

LESSON PLANS ITALY

LESSON 1: INFORMATION LITERACY FOR EDUCATORS, LIBRARIANS AND TEACHERS



LESSON PLAN STRUCTURE

- Introduction
- Targeted competences
- Target group
- Lesson objectives
- Required materials and software
- Methodology
- Types of activities
- Description of activities
- Lesson evaluation
- Annexes

This lesson plan was developed and tested by Open Group trainers in the Fall of 2018 with librarians and teachers of the schools Istituto Comprensivo 10 in Modena and Fondazione Aldini Valeriani and Istituto Comprensivo 15 in Bologna.

INTRODUCTION

The activity takes place in 6 meetings, and it is aimed at librarians and teachers.

Given the current explosion of Internet communication, developing the digital skills of teachers and librarians becomes an increasingly important and urgent task in order to accompany young people in a training and learning path for a conscious use of the Internet and social networks.

The goal is to promote a digital culture in which everyone feels a protagonist and a responsible person.

Digital competence is one of the eight key skills for lifelong learning indicated by the European Union.

DigComp (the European digital competence framework for all citizens) identifies different areas of development, all of which are fundamental for increasing digital citizenship, as a natural and necessary extension of citizenship as we always understood it.

DigComp's first area is Information and data literacy, which addresses the ability of citizens, particularly of young people to browse the net, and to evaluate and manage the data and information found online. This is a primary task for educational and cultural agencies.

Libraries, which have always been key knowledge dissemination centres, are currently trying to innovate and increase their offers, in order to respond to new and emerging training needs. Libraries can play a key role for the professional future of the younger generation and to help reduce the digital divide.

The collaboration between libraries and schools becomes a key element to promote digital citizenship and to develop common and therefore more effective perspectives among the various training agencies.

TARGETED COMPETENCES

- DigComp 1.1 - Browsing, searching and filtering information and digital content
- DigComp 1.2 - Evaluating data, information and digital content
- DigComp 2.3 - Involving citizenship through digital technologies
- DigComp 2.5 - Netiquette.

TARGET GROUP

Librarians and first grade secondary school teachers.

LESSON OBJECTIVES



- ✓ **Improve** their awareness of the relationship between fake news and society's cultural processes;
- ✓ Be able to **understand** the strategies used to create fake news;
- ✓ **Learn** methods to detect fake news;
- ✓ **Develop** strategies to increase children's awareness and critical thinking about online news;
- ✓ **Create** useful content and educational paths to work with young people on information literacy.

REQUIRED MATERIALS, SOFTWARE AND EQUIPMENT

For this
lesson, you
will need:



- Pc and projector
- Internet connection
- Updated fake news quiz
- Slides “Introduction to digital media and young people” (see Annex 1)
- Slides “Information literacy: search and evaluate on the net” (see Annex 2)
- Slides “Networking: tools and opportunities” (see Annex 3)
- Slides “Introduction to Wikipedia” (see Annex 4)

Note: the presentation slides can be integrated by the trainer at the time of use.

It is recommended to update some of the data included.

METHODOLOGY

An active and experiential methodology is used. The trainer provides information and stimuli during the lessons in order to **activate** and **develop** any already existing resources and skills of the participants.

Through team working and personal commitment, the participants are encouraged to **rediscover**, **renew** and **enhance** their role as a teacher or librarian, in line with the needs of our times.

TYPES OF ACTIVITIES

- Frontal teaching
- Discussion group
- Test
- Workshop/team working
- Debriefing

DESCRIPTION OF ACTIVITIES

Activities take place over the course of 6 meetings of 2 hours each.

An active and experiential methodology is used. The trainer provides information and stimuli during the lessons in order to **activate** and **develop** any already existing resources and skills of the participants.

Through team working and personal commitment, the participants are encouraged to **rediscover**, **renew** and **enhance** their role as a teacher or librarian, in line with the needs of our times.

1

The trainer provides a **theoretical introduction** (see Annex 1 - Slide "Introduction to digital media and young people") on the ongoing socio-cultural change; the characteristics of younger generations and their use of digital media; the redefinition of educational/training roles; and **effective methodologies** to work with children on digital citizenship issues.

The trainer stimulates the **reflection and interventions of participants** by encouraging them to connect the inputs provided to their personal experience, through some questions included in the slides.

The plenary debate **encourages sharing** among participants and the development of **a common culture**.

2

The trainer **introduces information literacy and fake news** (30 minutes) through the slides of Annex 2 ("Information literacy: search and evaluate on the net").

He/she then submits a test to be carried out in pairs to **test the participants' skills** related to the detection of fake news (45 minutes).

After the test, the trainer **provides tools to recognize fake news** (45 minutes), following the content of the same slides.

3

During the third meeting, the trainer proposes some **reflections on Internet searching** (see Annex 3 - "Networking: tools and opportunities") and **on Wikipedia** as an important reference source (see Annex 4 - "Introduction to Wikipedia").

