



The online traffic rules

Professions Essay by Luise Natasja Hansen



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Research question

How to plan, execute, evaluate and create English courses in a French junior/middle school surrounding the theme of digital education?

Introduction

In this professions essay I'm explaining my research leading up to and executing my research project about online security and education. I decided to call my project "The online traffic rules" and use a big traffic lights collage, to illustrate right and wrong, in a simple pedagogic manner.

The project has come a long way from start to finish, and this essay clearly shows the process from theory to plan, then to execution and reflections.

Theory

The globalization

With the internet came the globalization. Now that the barrier between time and place have been broken down, and we no longer have to wait for snail mail or the daily newspaper to arrive at our doorstep once a day. Nowadays we are basking in the possibilities of breaking news, alter egos and the possibility to connect to the world wide web at every corner café or public transport, or even just from our mobile phone that now contains 50+ GB of data to use on the go. This means that no matter where in the world you are, you always have access to the latest international news and trends. While Facebook is good for keeping in touch with your classmates after graduating, it is also one of the biggest social media platforms in the world. The globalization has opened many doors from broadening the international market to sharing and creating new cultures, however it also has its downsides, from killing local languages to the identity crisis due to the lack of roots a person in the ever moving globalized society are able to keep grounded in their homeland and culture.

The misunderstanding of the digitally native citizen and the consequences thereof

According to Prensky, (2001) everyone born after 1984 is a digital native, since this marks the release of the first 8-bit videogame, and these people have therefore lived and grown up with technology. It is Prensky's claim that these people have a natural understanding of these technologies and are therefore mastering them effortlessly to a much higher degree than anyone born before this era. Prensky calls anyone born before this time "digital immigrants", since they have known a time where life was not assisted or facilitated by the technologies that we know today.

However, in recent times these theories have gotten a lot of opposition. A study released in (Computers in human behavior, 2016) seeks to find the answer of what makes one digitally native and if it is enough to be born after the 1980's to have a fluent understanding of the internet and out everyday technologies like computers and cellphones. To figure this out they decide to set up a number of parameters for being able to measure the level of someone's digital nativity. They then proceed to measure the level of digital nativity on multiple university students in Turkey and Kyrgyzstan. Their study concluded that there is not necessarily a link between age and the level of digital nativity, but rather links between their experience in using these and the given country's wealth.

Another study (The myths of the digital native and the multitasker, 2017) published in Teaching and teacher education, explores this topic as well as how the myth of multitasking is destroying the young generation's ability to concentrate. They also explain the danger of these misunderstandings: *"Finally, this non-existence of digital natives makes clear that one should be wary about claims to change education because this generation of young people is fundamentally different from previous generations of learners in how they learn/can learn because of their media usage"* (The myths of the digital native and the multitasker, 2017) This means that a number of people believing that the student's brain composition were potentially so different due to the consumption of digital media since their birth, that they can no longer profit from classic teaching methods. However, there is nothing to support such a claim, and furthermore recent studies have shown that such a thing as a digital native simply does not exist. As is with everything else, it is a skill to be acquired and can be perfected over time. Therefore, it is necessary to learn to teach in these subjects to ensure that everyone can learn to profit on an equal level from the digital media and co-exist in the digitalized world safely and efficiently.

My inspiration from the Montessori method

Having experienced the Montessori method first hand as a preschooler, this method lies close to my heart. In this case I especially want to focus on the side where the students get the chance to work individually as a group, (Hilbert Meyer (2016)) without a larger

interference from a teacher, exploring different stations on their own terms. This gives the students the possibility to explore and create their own opinions and views on the subject. Of course, it is going to be very hard to implement the Montessori method in its purest form, so I have allowed for some wiggle room, and have adjusted a few things to better fit the situation and the given circumstances.

Normally the Montessori method would focus on the choice of the individual, letting them choose what they want to do and when, within a pre-set yearly pensum. However, since this project only spans over the course of two lessons, this would be very difficult to implement. Instead I will let the students rotate between different stations, and even if there is a set time and order for each station, the students will be free to explore and discuss whatever they are more interested in at each station. In the second lesson I'm very inspired by the idea that there is no wrong answers, if they are well argued and thoroughly thought through. It is with this idea that I'm going to have the class have a dialogue, to let them share what they each individually have learned, so that the entire class can benefit from each student's individual reflection.

The challenge of an unknown education system: Denmark vs. France

One of the first things I noticed when entering in the French school is their security. I could not just walk in to the school, as you can in most Danish schools. I had to ring and announce my arrival at the school gates, and state my business, before even entering on the school grounds. The school seemed pretty average compared to a Danish school; however, I did also see some similarities between the American high schools that you see depicted in movies. They had lockers and a canteen, that are things that you don't always see in a Danish school, but I do believe that it might also vary from school to school in France as well as it does in Denmark. While the students were at class the hallways were very empty and silent. I also found out that it is each teacher's responsibility to escort their class to their classroom from the courtyard at the start of every lesson that comes after a break, which I find is a little bit old school compared to how we do it on Danish schools. Another thing that I noticed, is that the teachers do not have the same responsibility to teach the students normal manners and other competences for everyday life, whereas it is seen as one of our key responsibilities as a teacher in Denmark. In France they believe this task is the parents' responsibility.

