broke up with a girl / boy                |          |          |      |
| To asks your friend how he / she is          |          |          |      |
| To tell something nice happened to you       |          |          |      |
| To tell something unpleasant happened to you |          |          |      |
| To tell what you are doing at the moment     |          |          |      |

*Path sheet 2 (15-17-years-olds)*

|                            |   |
|----------------------------|---|
| <b>DESCRIPTION</b>         | Role-playing: simulation of a chat with an assigned plot.<br>Definition of rules to be used for class / group chat.                   |
| <b>KEY WORDS</b>           | relationship, chat, rules, communication, bullying  |
| <b>TARGET</b>              | 15-17-years-olds  |
| <b>LENGTH</b>              | 1 hour  |
| <b>MODALITY</b>            | brainstorm, surfing, cooperative learning, role-playing   |
| <b>TECHNICAL EQUIPMENT</b> | Room with interactive whiteboard (IWB) or video projector connected to a PC<br>Smartphone (at least 1 per group), internet connection |

*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. On what occasions does the chat prove to be a useful tool and when should you prefer direct communication?

The activity ends by establishing a set of rules for the responsible use of the class / group chat.

**READER Activity (15-17): “Always connected”**

To begin with, the teacher / educator proposes to the class / group to watch the video “*Are You Lost In The World Like Me?*” (video of the homonymous song of the American singer Moby, animations are made by Steve Cutts) (see materials on the project website).

The video allows the teacher / educator to start brainstorming among participants to bring out in a provocative way what the harmful effects of an excessive use of the smartphone are.

The discussion can be based on the following questions:

- 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-years-olds): “Let’s chat!”**

To prepare the activity, the teacher / educator creates a group chat with participants. The group is functional to the activity and will be canceled at the end of it.

Through the use of Whatsapp Web the teacher / educator can have the chat on the PC and can connect it to the projector so that all texts can be easily seen by everyone at the same moment.

At this point role-playing starts.

Following the plot described in the “Role-playing Chat” sheet, the teacher / educator presents the situation and assigns roles that can be interpreted by several people together in order to involve all participants. The teacher / educator dedicates a little time to the explanation and description of the characteristics of each character. Each person / group has to keep its role secret.

Since some roles provide for negative behaviors, it is important that the teacher / educator establishes a priori the limitations concerning both the language and the aggressive contents.

Once the role-playing starts, each group will have to interact respecting the characteristics assigned to their character. The chat proceeds until everyone has interacted with several messages.

Then the teacher / educator invites participants to analyze what happened with questions such as:

- 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?

Sheet

### “Role-playing Chat”

“TheBest” is the class / group chat, the kids do not know each other very well yet, but Paul is enterprising and he has immediately created the chat to exchange information.

One day Lucy, who is downtown with her boyfriend, posts on the chat a selfie portraying her boyfriend and her in front of a pastry shop to show that she is happy and she is having fun.

Some comments, however, are not positive ...

Roles:

- Paul: he created the chat for class / group communications, but he doesn't want people to send personal texts, therefore he gets angry with Lucy as he thinks she used the chat in the wrong way.
- Jack: he likes girls and Lucy is definitely cute, he hoped she was free and he is disappointed to know she has a boyfriend, then he writes some sarcastic comments on the couple.
- Steve: he hopes the chat is an opportunity to become all good friends. He will try to mediate among different positions.
- Monica: she likes to be the center of attention and she is a bit annoyed that Lucy has shown off herself. She tries to get noticed by others.
- Sheila: she is very careful about the look and she is always critical on how others get dressed.
- Joey: he uses a very aggressive language and argues about anything and with anyone.
- Lucy: she was having a great time with her boyfriend downtown and she just wanted to share it with the class / group, she didn't think her message could attract so many criticisms.

#### ROLE-PLAYING – SOME SUGGESTIONS

Role-playing means to play an invented character by inserting it in a certain context. Put simply, it means to “recite”, forgetting that part of us that is “the player”. In role-playing character and player are two completely different people who never interact and whose worlds never get in contact.

Nobody wins. It is a storytelling and cooperation game. The purpose is to have fun to invent a story all together.

Participants have to act as their character would act. Likes or dislikes of real life should not affect the game.

Insults between characters are not prohibited as long as they are not offensive to the player instead of the character!