Participants are then asked to do online searches on a given topic by **comparing several sources**, including Wikipedia, and to **summarize** the reliable information that they found online about the topic.



4

The trainer asks participants to **design a learning activity** aimed at children on the above topics.

The activity should include one step to be carried out **in the library** and a subsequent step to be carried out **at school**. The two sub-activities should also work out if ran independently from one another.

The objectives of the two steps or paths are actually defined in a plenary discussion (30 minutes), by **stimulating proposals** from the participants, also concerning the realistic time needed to implement them.

Then (1 hour), the trainer creates two mixed subgroups with librarians and teachers and asks one group to **design the intervention** in the library and the other one to **design the activities** at school.

Key **design criteria** are each path's feasibility and the achievement of the agreed objectives.

Finally (30 minutes), the two groups join again in a plenary session to share their drafts and to **discuss critically**, enrich and harmonize the two paths.

5

During this meeting, the participants begin to **create the necessary tools** to carry out the activities with the children.

They do this **divided into subgroups**, also depending on the participants' technical skills useful for the production of the envisaged tools: videos, quizzes, stimulus questions, etc.

6

In the last meeting, the participants finish **producing the educational tools** and then two volunteers test the **learning paths** with the rest of the group.

LESSON EVALUATION

The evaluation of the educational paths takes place along the way through the observation of the participants' involvement in the activity and their ability to develop with good autonomy functional learning paths for children.

At the end of each meeting, participants are asked to briefly **evaluate** the meeting and **make suggestions** for the following one.

ANNEXES

Annex 1 – Slides “Introduction to digital media and young people” (in Italian only)

Annex 2 – Slides “Information literacy: search and evaluate on the net” (in Italian only)

Annex 3 – Slides “Networking: tools and opportunities” (in Italian only)

Annex 4 – Slides “Introduction to Wikipedia” (in Italian only)

LESSON PLANS ITALY

LESSON 2: ONLINE DIGITAL CONTENT CREATION FOR TEACHERS



LESSON PLAN STRUCTURE

- Introduction
- Targeted competences
- Target group
- Objectives
- Required materials and software
- Methodology
- Types of activities
- Description of activities
- Lesson evaluation
- Annexes

This lesson plan was developed and tested by Open Group trainers in the Fall of 2018 with the teachers of the school Istituto Comprensivo 10 in Modena and in the Fall of 2019 with teachers of Fondazione Aldini Valeriani and Istituto Comprensivo 15 in Bologna.

INTRODUCTION

The activity described takes place in 6 meetings of 2.5 hours each. The lessons are aimed at teachers and other educators who work with children at a lower and upper secondary school level.

Given the current explosion of Internet communication, **developing the digital skills of teachers and librarians** becomes an increasingly important and urgent task in order to accompany young people in a training and learning path for a conscious use of the Internet and social networks.

The goal is to **promote a digital culture** in which everyone feels a protagonist and a responsible person.

Digital competence is one of the eight key skills for lifelong learning indicated by the European Union.

DigComp (the European digital competence framework for all citizens) identifies different areas of development, all of which are fundamental for increasing digital citizenship, as a natural and necessary extension of citizenship as we always understood it.

The third area of Digcomp is about **the creation of digital content**: supporting citizens (and young people in particular) to develop, integrate and rework digital content. Nowadays, this has become one of the primary objectives for educational and cultural agencies.

The traditional view of learning sees **the teacher as the fulcrum** of the educational relationship: the learning of the pupil is in the hands of the teacher. The teacher disseminates the knowledge, while the task of the learner is to absorb it.

Today, this view is being replaced by one which is based on active learning, where the teacher's role becomes more and more to support, assist and stimulate children in the development of transversal skills through approaches that place students in the position of protagonists and creators.

TARGETED COMPETENCES

- DigComp 3.1. - Developing digital content
- DigComp 3.2 - Integrating and reworking digital content
- DigComp 2.3 - Involvement in citizenship through digital technologies
- DigComp 2.5 - Netiquette.

TARGET GROUP

Teachers and educators of students at lower and upper secondary schools.

LESSON OBJECTIVES

Participants
will:



- ✓ Share theories and goals related to media and media education.
- ✓ Raise awareness about the effectiveness of **active teaching and learning** approaches.
- ✓ Acquire knowledge and skills related to methodologies and tools useful in **supporting young people** in the creation of digital content.
- ✓ **Create digital activities** and tools useful in working with young people while using active teaching methodologies.

REQUIRED MATERIALS, SOFTWARE AND EQUIPMENT

For this
lesson, you
will need:



- Pc and projector
- Internet connection
- Posters and markers
- Storyteller dice - Dice that carries symbols on each face (see left and Annex 1)
- Slides lesson 1 "Media and Media Education" (see Annex 2)
- Slides lesson 2 "Today's world" (see Annex 3)
- Slides lesson 3 "Teaching methods" (see Annex 4)



Storyteller dice

METHODOLOGY

An **active and experiential methodology** is used. The trainer provides information and stimuli during the lessons in order to **activate** and **consolidate** the participants' resources and skills.