My plan

Lesson one: Learning to handle freedom, a small introduction

In 2014 seven Danish high schools were given the task to research how to deal with the internet's influence on the youth, and how to educate them on the subject. They did this by arranging a weekend meetup for all the professors involved, where they could discuss and find a solution to the matter. They came up with four main themes for the online education that everyone should learn for being able to safely navigate the net, and to be able to be a good citizen in the digital world. The four themes are as following: information, ethics and moral, communication and participation. (Linda Sendrup and Christine Lehn-Schiøler, 2014)

I will include these points in my first lesson that is going to be group work (Hilbert Meyer (2016)) with different kinds of materials and texts. Based on this model I will make sure to include all four themes. Information with the purpose of showing the student why it is important that they can identify a good source and that they are able to view the sources in a critical manner. Ethics and moral with the purpose of teaching the student of when it is okay to be on social media and what is and is not okay to share on these types of platforms. Communication in the form of showing the students the difference between verbal and non-verbal communication, and what kind of challenges this can bring to everyday life. Participation by making the students reflect on the effects of being excluded from the digitalized world and living without internet, and how this affects the world that we live in.

I plan to turn these four themes into stations inspired by the Montessori principle. This means that the class will be divided into eight groups at random or with the help of their main professor. They will then rotate between the four stations with a time interval of 10 minutes. The students will not be constantly followed by a teacher that is telling them what to do, however they will get an introduction in the beginning of the lesson and thereafter it is their responsibility to work with the stations that are available. The teacher will always be present to oversee that everything is going on in an orderly manner and is available to guide the students if necessary.

The introduction

The key part to make this project work is a thorough instruction. I do not know how used the students are to work individually in groups and I must therefore take great caution in reading the students reactions and adapt if necessary. The introduction will start with a short presentation of the theme and the four stations, I will call these the four online traffic rules. I will then go through each station and explain what the groups are supposed to do at each station, also letting them know that they are going to be working in groups. Then the plan is to randomly divide the class into approximately eight groups, two on each station, and let them commence their work at the stations. They will have ten minutes at each station, where after the class will rotate to another station. When everyone has been on every station it is time to evaluate, reflect and give feedback. The schedule and time table for the entire class will be written on the blackboard so it is clear and easy for everyone to follow. (I will prepare the timetable before the class if I have the possibility)

The four stations

Information

At the information station it will be the group's task to evaluate and to rate several sites depending on how good and trustworthy they think that they are. The websites will be presented in the form of printed screenshots and a short definition on the back explaining the site, its purpose and possible safety or quality concerns that they might have. Each group will be given an answer sheet where they are supposed to mark their answers. Once they have marked their answers, they are going to flip each screenshot and read the description, they are then supposed to go over their answers in the group and discuss if they are surprised by what they found, if there are any mistakes etc.

Ethics and moral

The first part, will consist of a series of pictures where the group are supposed to discuss and decide whether they think it is appropriate to be on the phone, computer etc. In that given situation. Unlike the previous station there are not going to be descriptions on the back explaining the situation and if there is a correct situation, the purpose is to get the students to think and discuss in the group. This will guide them to think for themselves and to verbalize their opinions and thereby creating and strengthening them. The students are also asked if they know about the concept 'fear of missing out' and are asked what they think it means. The fear of missing out is a very common problem among the younger generation and is about the fear of missing out on something happening online or on social media, in a time where everything can be 'live' or 'on air' at any moment.

In the second part the students are asked to rate whether they think it is appropriate or not to post certain things to social media. These are examples as sharing a picture of your dog or a selfie. It is important for the students to reflect on what information they are sharing about themselves and the consequences it can have for them in the future. This is the reason for there to be certain follow up questions as "what do you think personal information is?" And "is it O.k. to say something to someone online that would not be O.k. to say in real life." The last question on the worksheet is: "What do you think you should do if you see something that makes you uncomfortable on the internet?" I must here underline the importance of this question, because one thing is being able to identify a danger or that something is inappropriate, and another thing is knowing to act. This question encourages the students to think about what they should do in such a situation and find a solution for themselves. This will come back in the second lesson where the entire project will be recapped with the traffic lights collage where one of the phrases included are: "I see something that makes me feel uncomfortable, so I tell my parents or another adult." As an example of what you could do.

