**Young Migrant Integration Leaders [EXEMPLAR]**

**IO1 – Integration Leaders Curriculum**

**Lesson Plan**

**Module 8: IT and Social Media**

**Unit 2: EXEMPLAR's Guide to the Internet. A Story of Social Media, Trolls, and Fake News.**

| Description of the Learning Activities | Timing (minutes) | Materials/ Equipment Required | Assessment/ Evaluation |
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| Workshop Opening:<br>• Welcome participants & introduce yourself (trainer)<br>• Present agenda & handout signature list | 5 minutes | Agenda;<br>Signature list; | Completed signature list |
| Intro: Welcome to the internet<br>• Start with a video to build a common ground: What is the internet (video; 3:44 min).<br>• Repeat the key facts mentioned in the video using the PPT. Give quick overview how the internet evolved from web 1.0 to web 4.0. | 10 minutes | IO1_M8_Unit_8.1._Presentation_ExemplarsGuideToTheInternet (Slide 3-6)<br><br>Video<br>Code.org (2016, June 27). *What is the Internet?* Retrieved from | Participants will engage in all group activities |

| | | https://youtu.be/Dxcc6ycZ73M | |
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| • Participants can immerse deeper into the history of the internet if they want after the training course using the self-directed learning resources (02_HistoryOfTheInternet). <br><br> • Tell the participants, you want to take them on a journey, using the EXEMPLAR's guide to the internet. To navigate effectively, first we need a map. | | | |
| Activity 1: Map of the Internet <br><br> • Open the website and show the map of the known internet (webverse.org; choose 1996 if you want to show the historic progress and choose 2016 to continue; use left mouse button for rotating, arrow keys for navigation of your point of view and the mouse wheel zooming). <br><br> • Start the story (you have to click on the text on the bottom to continue) <br><br> • Show the most popular pages using the menu. You can also ask participants for website-names | 15 minutes | PC, internet connection <br><br> IO1_M8_Unit_8.1._Presentation_ExemplarsGuideToTheInternet <br>(Slide 7) <br><br> www.Webverse.org | Participants will engage in all group activities |

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| that you can search in the search bar on the top of the website. <br><br> • Explain that the internet is growing constantly and that more and more clusters appear. The bigger a domain ("star") is visualised, the more online traffic it has. The closer the domains are to each other, the closer they are related and linked to each other. For example, people who visit amazon.com will probably also visit wish.com shortly after or before. <br><br> • Participants can look at it closer in the self-directed learning resources (03_MapOfTheInternet) and immerse deeper into the webverse after the training course. | | | |
| Activity 2: Types of Web-Clusters/Areas <br><br> • To continue, collect the types (or areas) of websites together with your participants using a flipchart or answergarden.ch. For example: Search engines, encyclopaedias, social media | 10 minutes | PC, internet connection <br><br> Answergarden.ch OR a flipchart <br><br> IO1_M8_Unit_8.1._Presentation_ExemplarsGuideToTheInternet | Participants will engage in all group activities |

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| networks, forums, online shopping, video platforms, e-mail provider, news pages etc.<br>• Note for AnswerGarden; 1) create answergarden 2) type your question (topic = "What kind of websites do you know and use?") and press Enter 3) participants have to open the answergarden page including the automatically generated number in the URL<br>• Ask participants, for which purposes they use social media the most and why they prefer certain networks over others. You can create a second AnswerGarden if you like for this question.<br>• The unit will continue with social media and online communities, so when reviewing the collected areas, try to end at these points to ensure a smooth transition to the next topic. | | (Slide 8) | |
| <u>Activity 3: Entering Social Media Zone</u> | 15 mins | IO1_M8_Unit_8.1._Prese ntation_ExemplarsGuide ToTheInternet | Participants will engage in all group activities |

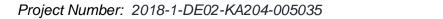| | | | |
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| • As demonstrated in the webverse, domains build clusters. The same phenomenon is happening even inside each cluster. As we are more and more in web 4.0, artificial intelligence and automatic bots and algorithms try to analyse our online behaviour and act respectively. This means, we are offered more similar content the more the bots know about us individually.<br><br>• Ask participants if they can recall an example in their personal experience. For example: when searching for a specific item on Amazon, Amazon will offer more advertisements featuring this item or something very similar. Sometimes it makes sense (something expendable like pens), sometimes not (something nonrecurring like a fridge).<br><br>• By using the same interlinks over and over, the connection between similar information or similar domains becomes stronger and the web learns about individual online behaviour and interests. | | (Slide 9-14)<br><br>MinuteVideos. (2016, December 28). *Filter Bubbles.* Retrieved from https://youtu.be/Zk1o2BpC79g | |

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| • Watch the "Filter Bubble and Echo Chamber" video [3:17 mins]. Repeat the key facts using the PPT and ask participant the questions on the PPT.<br>• Try to guide the discussion in the direction of why these filter bubbles can be dangerous, to ensure the transition to the next topic. | | | |
| Activity 4: Dangers of Social Media<br>• Browsing social media or any online community, users will encounter various "threads" such as:<br>   • Trolls<br>   • Click Baits<br>   • Fake News/ Fake Content:<br>     News articles, digitally altered imagery, …<br>   • Fake Identities and offenders | 10 minutes | IO1_M8_Unit_8.1._Prese ntation_ExemplarsGuide ToTheInternet (Slide 15-16) | |
| Activity 5: Netiquette<br>• Game: "Never have I ever" | 15 minutes | IO1_M8_Unit_8.1._Prese ntation_ExemplarsGuide ToTheInternet (Slide 17-20) | Participants will engage in all group activities |

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| • To prepare, cut out the emblems provided in M8_R.8 – each participant should receive 3 emblems to start the game.<br><br>• When you read out the "Never have I ever"-sentences, participants who did the action you are mentioning have to give one emblem away. If they have not done the action, they may keep their emblems.<br><br>• In the end, ask who has 3, 2, 1 or none emblems left. Praise the ones with 3 emblems for being responsible net-citizens (=netizens) and ask the others (not personally, but generally like "of the ones who have 1-0 emblems left,…") "what kind of action did you do and why? Would you do it again? Why/Why not?"<br><br>• Ask one final "Never have I ever"-question, this time reversing the focus from being a victim/affected party, instead of a commiter/bully. | | IO1_M8_Unit_8.2_F2F Resource_R.6_NetizenEmblems_print | |

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| • Continue with the netiquette rules and the consequences of misbehaviour. | | | |
| Activity 6: Be a role model netizen<br><br>• Form groups of 2-4 people. Each group should receive a flipchart or A3 poster, pens, and cards.<br><br>• The groups should create a poster that shows how a model netizen should act online and which characteristics and actions such a model netizen should pursue.<br><br>• Ask them also about the challenges such a model netizen will probably face and how they could cope successfully. What are their aspirations and strategies to make the internet a better place for everybody? | 30 minutes | IO1_M8_Unit_8.1._Prese ntation_ExemplarsGuide ToTheInternet (Slide 21) | Flipcharts/posters created by participants |
| Workshop Closing: Model Netizen Agreement<br><br>• Finally, every participant should report in 1-2 sentence(s) which of the discussed aspects in the past 2 hours were the most | 10 minutes | IO1_M8_Unit_8.1._Prese ntation_ExemplarsGuide ToTheInternet (Slide 22) | Participants will reflect the workshop. |

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| interesting/important to them and what kind of behaviour they will adopt to become a model netizen in the future. | | | |
| **Total duration of the module** | **2 hours** | | |