



## Area

I FEEL  
EMOTIONALLY  
INVOLVED

# ACTIVITY NO. 1

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## AUTOBIOGRAPHY

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### THEME

Internet and mobile phone use in the personal lives of each individual and in that of the class group as a whole.

### REQUIRED KNOWLEDGE

None in particular. Even those who have never directly used the tools in question can participate by retaining memories and facts that may be traced back to the experiences of their peers and family members.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

- To introduce the theme of New Media (the Internet and mobile phones in particular) using as a starting-point the personal experiences of each class member and of the class group as a whole;
- to explore the boys' and girls' levels of knowledge and their relationships with such tools.

### EXPECTED RESULTS

At the conclusion of this work the boys and girls:

- will have had an opportunity to reflect on the role and significance the Internet and mobile phones have, and continue to have, in their lives and that of the class group.

### OVERVIEW

It has to do with an autobiographical activity in which, through the visualization of the role played by the Internet and mobile phones in one's personal past life, and the class group's collective experience, is reconstructed.

### MATERIALS

Coloured A4 sheets of paper, a sheet of wrapping paper, scotch-tape and paints.

### PREPARATION

Prepare the A4 sheets, the sheet of wrapping paper, and the paints.

### INSTRUCTIONS

Distribute the A4 sheets and ask each of the youngsters to draw a timeline that represents the story of their life. It can be straight, curved or circular, as one chooses.

They will all have about 20 minutes to:

- recall at what point in their lives they first discovered the Internet and mobile phones, and mark these events on their life timelines;
- spot when (if so) and how he or she began to first make use of them, visualizing and describing the memory of that precise moment.

Finally, ask them to draw or describe, always on their timelines, a significant event in their personal life stories relating to their usage (if applicable) that has to do directly with them or persons they know. Once a student's own memory timeline is completed, anyone who wishes to do so can describe it in full to his or her fellow classmates.

At the end, it will be possible to trace on the sheet of wrapping paper a very long line, starting from the year of birth of the youngest member of the class and reaching the current year and asking each one to mark the date of the event, taken from each individual's personal work, on this wider-ranging history of the class group. At the end of the task, one can have a general idea of how the Internet and/or mobile phones are used, making it easier to decide which of the activities proposed by this Manual would be best to proceed with.

### RESTITUTION

It is important to reconstruct the class group's history in an exhaustive manner and to highlight any coincidences that may show up in the dates supplied.

### RESOURCES

None.

### LINKS TO OTHER ACTIVITIES

This is a preliminary activity, preceding the others.



**Area**  
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## ACTIVITY NO. 2

# THE IMAGES

### THEME

Imaginative capacities of boys and girls on the Internet and mobile phones.

### REQUIRED KNOWLEDGE

Basic understanding of the Internet and mobile phones.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

- To stimulate and encourage boys and girls to reflect on their powers of imagination with regard to the Internet and mobile phones, and particularly on the positive and negative aspects associated with their use;
- to open up a route in a creative way while identifying themes to work on.

### EXPECTED RESULTS

At the end of this task the boys and girls:

- will have reflected on their powers of imagination in relation to the Internet and mobile phones;
- will have become familiar with certain terms relating to the use of these tools.

### OVERVIEW

It involves an introductory activity covering the themes that will be later dealt with in greater depth. Additionally, through the use of lateral thinking and creative writing, the boys and girls will be stimulated to begin thinking about the potential and risks associated with these tools.

### MATERIALS

Newspapers and magazines, scissors, sheets of wrapping paper, scotch-tape, glue stick, blackboard.

### PREPARATION

Arrange the classroom seating in a horseshoe layout and leave the newspapers, magazines, and scissors on the room's most centrally-positioned table or surface area, or on your desk so that they are very clearly visible.

### INSTRUCTIONS

Explain to your students that the activity requires that they express themselves freely and openly about what they think about the Internet and mobile phones (the activity can deal with both together or can focus on one and then the other, allotting separate time periods to the two). Ask them to form groups of twos and leaf through the newspapers and magazines, and then find and cut out a couple of images that represent or express their concept of the Internet and/or mobile phones. Once cut out, each couple will glue the images onto a sheet of paper hung up on a classroom wall.

*Possible variation:* if you have access to a multimedia facility, ask your students to search for images online and then have them printed out.

Taking turns from one end of the table to the other, the students will then be asked to choose an image among those displayed on the walls that best represents their idea of the Internet or mobile phones. The images selected will be circled. One can also choose images that have already been chosen by fellow classmates. Then follow this stage by focusing the youngsters' attention on which images were chosen most and which the least, encourage them to tell you all the words that come to their minds while looking at the images, and write them up on the blackboard. Read out the words and, together as a group, try to identify those that are closest in meaning, having thematic contiguity, etc. Have the students decide among themselves on the criteria to use in making these choices, but make sure to ask them to explain how and why they've chosen their criteria. Trace a line connecting the words the students have chosen to group together, so that you end up creating a sort of 'net', a spider's web of connecting ideas. You can then also point out the metaphor with the Internet as a 'web' or network and reflect on the concept of a 'net' together with them.

### RESTITUTION

Most probably many pros and cons will come to light regarding the Internet and mobile phones. It is very important to highlight this dichotomy and accentuate the criteria chosen by the youngsters to group together the words, leaving any conclusions open to interpretation as it is, after all, an activity that functions through creativity and stimuli.

### RESOURCES

None.

### LINKS TO OTHER ACTIVITIES

This activity can serve as a preliminary one in relation to any of the others.



Area

I FIND  
INFORMATION

## ACTIVITY NO. 3

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### TABOO

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#### THEME

Chat rooms, social networking, online bullying, downloading, e-shopping, online allurements, video games, etc.

#### REQUIRED KNOWLEDGE

A basic understanding of the Internet and mobile phones.

#### GROUP

A minimum of four participants up to a maximum of 25.

#### OBJECTIVE

To introduce the themes in a playful manner, and help the students become aware of what they know and don't know about New Media.

#### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- become familiarized with certain terms;
- shared initial information gained, even if only partial, about the knowledge they possess in relation to the themes in question and also ascertained what knowledge they do have.

#### OVERVIEW

It takes the form of a well-known, animated game based on the famous board game 'Taboo'; participants are divided into two teams and face each other in a challenge... to the last word.

#### MATERIALS

Taboo cards, an hourglass and a score sheet.

#### PREPARATION

Make copies of the Taboo cards, cut them out and divide the class into two teams.

#### INSTRUCTIONS

Explain to the students that we will be playing a game for a while, in order to warm up a bit.

It's a popular game – Taboo – set, however, entirely in the world of the Internet and mobile phones. A representative of one of the two teams has to draw a card with the word that will have to be guessed by his or her own team. He or she will then have to use examples and roundabout expressions to help his or her team guess the word in question within no more than two minutes. The representative cannot reveal any of the words from the set list, nor mime the word; members of the opposing team need to make sure that these rules are followed. The team that guesses the most words wins.

#### RESTITUTION

Which are the words that are really not familiar with or which the youngsters found it the hardest to guess? Make a note of those words on the blackboard and then ask the students to choose two or three subjects that they would like to take a more in-depth look at. This could also follow a session in which the youngsters are preparing a new set of cards with words of their choice.

#### RESOURCES

Taboo cards.<sup>1</sup>

#### LINKS TO OTHER ACTIVITIES

This activity can serve as a preparatory one for any of the others.