Communication

At this station there will be a written chat example available. The first thing that the group is supposed to do is to read the chat and decide which mood they think best describe the situation. They are supposed to take turns to act out the same dialogue/chat with different moods, they are then going to note down how the conversation could have been perceived in different ways and discuss the inaccuracy of the written language in most online-chat situations and reflect on how we can/cannot solve the problem.

Participation

At the last station the students will start out by estimating how long they think that the average teenager uses on online medias such as social media per day. Then they will be represented with a list of items that they are going to judge the necessity of the items by rating them from useless to indispensable. After they have rated the items, they must discuss what consequences they think it will have for the individual if they do not possess one or all the items, how it could possibly hinder their school, social or private life.

Reflection and feedback

Once all the students have had the possibility to work with the material given at each station, they will gather up for one last talk before the class ends. Here we will overgo what we have learned with the students, and the question how I, and they felt that it went. It is very important for this step to work, to optimally support the students learning that we get to a reflective state. This means that there will be asked questions in the form of “did any of the examples surprise you?”, “Would you have previously considered whether you should act in real life, for example show something concerning to you parents?”, “Would you do it?” The students will also get a short survey to fill out at the very end before leaving the class to gather information and feedback about how the lesson went, this will especially help me evaluate and improve on my work as a teacher.

Lesson two: The digital traffic lights

With the inspiration from Grundtvig, N. F. S. (1968) about the ideology that the school has a larger and deeper purpose than just make its students excel at tests. Essentially it is also our responsibility to help students develop into responsible adults and overall good citizens by promoting good morals. It is these good morals that are my focus in this class. I assume that it is in everyone's interest to promote general goodness in people no matter the age, color, religion etc. And that the schools already go to great measures to promote this. However,

with the myth about the digital native generation there have been a hole in the education system in the fact that up and until now there have been a general lack of effort to educate on the matter, meaning that there are entire generations that does not know how to navigate the net in a safe and responsible manner for themselves and the rest of the users on the internet (Bundsgaard, Jeppe. (2017))

It is therefore that I am going to continue with this subject with a second lesson. This lesson is going to build on top of the knowledge that the students have gained in the previous lesson. In this lesson we are going to start with a quick reminder of what happened in the last lesson. Each group will get their corrected answer sheets back from the previous lesson to reflect on while they are continuing their work with the subject. I will here note that I will not correct after a fact and I will not be giving out any grades, and that it is the students written comments that are of the biggest interest to me. If a student can argue well for his/her cause, then that will be taken for an answer, as long as it shows a certain amount of self-reflection and seriousness.

Then I will explain what we are going to be doing for the day's lesson. The students are going to regroup into the same groups as they were in last lesson, then I will give each of the eight groups one of the topics of each station matching so there will be two groups working with each topic. They will then be given 15 minutes to prepare a short presentation that is supposed to last about one to two minutes per group. They will also be asked to make a paper in note form as a form of resume for their presentation.

Once all the groups have presented, I will go on to summarizing what we have learned. I will do this by using a collage that I have prepared from home. The collage resembles traffic lights, and I will also have prepared some sentences that relate to the project. Together with the students we will put those sentences onto the traffic lights to illustrate what is good, ok and bad to do on the internet. The lesson ends with another survey about what the students thought about the lesson.

The introduction

As for the first lesson, I will if possible, prepare for the lesson before its beginning, by creating a time table of the events that are going to happen during the class on the blackboard so that it is easy for everyone to see and follow. Each group will get their corrected worksheets back first thing during the class. Feedback is very important for the learning process, and that is why I make sure to give written feedback to each answer sheet, this gives each group some individual feedback for them to keep and reflect on later.

I will then be summarizing the four themes that the students were working with in the previous lesson to make sure that everything is fresh in their memory, since I at this point do not know how much time there will be between the two lessons. Then I will go over the time table on the blackboard and explain the upcoming group work and the rest of the day's schedule.

Group presentation

The students will work in the same groups as they were in the previous lesson, this ensures a certain amount of consistency since the students have already worked with the themes together and should know each other's opinions. Each group is given a theme corresponding to one of the four stations from the previous lesson: Information, Ethics and moral, communication and participation. They will be instructed to create a paper in note form containing the main points of what they want to say in the presentation. It is the students' choice what they want to focus on in their presentation. The only requirements that are set are that they have 1-2 minutes to present and that it must be about the theme that they were given. Besides that, the students are free to interpret the task. It is also here that my inspiration about the Montessori method shines through to a certain degree, because I am giving the students the responsibility of choice and letting them the freedom to express themselves. This is probably the part that I am looking most forward to see succeed or fail. If it succeeds, I will witness the students unfold in all their creativity and see them develop on the spot. It is possible that this will spark new interests and capabilities in the students like leadership. If it fails, the students might end up feeling lost and not knowing what to do, or they might all end up doing similar presentations without further thought. I hope to see the students take this opportunity to think outside of the box, and I will surely encourage this. Whether it is an act, a movie, an oral presentation or something entirely else, what is important is that the students come together to work as a group and that they can understand the subject well enough to be able to incorporate it into their presentation. The students will have 15 minutes to prepare their presentation. During this time, I will be walking around to the groups seeing that they are working in an orderly manner and be available in case that they need guidance or to help them restart in case they have gotten stuck.