Through group work and personal commitment, the participants are stimulated to **rediscover, renew and enhance their role as a teacher**, in line with the needs and characteristics of the contemporary era.

TYPES OF ACTIVITIES

Frontal lesson
Group discussion
Workshop/group work
Debriefing

DESCRIPTION OF ACTIVITIES

Activities take place over the course of 6 meetings of 2.5 hours each.

1

The trainer presents an introduction to the theories and objectives of media education, also providing a historical overview of the evolution of theoretical and methodological approaches to **media use in education**.

Using the "Media and Media Education" slides (Annex 2), the trainer shows some audiovisual and other materials and asks participants to **express their vision and experience** on the proposed content.

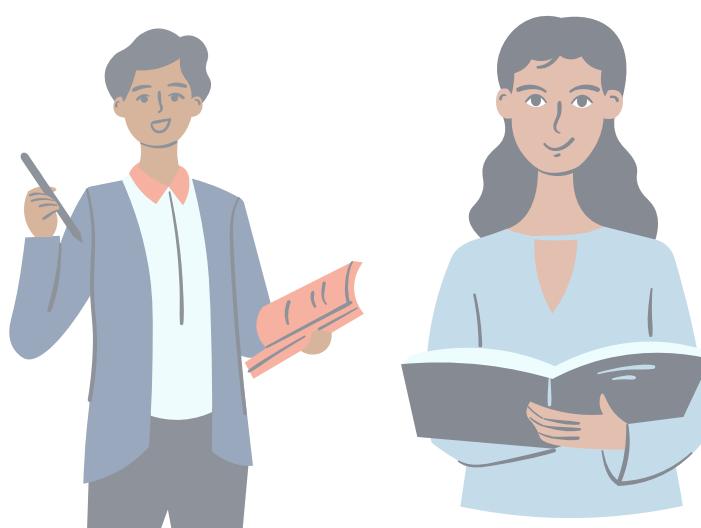
The **activation** of the participants also takes place through questions, as indicated in the slides.

2

The trainer briefly presents the current **digital revolution** and the development of a **participatory culture** as a basis for proposing active teaching methodologies.

Using the slides "Il mondo di oggi/Today's world" (Annex 3), the trainer stimulates the participants' reflections and interventions by encouraging them to **connect the inputs provided to their personal experiences**, through some questions included in the slides.

The plenary debate **encourages sharing** among participants and the development of a common culture.



3

The trainer introduces the active teaching methodologies by showing the "Didactic Methods" slides (Annex 4) and engaging the participants through games played with the storyteller dice (see image in Annex 1), as shown in the slides.

These games are useful to highlight and explore the ingredients of active teaching by stimulating experiential learning.

That is, the participants are involved through participatory methodologies in elaborating reflections and developing content.

5

During the fifth and sixth meetings, the participants create the tools required to run the activities with the children.

They do this divided into subgroups, also depending on the participants' technical skills useful for the production of the envisaged tools: videos, quizzes, stimulus questions, etc.

4

During the third and fourth meetings, the trainer asks the participants to design an activity (path) aimed at young people that uses meaningful learning methodologies and involves young people in the creation of digital content.

The objectives of the educational path are defined in a plenary discussion (30 minutes), by stimulating proposals from the participants, also concerning the realistic time needed to implement them.

Then, the trainer creates two sub-groups and asks each group to design the activities of a possible intervention that reflects the agreed objectives and timetable (1 hour).

Finally, the two groups join again in a plenary session (30 minutes) to share their proposals and to discuss critically, enrich and harmonize the two paths.

Annex 5 presents two examples of learning paths proposed by the teachers.

LESSON EVALUATION

The evaluation of the educational paths takes place along the way through the observation of the participants' involvement in the activity and their ability to develop with good autonomy functional learning paths for children.

At the end of each meeting, participants are asked to briefly **evaluate** the meeting and **make proposals** for the following one.

ANNEXES

Annex 1 – Storyteller dice image (see below)



Annex 2 - Slide “Media e Media Education” (in Italian only)

Annex 3 - Slide “Il mondo di oggi / Today’s world”, (in Italian only)

Annex 4 - Slide “Metodologie didattiche /Teaching methods”, (in Italian only)

Annex 5 – Examples of learning paths created during “Online digital content creation for teachers” (see below)

ANNEX 5

Example 1: Writing articles suitable for online publishing

The teachers created a video pill to introduce a path with the kids on the creation of digital content. The video pill (in Italian) is related to writing digital content. You can watch the video [by clicking on this link](#).

The teacher presents the course "Writing articles suitable for online publication" to the students.

Then, the teacher asks the pupils divided into sub-groups to write articles regarding a specific theme. Articles should be written using Google Documents, thus collaborating in their drafting through the sharing of the document.

Students must follow the suggestions of the video pill to write articles that are formally correct and provide reliable content.



Still frames from the video pill

ANNEX 5 (CONT.)

