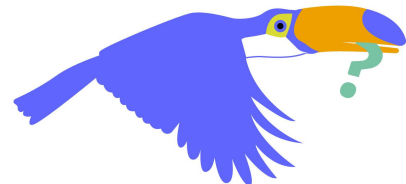# Odimet

OPEN DIGITAL, INTERCULTURAL AND MULTILINGUAL EDUCATIONAL TOOLS

Resources produced within the framework of the ODIMET project, funded by Erasmus+ and in partnership between the following 3 partners:

PH NÖ

Par Le Monde

wemanity

PERSONAL AND DIGITAL IDENTITY

Digital citizenship

Context

ODIMET is an Erasmus+ supported project that started in March 2021 and ends in March 2023.

In the first year of this project, 6 Austrian and 2 French classes had the opportunity to work on interculturality and multilingualism through video correspondence on eTwinning.

This year, the focus will be on digital citizenship with the participation of French, Austrian and Belgian classes. The Austrian teachers participating this year are the same as last year. They will be able to share their experience during this last year.

We therefore propose to start a cycle of 3 workshops around digital citizenship which integrates however some notions of interculturality and multilingualism.

The 1st workshop of this cycle will first deal with the notion of personal and digital identity. Let's start!

Objectives of the activity

- In this activity, we propose to reflect on personal identity and digital identity.
- For a few months, pupils will be exchanging online, but what do they know about this environment?

- It is a space that they share across land borders. But are there any rules, how is it organised?
- By creating an account on line, they create their digital identity. What does this mean? What is a digital identity? Is it different from their personal identity?
- The main objectives of this activity:
- To question one's digital identity, to distinguish between digital and personal identity

What does the activity consist of? How to do it?

Length of the activity: 1 hour

Introduction: discussion and explanation of terms 20 min

Question and answer time around the pupils' practices:

- What is a personal identity?
- Ex: What is written on your identity card? Who knows the information on their ID card? How is it useful?
- How do you present yourself?
- Is your personal identity the same on the internet?
- Have you ever been on the internet alone?
- What do you do on the internet?
- Do you think there are risks on the internet?
- Do you have to say everything on the internet?

Elements of an answer:

Identity is a set of data, elements that determine each person and that allow to differentiate him from others.

The civil identity, it is all the information which is on our identity card.

On the other hand, our digital identity is up to us to build it! We don't have to give our real name for example. Or to show our real face. In reality, the digital identity is the one we choose to show to the Internet users (other people on the web) on the Internet.

Examples:
In France, squeezie is a pseudo used by a youtuber. It's not his real name and yet this is how he is recognized.
In Belgium there is Jimmy Labeeu or Aurelien Sama.
In Austria there is : Chaosflo44 (who makes content on the game Minecraft).

Then explain that there is a difference between civil identity and digital identity.

One cannot lie about one's civil identity on one's identity card: name address, date and place of birth, height, eye color and signature are true.

The digital identity is our identity on the Internet.

There are also risks in giving out real information about ourselves. Some people can use it to impersonate you against your will. This is called identity theft. Brands and companies can also collect information about you to try to determine which advertisements and products you are most likely to buy!

Activity to create a personal avatar: 30 min

In order to participate in the exchanges and for each child to introduce him/herself to start the exchanges, each one will create his/her avatar, but what is an avatar?

Definition of an avatar: A virtual character that a computer user chooses to represent him or her graphically in an electronic game or in a virtual meeting place.

This activity invites children to create their own virtual identity to better understand the issues and differences between digital and real-world identities.

Materials needed:
- Scissors
- Glue
- Felt pens
- Pencils
- Pens
- Sheets

If you can, print out avatar pictures, and if you have them, pictures of the students (maybe you have a picture of each one for example).
You may also want to print out beach, forest, house, or class photos of the students if you have them! (see the downloadable appendices for examples).

These photos will be used to create the virtual identity cards, which should also be printed out: you need one per student. You will tell the students that they can put a picture of a beach, for example, if they want to share a picture of their vacation on the Internet.

If you don't have any pictures, you can let the children draw them but it will take longer to complete the activity.

Activity step by step :

Distribute the blank digital identity sheet in the appendix (you may wish to provide additional blank sheets of paper).

Each student will have to create their own digital identity. They fill in the fields in the attached document. Don't hesitate to remind them that they don't have to fill in any real information, just information so that they can be recognized on the Internet.