Participants have to remember that what is told or done belongs to the simulation, it is told and done to the character played and not directly to participants.



**CRITIC Activity (15-17-years-olds): “Looking for the good chat”**

Previous groups have to be maintained also for this activity. Each group needs a smartphone with internet connection. The teacher / educator proposes an online search with the smartphone to collect suggestions on how to properly use chats. To avoid distractions, this search will last 10-15 minutes at the most.

After the search, the groups share their findings. The teacher / educator urges the participants to express also their ideas and proposals for a good chat.

**EVALUATOR Activity (15-17-years-olds): “Chat, let’s give us some rules!”**

The activity that concludes the workshop foresees that the class / group, keeping in mind the reflections carried out, materials found and proposals, creates together a list of rules to follow in the use of class / group chat.

### EDUCATIONAL WORKSHOP 3 – DIGITAL SAFETY

#### Methodological path

##### Introduction

Social networks and smartphone allow to share, at any time and place, pieces of our lives and representations of ourselves. This is one of the reasons of their widespread use: these two communication tools offer the opportunity to communicate with a large audience, sharing information and insights, and providing the ability to be constantly in touch with friends. The price for being part of a community often coincides with the transfer of personal data: for example, many of the most popular social media are based on geolocation and interact with other social media requiring users' access to their data, which is normally granted (without knowing exactly for what purpose). This represents a risk: to publicly disclose one's personal data or movements can prove to unwise. Also in this sector a greater awareness of the risks and the tools that applications make available to protect our privacy can help young people feel more secure. Participants can make prudent choices without sacrificing fun.

##### Objectives

- To increase knowledge of the privacy policy of an application
- To recognize potentially risky information
- To recognize the opportunities offered by social media
- To identify tools and best practices to protect our data

##### Path sheet

|                            |   |
|----------------------------|---|
| <b>DESCRIPTION</b>         | Identification of potentially risky and useful elements starting from two fake profiles.<br>Examination of Whatsapp privacy policy.<br>Definition of a Decalogue of tools and good practices. |
| <b>KEY WORDS</b>           | Rights, duties, privacy, dependency, risks, opportunities.  |
| <b>TARGET</b>              | 12-17-years-olds  |
| <b>LENGTH</b>              | 1 hour  |
| <b>MODALITY</b>            | brainstorm, surfing, teamworks  |
| <b>TECHNICAL EQUIPMENT</b> | Room with projector and speaker system, smarthphone   |

##### Purpose

This workshop aims to promote reflection on which information is appropriate to share on social media, as they may represent opportunities or bring benefits, and which one exposes to risks through (even indirect) communication of personal data. 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"

To begin with, the teacher / educator proposes to the class / group to watch the Belgian spot video "Amazing mind reader reveals his 'gift'" (<https://www.youtube.com/watch?v=F7pYHN9iC9I>)

The video allows the teacher / educator to start brainstorming among participants to bring out their idea of online safety. The discussion can be based on the following questions:

- 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”**

Before starting the activity, the teacher / educator divides participants in groups.

Then she / he gives each group the worksheet entitled “Profiles” which reproduces the contents of an hypothetical social page of two participants.

The teacher / educator asks participants to write down the answers to the following questions:

- What information provided in the profile can represent a risk? Why?
- What information provided in the profile can represent an opportunity? Why?

Afterwards the groups share their considerations that the teacher / educator can compare with the suggestions included in the “Profiles” sheet.

The teacher / educator asks participants having a social media profile to look at their own pages and ask themselves the same questions, taking into account potential risk and opportunity factors in their posts.

At the end of the activity, participants share their opinions:

- Who has more risk factors?
- Who has more elements creating opportunities?

**CRITIC activity: “The Law of the Web”**

Using the groups of previous activity, the teacher / educator asks them to use the smartphone to search for the Privacy Policy of Whatsapp or Instagram. Then groups have to find the answers to all or some of the following questions:

*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?

At the end of the activity, the teacher / educator invites the groups to share the answers found and to compare them, if necessary, with the contents “The Law of the Web – Instagram” and “The Law of the Web – Whatsapp” where there are some inputs for answers.