<sup>1</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: Activity no. 3



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INFORMATION

## ACTIVITY NO. 4

# HOW MUCH DO YOU KNOW?

### THEME

Chat rooms, social networking, online bullying, downloading, e-shopping, online allurements, video games, etc.

### REQUIRED KNOWLEDGE

Basic understanding of the themes in question. For any information needed, one can refer to the website [www.easy4.it](http://www.easy4.it). It would also be helpful to get backup from multi-media facilities in the event that direct experimentation with some of the themes being investigated (such as chat rooms, social networking, etc.) becomes necessary for the boys and girls prior to starting off this activity.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

To raise a greater awareness in boys and girls of the proposed themes in a cooperative and playful manner.

### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- gained an enhanced knowledge of, and information on, the proposed themes;
- put into practice relationship, communication and socially cooperative abilities.

### OVERVIEW

After a brief introduction using a simple conceptual map that reconstructs the links between the topics, the group will select the themes (at least six) to work with, dividing up into groups that each focus on one of the themes. Each student is given a cut off section of an *informational file* on their chosen theme that he or she will try to memorize as best he or she can, perhaps with the help of some note-taking while reading through. Each group will then have to put together the pieces of information gathered and reconstruct the complete *informational file* as it was presented at the beginning of the course, and present it to the class.

### MATERIALS

*EASY informational files* and two stopwatches.

### PREPARATION

Print out the *informational file* on differently coloured sheets, cut them into sections based on their various components (for example, what is this?, did you know that?, etc.) and shuffle them up.

Divide, in your mind, the class group into sub-groups and make a quick estimate of how many sections you need to hand out to each person.

### INSTRUCTIONS

Write the themes you plan to cover on the blackboard randomly, making sure that the youngsters understand their meaning even if at only an elementary level and ask them to trace connecting lines between the themes thus grabbing their attention.

Then ask them to choose, from those proposed, a number of themes equal to the number of sub-groups you intend to form.

Introduce the activity: "...let's make believe we are (x number of) groups of rival cyber scientists that have spent years gathering precious informations on these themes..." Each group has works on a different theme. "Your information system has been sabotaged by a computer pirate by hacker and now you need to reconstruct all of the information you had gathered up until now and which are now all mixed up". Assign the sections of the board randomly to the youngsters and ask them to search, as they walk around the classroom, for the other classmates who have sections of the same colour and to sit together with them. It is absolutely forbidden to speak. Each of the colours corresponds to one of the themes. Allow 10 minutes for the students to read their individual piece of information and try to memorize it, maybe also by taking notes, then collect all the pieces. Let the boys and girls know that cooperation is fundamental to this game, because if one member of the group doesn't perform his or her task well the entire group will suffer as a result. Now they will have about 25 minutes in which to exchange their pieces of information and reconstruct the board. They then return to class assembly meeting, but still so that the members of each sub-group are seated together, and can compare their reconstructed boards with those from the *EASY* site. Each group presents its reconstruction of the board, while another acts as a control group, revealing any principal omissions or pointing out links. But all of this takes place only once the presenting group has finished.



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### **RESTITUTION**

An initial level of reward has to do with contents of the boards. You can ask your students: have you understood them fully? Were they clear? Have you learned anything new?

The next level has to do with difficulties paying attention, memorizing the information and trouble cooperating in order to reach the group objective; ask which difficulties, if any, they encountered. It is essential that the youngsters appreciate the importance of positive interdependence. That is, how each individual's contribution is indispensable to the successful outcome of each of the activities.

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### **RESOURCES**

*EASY informational files.*<sup>2</sup>

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### **LINKS TO OTHER ACTIVITIES**

Excellent links "The crossroads" and "Let's be interviewed".

<sup>2</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section



## Area

### I REFLECT ON MY RIGHTS

# ACTIVITY NO. 5

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## A STROLL ALONG A CHILD'S RIGHTS

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### THEME

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Girls' and boys' online rights.

### REQUIRED KNOWLEDGE

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This activity presupposes that the youngsters have already used the Internet or mobile phones, whether for scholastic or personal purposes. It would be advisable to precede the activity with at least one of those forming part of the *I Feel Emotionally Involved* and *I Find Information* sessions.

### GROUP

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A maximum of 25 participants.

### OBJECTIVE

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- To promote amongst youngsters a familiarity with the theme of rights, including those online;
- to investigate the theme further in a enjoyable and dynamic way.

### EXPECTED RESULTS

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At the end of this task the boys and girls will have:

- reflected on their own online rights within the class group and with a critical approach.

### OVERVIEW

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It involves a very useful and simple activity that introduces boys and girls to the subject of online rights.

### PREPARATION

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Arrange the desks in a way that allows easy access and movement of persons in the classroom.

### INSTRUCTIONS

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Divide the youngsters up into groups and give each group a copy of a simplified version of the Convention on the Rights of the Child (CRC). Each group will then have the task of reading through the Convention and identifying which rights, in their opinion, are most directly related to New Media, giving grounds for each choice. Ask the boys and girls, divided into groups of two to three persons, to re-write one of the rights envisaged by the CRC on an A4 sheet and hang it up somewhere in the classroom, thinking of it as an online right that every child, or boy or girl, should be entitled to. Then ask each student how they interpret that particular right, why he or she made that particular choice and to tell a story, an anecdote, a news item he or she knows about or an event experienced personally, in which that right has been violated or promoted. Repeat the activity using other criteria, by, for example, choosing the right that least affected them, the right they would choose to discard, the right that in their view is most frequently violated online, and so on.

### RESTITUTION

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Boys and girls can be stimulated to identify the right that has received the largest general consensus and which the least, and which less or even none at all, and to reflect on the possible reasons. Following this stage, draw up a kind of list or classification of online rights that also includes the rights added in by the youngsters.

### RESOURCES

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The text of the Convention on the Rights of the Child.<sup>3</sup>

<sup>3</sup> Included in the Manual's Appendix.



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I REFLECT  
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## ACTIVITY NO. 6

# THE COMMITTEE

### THEME

Girls' and boys' online rights.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

To encourage youngsters to come up with ways to promote and safeguard their online rights.

### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- reflected on their own online rights with a critical approach;
- come up with concrete motions and proposals relating to safeguarding and promoting online rights;
- exercised their ability to put their own online rights into practice.

### OVERVIEW

It involves a role-playing game in which the youngsters are divided into groups. Each group represents points of view shared by parents, teachers and students respectively. Each group must select three online rights and hypothesize, during a entire class group session, some corrective measures or put forward practical proposals so that the pre-selected rights that can become fully respected.

### MATERIALS

White sheets, pens, the EASY online rights chart.

### PREPARATION

Arrange the class so that you have three separate work areas.

### INSTRUCTIONS

Divide the students into three groups. Create a setting and tell them that each of their groups represents a Committee made up by teachers, parents and students. The government wants to pass a law to promote and protect online rights and, in order to do so, would like to consult them and take their suggestions. Each Committee can select three online rights to work on. It is very important to explain to the class the difference between a right's 'positive leeway' and its 'negative leeway'. That is, the actions from which Institutions should abstain or which actions they should endeavour to oppose so that a particular right can be promoted and respected. Having chosen the rights they want to work on, each group will need to come up with some concrete actions to be undertaken so that those rights can become respected and encouraged. The selected actions and measures will need to be formulated as proposals to the government. A class assembly meeting is then held in which rights and proposals are shared.