When they have finished, let them present their virtual identity. Ask them about the choice of putting real information or not.

Recap! 10 minutes

Oral reiteration of the difference between personal and digital identity and definition of an avatar.

New questions to open a new debate, which prepares the next activity on digital citizenship:

- Can an identity be collective?
- What does a collective mascot represent?

For ODIMET, after having thought about your personal avatar, you will be asked to think about a collective mascot to represent all the classes participating in ODIMET.

How can pupils share their work ?

You can share the pupils' avatars by taking pictures of them and uploading them to the exchange group dedicated to the 1st activity on the ODIMET website.

You can also make a video of your pupils presenting their avatars and explaining their choice using the "Clap!

Don't forget, all the resources/guides to help you make a video, but also all the proposed activities and pedagogical sheets are available on the ODIMET website.

Until when can you carry out the activity?

We give you 1.5 months to complete this first activity, from October to mid-November 2022. It is desirable that you have posted your first productions at the latest the week of **November 18.**

If you have any questions, please contact us via email:

garance.simoneau@parlemonde.org (referent in France)

claudia.mewald@ph-noe.ac.at (referent in Austria)

See you soon!

COLLECTIVE IDENTITY - ODIMET MASCOT

PART 1

Digital citizenship

Context

This activity is the logical follow-up to the activity on personal and digital identity.

The latter will address the notion of collective identity and is carried out in two parts.

Objectives of the activity

For this activity, we propose to reflect on the collective identity and the idea of a mascot.

The main objectives of this activity:
- To understand what a collective identity and a mascot are
- To produce clues to discover one's country
- To imagine a common mascot for the project

What does the activity consist of? How to do it?

Length of the activity : 1h30

Introduction: 15 min

Reminder of what was done in the 1st workshop: difference between personal and digital identity and definition of an avatar.

Question and answer time around the students' practices:
- Can an identity be collective?
- What is a mascot?
- What is the role of a mascot?
- Does your country have a mascot?

Elements of a response:

- What is a mascot ?

Larousse definition : Object, person or animal considered as a good luck charm, fetish.

Internet user's definition : Object, animal, doll or other thing that serves as a good luck charm, amulet or emblem that represents a group, a nation or any other gathering.

- What is the role of a mascot? The mascot embodies several values, messages, which all children can identify with because they have agreed on them. It brings a playful and endearing aspect to the exchanges.

- Does your country have a mascot? A symbolic figure that represents its values?
  Ex: Marianne for France
  The black eagle for Austria
  The lion for Belgium

Work on collective identity: 30 min

Find common points among pupils. Think about what unites the pupils: the school, the class for example ....

Then, think outside the school, to what other groups do they belong?

- We live in this city
- We live in this country
- We were born in such and such a year

- We live in Europe
- We speak this language

Secondly, think about what they have in common with the students with whom they exchange via ODIMET:

- We all live in Europe
- We are the same age
- We are curious about other cultures
- We all go to school
- …

Write down all these common points for the whole class. These are to be kept in mind for the second part to determine the ODIMET mascot.

Symbols of your country: 30 min

After having thought about all these common points and understood the notion of collective identity, it is time to work on the identity of a country, especially the one in which you live. What are the collective values defended in your country? What are the symbols of your country? How do you present your country to your pen pals?

To help you with this, print and distribute the [Chinese portrait](#) to the pupils.

This Chinese portrait consists of 11 questions. You can divide your pupils by question, for example two pupils per question, so that they can discuss them together and then report their ideas orally to the whole class.

With all the pupils' ideas, agree on the answers so that you have a final version of the portrait and then share the answers on this collaborative page on [Padlet](#) to share ideas collectively.

Debriefing on what was learned during this session: 15 min

Finally, we realised that we are all part of the same class, that we share values, a language and rules. We can find these values through symbols that represent the country in which we live.

But we also have a lot of differences.

It is up to you to discover the symbols of the other countries with which you exchange and to find out if you have any in common!

How can pupils share their work ?

Complete the shared padlet with the symbols of your country identified thanks to the Chinese portrait.

You can also share your Chinese portrait on the exchange group dedicated to the 2nd activity on the ODIMET website, by taking a picture of it or through a video where your pupils present each question with the help of "Clap!".

Don't forget, all the resources/guides to help you make a video, as well as all the suggested activities and teaching sheets are available on the ODIMET website.

How long can you do the activity?

We give you one and a half months to complete this second activity, from mid-November to December. It is desirable that you have posted your productions at the latest the week of January 6, 2023.

