

TEENS, HEALTH & TECH

PROJECT DRAFT



PARTNERS

Founders:

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Students:

Málaga: 23 4th ESO students (B1 English)

SHORT DESCRIPTION:

Students from three different European countries will investigate and reflect upon their relationship with technology, analysing their consumption habits and how this is related to their well being, their health and the environment. After analysing the results of our research, we will work together to offer alternative, healthy ways to handle technology and ideas to make it sustainable, collaborating to the idea of the eTwinning topic of year: the new European Bauhaus.

AIMS

- Understand the technology consumption habits of teenagers in Europe and its impact on their mental and physical health and well-being.
- Develop a critical attitude and expand their strategies to have a positive and healthy relationship with technology.
- Develop their language skills through real situations of communication with students from other European schools.
- Develop the sense of citizenship and belonging to Europe.
- Collaborate in the development of key skills, with special attention to linguistics (in Spanish and English), learning to learn, social and civic competence and ICT through the development of products.
- Develop collaborative work skills and assess their potential for future learning

CURRICULAR INTEGRATION (SYLLABUS)

SPAIN

SUBJECT AND YEAR	CONTENTS	COMPETENCES	TIMING
Biology and Geology (4th ESO)*	Types of technological waste and their treatment. Collection and impact of technological waste on health.		
Valores éticos 4º	Youth and new technologies. Responsible use and management of time and priorities.		JANUARY-MAY
Technology 4º	--Evolution of communication technologies throughout history and its impact on society. - Rational use of the Internet, data control and protection. - Analysis and assessment of communication technologies in everyday use.		
ICT 4º	-Computer security: active, passive, password security -Online fraud (phishing, sextortion, fake profiles,...) -Security in social networks,		2nd TERM

	harassment and coexistence in the network		
SPANISH 4º	Oral and written expression. Oral and written comprehension. Technology and sustainability		ANY TERM
PE 4º	Physical activity as a healthy alternative in free time.		1st TERM
ECOSCHOOL	Tech. problems and ODS Physical activity as a healthy alternative in free time.		3rd TERM
Counselling	Health and tech in teens project		1st/ 2nd TERM

(4th ESO)*- 15-16 year old students.

WORK PROCESS

The development of the project will have several differentiated phases in which the students work individually, in national groups and in international teams, progressively:

Students will mainly work in the ENGLISH/SPANISH class (depending on the languages spoken by the partners) and some specific activities will be carried out in other subjects along the year.

1. Ice-breaking: (English/ Spanish)- OCTOBER / NOVEMBER

-Guess the countries / cities - Jamboard - similar to ON THE SPOT **ENGLISH**
Students make a wall with pictures of their own cities on Jamboard. The other partners post questions and then they answer them. Each school needs to guess what city the partners are from.

Who is who: padlet walls ENGLISH

-Each school creates a padlet with a) photos with numbers of the students holding their favourite object b) a description of each student with their names (in English and maybe Spanish). Students from other schools match the pictures numbers with the names and write on a forum who is who, the other students check if its correct and give some feedback.

-Our regions: Collaborative games on wordwall ENGLISH

In international teams, some students make a presentation about the different European regions of the project. Then another team creates games based on the presentations.

-Netiquette, eSafety and copyright. SPANISH or English

One group of students read an article about it and make a summary in audio with some questions. The other students answer it. Each student makes a personal compromise regarding their commitment to the netiquette (Eg. I will write as correctly as possible) on a linoit wall. Then an international team makes a final poster that sums up the guidelines and final game with questions about the topic and we all play together.

2. Activities for topic Introduction: DECEMBER - ENGLISH / SPANISH

-Teachers create a repository of webs and useful information on the topic of new technology and discuss it in class. **ENGLISH / SPANISH**

-Spanish students make a short introductory video (maybe in Spanish?)

-Students make a chain video, one student asks a question (eg. how many hours per day do you spend using your phone?) and another student answers (videos posted on a canva presentation). **(ETHICAL VALUES)**

-Logo creation. Students create a logo for the project and explain it in English or Spanish. It is voted on the TS. **(IAEE)**

-An international team writes a 1st article about the project: partners, countries, topics, expectations. **(ENGLISH)**

3. Research activities: JANUARY / FEBRUARY (TECHNOLOGY, ICT, , COUNSELING, MATH)

-Creation of a collaborative poll about teenagers' consumption, habits and attitudes towards new technology and the effect it causes on them. Questions are added to a shared document, and a team is in charge of creating the poll. The poll is carried out by all the students in all schools. The resulting statistics are analysed in Math class.

-An international team writes an article about it.

4. Action activities: MARCH / APRIL

A) Technology and well-being: Preparation of a decalogue with tips on how to handle technology in a healthy way. CANVAS **(PE)**

B) Allied Apps: in international teams, students create collaborative videos presenting apps that can help teenagers have a better life. product: genially with links to VIDEOS **(ICT)**

C) Technology and environment: waste. Students investigate about the waste generated by technology and how to reduce it. They create a collaborative article about it. **(ECOSCHOOL)**

D) Training. Count of time dedicated to the use of the mobile phone and time dedicated to performing physical activity. What do you use your phone for? fun? Work? communication? Create a collaborative poster with alternatives to each use. Include a healthy sport training programme. **(PE)**

These 4 activities can be made simultaneously by different teams.

-VIDEOCONFERENCE: Students prepare questions for their partners related to the project evolution and the topic. **(ENGLISH)**

- Technology consumption: addictions. Creation of a comic strip based on the plot of Don Quixote. Quixote in the 21st century. Spanish students make a video in Spanish explaining how Don Quixote was hooked on reading and got mad. They ask students in other countries what technology makes them addicted and to create a comic strip in international teams about it. **(SPANISH)**

5. FINAL PRODUCT: (MAY)

Final publication with all the articles, videos, comic strips and games on Joomag (or any other) **ENGLISH/ SPANISH**

ASSESSMENT

Formative:

- Poll for teachers and students at the end.
- 2 stars and a wish: each student creates a presentation with 2 stars (what they liked best about the project) and a wish (what they think could be improved next time)
- Say goodbye!: students say goodbye on a twinboard.

Sumative: In each subject.

EXPECTED RESULTS:

- Students will have developed skills to carry out a research and analyse its results
- Students will have gained knowledge and reflected upon about their own technology consumption habits and its impact on their mental and physical health and well-being. All results will be recorded in the final product, a digital magazine.
- Students will have developed language skills through communication in real scenarios.
- All participants will have developed their sense of citizenship and belonging to Europe.
- All participants will have developed collaborative work skills and basic competences.