### RESTITUTION

It is important to stress that rights are indivisible and interdependent. The denial of one single right also leads to the violation of all the others. It is therefore necessary to evaluate together with them just how realistic and achievable the proposals they've put forward really are.

### RESOURCES

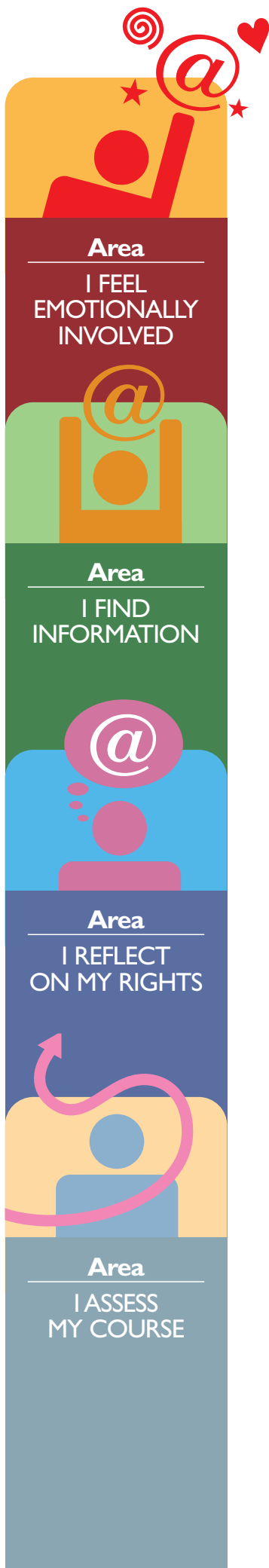
Role-playing sheets <sup>4</sup> and EASY online rights <sup>5</sup>.

### LINKS TO OTHER ACTIVITIES

It is advisable to have this activity follow 'A stroll along a child's rights', so that the students can experiment with the CRC rights they had turned down in the online world. Alternatively, the EASY guide can also be used.

<sup>4</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no. 6

<sup>5</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section, and from the Appendix

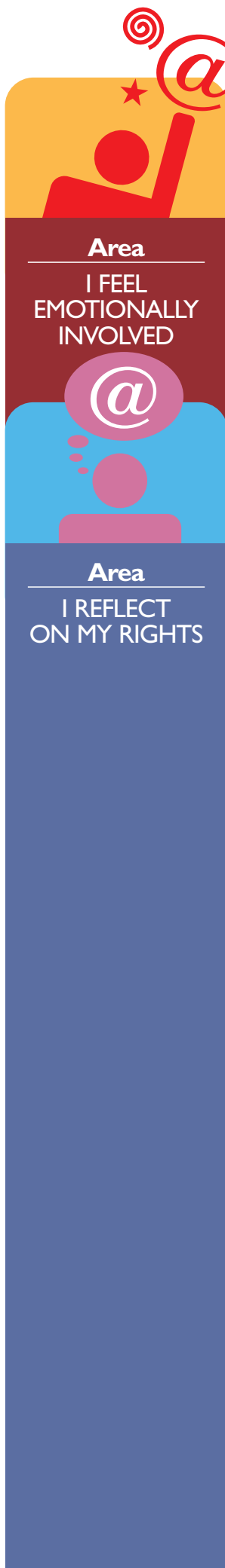


## ACTIVITIES SIMULTANEOUSLY INVOLVING MORE THAN ONE AREA

These activities can either be employed as substitutes for, or as complements to, those that are more specifically covered within a single area.

Index to the activities:

Activity Number	Title	Affiliated Area
7	Let's be interviewed	I feel emotionally involved + I reflect on my rights
8	Tree of solutions	I find information + I reflect on my rights
9	Puzzle	I find information + I reflect on my rights
10	Role play	I feel emotionally involved + I reflect on my rights
11	Story-telling	I feel emotionally involved + I find information
12	The crossroads	I feel emotionally involved + I find information + I reflect on my rights
13	The little newspaper	I feel emotionally involved + I find information + I reflect on my rights
14	Our mini-guide	I feel emotionally involved + I find information + I reflect on my rights



## ACTIVITY NO. 7

# LET'S BE INTERVIEWED

### THEME

Modes of behaviour and portrayal with regard to mobile phones and the Internet.

### REQUIRED KNOWLEDGE

A basic understanding of the themes in question. One can also consult the website ([www.easy4.it](http://www.easy4.it)) for any required information, and it would be advisable to give the youngsters support from multi-media facilities in the event that it becomes necessary to experiment directly on some of the themes covered (such as chat rooms, social networking, etc.), before starting work on this activity.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

To determine to what extent the students are aware of the risks and opportunities offered by the Internet and mobile phones.

### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- connected on and confronted their own individual thoughts, especially with regard to feelings and motivations connected to internet and mobile phone use;
- come up with a list of types of behaviour and habits linked to internet and mobile phone use that can help the teacher probe how far the youngsters have progressed in their levels of understanding and awareness.

### OVERVIEW

The activity involves dividing the boys and girls into groups of 6-8, which will come up with 10 interview questions that will then be put to one of their classmates via the Internet and by mobile phone. A class group assembly then follows, during which all the answers are gathered and discussed.

### MATERIALS

Sheets of paper for the interview and a board with overlapping sheets (bound at the top).

### PREPARATION

Arrange the classroom so it can accommodate workgroups of 6-8 persons. Make sure you have enough sheets of paper to hang on the walls and then have them ready, already up on the walls.

### INSTRUCTIONS

It starts off with a quick icebreaker during which the youngsters are asked to create anagrams using the words COMPUTER or MOBILE in a fun and enjoyable way (for example: COMPUTER Come Over Mountains Playing Under Teachers' Easy Rules!). You can then introduce another activity, such as the following: "Imagine you are a journalist who has to write a newspaper article that illustrates 10 reasons why young people think the Internet and/or mobile phones can be useful or dangerous. In order to gather the information you need namely your classmates' attitudes and habits in order to create a questionnaire that specifically addresses these."

Divide the students into groups of no more than eight participants and assign each one a particular theme; some will work on mobile phones, others on the Internet. The groups each have 10-15 minutes to come up with questions and the same amount of time again to interview one or more members of other groups. It is important that the questions should be open-ended and not closed-ended.

When concluded, each group presents the results of its questionnaire and you write up the answers on the sheet board, attempting to group them together on the basis of their similarities. In this way you can draw up a list of the 10 most frequently recurring reasons why the Internet and mobile phones can fuel risky modes of behaviour.

### RESTITUTION

The restitution phase is very important.

Do not neglect to note down any of the reasons provided. It is essential to be able to find interesting connections, and to draw up a list that genuinely corresponds to what the youngsters said.

### RESOURCES

The interview sheet.<sup>6</sup>

### LINKS TO OTHER ACTIVITIES

It links successfully with the 'Tree of solutions', to 'What do you know?' and to 'A stroll along a child's rights'.

<sup>6</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no. 7



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## ACTIVITY NO. 8

# TREE OF SOLUTIONS

### THEME

Critical abilities linked to internet and mobile phone use.

### REQUIRED KNOWLEDGE

A basic understanding of the Internet and mobile phones.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

To stimulate an organic and in-depth discussion about critical abilities associated with internet and mobile phone use, and devise possible key messages that could help children and adolescents to use these tools in a more informed and competent way.

### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- identified the principal critical abilities required by internet and mobile phone use;
- developed some possible ways of successfully confronting the types of critical views that surface;
- formulated a collective way of reflecting on their own online rights.

### OVERVIEW

The activity involves creative teamwork that allows the boys and girls – through a metaphorical image (a tree) – to think about possible solutions and good practices to help them face the most common types of critical needs posed by internet and mobile phone use.

Each sub-group works independently to set up a tree the roots of which are risky situations and its branches are meant to represent the actions that can potentially deal with them.

### MATERIALS

Large sheets of paper and felt-tipped pens.

### PREPARATION

Arrange the various sub-groups, made up of no more than six persons, so that they can easily work independently.

### INSTRUCTIONS

Introduce the activity by explaining that it has to do with teamwork that can help find practical solutions to problems often encountered while using the Internet and mobile phones. Before dividing them up into groups, ask the youngsters why they (if they do) use the Internet and mobile phones. Note down these answers on a board with layered sheets. Most probably, it will become apparent that the Internet and mobile phones are rather complex tools as, aside from functioning as means of communication, they also perform a number of other functions, such as ways of searching for information. This will in fact justify the need for several different work groups: for example, one group could work on the Internet as a research tool, another on the Internet as a communication tool, and one on mobile phones (once again selecting a specific function to work on). Once divided into groups, explain that the students will have to draw a tree in which:

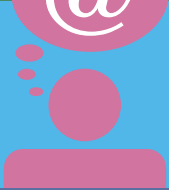
- the trunk represents the subject-matter or topic;
- the roots represent the potential problems and risks;
- the branches represent their possible solutions.

At the end, each group presents its tree to the entire class, and the other groups are encouraged to join in and complement the presentation. Then divide the youngsters into groups of two and ask each pair to choose three problems from those that have emerged and to try to come up with advice they could offer someone facing those problems, taking their cues from the solutions suggested by the tree. Then ask the pairs to try to transform those pieces of advice into *rights*. Write up all the rights gathered onto a list, arranging them according to similarities and contiguity; in this way, you can create your charter of online rights.



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## **RESTITUTION**

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In the restitution phase in front of the whole assembled class in which the tree is being described, it is very important to make sure that each presenting group is given the whole class's attention, pointing out that what has been produced by each classmate or group will be needed to devise key messages and a mini-charter of online rights.

During the restitution phase dealing with the devised rights, it is essential to note down everything that is said and to try to produce an accurate summary.

## **RESOURCES**

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*The EASY information sheets.*<sup>7</sup>

## **LINKS TO OTHER ACTIVITIES**

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Preparatory activities include 'What do you know?' and 'Taboo' (Area 'I find information'), that enable students to acquire information needed. This activity also links up well with 'Let's be interviewed' and 'Our mini-guide'.

<sup>7</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section



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## ACTIVITY NO. 9

### PUZZLE

#### THEME

Chat rooms, social networking, online bullying, downloading, e-shopping, online allurements, video games, etc.

#### REQUIRED KNOWLEDGE

A basic knowledge of the themes in question is indispensable.

#### GROUP

A maximum of 25 participants.

#### OBJECTIVE

- To increase knowledge about the themes in question.

#### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- acquired further information;
- exercised cooperative social skills and abilities;
- exercised their own critical capacities.

#### OVERVIEW

It involves the reconstruction of a conceptual puzzle relating to all of the topics covered. Hang up a coloured poster board on which are featured three large squares corresponding to three themes, such as social networking, chat rooms and online bullying.

#### PREPARATION

Transcribe the words<sup>8</sup> on similarly coloured post-its. Stick the post-its on a white board in clear view, in a random fashion.

#### INSTRUCTIONS

Ask the boys and girls to approach the board, in groups of four, so as not to hinder their work. Ask each of them to choose a post-it based on their knowledge. Have them return to their desks and ask them to stick their selected post-it on the other board in the square it belongs in. At this point, re-read with them all the post-its and ask whether anyone would like to move any of the post-its from one square to another. Let them discuss and express their different opinions, but try to help them reach general agreement on the contents of each square. If any of the students are not familiar with terms written on the post-its, ask whether anyone feels like explaining a particular term or if someone familiar with the term would care to provide an explanation. In the event that no one can provide an explanation, you should give it, but still ask the youngsters to stick the post-its they don't know in one of the three squares intuitively, and then explain more fully after that<sup>9</sup>.

Once the contents of each square has been finalized, divide the class into three groups and assign to each of them a square with its relevant theme, the post-its, and the relevant study sheet which can be printed out from the EASY website. First of all, ask the youngsters to fill in their information on the study sheet, and then construct a simple conceptual map that visually ties together the post-its in a logical way. In other words, the youngsters will have to find significant ties between the post-its and trace connecting arrows between them, explaining and writing down what sorts of connections they see.

For example: it is highly probable that the youngsters will have positioned the following post-its within the *chat room* square:

- **synchronizing**
- **anonymity**
- **chat moderator**
- **new friends**
- **format**
- **etc.**

The question the youngsters should ask themselves is: "which word should I connect *synchronizing* to? I could, for example, link it to *format*. What could I write between *synchronizing* and *format* to make it clear why I've connected them?" "When I compile my personal *format* to register with a chat room can I retain my *anonymity*?"

And so on.

<sup>8</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no. 9

<sup>9</sup> For these purposes you may use the glossary available on our website [www.easy4.it](http://www.easy4.it)



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#### **RESTITUTION**

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When the work is done all of the phrases produced by the groups are read out and discussed in class. It is important that the most significant pieces of information that are important to the themes being dealt with emerge at the end.

#### **RESOURCES**

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The words to write down on the post-its<sup>10</sup> and the *EASY information sheets*.<sup>11</sup>

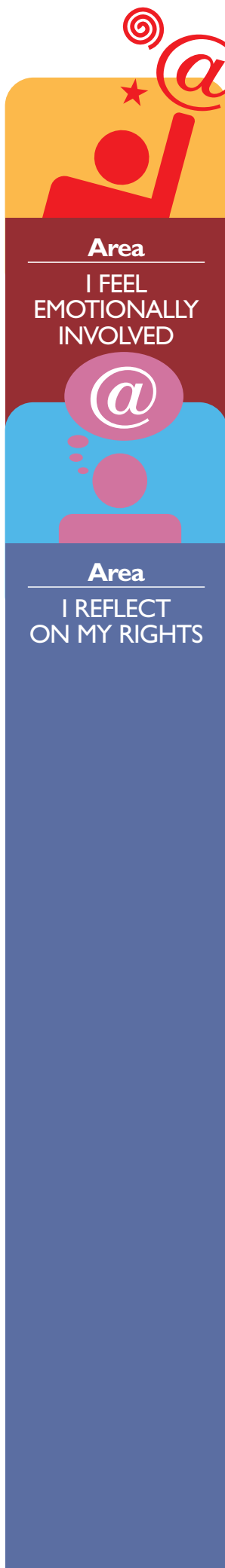
#### **LINKS TO OTHER ACTIVITIES**

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It ties in with 'Story-telling'.

<sup>10</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no. 9

<sup>11</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section



## ACTIVITY NO. 10

### ROLE PLAY

#### THEME

Chat rooms, social networking, online bullying, downloading, e-shopping, online allurements, video games, etc..., and youngsters' online rights

#### REQUIRED KNOWLEDGE

A basic knowledge of the themes in question.