After the 15 minutes have passed, it is time for the students to present what they have prepared during the last phase. The eight groups will have a total of 20 mins to present.

The online traffic lights

Once all the groups have finished presenting, the students will go back to their seats and I will present them with my collage for the online traffic lights. The collage that is going to be shaped as traffic lights with a red, a yellow and a green circle serves to visualize what the students have learned. It is known that people learn differently depending on many factors, some learn better by listening, some by doing others by seeing. This is one of the reasons that I have included as many senses as possible in this set of lessons. (They learn by seeing, hearing and working with worksheets at the stations, they learn by doing and independently creating and verbalizing their own project during the presentations, and lastly, they learn by seeing, hearing and participating by connecting phrases to the traffic lights)

I will then be going through a list of sentences with the students and have them decide where on the traffic lights they should be placed. This will include examples like 'Wikipedia is a credible source' and 'I share a cute dog video I found'. While these examples might seem obvious to some, it doesn't mean that it is natural. I remember looking up topics on Wikipedia and use them as sources as late as in high school, simply because I didn't know better and nobody had explained to me why I shouldn't trust everything that I saw on the internet. In my philosophy children are not dumb, they are simply pure and uneducated. They are pure because they are not yet influenced by the world and can therefore view things in a neutral manner, and see things for what they truly are, much like philosopher and writer Jean Jacques Rousseau (Rousseau, Jean Jacques (1997)). At this stage in the lesson the students should partially have evolved their own opinions on the matter and have some basic knowledge about the subject. They will use this knowledge to place the phrases onto the colors of the traffic lights, red for the false claims, yellow for the neutral claims and green for the claims that are true.

Once all the phrases have been placed onto the traffic lights the class will get to keep the collage. Hopefully the class has a noticeboard with space for different posters and notices where they can put it. This will serve as a reminder for the project, and a safety net where the students can go back and find on what color they placed a certain claim, in case they should forget. The collage will also help to decorate the classroom and as John Dewey claims that beautiful surroundings create beautiful people (Dewey, John (2005)).

Reflection and feedback

Like the previous lesson it will be concluded with a dialogue between me and the students to evaluate on the project. The students will also have to fill out the second survey that I am going to use in my work with evaluating the project and the lessons and to review what can be improved as well as the students' and my own overall experience.

The practical process

Lesson one

What did I expect?

I have agreed with the teacher that I am going to work with, that I will meet at the school a couple of hours before the class to observe some other classes before I get to do my research. I will also have the possibility to borrow the school's printer, to print my work

sheets and surveys. I have made a time table beforehand, to fit with the time of the lesson, informing the students precisely what they are going to be doing and when.

Possible things that might slip, is the time management and that things will take a lot longer or shorter than expected. However, it is to avoid this that I have made the time table, and in case the students are done before, I can always urge them to reflect in the groups about the individual themes. Another thing that might hinder the learning process for the students, is if their English skills are either too high or too low. If their skills are too high, is a lot less of a problem, since language learning is a lot about training and expanding your vocabulary. However, if it is too low there is a risk that they won't understand what is going on and what they are supposed to do. If this is the case, I am hoping that the teacher that is going to accompany me can translate the purpose to the students, in the hopes that it will help them understand and be engaged into the language anyway.

How did it go?

I arrived at the school a couple of hours in advance, because the teacher that I'm working with allowed me to observe some of her other classes. I also ate lunch with some of the other language teachers and used their copying room for preparing the worksheets for the day. The first thing that I didn't take in to account once the class started, was that the teacher is supposed to escort the class from the courtyard to the classroom. Both the escort and getting the students to settle down while their main teacher divided them into groups, proved rather time consuming. This meant that we were already 5-7 minutes behind schedule. This didn't leave much time for the introduction and explanation. I figured that it would be fine with a shorter introduction, and that most of the information and instructions were clearly given on the worksheets, so I let them start their work in the workshops and minimized the delay to approximately 5 minutes. The students were surprisingly willing to work, and I felt that most of them were putting in a decent effort to try and understand and answer the questions. However, their level of English was on the low end for this project, and a lot of time passed with basic translation and understanding the texts and questions, rather than reflecting on the subject as a whole. This also means that a lot of the answers on the answer sheets are very short or blank, either because of lack of time or understanding. For the end of the class, my surveys that I had prepared, had somehow disappeared, but seeing that we were already behind schedule, I figured that I'd at least do some feedback and summarizing of the subject. However, the clock in the classroom were slightly behind and I had a hard time to get the students to stop working on their stations and answers, since some of them were finally starting to catch on. In the end I didn't have time to round of the class or summarize what they have learned, however I hope to start the next lesson, catching up on what they learned in this one.

