@#SocialMyself

Description	In this activity, students learn to configure and manage a digital profile appropriate to their identity, depending on the objective they have (Strategy). They learn to identify sensitive information and data in their social networks.

Tag	• Facebook • Instagram • Media • Social Media • Twitter • Youtube

Skills	**RISK PREVENTION SKILLS** • Recognize and describe • Evaluate and reflect • Apply **MEDIA AND TECHNOLOGY SKILLS** • Recognize and describe • Compare • Evaluate and reflect • Apply **IDEOLOGY AND ETHICS SKILLS** • Recognize and describe • Compare • Evaluate and reflect • Apply **SOCIAL MANAGEMENT SKILLS** • Self-managed • Manage your own identity • Participate in social networks • Collaborate • Teach **CONTENT MANAGEMENT SKILLS** • Search, select and download • Manage content files • Manage content dissemination

Learning areas	• Professional Competences • Social Sciences

Card language	• Spanish • English

Structure

Sessions	4 + homework (variable)

Duration	60' (variable)

Number of participants	10-30
Age	• 14-16 • 17-18
Materials	• Post-its • Computer or smartphone • Photo editing app

Process

Key questions	• What is my identity in networks and in the digital field? • What do we share and what do we not share? Why?
Development	This activity is divided into three different parts. The three parts are independent, so you could work with all three or with one, two or three, depending on the time you have. The first part of this activity is focused on how to generate a narrative in the digital profiles of students, through an infographic, video, meme, timeline, etc., based on the contents about themselves that they have posted on their networks. Some suggestions on how students can work would be the following questions: What do I think? What do I hate? What do I like? What are my hobbies? What do I listen to? Where do I go? What accounts do I have in each medium? What media am I in? **(60'+ autonomous work at home).** To finish with this first part, profiles are displayed, either through computers, or through QR codes, etc. Later, an ethical-moral debate can be made to analysis what young people share in social networks. **(60').** The second part of the activity is similar to the first one, but instead of taking into account the content that the adolescents publish themselves in social networks, the contents that other people publish about the students are evaluated. In particular, students generate a narrative about these digital profiles using an infographic, video, meme, timeline, etc. It can be proposed that the students exchange the creation of profiles, generating a profile of another student, or that another student presents the results of a companion. What do I think? What do I hate? What do I like? What are my hobbies? What do I listen to? Where do I go? What accounts do I have in each medium? What media am I in? **(60' + autonomous work at home).** To finish this second part of the activity, profiles are displayed, either through computers, or through QR codes, etc. Finally, a moral ethical debate can be made to analysis what we share in social networks. (**60').** The last part of this activity focuses on the research that students do recording their public activity on Google. To do this, you can access this record through the following route: My account-My Activity-Other activities of Google-My chronology. In addition, you could work with a social network chosen by students, such as Instagram, etc. This activity can begin with the design of the strategy, for which it is essential to work on the following aspects: What media am I in? What kind of content do I generate? What personal information do I share? What elements do I use for my publications and what rights do they have? Why do I do this? The second part of the strategy design is the following: Rethink the use of social networks. Define our goal and how to use the networks from that moment. Think about the near future and the longer term. To finish, the teenagers perform 6 actions to refocus their profiles on social networks in a strategic way, taking into account aspects of security and privacy. **(60').**

Evaluation	Evaluation of the profiles: Clarity of the products. Creativity. Depth. Completeness In the case of collaboration: collaborative work. Evaluation of the strategy: Enunciation of a clear objective that contains an aspiration, a temporal moment and a quantification (What, When, and How much?)
References for professors	• Google – Exploration of privacy and security aspects Instagram YouTube Twitter Facebook
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