#### GROUP

A maximum of 25 participants.

#### OBJECTIVE

- To restore awareness of the underlying emotions related to internet and mobile phone use;
- to give back to youngsters the complexity and articulation of the themes in question, taking into account their problematical implications;
- to get youngsters to put into practice their problem-solving skills when it comes to difficult and problem situations.

#### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- acquired greater awareness of their own ways of behaving;
- acquired and exercised problem-solving skills in the face of risky or problem situations connected to internet and mobile phone use;
- learned about organized discussion models.

#### OVERVIEW

It involves a role-playing game in which the boys and girls portray different subjects, involved in problematical situations to which they need to find possible solutions. The narrative framework within which the game is played out is that of a courtroom where, following the violation of one or more rights, a number of characters are called in to give testimony.

The characters involved are:

- the judge, who carries out an impartial and coordinating role;
- the defendant, the person accused of having committed the violation;
- the victim, the person who has suffered the violation;
- the jury (a segment of the class), who intervenes in order to obtain information, to investigate further, find a solution to the problem and decide whether or not to find the defendant guilty;
- the public, made up by the remainder of the class who acts as observers, but may also intervene if the jury sees fit.

#### PREPARATION

Choose one of the situations as presented on the website: [www.easy4.it](http://www.easy4.it).<sup>12</sup>

Arrange the class in a way allows for the each of the characters involved has his/her own post. Prepare the role sheets and hand them out: one sheet for the judge, one for the defendant, one for the victim, five sheets for the jury and the rest for the public.

#### INSTRUCTIONS

Explain to the youngsters that the game involved is rather demanding. A scene will be enacted portraying a presumed violation of one or more rights and each player will take on a well-defined role. Once the roles have been established, each player will need to carefully read the instructions relating to his/her particular role and behave accordingly. The game's aim is to clarify the facts and find satisfactory solutions to the problems that are raised.

At this juncture, if the context has become clear, you can select the key characters and the five members of the jury; the rest of the class will make up the public. The characters making up the public play themselves and can be called as witnesses.

Select the roles so that of judge is played by someone who is capable of acting as a coordinator.

Give your students 10 minutes to read their instructions and prepare for the game. Assemble the courtroom characters making them take their places as in a real courtroom: the judge behind the teacher's desk, the jury to the side, the victim and defendant facing the judge, etc.

Ask the judge to commence the court session.

<sup>12</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no.10



Once the game has started, closely observe what sorts of dynamics are sparked off, make sure that the various roles are being respected and, if necessary, help the judge in his/her coordinating efforts.

Here are a few suggestions from the script that should be followed:

- The judge speaks.
- The victim speaks.
- The judge and jury can ask questions to help better clarify the facts involved.
- The defendant speaks.
- The judge and jury can ask questions to help better clarify the facts involved.
- Members of the jury intervene.
- The judge asks if there is any member of the public who wishes to give evidence for or against the defendant or the victim.
- Testimonies are provided by members of the public.
- The jury meets to arrive at a verdict of guilty or not guilty and proposes solutions, and makes suggestions on how the problem in question could have been averted. To do this it may have recourse to contents and information available on the EASY website. In the meantime, members of the public are interviewed with regard to what sentence should be handed out and the sheets given to the jury are distributed.
- The decision on the sentence is reached and read out. The public expresses its opinion and, if necessary, it is contested. The session comes to an end.

### **RESTITUTION**

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Once the game is over you can ask the youngsters how they felt playing the roles they were assigned and whether they agree or not with the sentence given and the recommendations made.

### **RESOURCES**

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The case studies and role sheets<sup>13</sup>, the *EASY information sheets*<sup>14</sup> and the EASY online rights.

### **LINKS TO OTHER ACTIVITIES**

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This activity links up very well with 'A stroll along a child's rights' and 'The little newspaper'.

<sup>13</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no.10

<sup>14</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section



## ACTIVITY NO. 11

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# STORY-TELLING

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### THEME

Opportunities and risks involved with internet and mobile phone use.

### REQUIRED KNOWLEDGE

A basic knowledge of the Internet and mobile phones.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

To help youngsters act in a playful manner when it comes to opportunities and possibly risky situations involved in internet and mobile phone use.

### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- made use of their own creativity by applying it to contexts and situations that are relevant to the themes in question;
- exercised their critical abilities and problem-solving skills with respect to difficult and problematical situations;

### OVERVIEW

It involves a micro-creative writing laboratory in which youngsters can experiment creatively and in a *proactive* way in the resolution of difficult and problematical situations .

### PREPARATION

Prepare a number of white sheets, corresponding in number to the number of participants. Then hand out the blue, yellow and green role sheets. Randomly write two of the themes dealt with in previous activities (such as *chat rooms* and *online bullying*) on the white sheets.

### INSTRUCTIONS

Distribute randomly among the youngsters the yellow, blue and green post-its. Based on the colour received each one will be assigned role sheets. Do not ever let on that the group of blue sheets is that containing *risks*, the yellow group that of *opportunities*, and the green that of *advice*. The roles and their identity must remain secret and known only to those who have received their sheets. They will all have to read their own role sheet and, based on the directions, start writing a story on the white sheet that can have as its setting real or imaginary characters. The piece of writing (no more than three lines in length) will then be passed to the next student (it's advisable to follow a certain order, such as to the classmate on one's right) who, in turn, will continue the story, adding another three lines and so on. If the story reaches a dead end, one must try to keep it going.

Make sure that each of the stories passes hands at least five times, so that they can be developed sufficiently. At that point ask the youngsters to read through what's been written and to try to end the story as best they can. Finally, quickly read out the completed texts.

### RESTITUTION

Once the stories have been read out, direct the discussion in a way that seizes upon the problems and helps the connections emerge: the risks and opportunities identified and advice given. Concentrate in particular on the advice given, and ask the youngsters if they agree with the advice or whether they would have tried to help the boy or girl in another way.

There will obviously be some stories that end up not making sense or seeming not very realistic, but if the youngsters carried out their work properly, some interesting thoughts will emerge nonetheless.

### RESOURCES

Role sheets.

### ROLE SHEETS

BLUE: risk-taker

As soon as you get a story or a part of a story you have to do whatever you can to make something risky or problematical happen to the character! So write your part of the story in a way that allows your character to utilize the Internet or mobile phone (in the selected context) in a risky manner or in such a way that something unpleasant happens to him or her.



**Area**

**I FEEL  
EMOTIONALLY  
INVOLVED**



**Area**

**I FIND  
INFORMATION**

**YELLOW: opportunity-seeker**

As soon as you get a story or a part of a story you have to do whatever you can to make something pleasant happen to the character! So write your part of the story in a way that allows your character to utilize the Internet or mobile phone (in the selected context) in a positive manner or in such a way that something positive happens to him or her.

**GREEN: advice-enthusiast, you are a helper**

As soon as you have the sheet in front of you you'll need to read whatever has been written so far and if the character is in trouble you introduce a new character who offers some useful advice; if, on the other hand, the character is using the Internet or mobile phone in a positive, risk-free way, introduce a new character who can put him/her on the alert with regard to potential risks. If the sheet is still blank, start the story with a piece of advice you feel you should give.

**LINKS TO OTHER ACTIVITIES**

This activity links well with 'Committee'.



## ACTIVITY NO. 12

# THE CROSSROADS

### THEME

Boys' and girls' online rights and the most common risks associated with internet and mobile phone use.