Sheet

**“The Law of the Web – Instagram”**

This sheet is a support to identify Instagram regulations paragraphs to respond to questions made. Please remember that these rules are changed quite frequently. These texts refer to the “Terms of Use” and “Privacy policy” of Instagram in force in January 2017. The answers to some questions can be found visiting Instagram Help Center (<https://help.instagram.com>)

| QUESTION  | INSTAGRAM INDICATIONS  |
|---|--|
| What is the minimum age to have an account?   | You must be 13 years or older to use this site.<br>(“Terms of use”)  |
| What is the purpose and / or objective of the APP?  | Instagram is a mobile app that you can download on iOS and Android phones and tablets as well as Windows Phone 8 and later. Keep in mind that you can only share photos and videos from the mobile app.<br>(Instagram Help Center)   |
| Can I choose who see the content I post?  | By using our Service you understand and agree that we are providing a platform for you to post content, including photos, comments and other materials (“User Content”), to the Service and to share User Content publicly. This means that other Users may search for, see, use, or share any of your User Content that you make publicly available through the Service, consistent with the terms and conditions of this Privacy Policy and our Terms of Use (which can be found at <a href="http://instagram.com/legal/terms">http://instagram.com/legal/terms</a> ). |
| What personal information do we provide when we subscribe?<br><br>How is this information used? | The answer to this questions is in the Privacy Policy, in particular in the section “Information you provide us directly”.<br><br>Alternatively, go to the Instagram Help center ( <a href="https://help.instagram.com">https://help.instagram.com</a> )   |
| What privacy settings are allowed?  | By default, anyone can view your profile and posts on Instagram. You can make your posts private so that only followers you approve can see them. If your posts are set to private, only your approved followers will see them in the Photos tab of Search & Explore or on hashtag or location pages. Posts can't be set to private from a desktop computer.<br>For more information please go to the Instagram Help Center.   |
| What contents are allowed?  | Consult the “Community Guidelines” of Instagram Help Center  |

Sheet

**“The Law of the Web – Whatsapp”**

This sheet is a support to identify Whatsapp regulations paragraphs to respond to questions made.

Please remember that these rules are changed quite frequently. These texts refer to the “Terms of Service” and “Privacy Policy” of Whatsapp in force in January 2017.

You can find up-to-date answers to some questions by visiting [www.whatsapp.com](http://www.whatsapp.com).

Whatsapp is not a social network in itself, but a real-time texting application. For example, there are no features to make the contents public to all or to friends of friends. For this reason, it is not interested in our content that are therefore not retained on server (with some exceptions, like our archive request), but rather in metadata as access time and modes.

We should reflect on the fact that we deliver all our phone book to this application, then giving information that is not only ours and that we may not use.

| QUESTION  | WHATSAPP INDICATIONS   |
|---|--|
| What is the minimum age to have an account?   | You must be at least 13 years old to use our Services (or such greater age required in your country for you to be authorized to use our Services without parental approval). In addition to being of the minimum required age to use our Services under applicable law, if you are not old enough to have authority to agree to our Terms in your country, your parent or guardian must agree to our Terms on your behalf.<br>("Terms of Service")   |
| What is the purpose and / or objective of the APP?  | WhatsApp Inc. provides messaging, Internet calling, and other services to users around the world.<br>("Terms of Service")<br>Alternatively, go to “Features” on <a href="http://www.whatsapp.com">www.whatsapp.com</a>   |
| Can I choose who see the content I post?  | For WhatsApp this question does not arise: being a private messaging client and not a social media, the contents are viewed only by the recipients of the message.<br>Delivered messages aren’t stored and Whatsapp gives you control over who you communicate with on our Services.<br>("Privacy Policy")   |
| What personal information do we provide when we subscribe?<br><br>How is this information used? | The answer to this question is provided in the “Privacy Policy” under the following sub-sections:<br>1. Information you provide;<br>2. Automatically Collected Information;<br>3. Third-Party Information.<br>Alternatively, go to “Security” on <a href="http://www.whatsapp.com">www.whatsapp.com</a>  |
| What privacy settings are allowed?  | Managing Your Information<br>If you would like to manage, change, limit, or delete your information, we allow you to do that through the following tools:<br>- Services Settings. You can change your Services settings to manage certain information available to other users (time and date of last access). You can manage your contacts, groups, and broadcast lists, or use our block feature to manage the users with whom you communicate.<br>- Changing Your Mobile Phone Number, Profile Name and Picture, and Status Message. You must change your mobile phone number using our in-app change number feature and transfer your account to your new mobile phone number. You can also change your profile name, profile picture, and status message at any time.<br>("Privacy Policy") |
| How can I delete my account? What does it entail?   | You may delete your WhatsApp account at any time (including if you want to revoke your consent to our use of your information) using our in-app delete my account feature. When you delete your WhatsApp account, your undelivered messages are deleted from our servers as well as any of your other information we no longer need to operate and provide our Services. Be mindful that if you only delete our Services from your device without using our in-app delete my account feature, your information may be stored with us for a longer period. Please remember that when you delete your account, it does not affect the information other users have relating to you, such as their copy of the messages you sent them.<br>("Privacy Policy")  |