Example 2: Online survey

The teacher collects information on the needs and interests of a group of students (a class) regarding the digital tools that may be useful for their school. This is done using [Mentimeter](https://www.mentimeter.com) (<https://www.mentimeter.com>) and displaying the answers with a word cloud (see example below).

The students then split into groups and create a survey on the chosen topics, using Google Forms.

The survey will be submitted to all the students of the school.

Eventually, with the help of the teacher, the students process the survey results and present them through an infographic created, for example, [with Canva](#).

Elenca tre strumenti utili per la formazione digitale

Mentimeter



Word cloud created with Mentimeter

LESSON PLANS ITALY

LESSON 3: TRUE OR FALSE? SURF THE NET AND GET INFORMATION



LESSON PLAN STRUCTURE

- Introduction
- Targeted competences
- Target group
- Objectives
- Methodology
- Types of activities
- Required materials and software
- Description of activities
- Lesson evaluation
- Annexes



INTRODUCTION

The activity takes place in the library and is conducted by a librarian trained in information literacy.

Given the current explosion of Internet communication, **developing the digital skills of children** for a conscious use of the Internet and social networks becomes an increasingly important and urgent task. The goal is to promote a digital culture in which everyone feels a protagonist and a responsible person.

Digital competence is one of the eight key skills for lifelong learning indicated by the European Union. DigComp (the European digital competence framework for all citizens) identifies different areas of development, all of which are fundamental for increasing digital citizenship, as a natural and necessary extension of citizenship as we always understood it.

DigComp's first area is **Information and data literacy**, which addresses the ability of citizens (including young people) to browse the net, and to evaluate and manage the data and information found online. This is a primary task for **educational and cultural agencies**.

Libraries, which have always been key knowledge dissemination centres, are currently trying **to innovate and increase their proposals**, in order to respond to new and emerging training needs. They can play a key role in the professional future of the younger generation and in helping to reduce the digital divide.

Framework and theoretical references

Council Recommendation of 22 May 2018 on key competences for lifelong learning ([CLICK TO OPEN](#))

DigComp 2.1 ([CLICK TO OPEN](#))

Developing Digital Youth Work ([CLICK TO OPEN](#))

(Italian only) Sito MIUR - Safe Internet Centre Educazione civica digitale ([CLICK TO OPEN](#))

(Italian only) "Attraverso la scuola delle competenze" di Malizia e Cicatelli, Armando Editore

(Italian only) "I giovani e i media" di Falcinelli F. in Education Sciences & Society, vol.3, n.1, 2012 ([CLICK TO OPEN](#))

TARGETED COMPETENCES

- DigComp 1.1 - Browsing, searching and filtering information and digital content
- DigComp 1.2 Evaluating data, information and digital content

The activity intends to develop the ability to critically search and interpret information, to use information knowingly and to know the tools needed to evaluate information and sources.

TARGET GROUP

Students between the ages of 11 and 13

LESSON OBJECTIVES



- ✓ Provide participants with useful **elements and tools** to orient themselves in evaluating news on the web.
- ✓ Increase participants' critical capacity **to evaluate** and **disseminate** information on the web.

METHODOLOGY

An **active and experiential methodology** is used. The trainer provides stimuli and support during the learning process and the participants acquire skills through activity, play and personal involvement.

Learners are stimulated **to discover** and **develop** skills in an active, autonomous, collaborative and conscious way, in line with **learning-by-doing, cooperative learning** and **gamification** methodology.

TYPES OF ACTIVITIES

Discussions
Video viewing
Team play
Final debriefing

REQUIRED MATERIALS, SOFTWARE AND EQUIPMENT

For this
lesson, you
will need:



- Pc and video projector
- Internet connection
- Posters and markers
- Quizzes based on recent fake news (see examples in annexes 1, 2 and 3) produced by Open Group
- Video pill on fake news by Open Group ([CLICK TO OPEN](#)) (Italian only)



Still frames from the video on fake news by Open Group

DESCRIPTION OF ACTIVITIES

1

WELCOME (10 minutes)

The participants are welcomed and the librarian presents the library and its functions.

The trainer explains that they will carry out an interactive and fun activity together, which **requires everybody's collaboration**. To do so, it is necessary to speak one at a time, in order to encourage everyone's participation and **respect everyone's opinions**, even when these opinions may differ.

It is possible to counter or integrate what is said by a peer only after he/she finished expressing their opinion.

3

TEAM QUIZ (20 minutes)

Participants are divided into 5 teams of 4 or 5 people. Each team is given an identification number and receives pre-prepared information or news sheets on **fake news** (see Annexes).

Participants must consult with the other members of their team to decide whether **the news is true or false** and motivate their decision. Once the choice is made, the group hands over the sheets to the trainer and everyone goes back to their seats, recreating a plenary session situation.

2

STIMULATION QUESTIONS (15 minutes)

The trainer does not provide his/her personal information or judgements about the current digital world, but tries to **bring out experiences and reflections** from the participants themselves, through some questions with maieutic approach, such as:
What is the digital world for you?