What can be improved?

Now I know that I need to take some extra time to escort the students at the beginning of the lesson, and that they need a little more explanation, as to what to do. I have also learned that there is a big risk that it will cause more harm than good if you cut down on the introductions, and it is clearly something that I will prioritize much higher next time.

Overall, I think it was a successful lesson, even if everything didn't go as planned. I will make sure not to lose my surveys for the next lesson. If there were more time to do the project, I would recommend dedicating one lesson to each workshop, just to give the students enough time to properly be immersed into the subject, and make sure that the language skills are sufficient to get a good grip of the theme. I would like to get the chance to do a similar project, with the same content, in a class' native language, since I think this will facilitate a lot of things and allow for a deeper understanding and conversation about the topic.

Lesson two

What did I expect?

I was thinking that the traffic lights collage was going to be a bit on the lower level for the students. But after having had the first lesson, I think that it will be just right, and a good opportunity to reflect with the students on the subject and go into depth with some of the explanations. The good thing about this lesson is that it is being held in the morning opposed to the afternoon like the first lesson.

I do predict that I will have a similar issue with time in tomorrow's lesson, so I think I will try and manage it with giving each group one minute to present, and maybe cutting down on their preparation time, in case a lot of groups are done before time. (However, I doubt it) I would like to get to dedicate as much time as possible to going over the themes with the students in a collective manner, to make sure that the focus and concentration are in the right places.

How did it go?

I started the lesson by asking the students about what they had learned in the previous lesson. It quickly became clear they either couldn't answer or didn't want to. Therefore, I decided to use that feedback, and adapt my plan for the day. I decided that it was most important, so the students could get an idea of what I was trying to get across. Internet safety. So, what I did instead of having the students work with the theme in groups, were that I went through each theme, Ethics and moral, communication, participation and information. This was a rather slow process, that would end up taking most of the lesson. (instead of having 15 minutes to prepare and 20 minutes to present, we spent all that time, and a little more, just going over the subjects) The teacher was very surprised over the subject, and expressed that it was something that could prove to be very useful knowledge

for the students, but also not a part of the French curriculum. She also helped me with some explanations of the topics in French, to help the students catch on. We rounded off the lesson with the traffic light collage where each student got to go up to the collage, pick a sentence and read it out loud, where after they got to place it on the traffic lights collage and a short survey.

What can be improved?

I feel like I tackled this lesson a lot better than the first one, by adapting the situation to the level of the students. I felt that they had quite a bit of trouble, and I believe that if I had not changed to plan, to properly explain the topic and the overall meaning of the project, they would have been left a lot more confused, and the lesson might not have brought a lot of meaning to them. I would once again, say that if there were more time to go into depth with the project, I would have loved to see what the students could create for their presentation. I also believe that it would be a good idea to do the project with students that are more comfortable with the language, or to do the entire project in their native tongue.



Overall evaluation

I spent a lot of time and energy preparing and doing research on my topic. Everything was very planned and thought through. I believe that even if I didn't follow the plan for my

second lesson, and the students didn't reach the reflective states that I hoped for, I managed to adapt and change my plans, last minute, to adapt to the students level, and get some of the points that I hoped the students would have realized themselves across.

The French school was very different from what I am used to, but I didn't find it to be a bigger issue. On one side the students were a lot calmer and more disciplined, which made it a lot easier as a new teacher to get the lesson started, and on the other side my way of teaching and the project were so unfamiliar for the students that it might potentially have added to their confusion and un-concentration. I believe that there is a lot to work with in relation to this topic, and It would be relevant to redo the lessons in different environments and cultures, to properly figure out what works where. I would for example like to have the opportunity to run the same project in Denmark or the UK, with a similar age group, to study the difference. Potentially I could also attempt to re do the same project in France, but have it translated and run in French.

Conclusion

DIGI-talk

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Appendices

Lesson plan	
Arranged by:	Luise Natasja Hansen
Subject:	English
Title:	The online traffic rules
Short presentation of the procedure:	The lessons will focus on learning about internet safety on four different levels. The first lesson will be an introduction to the four levels in the form of working in groups with each theme in stations. The second lesson will be a recap of what the students learned in the first lesson and the students, opportunity to show what they took with them from the first lesson and to communally reflect on their answers and its connection to everyday life. I will with the cooperation of the class construct an online traffic light collage for the class to keep as a reminder of the project.
The student's preconditions:	The students have a base knowledge of social media and the internet and are familiar with or a user of them.
Class:	4 ^e ème
Lessons in total:	2
Competences:	Online safety, technological manners, credible sources, social competences in the digital world.
Materials/medias:	Work sheets, Answer sheets, Survey 1, Traffic light collage, Survey 2.
Student preparations/homework:	Self-reflection about use of electronics and online media outside of the classroom.
Student follow-up/perspectivation:	Surveys that are done at the end of each lesson. The students will get their worksheets and feedback during the beginning of lesson 2.
Teacher preparation:	Prepare and print work and answer sheets. Prepare the traffic light collage and sentences to be places.