### REQUIRED KNOWLEDGE

The students must already be familiar with the themes being examined and have a basic command of the use of a programme used to view slides.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

- To learn how to recognise some of the more common risks associated with internet and mobile phone use;
- help youngsters increase awareness with respect to some of their *online rights*;
- help youngsters increase awareness with respect to the *opportunities* the Internet and mobile phones can offer from the viewpoint of exercising their own rights.

### EXPECTED RESULTS

At the end of this task the boys and girls will have

- become emotionally activated in terms of the dynamics that often guide their relationship with internet and mobile phone use;
- increased their awareness of some of the *risks* linked to the use of such tools;
- reflected on their own *online rights*;
- increased awareness of, and greater information about, the *opportunities* that the Internet and mobile phones place at our disposal.

### OVERVIEW

It involves a simulated experiential activity, constructed through the logic of hypertext. Each narrative passage is actually made up by a *micro-story with a crossroads* that can have different developments and outcomes depending on the choices made by the youngsters within the story itself. During the course they are in fact called upon to take shared decisions that highlight the potential risks associated with internet and mobile phone use or the promotion of a right.

### MATERIALS

10-12 computers; *the crossroads* slides; a blackboard and EASY's online rights.

### PREPARATION

Position the youngsters in the multi-media facility so that there are 2-3 students per station and ask them to open the section dedicated to this activity on the website [www.easy4.it](http://www.easy4.it).

### INSTRUCTIONS

Explain to the boys and girls that they are about to take part in a story and will have to make precise decisions so that the story can take shape and continue. Each of 'the crossroads' slides tell a part of a story and ends with a choice between two possible actions. The choices are made in pairs, that is, they should be shared and motivated. The pair can also choose to go back to the slides and follow other directions and make other choices. On the basis of the choice made, the story will take one course rather than another. Four to six transfers or selections are expected to take place. During the task, ask them to pin down words that are unclear or they do not know the meaning of. At the end of the session they all re-assemble in the classroom where each student is given copies of a restitution sheet and the text of EASY's online rights. Ask them to answer the questions and then discuss all together what has emerged from all of this.

### RESTITUTION

It would be useful to carry out two levels of restitution:

- a free restitution on how the game unfolded: feelings experienced, general feelings about the game, levels of enjoyment and interest;
- a restitution about the process, which rights did they feel they were exercising and to what extent were they able to respect the rights of others – the right to participate, and of expression, within the pair, first of all



## RESOURCES

'The crossroads' slides and the Restitution sheet.<sup>15</sup>

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## LINKS TO OTHER ACTIVITIES

This activity links up well with the 'Stroll along a child's rights'.

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### Area

I FEEL  
EMOTIONALLY  
INVOLVED



### Area

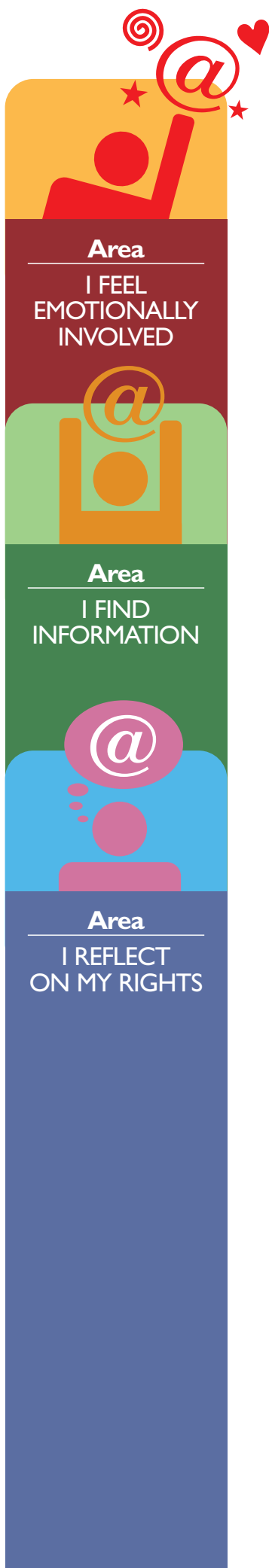
I FIND  
INFORMATION



### Area

I REFLECT  
ON MY RIGHTS

<sup>15</sup> Accessible on our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no.12



## ACTIVITY NO. 13

# THE LITTLE NEWSPAPER

### THEME

Opportunities and risks associated with internet and mobile phone use.

### REQUIRED KNOWLEDGE

The students must already be familiar with the themes being examined and have a basic understanding of what is meant by an *online right*.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

- To ascertain how much the youngsters have learned about the themes in question;
- to increase competency;
- to trigger initiative and creativity in the youngsters with the aim of making them become persons who spread and popularise the knowledge they've acquired.

### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- elaborated and produced one or more journalistic articles and headlines using the information and capabilities acquired during previous activities;
- put into practice their individual creativity, inventiveness and practicality in the elaboration of the abovementioned;
- exercised social, negotiation and mediation skills;
- reflected on the right to have access to accurate information.

### OVERVIEW

It involves an activity that takes its inspiration from project didactics. Each sub-group has the objective of creating a newspaper title dedicated entirely to the relationship between young people and New Media. The newspaper's readers are other boys and girls and its aim is to sensitise them through a series of articles drawn from both real life and invented facts (for example, cases covered in 'Role play' and 'The crossroads').

The groups will need to first of all decide the following: which rights should be dealt with, how many articles should be written, what editorial or ideological slant the newspaper should take (for example, should it be pro- or anti-New Media), and how to divide up the roles. Secondly, they will set out the specific research work needed for each of the themes selected to be written on, then write the pieces and produce the newspaper.

### MATERIALS

Newspapers, white sheets of paper, glue and scissors, various magazines and dailies (the task can also be done using computers).

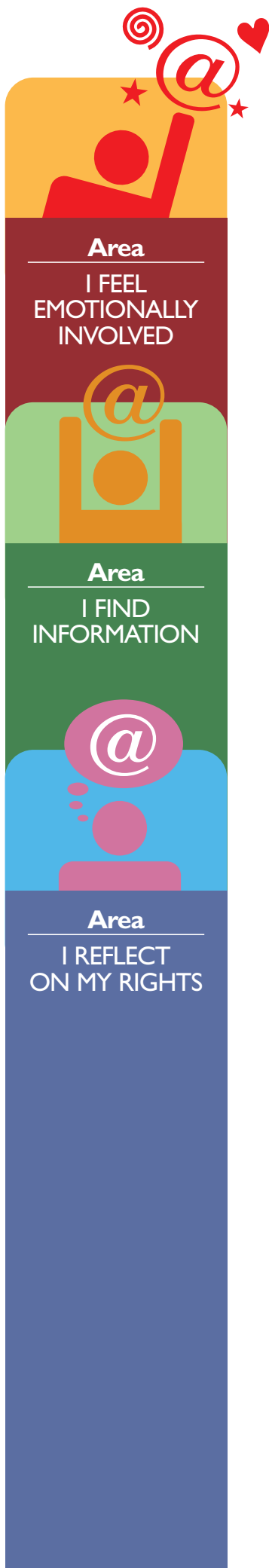
### INSTRUCTIONS

Explain to your students what will be the expected course and developments of the task. Briefly present the typical layout of newspaper header, in a simple and clear way. Then divide up the class group into groups of four to five persons so that they make up 'good mixes' in terms of skills and social abilities. Then assign typical editorial roles to the members of the groups:

- editor-in-chief, who must coordinate the group and make sure that the scheduled tasks and time limits are respected. In particular, the editor-in-chief will have the task of ensuring the participation of all those in the group;
- various types of editors: in charge of crime news, gossip columns, international news, etc., who will actually produce the articles;
- manager in charge of communications and distributions, with the job of taking care of the graphic and editorial appearance, the final layout of the paper and the strategy to be employed to ensure its distribution at school.