What does it mean for you to inquire?

What do you use to inform yourself?

Have you ever found false or incorrect information on the net or on social media?

4

VIDEO PILL VIEWING (10 minutes)

The trainer explains to the participants that they will **check the answers** that they gave in the previous step together.

For that, they may use some of the tools illustrated in the proposed video pill.

Participants should follow the video carefully, focusing mainly on the tools they already know.

5

GROUP TEST (20 minutes)

The trainer addresses the information and news which the participants found in the quiz sheets, by **verifying the sources and their truthfulness** through guided Internet browsing, using background knowledge and the new tools discovered thanks to the video pill.

At the beginning, a volunteer is asked to help **check** the first set of information/news in plenary.

The trainer asks the volunteer about how he/she would proceed for the **verification**, and then asks all the participants whether they agree or have other suggestions.

Based on the results of this brainstorming, the volunteer moves on with browsing the net and **verifying the information** as agreed.

The trainer should not intervene in the verification process, but rather **stimulate the group** to find the best and most functional solutions. The trainer may intervene if the participants cannot find a solution autonomously.

6

FINAL REFLECTION (15 minutes)

After the test, the trainer asks the participants **to reflect and share** on what they discovered or deepened during the activity.

It is important that participants show an increased awareness of the need to always doubt and **be critical** about the information they find/receive online.

Of course, no one can verify all the information and news that come from the web, but it is essential not to assume that they are true and, above all, to verify them before using them or passing them on to other recipients.

VERIFY SOURCES

LESSON EVALUATION

The evaluation of the activity takes place along the way, through the observation of:

- participants' engagement in the activity;
- collaborative group dynamics;
- the attention paid to the search for online news;
- participants' contribution to the final reflections.

If the activity is carried out in collaboration with a school and teachers are willing to do it, it is possible to have a deeper assessment of students' learning by providing them with additional fake news quizzes to be submitted to their students in the days following the activity in the library.

ANNEX 1: FAKE NEWS QUIZ EXAMPLE 1

Fatto Quotidiano

HOME NOTIZIE > VIDEO > CONTATTACI



Sono tempi duri per il più famoso social network del mondo, messo in discussione su ogni fronte, facebook dovrà cominciare a prendere seri provvedimenti contro le fake news, soprattutto quelle dannose per la società tutta, ma anche contro gli insulti sempre più virali e forti in internet. La gente, spiega il collaboratore numero uno di Sukkeberg, "crede a tutto e pensa che su web non ci siano conseguenze, ma anzi non è così affatto perché sul web tutti gli insulti sono amplificati, dato che si gode di una cassa di risonanza non di poco conto, cosa che dovrebbe indurre tutti noi a una lunga e seria riflessione sulla questione, perché sì, è vero, il social è il virtuale, da sempre, garantiscono una certa libertà d'espressione e un certo anonimato, ma è anche vero che non tutti i messaggi possono passare, non è giusto, come non è giusto nel mondo reale".

GROUP 1

Discuss with the group members and choose the answer that seems right to you:

1. real/true news

2. false/fake news

Why?



ANNEX 2: FAKE NEWS QUIZ EXAMPLE2



GROUP 2

Discuss with the group members and choose the answer that seems right to you:

1. Profile of a model: it has the blue tick
2. Profile of an imaginary character

Why?

ANNEX 3: FAKE NEWS QUIZ EXAMPLE 3



“Tutto a 99 like”: nasce il primo negozio in cui si paga in visibilità

GROUP 3

COSENZA - Sembrava una qualunque fila di quarantotto ore per aggiudicarsi il nuovo cassetto esclusivo dell'iPod Nano Touch Watch Echittebiv (vendibile anche online a soli due reni). Invece era per la grande apertura del primo negozio nazionale "Tutto a 99 like": il nuovo store offre ai propri avventori qualunque cosa si possa trovare in un qualsiasi ipermercato con la differenza che qui si paga solo in like, in retweet, in una sola parola "visibilità".

Discuss with your group members and choose the answer that seems right:

1. Credible news
2. Fake news
3. True news

Why did you make this choice?

LESSON PLANS ITALY

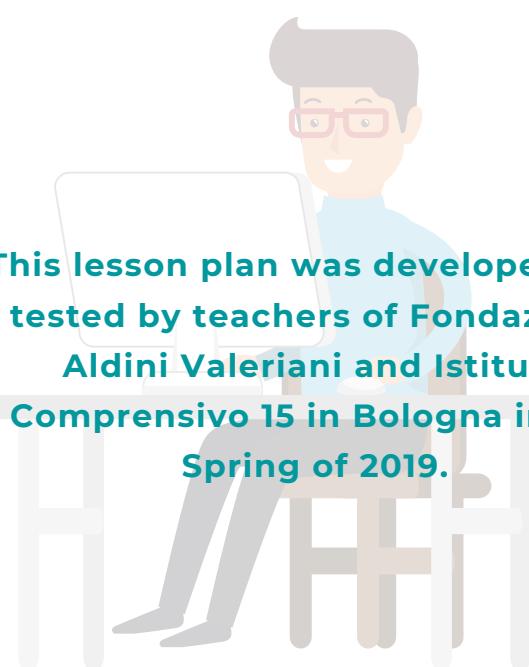
LESSON 4: FROM PEER TO PEER



LESSON PLAN STRUCTURE

- Introduction
- Targeted competences
- Target group
- Objectives
- Methodology
- Types of activities
- Required materials and software
- Description of activities
- Lesson evaluation

This lesson plan was developed and tested by teachers of Fondazione Aldini Valeriani and Istituto Comprensivo 15 in Bologna in the Spring of 2019.