**EVALUATOR Activity: “Moderate yourself online”**

While maintaining the previous groups, the teacher / educator proposes them to create a Decalogue of good practices to be put in place to protect themselves and their data and the identification of tools to exploit all the opportunities offered by social media without risks.

At the end of the activity, the teacher / educator invites the groups to share the answers found, comparing them, if necessary, with the contents of the “Decalogue on Digital Safety” sheet to create a single list containing the contributions of all participants.

Sheet

### “Decalogue on Digital Safety”

#### Instructions for a higher level of safety

- ✓ Choose a secure **password**. Use a combination of at least six numbers, letters and punctuation marks (such as “!” and “&”). The password should be different from other passwords you use on the Internet.
- ✓ Change your passwords regularly, especially if you see a message asking you to do so. During the automatic safety controls, sometimes Instagram retrieves information access that have been stolen from other sites. If Instagram detects that your password may have been stolen, changing the password on Instagram and other sites helps you to protect your account and to prevent the attack from hackers in the future.
- ✓ Never reveal your password to someone you do not know and you do not trust in.
- ✓ Ensure that your email account is protected. People who can read your e-mail may also be able to access to your account.
- ✓ Log Out from the social media when you use a computer or a smartphone you share with other people. Do not check the “Remember me” box when you log in from a public computer, since your access will be maintained even when you close the browser window.
- ✓ Customize the privacy settings of the social media you use.
- ✓ In some occasions it may be useful to select from anonymous or private browsing mode in order to protect banking information for payment or personal information, such as log-in details to social media, whenever the computer is used by several persons or subject to greater risk of theft.
- ✓ Make sure you know if your account is public or private and how contents will be disseminated.
- ✓ Turn off the geo-location function of your smartphone if you do not want others to know where you are.

#### Appropriate behaviors

- ✓ If someone shares photos or videos that make you feel uncomfortable, you can unfollow or block the person who has done it. You can also report inappropriate content directly from the application if you believe it violates its principles.
- ✓ Make sure you do not have problems if photos and videos you share show who you are to a large audience, which includes for example your parents, teachers or (future possible) employers.
- ✓ Think carefully before authorizing third-party applications.
- ✓ Never agree to do or share something that makes you feel uncomfortable.
- ✓ If you are being bullied, ask for help from a family member or a trusted teacher. You can also remove a comment from a picture that you shared and report acts of bullying and intimidations in the social media Help Center.
- ✓ Ask permission before posting photos with other people.

## EDUCATIONAL WORKSHOP 4 – DIGITAL KNOWLEDGE

### Methodological path

#### Introduction

Thanks to internet connection and access to the world, the smartphone is potentially a container of endless knowledge. Like a computer, it allows its users to quickly and easily benefit of all the information circulating on the web. As emerged from SMART Generation project research, young people consider the smartphone as means to acquire skills and competences, not only for leisure but also in school and educational contexts. Among digital natives knowledge is developed through a fast and shared exploration and through the use of multiple media codes to incorporate and produce information. But to what extent are young people able to exploit all the learning and information opportunities offered by the web? How much are they able to defend themselves from manipulation, extremism, “fake news” or even simply approximate news conveyed by the web?

It is therefore necessary to provide young people with the tools to consciously orient themselves and surf in the sea of information that the web offers and to be able to assess the level of reliability and accuracy of contents.