If you have any questions, please contact us via email:

garance.simoneau@parlemonde.org (referent in France)
claudia.mewald@ph-noe.ac.at (referent in Austria)

See you soon!

Collective Identity - ODIMET Mascot - Part 2

Digital Citizenship

Setting the Context

This activity is the logical continuation of the activity around the class mascot and the work about the symbols of your country.

This activity will deal with the notion of collective identity and is carried out in two parts.

Here is the second part of this final activity.

Objectives of the activity

For this activity, we propose to reflect on the collective identity and the idea of a mascot.

The main objectives of this activity:

- Understand what a collective identity and a mascot are
- To produce clues to discover one's country
- To imagine a common mascot for the project

What does the activity consist of? How to do it?

Course of the activity: 1 hour

Digital activity to be done in class: 15 min

Following the Padlet that you completed to present the symbols of the country in which you live, discover a digital activity that summarizes the French, Belgian and Austrian symbols shared by all the classes.

It's up to you to play with your students and discover what you have in common.

Activity to be discovered soon!

Complete your symbolic silhouette: 45 min

After thinking about the symbols that represent your country, complete the silhouette with drawings or collages that include all of these symbols.

Also, color the background of this page with the colors of your flag.

After sharing this silhouette on the exchange group and discovering those of other classes, print all the silhouettes and cut them into three parts: the head, the chest and the legs. Arrange these different paper cuts on a table and have fun combining them to create mixed silhouettes, which include the symbols of the three participating countries. You can test all the possible combinations!

You will end up for instance with a silhouette with a French head, an Austrian bust and Belgian legs, and you will have created a common mascot to embody the ODIMET project.

In a second step, share these new versions of mascots in the group.

In what form should the students' work be shared?

Share the different silhouettes on the exchange group dedicated to this activity entitled "Activity 3: collective identity, ODIMET mascot" on the ODIMET website: https://odimet.eu/fr/groupes/

Until when can you do the activity?

We give you **1 month** to complete this last activity, during the month of **February.**

It is desirable that you have posted your productions at the latest the week of **February 27, 2023.**

If you have any questions, please contact us via email:

garance.simoneau@parlemonde.org (referent in France)

claudia.mewald@ph-noe.ac.at (referent in Austria)

See you soon!

Chinese portrait of one's country

"Complete this Chinese portrait in writing. You can also illustrate each sentence with a photo or a drawing"

If I were a motto, I would be …

If I were a historical monument, I would be …

If I were a flag, I would be …

If I were a currency, I would be …

If I were a traditional dish, I would be …

If I were a landscape, I would be …

If I were an animal, I would be …

If I were a traditional dance, I would be …

If I were a language, I would be …

If I were a celebrity, I would be …

If I were a sport, I would be…

Photo

Nickname :

Age:

Class:

Address:

Height:

Eyes colors :

Hair color:

Siblings:

Interests
(Holidays, sports, friends, favorite food, you choose then glue or draw)

My favourite food is...
Students draw or glue in a picture of their favourite food.
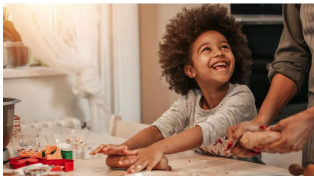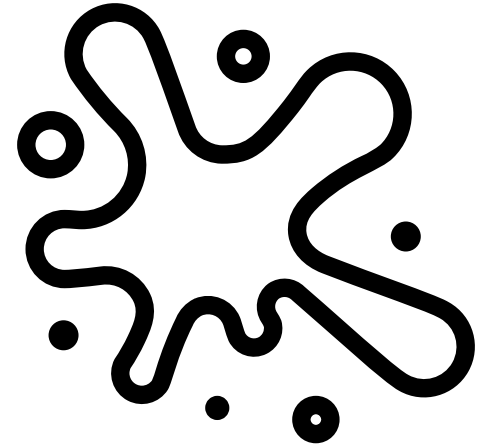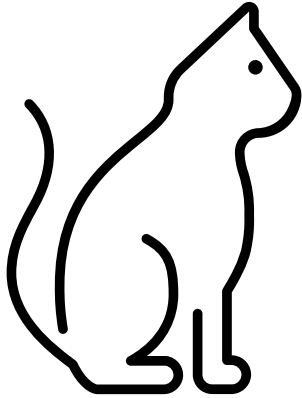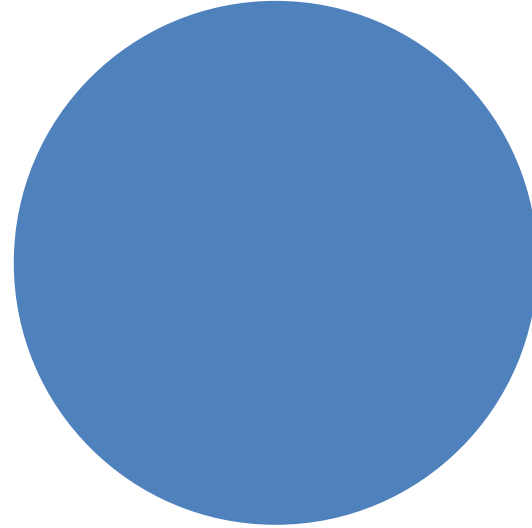
My hobby is ….
Students draw or glue in a picture of their hobby.