INTRODUCTION

The activity concerns an organic training path composed of lessons and characterized by a **light peer-education approach**.

Peer learning works well in terms of both stimulating learners' attention and achieving learning outcomes. Based on the peer education approach, the overall training path is articulated in two phases:

STEP 1

In the first step, upper secondary school students (better if in their second or third year) are **trained as peer educators** on some DigComp digital competencies (see below)

STEP 2

The second step **provides training and information** to lower secondary school pupils by the students/peer educators trained in the first step. All the activity is managed and supervised by a team of school teachers (from both schools involved) who, in turn, have been specially trained on the same digital competences (see Lesson 1: Information literacy for educators, librarians and teachers).

The main goal of the training path is **to stimulate awareness** and a critical and **responsible use of digital communication** in general, especially regarding the use of the Internet and social media.

Schools must have an accompanying role in the development of the students' digital culture, which will become ever more important for both their social and professional endeavors.

From this perspective, the European Digital competence framework for all citizens (also known as DigComp) allows teachers to have a common language, a common reference framework and a systematic view of the heterogeneous set of digital competences.

Moreover, DigComp allows teachers to structure **coherent training** interventions and to build cohesive and **oriented development programs** in order to integrate digital competence as a further element in the school curricula.

TARGETED COMPETENCES

The training activity aims to develop competences in DigComp competence area 1 "Information and data literacy"

- DigComp 1.1 - Browsing, searching and filtering information and digital content
- DigComp 1.2 Evaluating data, information and digital content

TARGET GROUP

Students attending 1st and 2nd grade secondary school (from 11 to 17 years old)

LESSON OBJECTIVES



The training aims to develop the students' capability to:

- ✓ **search** for digital information and content, recognizing the **reliability of the sources** and the plurality of points of view;
- ✓ **recognize and critically evaluate** information disseminated through the Internet and social media;
- ✓ **use and disseminate information** through the Internet and social media in correct ways.

METHODOLOGY

The reference methodology is that of peer education.

In general, **experiential and laboratory methodologies** are more engaging, concrete and effective, entrusting the trainer with the role of **mediator and facilitator** who supports the learner in learning independently and in collaboration with peers and teachers.

In this context, it is important to foresee **moments dedicated to reflection** with teachers in order to systematize competences, resolve doubts, and detect the right direction of further learning.

TYPES OF ACTIVITIES

- watching videos to stimulate reflections,
- group analysis and discussions,
- individual moments of research and production of content,
- group work

REQUIRED MATERIALS, SOFTWARE AND EQUIPMENT

**For this
lesson, you
will need:**



- PC and video projector
- Internet connection
- LIM (Multimedia interactive whiteboard)
- App to share materials (e.g. Edmodo)
- Software for presentations (e.g. Power Point, Prezi)
- Cards and markers

DESCRIPTION OF ACTIVITIES

STEP 1 - High school peer educators' preparation

In this phase, the 14-hour training addresses a maximum of 20 upper secondary school students (16-17 years old), divided into 2 groups of 10 people.

Their main assignment is **to design and plan** a short learning activity for lower secondary school pupils (11-13 years old) on subjects related to Information and data literacy.

The challenge for the older students is **to understand and appropriate** this content and then find a way "**to pass it on**" to the younger students effectively and in a way consistent with their age.

1st meeting/lesson (2 hours)

1. Welcome

Trainers try to create a working group spirit among the participants through games aimed at knowing one another.

One way to do this is to encourage each participant to present him/herself by referring to the applications on their smartphone: *Which ones do they use most? Which ones have they downloaded lately? Which they believe to be the most useful and the funniest ones?*

An alternative way is to ask in advance participants to **create a very short self-presentation** video using their smartphone.

2. Presentation of the laboratory

The topics of the training are presented through a brainstorming process started with input from the trainers using [Mentimeter](#).

This app facilitates the identification of keywords from the participants' answers to questions, which are then visualized in "word cloud" format.

Students are asked to answer each of the following questions using only three words.

What do they think digital media are?

What does digital literacy mean?

What do they understand "awareness in the use of digital media" to mean?

What are the reasons why digital is so important today?

Participants are then explained in detail the training assignment: the preparation of a short **learning laboratory** on information literacy aimed at lower secondary school students, with activities and explanations suitable for this group.

In this step, it is useful to stress the importance of mastering the laboratory's contents in order to achieve such goal.

