**DESIGNUL ACTIVITĂȚII**
**Didactica infuzării**

**Scenariu creat de:** Anca Voicu-Ghenghea, Profesor de Limba Engleză, Colegiul Național „C. Negruzzi”, Iași
**Titlu activitate:** **Lessons for Life**
**Concepte cheie din domeniul educației media:** digital footprint, active/passive digital footprint, personal/social identity
**Concepte cheie din domeniul disciplinei** (dacă este cazul)**:** improving speaking skills (elements of a job interview)

**Relevant pentru** (a se nota domeniul din Educația media și din disciplină - dacă este cazul)**:** digital footprint and speaking skills, aiming the following competences (English competences /Media Literacy competences):

2.4 Utilizarea convențiilor folosite în comunicarea orală și în scris, formală și informală, adecvând formatul și limbajul la context
3.4 Participarea la conversații folosind un limbaj adecvat funcțional la context și respectând normele socio-culturale, în funcție de rol și de relația cu interlocutorii
4.4 Rezumarea orală și /sau în scris a esențialului dintr-un text (audiat sau citit) din mass-media

6.1.1 Să utilizeze surse multiple de documentare, socializare, relaționare, recreere, precum și instrumente de căutare (online) avansate;
6.1.2 Să distingă între diferite tipuri de mesaje și forme de comunicare, reușind să le utilizeze adecvat în funcție de contexte și solicitări;
6.4.2 Să înțeleagă concepte cheie și elemente de responsabilitate socială

**Clasa a XI-a (B2+ /C1)**

**Motivația (de ce?)**
- to bring awareness to the fact that every click and every access of the virtual world, on any device, leaves a trail that leads back to the user
- to raise awareness that passive behaviour online is also active in terms of creating a digital identity
- most teenagers and young adults spend a lot of time online, using various accounts (for social media networks, games, shopping, projects, etc.) being under the impression that ”free” accounts means ”no fee/no money” without realising they are actually trading personal information

**Rezultate așteptate:** by the end of the lesson, students will be able to:
- use speaking skills in order to participate in an interview according to different roles;
- understand media literacy concepts such as *digital footprint*
- identify their digital footprint and distinguish between active and passive digital footprint;

**Tema (ce?): What does the digital world know about me? Digital footprint**

CENTRUL PENTRU JURNALISM INDEPENDENT
Adress: Bd. Regina Elisabeta Nr. 32, et. 1, sector 5, București
E-mail: contact@cji.ro
Tel: 021 311 13 76
Web: www.cji.ro

**Descriere (cum?)**

**Evocare – 5 min**
Students are asked to draw the shape of their hand on a piece of paper and for each finger to write one ”free” online account they have created so far (see picture 1 below). Then, in one minute, they have to find at least 3 other students that have at least 2 similar online platforms/apps with active accounts.
This will eventually reveal the most commonly used apps/platforms.
Ask 1-2 students to briefly present the process of creating the account on some of the platforms / apps they mentioned; focus on the ”free” ones.

**Realizarea/Constituirea sensului (30 min)**

☺ **Role play – job interview**

- Ask two students to be candidates for a job interview and step outside the classroom for a few minutes.
- Select the interview committee (3 students), discuss questions to be asked (prepare a set of questions in advance) and instruct them to come up with a question related to a post on the candidates' Facebook accounts (real or imaginary). One should have a negative impact and one should be in his/her favour.
- Ask S1 to join the class and let the committee conduct the job interview, focusing on positive aspects found on his/her Facebook account (related to education, training, volunteering, etc.).
- Ask S2 to join the class and let the committee conduct the job interview, focusing on some negative posts they found on Facebook.
- After the interview is completed, ask both candidates how they felt when online posts were brought into discussion.

☺ **Teacher presents the concept of digital footprint and how it is built.**

☺ **Students are asked to read** the following article (https://www.businessnewsdaily.com/2377-social-media-hiring.html ) and note down a list of key points the writer makes.

**Reflecție (10 min)**

Students are asked to draw the shape of their hand again and on each finger to write 5 elements they now know their digital footprint is made of.


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Students present their drawing and discuss which elements are part of the active/passive digital footprint.

Discuss with your students how digital footprint applies to their day-to-day life.

As a follow-up activity, students could be given some links to sites that will help them to better understand the trails they leave after each online activity:

https://haveibeenpwned.com/
https://howsecureismypassword.net/
https://www.webhistorian.org/
https://www.vpnmentor.com/blog/what-does-google-know-about-you/

**ANEXE**