The aim of each group will be that of:

- defining an editorial direction, remaining firm on dealing with 'Young People and New Media' as its theme. Are we dealing with a newspaper with a particular alignment? What stance does it take with regard to New Media? What approach does it take (serious, playful, sensationalistic, commentary, a mixture, etc.)?
- deciding how to lay out the front page: which articles, photos, illustrations to include and why;
- dividing up the roles and allotting the time periods allowed;
- producing the masthead using a convincing graphic;
- presenting the newspaper to the other groups in a class assembly with a bit of a 'sales pitch' moment.



Once the stages involved have been clarified, the groups will work independently for as long as the teacher sees fit.

*Possible variations:*

Prior to introducing this activity, you can start up with some research to be conducted by the youngsters relating to the principal newspaper mastheads and discuss their principal relative differences in typology, and placing, for example, attention on how the Net and micro news, via sms text-messaging, is changing our ways of getting information and whether or not all this acknowledges young people's right to obtain accurate information.

**RESTITUTION**

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The phase covering the presentation of the final products is always very important; make sure that each group can display its work and highlight it by explaining the various specific choices made. The phase of a probable discussion and evaluation must be conducted on the basis of agreed criteria.

**RESOURCES**

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None.

**LINKS TO OTHER ACTIVITIES**

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It links up well with 'Role play'.



## ACTIVITY NO. 14

### OUR MINI-GUIDE

#### THEME

Opportunities and risks associated with internet and mobile phone use.

#### REQUIRED KNOWLEDGE

The students must already be familiar with the themes being examined and have a basic understanding of what is meant by an *online right*.

#### GROUP

A maximum of 25 participants.

#### OBJECTIVE

Get your students to produce a mini-guide that contains activities, games and advice on how to use the Internet and mobile phones safely and responsibly.

#### EXPECTED RESULTS

At the end of this task the boys and girls will have:

- elaborated and produced one (or more) mini-guides using skills acquired during previous activities;
- put into practice their individual creativity, inventiveness and practicality in the elaboration of the abovementioned;
- exercised social, negotiation and mediation skills.

#### OVERVIEW

It involves an activity that takes its inspiration from project didactics: a group task concluding with the production of a Mini-guide. Divided into three groups, the class will work on a pre-printed sheet that simulates a page of the mini-guide, within which a group will insert a session on online rights; a second group a list of reasons why it believes mobile phones or the Internet are important; and a third group a themed game that can successfully render the guide itself appealing. When the group tasks are completed, the complete guide will be put together by the entire class group.

#### Possible variations:

If the school has Internet stations at its disposal, the class can be divided into three groups. Instead of each group working on one theme (rights, the reasons, the game), they will all work on producing an entire guide, working with a software programme that simulates the guide's pagination, and lists all the elements involved. At the end of the task the mini-guides will be printed out.

#### MATERIALS

Large sheets of paper, felt-tipped pens, the EASY mini-guide and, where available, an IT lab equipped with several computers and software that can be downloaded from the website [www.easy4.it](http://www.easy4.it)<sup>16</sup>

#### PREPARATION

Arrange the class so that students can work in groups of no more than eight participants. Then arrange the sheets on the sheet board so that they can be easily flipped over and written on.

#### INSTRUCTIONS

Present the model for the EASY Mini-guide and divide the class into groups.

Each group will write on a large sheet of paper, simulating a page of the mini-guide.

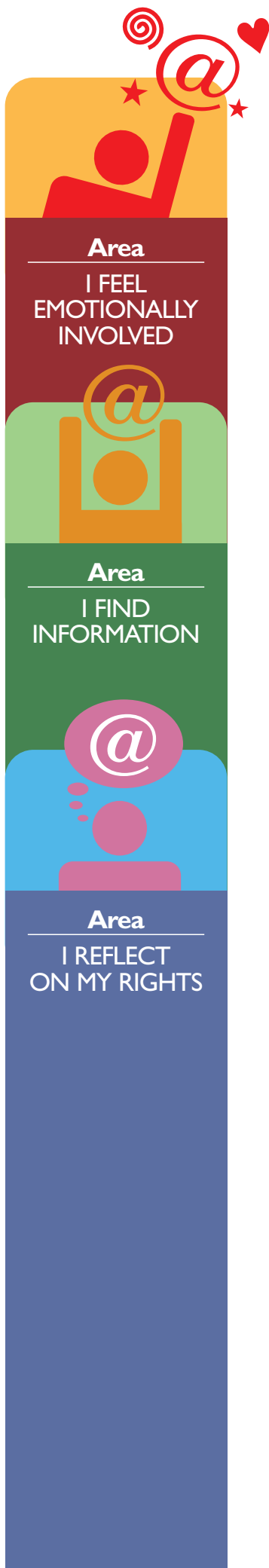
Explain the following:

- to the first group, that they must think about the 9 online rights on the basis of what they have learned so far;
- to the second group, that they must come up with 9 reasons why the Internet and mobile phones are important;
- to the third, that they need to invent a game that would make the mini-guide captivating.

Where IT labs are available, each sub-group must work on all three of the task's components using the specifically prepared software.

Once the group tasks are completed, the students all assemble together in class and if the guide has been created in paper form, each group's work is displayed and a single guide is assembled from the parts.

<sup>16</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no.14



### **RESTITUTION**

During the presentation phase of the product it is important to stress the choices made by the girls and boys as well as the criteria that led to these choices.

### **RESOURCES**

The EASY mini-guides<sup>17</sup> and relevant software downloadable from the website [www.easy4.it](http://www.easy4.it).

### **LINKS TO OTHER ACTIVITIES**

This activity has an obligatory connection with other activities based on taking a more in-depth approach to themes and with the 'Tree of solutions' in particular.

<sup>17</sup> Printable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no.14



## ACTIVITY NO. 15

### THE IMPACT

#### THEME

Evaluation of the knowledge, skills and abilities gained while working on the themes covered.

#### GROUP

A maximum of 25 participants.

#### OBJECTIVE

To support the youngsters in developing a means of evaluation that can be useful in measuring the long-term impact the course has had on them.

#### OVERVIEW

It involves a facilitation activity, in which work achieved by the entire, assembled class predisposes the youngsters to come up with an assessment tool.

#### PREPARATION

Prepare a large sheet of wrapping paper with the table written up as below and hang it up on a classroom wall:

EVALUATE	WHAT ARE THE 'SIGNS'?	WHAT ARE THE TOOLS?	WHAT ARE THE TIME PERIODS?	WHICH OTHER FACTORS HAVE HAD AN EFFECT?
Knowledge				
Skills				
Abilities				

#### INSTRUCTIONS

Explain to the boys and girls that the objective of this activity is that of devising an evaluation or assessment tool that measures the impact of the course they experienced together.

You will have the task of facilitating the work.