At the end of this session, trainers suggest reading materials and websites to look at for an individual study phase. The aim is to collect a first set of information on the topic in view of a common discussion and reflection to be held in the following meeting (**flipped classroom methodology**).

2nd meeting/lesson (2 hours)

In the second meeting, participants are asked to **share** anything they found interesting in the individual study phase: which news they discovered, what they understood would be useful to avoid becoming "**information victims**" and how to manage information in a safe and critical way.

The students' answers are posted on a billboard that becomes their knowledge map on this topic:

How to search for information?

How can the source be verified?

How can the information be evaluated?

After the participants' contributions, the trainers add onto the billboard further indications and tools that can help a proper use of the Internet.

At the end of the session, participants are **asked to search online** for the best materials that they believe to be suitable for future use with the younger students. These materials will be presented and agreed upon in the following training session.

3rd meeting/lesson (2 hours)

The aim of this session is to **consolidate** the knowledge on information and data literacy acquired so far.

Students are divided into two groups and asked to **develop and give a presentation** of the information, websites, tools, and other useful content they found. Again, they are prompted to find **the language and methods** most appropriate for the presentations' future listeners.

To do this, they can:

- create the **presentations**, including animations, using Power Point or Prezi;
- produce short **videos** using, among others, Quick or InShot;
- re-use appropriately selected ready-made materials from the school and other sources.

The production of these materials serves both to **clarify the concepts** related to the safe and critical use of the web and to provide a scaffold for the peer educators' future management of the younger students' groups and their learning dynamics.

4th meeting/lesson (2 hours)

This lesson is dedicated to **presenting** and **learning** how to use some participation activation tools. Mentimeter, Kahoot and Plickers will be explored to prepare the peer educators to use them.

The ideal schedule of the future intervention with the younger students will be also outlined at this stage, identifying which tool is most appropriate to use at each stage.

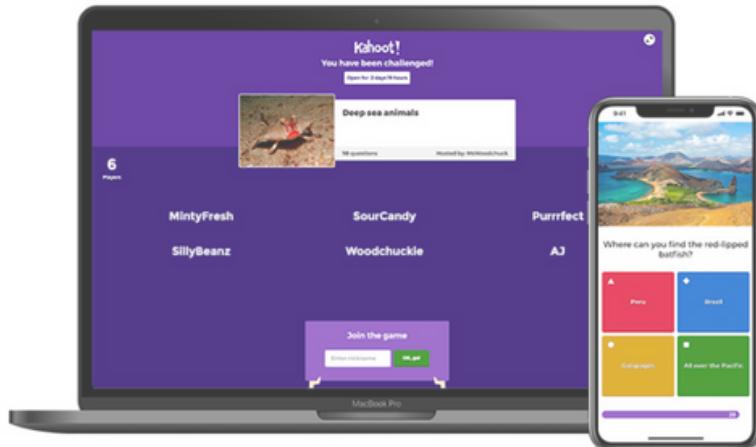
5th meeting/lesson (2 hours)

This session is completely dedicated to developing a quiz using Kahoot (<https://kahoot.com/>). This tool allows to stimulate students' learning and participation through **game-like action**. It also triggers positive **competition** dynamics without penalizing anyone, as the results are anonymous and returned immediately with clear and engaging graphics.

Being a closed-answer quiz, students are requested **to invent** not only the questions, but also the answers (usually four), trying to create plausible ones with respect to the correct answer. This exercise further consolidates the knowledge acquired in the previous sessions, adding the challenge of **creating new content** to be clearly communicated.

The questions created for the Kahoot quiz can be answered through a smartphone or a tablet, or they can be re-used with Plickers (<https://get.plickers.com/>), a tool which does not require technological devices.

Thanks to an application downloaded only on the trainer's device and to some answering cards with special icons recognized by the app distributed to the participants, Plickers can also show the quiz results in an immediate and fun way.



6th and 7th meeting/lesson (2 hours each)

The last two sessions are entirely devoted to **simulating and rehearsing the interventions** which will be held with the lower-secondary school pupils. The aim is to enhance peer educators' self-confidence in their intervention by developing a shared direction where roles and tasks are clearly defined at all times.

A training intervention is difficult to manage, so **trying it in advance** helps identify the possible critical moments and detect solutions to avoid any difficulty that may paralyze the peer educators. That would make the experience frustrating for them and for the lab's participants.

This is a very important phase and, if possible, we suggest **rehearsing the simulation** with other schoolmates not involved in the training and asking for constructive feedback. Once the final version is achieved, we suggest producing a print/map of the planned learning activity, so that peer educators have a paper support that they can quickly consult before and during the intervention itself.

STEP 2 – Information and training interventions in lower-secondary school

In this step, there are **2 interventions that last a total of 4 hours**. They are delivered by the peer educators to students 11-13 years old in a lower-secondary school. Both interventions are supervised by professional trainers (in our case the FAV and IC15 teachers who trained the peer educators).