#### 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

#### Path sheet

|                            |  |
|----------------------------|--|
| <b>DESCRIPTION</b>         | Search for truths and falsehoods and elements to assess the reliability of websites through a sort of treasure hunt activity.<br>Elaboration of a Decalogue of rules of appropriate web surfing. |
| <b>KEY WORDS</b>           | Information, fake news, truth, debunking   |
| <b>TARGET</b>              | 12-17-years-olds   |
| <b>LENGTH</b>              | 1 hour   |
| <b>MODALITY</b>            | game, brainstorm, online search  |
| <b>TECHNICAL EQUIPMENT</b> | 1 smartphone per group, PC and projector   |

#### READER Activity: “Online news!”

To begin with, the teacher / educator shows on the screen or send to the class / group chat two news, one true and one false. These two news have been chosen because they are both online since several years and international. Each teacher / educator can of course choose different news.

News 1: “Chemtrails: aircrafts in flight release poisonous chemicals to humans”

(Proposed link: .....)

News 2: “Thousands of spiders raining down in Australia”

(Proposed link: .....)



Participants read the news and then everyone decides, on the basis of their own analysis, which is true and which is false in their opinion. The teacher / educator proposes a quick game to make different positions evident. For each piece of news, she / he asks participants if it is true or false. Depending on the answer, participants can go to a different side of the room or, as an alternative, they can just stand up or sit. Each group must justify its choice. The teacher / educator takes note of the choices, but does not give the solution.

(See materials in the project website).

**USER Activity: "Website hunt"**

Before starting this activity, the teacher / educator divides participants into groups.

Through an online search, each group must identify the elements to see if the news proposed in the READER Activity are true or false. It is likely that young people may find it difficult to properly set the search, then after a few minutes, the teacher / educator directs them with the help of the "Reliability criteria" sheet, which also includes "debunking" sites dedicated to debunk false news with evidence.

At the end of the search, the teacher / educator invites the groups to share their findings and to evaluate them together.

SHEET

**“RELIABILITY CRITERIA: HOW TO VERIFY NEWS”**

**LEVEL 1 (FOR YOUNGER PARTICIPANTS)**

1. THE EASIEST AND MOST DIRECT WAY TO VERIFY THE RELIABILITY OF NEWS IS TO MAKE A SEARCH WITH GOOGLE (OR ANOTHER SEARCH ENGINE) BY INSERTING THE TITLE OF THE NEWS OR THE ISSUE IT DEALS WITH, AND THEN TO ANALYZE THE LIST OF RESULTS. IF THE NEWS RUNS ON THE WEB FOR SOME TIME, HAS STIRRED SOME DEBATE AND HAS ALREADY BEEN PROVED FALSE, IN THE RESULTS LIST YOU WILL FIND LINKS TO WEB PAGES THAT CONFIRM IT BUT ALSO TO WEB PAGES THAT PROVE IT WRONG. THIS IS AN IMPORTANT CLUE THAT MUST RAISE DOUBTS ABOUT THE RELIABILITY OF THE NEWS.
2. THE SECOND STEP IS TO VERIFY WHICH SITES HAVE PROVED IT WRONG. GENERALLY, THEY ARE SO-CALLED “DEBUNKING” SITES. THE TERM COMES FROM THE ENGLISH VERB “TO DEBUNK” WHICH MEANS “TO DISMANTLE”. DEBUNKING SITES ARE IN FACT CREATED WITH THE STATED AIM OF COMBATING ONLINE MISINFORMATION, “DISMANTLING” AND DENYING, BY APPLYING SCIENTIFIC METHODOLOGIES, FALSE, EXAGGERATED AND UNSCIENTIFIC STATEMENTS AND NEWS.

**DEBUNKING SITES (IN ..... LANGUAGE OF THE PARTNER)**

- .....
- .....
- .....

AMONG ENGLISH WEBSITES, YOU MAY FIND WWW.SNOPES.COM, THE “FATHER” OF ALL DEBUNKING SITES, AND WWW.BELLINGCAT.COM, INTERESTING ENGLISH SITE USING SATELLITE MAPS TO VERIFY THE NEWS.

