

Title	Real VS Virtual
Abstract	<p>The aim of the activity is to investigate with the students potentials and risks of using digital resources. In particular the focus will be on the risk of being unable to separate real from virtual life. It will be divided into two phases.</p> <p>In the first phase teachers will lead the students to understand the core problem of distinguishing real life aspects from virtual life aspects, but also the motivations that can bring a person to hide themselves into a virtual reality. At the same time teachers will try to highlight the potentials of digital resources for improving real life aspects to get to the awareness that virtual doesn't override each person's personality but can improve it. At the end of the activity each students will create his own ideal virtual representation (Avatar)</p> <p>The second phase will engage the students into a Debate between Virtual and Real fans based on the evidence found out in the first phase.</p>
Keywords	real, virtual, simulation
Framework topic	<i>Digital wellbeing - digital belonging</i>
Target	<input type="checkbox"/> primary <input type="checkbox"/> lower secondary school <input checked="" type="checkbox"/> upper secondary school

Overall educational scenario structure

Unit(s)/Phase(s)	Title and time	Framework topic
1	Virtual reality and me	<i>Digital wellbeing</i>
2	Real vs Virtual	<i>Digital wellbeing</i>

Description of the Unit(s)/Phase(s)

Unit(s)/Phase(s) no. 1 / Title Virtual reality and me (Time)	
Topic(s)	<i>Describe the DETECT framework topic(s) faced in the unit</i> <i>Digital wellbeing</i>
Specific objectives	<i>Indicate the specific objectives of this unit/phase</i> 1) To understand potentials and risks of using digital resources 2) <i>To be able to distinguish real life aspects from virtual life aspects</i> 3) <i>To...</i>
Pedagogical methods	<i>Indicate the pedagogical/teaching methods characterizing the unit</i> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts)

	<input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) <input checked="" type="checkbox"/> Discussion (e.g. students engaged in an open debate on a certain topic) <input checked="" type="checkbox"/> Group work (e.g., students working in small group to pursue a common objective) <input checked="" type="checkbox"/> Role play/Simulation (e.g. students interpreting a role in a given situation) <input type="checkbox"/> Project work (e.g., students working in small group to develop a project) <input checked="" type="checkbox"/> Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) <input checked="" type="checkbox"/> Brainstorming (e.g. students engaged in process of generation of ideas) <input checked="" type="checkbox"/> Case study (e.g. students involved in case analysis)
Evaluation	<i>Specify how learning of this unit/phase will be assessed</i> Auto assessing test Evaluation rubric
Technical support	<i>Specify what type of technical support is needed</i> Internet connection Photo elaboration and morphing software
Structure	<i>Introduction (max 500 characters)</i> <i>Discussion about virtual reality potential and risks</i> <i>Activity (max 500 characters)</i> <i>Create your virtual Avatar</i> <i>Conclusion (max 500 characters)</i> <i>Discussion about the activity</i>

Unit(s)/Phase(s) no. 1 / Title (Time)	
Topic(s)	<i>Describe the DETECT framework topic(s) faced in the unit</i> <i>Digital wellbeing</i>
Specific objectives	<i>Indicate the specific objectives of this unit/phase</i> 1) To understand potentials and risks of using digital resources 2) To be able to distinguish real life aspects from virtual life aspects 3) To...
Pedagogical methods	<i>Indicate the pedagogical/teaching methods characterizing the unit</i> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts) <input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning)

	<p>X Discussion (e.g. students engaged in an open debate on a certain topic)</p> <p>X Group work (e.g., students working in small group to pursue a common objective)</p> <p>X Role play/Simulation (e.g. students interpreting a role in a given situation)</p> <p><input type="checkbox"/> Project work (e.g., students working in small group to develop a project)</p> <p>X Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions)</p> <p>X Brainstorming (e.g. students engaged in process of generation of ideas)</p> <p><input type="checkbox"/> Case study (e.g. students involved in case analysis)</p>
Evaluation	<p><i>Specify how learning of this unit/phase will be assessed</i></p> <p>Auto assessing test</p> <p>Evaluation rubric</p>
Technical support	<p><i>Specify what type of technical support is needed</i></p>
Structure	<p><i>Introduction (max 500 characters)</i> <i>Review about real and virtual</i></p> <p><i>Activity (max 500 characters)</i> <i>In group debate about Real and Virtual. Students divided into three groups</i></p> <ol style="list-style-type: none"> <i>1. Real fans</i> <i>2. Virtual fans</i> <i>3. The jury</i> <p><i>Conclusion (max 500 characters)</i> <i>Discussion about the experience</i></p>