Lesson 1					
Sequenc e	Description	Purpose	Content	Activity/education form	Time
1.1	Introduction	To prepare the students and inform them about how the lesson is going to go and how to work with each workshop.	Presentation.	The teacher is presenting in front of the entire class.	10 min.

1.2	Workshop 1	To lean the students to be critical and able to find good quality sources.	Information work sheets and answer sheets.	Individual group, rotation between workshops.	10 min.
1.3	Workshop 2	To teach them and help them create their own opinion about when and what to do online.	Ethics and moral work sheets and answer sheets.	Individual group, rotation between workshops.	10 min.
1.4	Workshop 3	To give the students an insight into the limitations of written communication.	Communication work sheets and answer sheets.	Individual group, rotation between workshops.	10 min.
1.5	Workshop 4	To let the students, reflect on the impact and necessity of electronics and the internet in our everyday life.	Participation work sheets and answer sheets.	Individual group, rotation between workshops.	10 min.
1.6	Evaluations and feedback	To let the students, reflect on how the workshop went and what the purpose of the entire project was as a whole. To let the students, give feedback on the lesson.	Survey 1.	The teacher and the full class discuss how the lesson went and students give feedback in the form of a short survey.	10 min.

Lesson 2					
Sequence	Description	Purpose	Content	Activity/education form	Time
2.1	Introduction and recap of the previous lesson.	To give feedback from the previous lesson and to refresh the topic so the students are ready to continue their work.	Corrected work sheets from the previous lesson. Presentation.	Summarizing the contents of the previous lesson and preparing for this one.	10 min.
2.2	Group work	It is time for the students to create their own product, to show that they have understood the subject.	Group notes.	Each group is working to prepare their presentation of a given subject.	15 min.

2.3	Presentation s	Presenting in front of the class helps improve skills like oral English and public speaking.	Group presentations.	Each group is presenting their theme in front of the class.	20 min.
2.4	The traffic lights	This is to thoroughly summarize the full project and to create a keepsake that can help decorate the classroom.	Traffic lights collage.	Summarize the subject and to create a collage as a reminder for the students to keep.	10 min.
2.5	Evaluation and feedback	This rounds off the class and the project. The survey helps me evaluate on the lessons and my work as a teacher.	Survey 2.	The teacher and the full class discuss how the lesson went and students give feedback in the form of a short survey.	5 min.

Evaluations after the class		
(Survey 1) The students were asked the following questions as a part of the evaluation:		
Question	Answer	Date
Did you think this project was fun?	N/A	16/5/2019
Did you like working with stations?	N/A	16/5/2019
Did you like working in groups?	N/A	16/5/2019
Was this project hard?	N/A	16/5/2019
(Survey 2) The students were asked the following questions as a part of the evaluation:		
Question	Answer	Date
Did you learn something new?	Not at all: 1 No: 6.5 Yes: 15.5 Very much: 0	17/5/2019
Will you use the online traffic lights in the future?	Not at all: 0 No: 12.5 Yes: 9.5 Very much: 0	17/5/2019
Did you like the presentations/ presenting?	Not at all: 0 No: 6 Yes: 14.5 Very much: 2.5	17/5/2019
Would you do another lesson like this one?	Not at all: 3 No: 9 Yes: 5.5 Very much: 5.5	17/5/2019

Answer sheet: Information

Please rate each website on how credible you think it is as a source:

	Very bad	Bad	Neutral	Good	Very good
Wikipedia					
Education.gouv.fr					
Wall Street Journal					
Closer					

Turn each website and read the description.

Answer the following questions with your group:

Did you previously know any of the websites?

If yes what did you know about them?

Have you previously learned about credible sources?

Yes	I don't know/remember	No

What do you know about the term: Fake News? Please explain.

Answer sheet: Ethics and moral

Part A

Do you think it is appropriate for the person in the picture to be on his/her phone/computer in the given situation?

	Not at all	No	Maybe/I don't know	Yes	Absolutely
A					
B					
C					
D					

Discuss in your group

Have you ever heard of the term: Fear of missing out?

What do you think it means?

Note with your group if you think it is O.K. or not O.K. to post/share the following on social media:

	Not O.K.	O.K.
A picture of your dog		
A picture from your birthday		
Telling someone they're ugly		
Thanking someone		
Asking for help or opinions		
A selfie		
Personal information		

What do you think personal information is?

Is it O.K. to say something to someone online that would not be O.K. to say in real life? Why?

What do you think you should do if you see something that makes you uncomfortable on the internet?

