
Mirror, mirror

Project Kit description

The project aims at helping teens to cope with the problems of their lives and develop their social and emotional well-being by becoming more aware of the influences around them. Teenagers discuss the issue of appearance and self-perception in many respects (the influence of media, peers, family, social networks, etc.). They question and think critically about the place and importance given to body image nowadays and think creatively about self-confidence and self-esteem. They participate in forums, exchange views, work together collaboratively to produce multimedia creations in national and international groups. Besides getting to know other people and other cultures, this project helps students develop a team spirit while making a well-integrated use of technology.

The project is designed to meet the needs of 21st century learners to develop their skills in the "4 Cs": communication (exchanges, discussions, chats), critical thinking (reflecting on the causes of low self-esteem and how to fight against stereotypes), collaboration (working in international teams) and creativity (search for solutions, writing poems).

Objectives

This project addresses several key competences of the European framework: communication in a foreign language (ESL), digital competence, learning to learn (students organized their own research within their teams), social and civic competence (the students tried to find solutions to improve their well-being, become more aware of the influences and pressures surrounding them), cultural awareness and self-expression. These competences are common to various subjects in the curriculum.

The project structure and activities also enable students to develop some transversal skills: introduce themselves, ask questions, comment on results (read graphs), comment and respond to the views of others, express their opinions.

The project integrates training in the 4 language skills (writing, listening, reading, speaking). The students are encouraged to use English as the language of communication in the context of international collaborative work in order to achieve a common production as recommended by the CEFR framework.

Process

Before the project the teachers design the project plan and schedule and choose the tools to be used. Teachers find appropriate documents to give some input at the beginning of the project. The following videos can be useful:

<http://bit.ly/tedmirror1> / <http://bit.ly/tedmirror2> / <http://bit.ly/tedmirror3>

Students give a short introduction of themselves in their profile description on the Twinspace

During the project an Inquiry-based and problem-solving approach is applied. Students brainstorm and build knowledge on the problem (body image, self-confidence) with some input from teachers (TED videos, articles).

Students identify in international teams one of the different aspects of the problem: e.g. peer pressure, gender (expectations, stereotypes), influence of fashion, of social networks, of advertising, of celebrities, etc. Students do some research on those various aspects to achieve better understanding: they design and agree on some questions for a survey.

All the teams' questions are put together in a single collaborative survey, and the students collect as many responses as possible in their communities. They can create an online form with tools like Google Forms or SurveyMonkey which can be shared via mail, on the school website or blog.

Students react to the responses in the various countries, compare and analyze them in teams. They present the results in collaborative video reports. They look for solutions, discuss them, vote for the best ones. Based on this, the students write some collaborative inspirational

Key competencies

Subjects

Citizenship, Cross Curricular, Foreign Languages, Media Education, Social Studies / Sociology

Level

15-19

poems.

At the end of the project students and teachers evaluate the project. Teachers publish the results and disseminate the project, e.g. they create a video to sum up the main stages and results of the project and post it on the school website or blog.

Evaluation

Students comment on the project on a Padlet board, using some prompts. Students and teachers answer an evaluation questionnaire.

Follow-up

The students organize a roundtable on the project theme inviting parents, other teachers and external experts and the students present their project.

Organization of a school contest: What is true beauty for you? (Introduction video:

<http://bit.ly/tedmirror4>)

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