LESSON PLAN

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Shape your identity
4.2 Do we have a multiple identity?

Short Activity Title	Do we have a multiple identity?
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Topic	Shape your identity
Competences	Sense of initiative and entrepreneurship / Communication in the mother tongue / Digital competence
Level	☐ Easy ☑ Intermediate ☐ Difficult
Age Group	13-15 years
Duration	Two lessons of 45-60 minutes
Aim of this lesson	• Help students to realise that identity and an online identity are complex issues which have numerous implications in professional and personal life. • Develop students' global perspective and an understanding of interactions among individuals and bigger communities both in the real world and online. • Develop students' leadership skills (ability to stimulate and direct collaborative actions). • Cultivate the values of ethical behaviour, responsibility, empathy and respect for others. • Develop students' higher cognitive skills of creativity, critical thinking, analytical ability, independent thinking and learning.
Introduction	It is necessary to get familiar with two online tools before carrying out these lessons (see tools below). It is also necessary to introduce these tools to the students by preparing two brainstorming questions, giving students the links to the tasks and together coming up with some ideas. For the AnswerGarden task, start with the question "What do you associate with...? What words come to mind then?" and for the Tricider one - "What are the advantages and disadvantages of …?".
Tools	• AnswerGarden (http://answergarden.ch/about-AnswerGarden/ and a short tutorial http://goo.gl/n5wy8f) • Tricider (Video introduction to Tricider http://youtu.be/dvLuwL9Quzw and a short tutorial http://goo.gl/gy0K0G).
Process	

Lesson 1	Identity - What is it? Is it important for us?
Step 1 – (5 minutes)	This task is a brainstorming activity conducted on http://answergarden.ch. In this task, students answer the following question: What words come to your mind when you hear the term 'identity'? This can be given as homework or have a 2-3-minute brainstorming at computers or tablets. The more frequently a particular word appears in students' responses, the bigger it becomes on AnswerGarden. Let students comment on the final results. Then add (if they didn't appear in students' responses),the following kinds of identity: ethnic, religious, linguistic, national, regional, gender, social class, sexual, generation.
Step 2 – (20 minutes)	Divide students into four groups and give each team a picture showing their character (a Roman farmer, a medieval philosopher, a contemporary teenager from an African tribe, a contemporary European/American teenager).

Source: Unknown - "Relief in the city of Trier"
http://commons.wikimedia.org/wiki/File:Harvester.jpg (Public Domain)

Source: „Saint Thomas Aquinas" by Carlo Crivelli, 15th Century
http://commons.wikimedia.org/wiki/File:St-thomas-aquinas.jpg (Public Domain)

Source: „Fulani woman from Niger" by Steve Evans, licensed under CC BY 2.0
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http://commons.wikimedia.org/wiki/File:Fulani_Woman_from_Niger.jpg

Source: "The line for the launch of the iPad 2 at Crabtree Valley Mall in Raleigh, NC" by Mike P., licensed under CC BY 2.0

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http://commons.wikimedia.org/wiki/File:IPad_2_launch_ queue_Raleigh_North_Carolina.jpg

Groups need to come up with a short description of their character's identity. Remind them to think of the factors they brainstormed in Task 1.

Ask students to imagine that they are the person shown in the picture. Next, group leaders give their group presentation (ask them to start with "My name is ...").

As a summary of this task, carry out a short discussion on the similarities/ differences of the presented characters and any other observations.

Step 3 – (10 minutes)	Ask students if they agree with the definition of 'identity' presented on the first page of Chapter 4 in the Web We Want. Is it similar to their ideas from tasks 1 and 2? Next, ask students to do the tasks on this page. Tell them to pay special attention to the activity devoted to developing their online identity. Go through the students' answers as a whole class, let them comment and present additional ideas.
Step 4 – (5 minutes)	Remind students homework on www.tricider.com and ask them to answer the following question: How can we shape our online identity? What steps / actions can help us in our future professional and personal life? What might be disadvantageous? Give them a week to come up with ideas. Ask them to comment on other students' proposals and vote for the ones which are, in their opinion, the best ideas.
Lesson 2	
Step 1 – (5 minutes)	Discuss the results of the Tricider homework with your students. Initially try to comment on positive arguments. Then go to the negative arguments. Summarise your discussion by saying that all these things influence our online reputation and once we do something online (for example, post a photo, comment on a blog, take part in voting), it will stay there for a long time and other internet users will construct their opinions about us on this basis.

Step 2 – (7 minutes)	Ask students if they agree with Daniel Solove's opinion presented at the top of page 30 in the Web We Want.
	Next, as a class, read aloud the text about online reputation and elicit any additional comments / thoughts.
	Tell students to have a look at the three teenagers' photos and ask them to work in pairs and write down the impressions these images convey.
	As a class, compare students' ideas.
Step 3 – (5 minutes)	Ask students to read the two opinions presented at the bottom of page 30 in the Web We Want handbook and come up with some ideas for the final question "Are there any other situations where your online profile can be used positively?"
	For sure, some of the answers will be connected to sense of initiative and entrepreneurship as factors that play an important role in the development of our online identity.
Step 4 – (20 minutes)	Introduce this task by saying that identity is a very broad term. It includes not only big issues (such as your language, gender, nationality etc.) but also our opinions and attitudes.
	Divide your students into five groups and give each team a sheet of paper with one of the following questions:
	1. Is it easy to turn ideas into action? Why? Why not?
	2. Do you think contemporary teenagers are creative and innovative? Why? Why not?
	3. Do you think teenagers are ready to take risks while running their own projects / initiatives? Why? Why not?
	4. Do you think it would be difficult for young people to plan and manage their own project / initiative? Why? Why not?
	5. Do you think that while conducting our own project / initiative we should pay attention to ethical values? Why? Why not?
	Ask your students to split the paper into two columns and give them headings: YES and NO. Now ask students to come up with ideas to justify their choice and note them down in the right column. Ask students to count how many voted for YES and how many for NO.
	Next each group presents its opinions. Having finished, ask the other students if they would like to add some new arguments/points and vote for YES / NO options. In this way, you will collect all the opinions and get an overall picture of the whole class.
	As a final remark, tell your students that this can be called 'a group identity'.
	If you have time, you can explain what 'blended identity' is. This term refers to a situation when people who knew each other only online meet off-line one day.
Step 5 – (3 minutes)	Ask students the question from the topic of the two lessons - "Do we have a multiple identity?" Elicit some summary responses.
Links	http://answergarden.ch/
	http://www.tricider.com/