

Communication / Social media - Group 3 lesson plan

Topic: SNS (social networking sites) - a new way to keep in touch.

Aims of the lesson:

After the lesson students will:







- a) know the basic information about the beginning of social networking,
- b) be aware of threats coming from social networking sites,
- c) be able to make good use of social networks (especially for educational purposes),
- d) create a set of rules for the perfect / ideal social networking site.

Time	Aims	Procedure
2'	<ul style="list-style-type: none"> -prepare for the lesson -set the goals 	<ul style="list-style-type: none"> -Teacher greets the class, checks attendance, gives the topic and sets the goals for this lesson.
10'	<p>Intro.</p> <ul style="list-style-type: none"> - make students search the necessary information -incorporate some technology and "fresh attitude" into the lesson -discover which site is the most popular among the students -show the learning potential hidden in the SNSites, they could also be used for educational purposes 	<p>ex.1 Brief history of social networking sites (SNS).</p> <ul style="list-style-type: none"> -T divides ss into 6 groups making them count to 6. All the students with number 1 work together, and the rest as well, respectively. Don't worry if the groups are uneven. Each of the groups receives a logo of a social networking site or service they are responsible for (Appendix 1). They also get one printed chart (Appendix 2) per group in which there are 4 questions hidden under QR codes. Each group scans the codes to discover the questions. Next google the answers to the first three ones their group is to find. They insert the information into the chart. -Teacher collects feedback. Students fill in the missing data. -Teacher hands in voting ballot. Almost anything can be used at this point, but it is suggested to make use of memory stickers as they are small and convenient. All the students get up and place their ballots on the logo of the site (Appendix 1, the second copy) he or she uses most often. After the voting, teacher or his assistant, it also could be one of the students, counts the votes and gives the exact number. Students note down the figures. -T asks one person from each group to take a picture of their complete chart and post it on the previously created learning group on Facebook.
5'	<ul style="list-style-type: none"> -find out what students associate with each of the sites, -compare their suggestions -prepare students for the discussion -make students more aware of the topic getting them on the right track of thinking 	<p>Ex. 2 Brainstorming associations</p> <ul style="list-style-type: none"> - T leaves students in the same groups as they are and starts a new task. Students are to brainstorm words strictly connected with the name of their social networking site and incorporate letters of the name into their suggestions. *The easiest way to do it is to write the SNS's name downwards and then put down the rest forming some kind of crossword (Appendix 3, for instance). -T collects the feedback from all the groups. The words which came up are discussed among the whole class. Again, the group leaders take pictures of their crosswords and post it on FB group.
18'	<ul style="list-style-type: none"> -make two opposing groups -present and defend arguments -keep students focused on the course of the discussion 	<p>Ex.3 Discussion</p> <ul style="list-style-type: none"> -T tells students to cross their hands dividing them into two opposing groups. Those students whose right arm is at the top deal with the positive things about SN. The rest (left arm at the top) work on the

	<ul style="list-style-type: none"> -make them more attentive - make students aware of the dangers behind SNS, but at the same time,highlight all the positive aspects and the ways they could be used -prepare a thorough basis for the final product of the lesson 	<p>drawbacks of SNS.</p> <ul style="list-style-type: none"> -T tells students to brainstorm and discuss about 10 ideas for and against SNS, respectively. Students note down their arguments and prepare for discussion. -T or one of the students becomes the Chair of the discussion. The chair allows to speak and indicates the person to speak by throwing a ball or a fluffy toy. The chair leads the discussion by helping, suggesting and clarifying ideas, if necessary. -T indicates one student to note down the final results of the talks and post them on FB group.
8'	<ul style="list-style-type: none"> -put all previous findings into practice -prepare ideal SNS terms of use 	<p>Ex.4 Follow-up : a set of regulations concerning an ideal SNS for teenagers</p> <ul style="list-style-type: none"> - T tells all students to form one big circle. They get together and decide on the best terms of use for teenagers' Ideal SNS. Having analysed numerous aspects of the topic, students workout the best regulations. -T collects feedback. Students present their results and post them on the FB group.
2'	<ul style="list-style-type: none"> -make students recall what happened in class -think again about the topic 	<p>Ex.5 Homework</p> <ul style="list-style-type: none"> -T asks students to invent a name and design a logo for the ideal SNS as the terms of use are already done. :) -T says goodbye to students and finishes the lesson.



Appendix 2

	 FACEBOOK	 INSTAGRAM	 YouTube	 SNAPCHAT	 TWITTER	 WHATSAPP