I'm … years old.
Students draw additional candles.
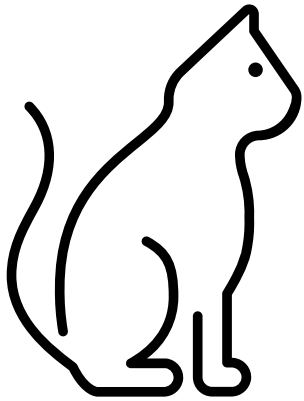
My favourite animal is ….

Students draw or glue in a picture of an animal.
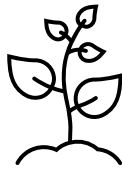
My favourite season is ….

Students circle their favourite season.

(c) Mewald
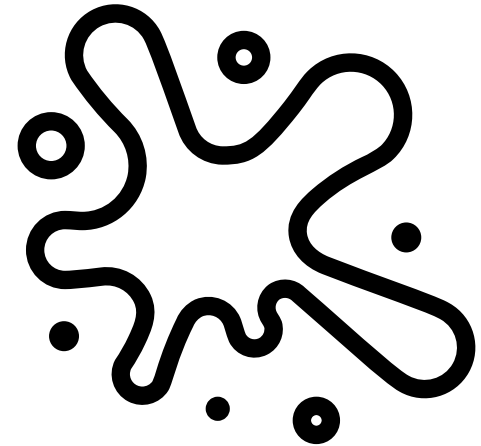
My favourite colour(s) is/are ….
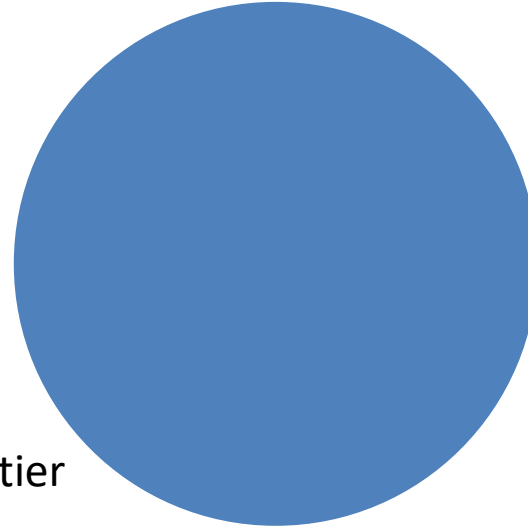
Students colour in.
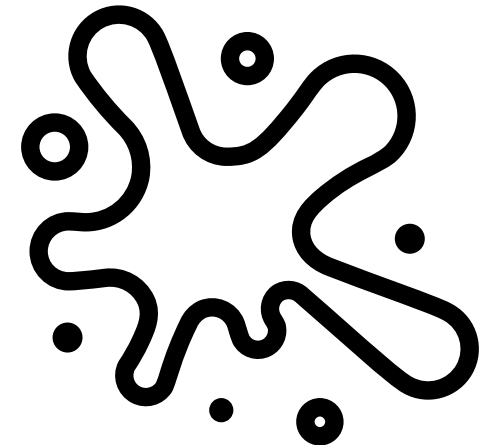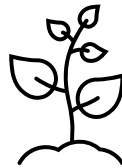
Mein Hobby ist ….