**LEVEL 2**

THERE ARE SEVERAL ADDITIONAL ELEMENTS TO THOSE ALREADY PRESENTED THAT HELP US TO UNDERSTAND IF THE NEWS IS TRUE:

1. TO CROSS DATA FROM MULTIPLE SECONDARY SOURCES (AT LEAST THREE). IN OTHER WORDS, IF THE SAME NEWS APPEARS ON MULTIPLE ORGANS OF RELIABLE INFORMATION IT IS USUALLY REASONABLE (BUT NOT SURE) TO THINK THAT IT IS TRUE.
2. TO LOOK FOR CONFIRMATION FROM A PRIMARY SOURCE: FOR EXAMPLE, IF THE NEWS CONCERNS A CELEBRITY, WE HAVE TO LOOK ON THE OFFICIAL WEBSITE OF THAT PERSON. IF INFORMATION CONCERNS THE GOVERNMENT, THEN WE HAVE TO LOOK AT THE GOVERNMENT OFFICIAL WEBSITE.
3. IF SOME TIME HAS PASSED AFTER THE NEWS WAS PUBLISHED AND THERE ARE NO DENIALS OR CORRECTIONS, IT IS MORE REASONABLE TO THINK THAT IS TRUE. THEREFORE, IT IS ALWAYS IMPORTANT TO CHECK THE DATE OF AN ARTICLE AND BE WARY OF THOSE WHO DO NOT REPORT IT.
4. CHECK THE WEBSITE: IS IT A REGISTERED ONLINE NEWSPAPER? IS IT A BLOG RUN BY ONE PERSON ONLY? DO THE AUTHORS OF THE WEBSITE MAKE A PRESENTATION OF THEMSELVES OR PRESENT THEIR SITE? THE MORE THIS INFORMATION IS VAGUE, THE LESS THE WEBSITE IS RELIABLE
5. ARE THE SOURCES OF INFORMATION CLEARLY MENTIONED INSIDE THE ARTICLE YOU ARE READING? IF THEY BROADLY CITE “RESEARCH CONDUCTED BY SCHOLARS OF AN AMERICAN UNIVERSITY”, WITHOUT MENTIONING THE TITLE OF RESEARCH, WHEN IT WAS MADE, BY WHAT SCHOLARS, BY WHAT UNIVERSITY, WE NEED TO DISTRUST.
6. PAY ATTENTION TO THE GRAPHICS AND THE STYLE OF THE WEBSITE: IF THERE ARE MANY WORDS WRITTEN ALL IN CAPITAL LETTERS, WITH EVIDENT FONT, WITH EXCLAMATION POINTS, USING PHRASES SUCH AS “THE WHOLE TRUTH”, “WE WERE CHEATED!” OR THEORIES OF TOTAL CONTROL BY OCCULT POWERS, YOU ARE ALMOST CERTAINLY ENTERED A SITE FULL OF HOAXES.

LAST ELEMENT TO KEEP IN MIND: THE FACT THAT YOU HAVE RECEIVED AN EXTRAORDINARY NEWS BY A FRIEND, A CLASSMATE, YOUR BROTHER OR YOUR UNCLE DOES NOT MEAN IT IS REAL.

Other news that could be used:

**UK school pupil ethnicity question angers Italy**

<http://www.bbc.co.uk/news/blogs-news-from-elsewhere-37631062>

Debunking:

.....

**Bonsaikitten: kitten in a jar**

[http://uncyclopedia.wikia.com/wiki/Bonsai\\_Kitten](http://uncyclopedia.wikia.com/wiki/Bonsai_Kitten)

Debunking:

.....

Other materials on chemtrails

.....

.....

**CRITIC Activity: “Cyber truth”**

The teacher / educator distributes to each participant a short questionnaire which will serve as a basis for initiating a brainstorm to raise awareness among young people about their behaviors and their ability to do an online search or to read search results.

Questions included in the questionnaire:

While chatting with friends you get a funny, odd or interesting piece of news. What do you do?

1. you immediately forward it to other friends
2. you verify it and then decide if you send it to friends or not

Instead of news, you receive the link to the website containing it. You go to the website and: (you can choose more than one answer)

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

You do a search for the school on a specific theme. You have entered the title or keywords in Google and you have found a lot of results. How do you behave?

1. take the first result on the list, copy and paste it
2. you only trust Wikipedia
3. try to compare different sites to see if there is information conformity

Depending on the answers provided by participants, the teacher / educator initiates a discussion on how to recognize the reliability of sites and information.

**EVALUATOR Activity: “Web decalogue”**

To begin the activity, the teacher / educator divides participants into groups. Each group tries to elaborate the ten good rules for a reliable online search and for a conscious reading and dissemination of news. At the end of the time allocated, they share the proposed rules and, starting from them, the class / group defines its own web decalogue.

In collaboration with