Answer sheet: Communication

Read the conversation between person A and person B.

Do you think person A is happy or angry? Why?

Do you think person B is happy or angry? Why?

Choose one person in your group to be person A and one to be person B.

Now try to act the conversation with different moods:

Happy

Angry

Sad

Confused

Can you be certain of the mood of the conversation when it is written?

Does the written language have certain possibilities that the spoken does not?
And what about the other way around?

Answer sheet: Participation

How much time do you each spend online per day?

Name:	0 min	30 min	1 hour	2 hours	3 hours	3< hours

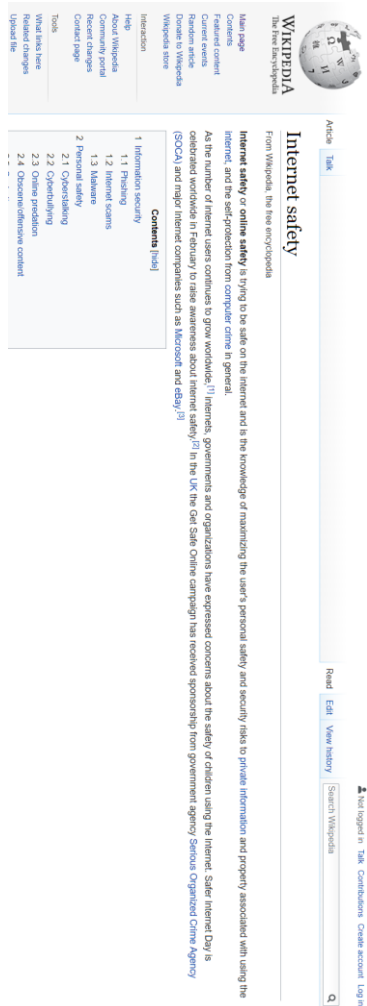
Look at the objects shown on the work sheet.

Please rate how necessary you think each item is for the average person.

	Useless	Can live without	Useful	Necessary	Life dependent
Phone					
Computer					
Internet					
Electricity					

Do you think you could live without any of these items? Why, why not?

Work sheet: 1



The screenshot shows the Wikipedia article for "Internet safety". At the top, there is a navigation bar with "Article" and "Talk" tabs. Below this is a search bar and a "d" button. The article title "Internet safety" is prominently displayed. A sub-header reads "From Wikipedia, the free encyclopedia". The main text begins with "Internet safety or online safety is trying to be safe on the internet and is the knowledge of maintaining the user's personal safety and security risks to private information and property associated with using the internet, and the self-protection from computer crime in general." It continues to discuss the growth of internet users, government and organizational concerns, and specific events like "Safer Internet Day" and the "Go! Safer Online" campaign. A table of contents is visible on the right side of the page, listing sections such as "Information security", "Phishing", "Internet scams", "Malware", "Personal safety", "Cyberstalking", "Online predation", and "Online/offline contact".

“Wikipedia is not a reliable source. Wikipedia can be edited by anyone at any time. This means that any information it contains at any particular time could be vandalism, a work in progress, or just plain wrong. Biographies of living persons, subjects that happen to be in the news, and politically or culturally contentious topics are especially vulnerable to these issues. Edits on Wikipedia that are in error may eventually be fixed. However, because Wikipedia is a volunteer run project, it cannot monitor every contribution all of the time. There are many errors that remain unnoticed for days, weeks, months, or even years. Therefore, Wikipedia should not be considered a definitive source in and of itself.” Wikipedia

[https://en.wikipedia.org/wiki/Wikipedia:Wikipedia is not a reliable source](https://en.wikipedia.org/wiki/Wikipedia:Wikipedia_is_not_a_reliable_source)

[https://en.wikipedia.org/wiki/Internet safety](https://en.wikipedia.org/wiki/Internet_safety) 28/03/2019

Work sheet: 2

Information

The screenshot shows the homepage of the French Ministry of National Education website (education.gouv.fr). At the top, there is a navigation bar with links for 'PROFESSEURS', 'PARENTS', 'PRESSE', 'ENGLISH', 'VIE LYCÉENNE', 'ENSEIGNEMENT SUPÉRIEUR', and 'JEUNESSE'. Below this is a search bar with the text 'Entrez votre recherche et sur tous les sites de l'éducation nationale'. The main header includes 'LE SYSTÈME ÉDUCATIF', 'ÉCOLE', 'COLLÈGE', 'LYCÉE', 'POLITIQUE ÉDUCATIVE', 'CONCOURS, EMPLOIS, CARRIÈRES', 'LE B.O.', 'ÉTUDES & STAPS', and 'EN CE MOMENT'. A secondary navigation bar lists 'Vers le bac 2021', 'Parcoursup', '#Nouvellycaepro', 'Service National Universel', 'Ecole Inclusive', 'Numérique', and 'Plan mercredi'. The main content area features a large image of a man in a suit with the text 'Accueil > For a School of Trust' and 'For a School of Trust'. Below this is a 'STATISTICS' section with the following data: 12 402 900 students and apprentices, 881 400 teachers, and 62 286 primary schools, lower secondary schools and upper secondary schools, public and private. There is also a section for 'CALENDRIER SCOLAIRE' and 'CONCOURS DES ÉLÈVES DES VIGILANTES SCOLAIRES'. At the bottom, there is a banner for 'DECOUVREZ NOS SERVICES EN LIGNE' and 'TOUS LES SERVICES'.