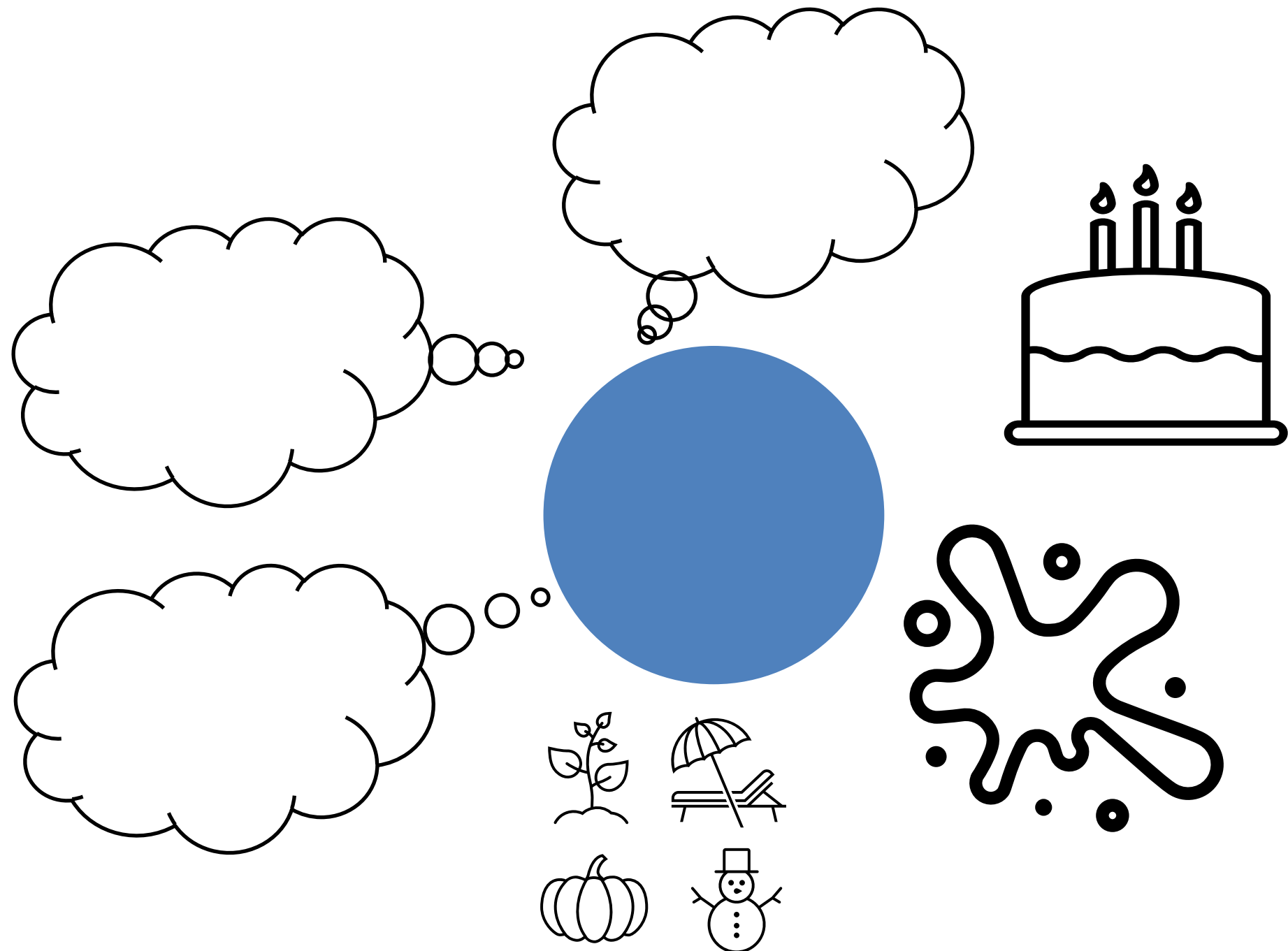Mein Lieblingsessen ist / sind…

Ich bin …. Jahre alt.
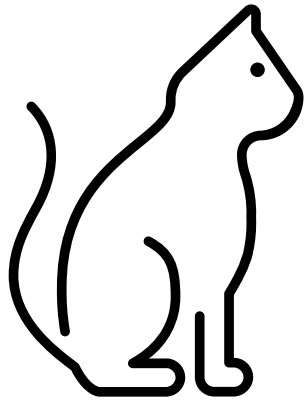
Mein Lieblingstier ist ein(e)…

Meine liebste Jahreszeit ist der …

Meine Lieblingsfarbe(n) ist/sind…

Shape for the common mascot