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| **UNDERSTANDING AND**  **CRITICAL MEDIA LITERACY** | |
| **The name of the lesson:** Visual Literacy  **Author:**Olcay Belli  **Country:** Turkey  **Organisations**: Mozaik Human Resources Development | |
| **Topic: Annotation / Shortsummary** | Who am I online  Students will play a game” 2 truths and 1 lie” to realize how they see each other in a real world and then a game “Guess who am I?” to explore their own identity and compare it to a friend's identity. Then, students will compare real and online identity. They will watch and analyze a short movie “Love at first like”, work in groups and learn how to distinguish harmless and harmful false impersonation. At the end, every student will Google himself to see his own online identity. |
| **Aims:** | Explore and compare their own real and online identity.  Find out/discover(Knowledge): what can you find out if you "google" yourself  Give arguments for and against(Evaluation): false online identity  Distinguish between(Analysis): harmful and harmless false online impersonation |
| **Agegroup:** | 14-19 |
| **Level** | Intermediate |
| **Time** | 50 minutes |
| **Materials** | A computer lab, paper, pencils |
| **Procedure** | **Introduction:** Game” 2 truths and1 lie”  Discuss 5 minutes  At the beginingteacherchoosesfewstudentswhoneedtowrite 2 truths and 1 lieaboutthemselves on a piece of paper and showitto the rest of the class. Otherstudentsneedtodetectwhichinformafionistrue and whichisfalse.  Thisgamewillshowhowwelltheyknoweachother in realworld.  **“Quesswhoam I? “**  ReadWatchListen 20 minutes  Guesswhoam I? Studentscanworkindividuallytocreatetheirownavatar in  http://www.voki.com/create.php, a freelearningtool for creatingcustomised  speakingcharacters. Itismoreeffectivetoengagestudentswithinteractive  lessons, introducingtechnology in a funwaytoenhancetheirlanguage  skills and provide for interestinghomeworkprojects.(Official Voki Tutorial: How to Create and Publish Your Vokihttps://youtu.be/FunBew6S4Bk)  Studentcreateanavataraboutthemselves. Theyneedtopresent 10 thingsaboutthemselves.Based on the giveninformation, studentsneedtoguesstowhomitapplies.  Discuss 5minutes  Afterwatchingthe vokies, teacher and studentsdiscussaboutit. Questionstodiscuss: 1. HowdidXintroducedhimselfonline? 2. Doyouthinkhedid the rightthing? 3. Wouldyoudo the sameasshe/hedid? 4. Haveyoueverheardthatpeopleexaggerateaboutthemselvesonline? 5. Haveyoueverheardaboutpeopledeceivngothersbypresentingthemslevesassomeoneelse? 6. Whydotheydothat, whatdoyouthink? 7. Haveyoueverpretendedtobesomebodyelseonline? Why?  **Falseonlineidentity**  Collaborate 15 minutes  Studentswork in groups. Theyaregivenexamples of falseonlineimpersonations. Theirtaskistoread 1 falseimpersonation, commentit, discussit and writedownwhether the chosenfalseimpersonationisharmlessorharmful. Questionsthatwillhelpthemmakesomeconclusionsare: 1. Whatmadethatpersontomake a falseonlineidentity? 2. Whatare the consequences? Howcan a falseidentityaffectthatparticularperson and howothers? 3. Doyouthinkthat, in thisparticularsituation, the falseimpersonationwasjustified? Aftergroupdiscussions, eachgrouppresentstheiranalysistoothers.  Studentswilldebateaboutadvantages and disadvantages of falseidentityonline and it'spossibleaffects. Online, wecanchoosehowtopresentourselvestootherpeople. Noonecanseeus, sowehave the liberty of creatingouronlineidentity. Itallowsustoexaggerate and veryoftentodeceiveothersotheylikeus. Thereareallsorts of reasonswhypeopledothat. Some of themarejusttryingtofindfriends, someliebecausetheyareshy in reallife, and othersjustdoit for funorarejustcurious and wanttosepeople'sreactions. Unfortunately, lotof peoplehavefalseidentitiesjusttoinsultothers; meancomments and messages, sharinginappropriatephotos and videos. |
| **Closure**  **(peeractivities)** | Final activity: **Google yourself**  Investigate 5 minutes  Students enter their names into Google search engine to check themselves and briefly discuss results. |
| **Followup (homework)** | Reflection: Mycharacteristics and myprofile. |
| **Resources/ Bibliography** | DigitalReputation-Privacy and ReputationOnlineResourcse for Educators |

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