This is the site of the French Ministry of education and youth. It is in the best interest of governmental institutions that they are reliable, and that their information is correct.

Sites that includes .gov or in this case .gouv are governmentally run sites and are considered credible sources.

<https://www.education.gouv.fr/pid37987/for-school-trust.html> 28/03/2019

Work sheet: 3

Information

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[What's News](#)

May Offers to Resign as Lawmakers Fail to Break Brexit Impasse
British Prime Minister Theresa May pledged to quit in a bid to exchange her plan to leave the European Union, confirming her lame-duck status and setting off a period of politicking among potential successors. ■ 222

Fed Officials Push Back on Market's Rate-Cut Bid
Some Federal Reserve officials are saying it is too


Boeing's 737 MAX Pulled
Boeing's 737 MAX 8 aircraft is grounded in several countries. (AP Photo/John Manchillo)


Russian Money Laundering Scandal Spreads to Sweden

Markets

U.S.	EUROPE	ASIA	FX	RATES	FUTURES
FTSE 100	7222.06	32.87	0.85%		
DAX	11427.64	28.60	0.25%		
CAC 40	5710.42	9.18	0.7%		
Sensex 500	37736	0.38	0.5%		
FTSE MIB	27164.97	-29.22	-0.1%		

Markets 11:59 AM EDT

Opinion

Much Better a Nation Under Pressure

Newspapers is a bit of a grey zone when it comes to deciding whether it can be used as a reliable source or not. It often depends on the reputation of each individual newspaper and the quality of their research and journalism. The wall street journal has a very good reputation and can therefore often be accepted as a source, however as a rule of thumb always make sure to double check the information mentioned in a newspaper with other sources. Newspapers are known to not be politically neutral.

<https://www.wsj.com/europe> 28/03/2019

Work sheet: 4

Information

Une info ? Une photo ? Besoin de joindre la Rédaction ? Envoyez vos mails à info@closer.fr ou rendez-vous sur notre formulaire.

PEOPLE ROYALTES POLITIQUE INSOLITE MODE BEAUTE VECU TEEN
En ce moment Mort de Karl Lagerfeld La fête de la science de Chine Les castes de Bollywood vs Oscars La Russie Mort de Luis Poiry

Closer



SCOOP

Meghan Markle

Cet ami que le prince Harry a "banni" pour lui avoir déconseillé d'épouser Meghan Markle

1 2 3 4 5

Magazines and tabloid papers are entertainment. It is important to make the difference between an article in a magazine and one in a newspaper. Even if the writing style and layout can be very similar magazines often blow up stories by adding false details to make it seem more exciting to the reader. They are not considered credible sources.

<https://www.closermag.fr/> 28/03/2019

Work sheet: 1

Ethics and moral

Part A, Picture A



Picture B



Picture C



Picture D



Work sheet: 1

Communication

A: Hey.

B: Hi, sorry I didn't answer, but my phone ran out of power. What's up?

A: Your phone ran out of power for two days?

B: Yeah, and some other stuff came up.

A: Never mind it's too late anyway.

B: Why, what happened?

A: I just wanted to ask you why there weren't any more toilet paper.

B: Oh sorry! I guess I should have warned you that I were making a toilet paper mummy.

Work sheet: 1

Participation

Phone



Laptop



Internet



Electricity



Survey 1

Date: _____

	Not at all	No	Yes	Very much
Did you think this project was fun?				
Did you like working with stations?				
Did you like working in groups?				
Was this project hard?				

Comments:

The online traffic rules

I give someone my phone number or other personal information.

Telling someone what country I live in.

Wikipedia is a credible source.

I translate something on google translate.

I share I cute cat video I found.

I tell someone they're ugly.

I read news articles.

I share pictures from my birthday party.

News articles can be used as a credible source.

I share a cute picture of my dog.

I give advice to someone asking for help.

I give advice to someone who is not asking for my help.

I play games with my friends.

I make new friends.

I see something that makes me feel uncomfortable, so I tell my parents or another adult.

I'm lost, so I find directions on google maps.

Survey 2

Date: _____

	Not at all	No	Yes	Very much
Did you learn something new?				
Will you use the online traffic lights in the future?				
Did you like the presentations/ presenting?				
Would you do another lesson like this one?				

Comments:
