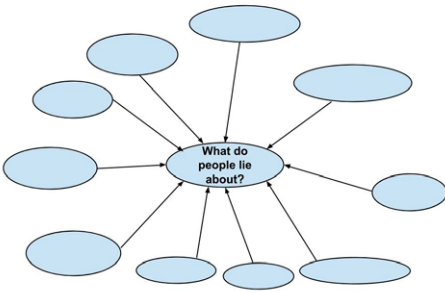


Short Activity Title	My (real) identity
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<b>Topic</b>	Shape your identity
<b>Competences</b>	Sense of initiative and entrepreneurship / Communication in the mother tongue / Digital competence
<b>Level</b>	<input type="checkbox"/> Easy <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Difficult
<b>Age Group</b>	13-15 years
<b>Duration</b>	Three lessons, each 40 minutes
<b>Aim of this lesson</b>	<ul style="list-style-type: none"> <li>• Teach students to their identity.</li> <li>• Remind students about creating truthful identities.</li> <li>• Compare online identities and real identities.</li> </ul>
<b>Introduction</b>	<p>Begin by posing the following key questions:</p> <ul style="list-style-type: none"> <li>• Identity...What is it? Is it important for us?</li> <li>• Real identity versus online identity. Is it the same thing?</li> <li>• Do you lie when you are online?</li> <li>• What do you lie about?</li> <li>• My characteristics and my profile.</li> <li>• Who am I (online)?</li> <li>• Who am I (offline)?</li> <li>• And who do I want to be?</li> <li>• Characteristics - true or false.</li> </ul>
<b>Tools</b>	A computer lab or computers in the classroom.
<b>Lesson 1</b>	<b>Identity - What is it? Is it important for us?</b>
<b>Step 1 – (15 minutes)</b>	<p>Students work in small groups, each group creating its own word cloud using <a href="http://www.wordle.net">www.wordle.net</a>, <a href="http://www.tagcrowd.com">http://www.tagcrowd.com</a>, <a href="http://www.worditout.com/">http://www.worditout.com/</a>, and <a href="http://www.wordfoto.com/">http://www.wordfoto.com/</a>.</p> <p>Begin the discussion by asking students the question: What words come to mind when you hear the term identity?</p> <p>Student groups prepare a short oral presentation to show how they chose to solve the task. These presentations are aimed at starting a discussion among the students about the different possibilities. It is important that the students can reproduce their clouds in front of the class and that they can discuss their solutions. Students talk about the words in their clouds. Then they discuss why other words should be in the cloud. Which words are missing and could be there?</p> <p>Is our own identity important for us? Why? Why not?</p>

<b>Step 2 – (15 minutes)</b>	Students are divided into two groups. Both groups have a similar task. The first group will prepare their ideas on why our identity is important to us and why it should be stable. The second group will oppose this view. They will look at identity too, but their key questions are: Why is it good to change our identity? When is it good to change our identity? Can we always tell true identity from false? Why? And when? Then both groups discuss their ideas.
<b>Step 3 – (10 minutes)</b>	Students do a task related to their own identity. Identity is determined by a long list of characteristics. Students are asked to name some of the aspects that shape their identity in real life. They have to think about their distinguishing features, their interests, their aspirations, etc.
<b>Lesson 2 Real identity versus online identity. Is it the same thing?</b>	
<b>Step 1 – (20 minutes)</b>	<p>Students develop their online identity when they are active on the Web. Their identities are shaped by a number of different aspects. Ask students to suggest some of these aspects (photos, nickname, status, etc).</p> <p>However, the information people can find on the Web may represent them in the wrong way. This could be due to their profile photo, status, opinion, etc. Does this really happen? Do first impressions count? Why? Why not?</p>
<b>Step 2 – (20 minutes)</b>	<p>Students are divided into small groups and every group is given a picture showing a different type of person:</p> <ol style="list-style-type: none"> <li>1. A man in a suit</li> <li>2. A young girl in dress, with backpack, and books in her hands</li> <li>3. A boy with glasses and cap</li> <li>4. A man with dreadlocks</li> </ol> <p>Students are asked to match their picture of the person with the profile(s) that correspond (i.e. assign characteristics to the person) and then write a short description about their person that they present orally.</p> <ol style="list-style-type: none"> <li>a. accountable</li> <li>b. clever</li> <li>c. free</li> <li>d. decent</li> <li>e. friendly</li> <li>f. modest</li> <li>g. conscientious</li> <li>h. confident</li> <li>i. hardworking</li> <li>j. serious</li> </ol> <p>Discussion: Are first impressions correct? What impression do these images convey? Are the details important?</p>

Lesson 3	When true and false meet....
<p><b>Step 1 – (15 minutes)</b></p>	<p>Students can work individually or in groups. What is 'identity deception'? Where is the line between the conscious shaping of my identity and identity deception?</p> <p>Get students to write their ideas on the Google document. Key questions: Do you lie when you are online? What do people lie about?</p> <p><a href="http://goo.gl/p9tBGV">http://goo.gl/p9tBGV</a></p> 
<p><b>Step 2 – (15 minutes)</b></p>	<p><b>The truth or not the truth</b></p> <p>Students can work individually to create their own avatar in <a href="http://www.voki.com/create.php">http://www.voki.com/create.php</a>, a free learning tool for creating customised speaking characters. It is more effective to engage students with interactive lessons, introducing technology in a fun way to enhance their language skills and provide for interesting homework projects.</p> <p>Student create an avatar about themselves. They can make avatars that are liars, tell the truth, or do a little bit of both. Set a question for the other students: Which avatar is a liar?</p>
<p><b>Step 3 – (10 minutes)</b></p>	<p><b>My characteristics and my profile</b></p> <p>Students create their own profile. They write down answers to the following questions, highlighting in different colours the responses that they can tell everyone, just friends or just parents (everyone = green colour, friends = yellow colour, parents = red).</p> <p>What is your name?  How old are you?  Where do you live?  Where do you go to school?  Who is your best friend?  What are your hobbies?  What is your phone number?  What is your email address?  What is your dream?</p> <p>Key question: Can I hide something important about my identity from my parents or friends?</p>
<p><b>Follow up options</b></p>	<p><b>Reflection</b></p> <p>Go to worksheet 4.1. "Where does the truth lie?"</p>