Firstly, focus all their attention on the course itself, on the stopovers or phases, on areas of knowledge, on the skills and the abilities that you would like to see grow and mature in them.

Write on the sheet of wrapping paper and explain that some of these skills and abilities can not be immediately verified, but that only time would tell whether they had truly been acquired.

Therefore, how will we be able to tell in three or four months time whether they have really been acquired?

Ask what might be the *signs* or *indicators* that could help us determine this.

Then ask them to reflect on which tools could be used to reveal these – a questionnaire? An interview?

Observation? Something else?

Note down the answers provided.

Finally, establish together how long it might take for this to be revealed.

Once the table has been compiled, select one of the tools that have been suggested to be used to 'observe everything'. Divide the class into three groups and assign each group a category within the table; one group will work on knowledge, one on skills, and one on abilities.

The groups will have half an hour to get its particular tool ready and then present it to the entire class.

#### RESTITUTION

It is important, after the groups have presented their work to the class, to stimulate a constructive discussion on how to integrate and possibly modify the tool that has been devised.

#### RESOURCES

It may be useful for you to re-read the second part of the manual, particularly the paragraph on your articulation and the meanings attributed to the different sessions.

#### LINKS TO OTHER ACTIVITIES

It links up well with all of them.



## ACTIVITY NO. 16

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# THE THREE CHAIRS

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### THEME

Evaluation of your experiences working on group tasks.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

For the youngsters to receive restitution with regard to the experiences they've had and, above all, from an emotional and relational point of view.

### MATERIALS

Three chairs.

### OVERVIEW

It involves a full, class assembly activity in which the youngsters can express the positive and negative aspects of the work they've done and the individual areas they think could be improved with respect to their own particular ways of working with groups.

### PREPARATION

Place three chairs in a circle at the centre of the classroom and place by each chair a different board; 'Heaven' is written on one, 'Hell' on another, and 'Purgatory' on the other.

### INSTRUCTIONS

Explain to your students that the three chairs represent the three sections of Dante's *Divine Comedy*: Heaven, Hell and Purgatory! Taking turns, those who so wish, can sit down and get up as he/she chooses one of the three chairs, providing an explanation for the choice made. For example, if he or she sat on 'Heaven' a reason is given why a particular task was enjoyable; on 'Hell', why it was not enjoyable; and on 'Purgatory', what could he or she personally improve to work more successfully in a group and what might be expected from the group that could help and support that student.

The only condition for participation is that each participant must take a seat on all three chairs.

### RESTITUTION

It involves an activity that does not envisage any comments nor any kind of discussion or debate. You can in any event give your students support when needed, and help them to think about their difficulties and which types of their behaviour, words, gestures and attitudes and those of others led them to feel the way they did.

### LINKS TO OTHER ACTIVITIES

It links up well with all of them.



## ACTIVITY NO. 17

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### I ASK YOU...

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#### **THEME**

Evaluation of the knowledge acquired.

#### **GROUP**

A maximum of 25 participants.

#### **OBJECTIVE**

To verify that the principal contents worked on have been understood or grasped.

#### **OVERVIEW**

It involves an interactive activity that foresees two phases: one phase during which the students devise questionnaires within groups, and another phase in which they ask and answer the questionnaires.

#### **PREPARATION**

Hand out white sheets of paper to all the participants.

#### **MATERIALS**

White sheets of paper and pens.

#### **INSTRUCTIONS**

Explain to the youngsters that they will need to prepare an evaluation tool. Divide them up into four groups and ask each group to come up with a maximum of five questions to which their classmates will have to respond using one of the themes dealt with. Obviously, each of the groups devising the questions will also need to be very familiar with the answers they can expect to get. To come up with their questions the youngsters can make use of the resources and notes they've taken throughout the course.

Once the questionnaire is ready, each group will give a copy to the other three groups and will receive the ones devised by them. In all, each group will be expected to answer 15 questions.

At the end, the groups will read out and compare the answers in front of the entire, assembled class.

#### **RESTITUTION**

If, during the class assembly reading, differences emerge regarding answers, the group that elaborated that questionnaire will have to intervene and supply precise information.

#### **RESOURCES**

The *EASY information sheets*.<sup>18</sup>

#### **LINKS TO OTHER ACTIVITIES**

It links up well with all of them.

<sup>18</sup> Downloadable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section



## ACTIVITY NO. 18

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# THE IDENTITY CARD

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### THEME

Evaluation of the knowledge acquired.

### GROUP

A maximum of 25 participants.

### OBJECTIVE

To give the youngsters support in defining the principal themes dealt with.

### OVERVIEW

It involves an activity in which, through the creation of a personal Identity Card that identifies them as Digital Citizens, the youngsters explore just how much of what they've learned is significant with respect to the themes covered.

### PREPARATION

Hand out white and coloured sheets of paper.

### INSTRUCTIONS

Give the boys and girls the sheet meant to become an Identity Card. Explain that they can compile their own Identity Card as they best see fit and that it will become and remain their personal document. Once the task is completed, the Cards are presented in pairs, illustrating and motivating the data included in individual Cards. They can then be circulated around the room and presented to others.

### RESTITUTION

Another assembly of the class group is not foreseen.

### RESOURCES

Identity Cards.<sup>19</sup>

### LINKS TO OTHER ACTIVITIES

It links up well with all of them.

<sup>19</sup> Printable from our website [www.easy4.it](http://www.easy4.it), from the Didactic Resources section: activity no.18



# GAMES TO BE PLAYED IN GROUPS

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Here follow some simple games that involve creative and playful ways of dividing participants into groups:

## RANDOM PROCEDURE

If you want groups of four and you have 20 students, randomly assign numbers from 1 to 5 and then group together those with the same number. You will end up with five groups of four persons.

## 'EQUAL' GROUPS

Prepare a number of post-its equivalent to the number of students and write on each one a word that pertains to the world of New Media (mobile phones, sms text-messaging, the Internet), making sure you repeat the words. For example, if you need groups of five in a class of 25, write each of the different words five times. Casually hand out the papers, ask them to stick their post-its on their arms and find others in the class, without speaking, that have the same word.

## GROUPS BASED ON AFFINITIES

Hand out to the youngsters post-its on which are written words that belong to the same logical area or that refer to the same technological tool. For example, one group can be made up by mobile phones, sms text-messaging, mms; another by virus, spam, firewall; and another by the Internet, chat rooms, etc. the post-its are always distributed randomly and the students then have to identify their groups through their own 'affinities'.

## ENERGIZING

If you are audacious (and you have sufficient space available to you!), you can also propose that your students walk freely around the room and at your *kick off!* yell out a number from 1 to 5; the youngsters will have to quickly, and without selecting on the basis of friendship or affinities, form into groups of the number chosen. You can repeat the game several times and end it once you've reached the group formation that you need. This is a very energizing game and one that is particularly useful when dealing with 'subdued' classes.

## MATHEMATICS

The basic structure consists of giving each student a mathematical problem, asking him/her to solve it and then finding amongst his/her classmates those whose problem has the same solution and then forming groups in that way.



### Area

I FEEL  
EMOTIONALLY  
INVOLVED



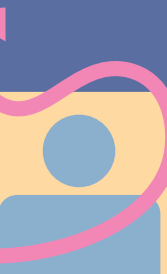
### Area

I FIND  
INFORMATION



### Area

I REFLECT  
ON MY RIGHTS



### Area

I ASSESS  
MY COURSE