First intervention



1. Introduction and getting to know each other (30 minutes)

Peer educators and their supervisors meet the younger students, introduce themselves and propose games aiming to facilitate the creation of an open group of participants willing to work in a collaborative way.

2. Presentation of the laboratory (20 minutes)

Peer educators use Mentimeter to stimulate the kids' imagination. If the children do not own a mobile phone or tablet, and the school cannot provide other digital tools, it is possible to use Post-its on which they are invited to write down three words they think are related to the word "digital". Peer educators will then enter the words on Mentimeter to get the words cloud result.

Looking at the emerging words, the young participants may be stimulated to reflect and comment by asking them:

*Did you expect those words?
Which one surprises you the most?
Which ones do you think should not be there?*

3. Starting the information and training session (30 minutes)

Using Kahoot, peer educators submit the quiz prepared during their training. The quiz, thanks to the photos, videos and related questions, intends to facilitate participation by promoting students' expression.

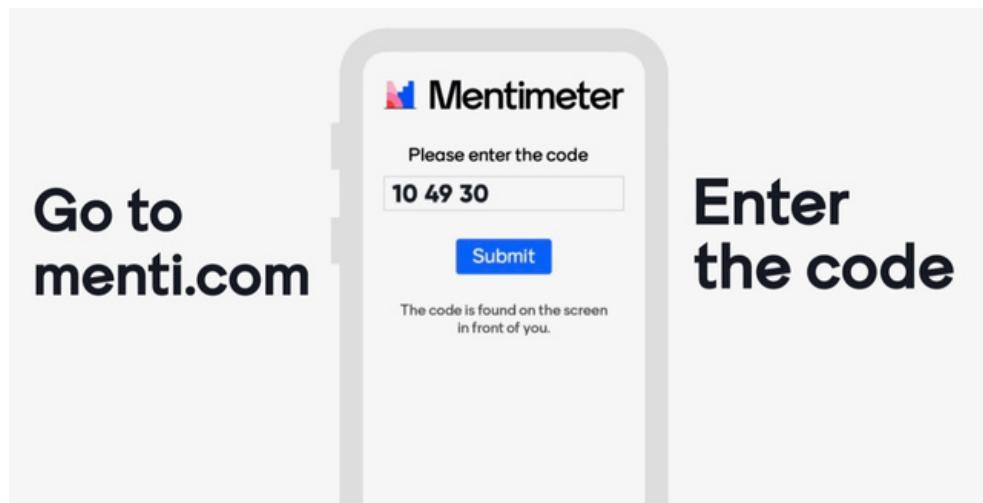
Through instant feedback on anonymous results with simple animations, this tool is able to **stimulate positive competition** and keep the participants' attention engaged. Each question is a starting point for reflection on skills: 1.1. Browse, search and filter data, information and digital contents and 1.2 Evaluate data, information and digital contents.

4. Building a summary billboard (30 minutes)

Participants are divided into small groups. Each group is given a sheet of colored A3 paper on which they have to write what impressed them the most during the lesson. Peer educators follow the various groups during this elaboration session.

At the end, all the billboards are joined together in order to build a large shared laboratory map.

End of the lesson (10 minutes): this is question time.



Second intervention



1. Recap of previous work (20 minutes)

Using the shared map created at the end of the first intervention, the concepts discussed in the previous lesson are reviewed. Participants are stimulated to ask questions and express reflections that may have emerged after the first meeting.

2. Preparation of younger peer educators (60 minutes)

The peer educators propose to the younger students to think together about how they could **transmit the information** they learned during the first meeting to other schoolmates. Once some ideas have been collected using the multimedia interactive whiteboard or a traditional blackboard, the peer educators explain **how to create a new quiz** with Kahoot.

The classroom is divided into groups (each supervised by a peer educator) and each group is requested to **create one or two questions** with the related answers. Once ready, all questions are assembled in the same Kahoot quiz, which later will be made available online to other teachers and students of the same or other schools.

3. Final reflection (20 minutes)

Peer educators invite the younger students to choose again **three words** which now, after the training experience, they relate with the word "digital". Mentimeter or the most conventional Post-it tool can be used for this step. The new "words cloud" will show if and how the participants' beliefs concerning the digital have changed.

4. Feedback (20 minutes)

In this last activity, peer educators ask the kids what they liked about the path they took together and, based on what they have learned, which important recommendations they would make to friends and family members about how to **use the Internet in a safe and critical way**.

The answers are written on a digital document that will remain as legacy for future repetitions of the activity.

LESSON EVALUATION

The learning experience evaluation is carried out by observing the behavior of all participants. In particular, we can observe:

- their **involvement** and participation in the proposed activities;
- their ability **to collaborate** in both the planning and the delivery phases of the training interventions;
- the **outcomes** of final test submission;
- the **summary of answers** provided during the final reflection and feedback collection.

In addition, for peer educators, trainers can submit the same test at the beginning of the experience, to assess their initial knowledge of the contents addressed, and again at the end, in order to measure whether competences have broadened and deepened.

