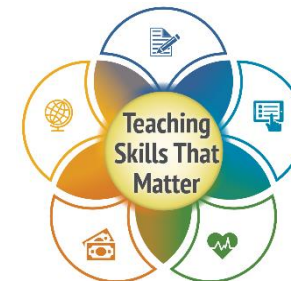


Digital Literacy: Social Media Lesson Plan



NRS Level(s): High Intermediate Basic Education to Low Adult Secondary Education

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| Lesson Title: Social Media | | Approximate Length of Lesson: 1 hour and 30 minutes | |
| <p>Instructional Objective: Lead the students through an ELA curriculum unit that focuses on developing critical awareness of social presence in social media communities. By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Identify several different social media platforms. • Join and post in a secret Facebook group. • Follow multistep oral instructions. • Record information in a graphic organizer. • Identify common characteristics across a data set. • Describe their analysis of social media practices of classmates. | | <p>Learning Target Statements (<i>written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson</i>) for learners' exit tickets, learning logs, or reflection:</p> <ul style="list-style-type: none"> • I can use a graphic organizer to describe my use of social media. • I can post on Facebook. • I can tell you about the ways that my classmates use social media. | |
| <p>ELA/Mathematics/ELP Standard(s) Addressed:</p> | | <p>CCR Levels D and E R7: Interpret visual information from diverse media. W6: Use technology to interact or collaborate with others. W8: Gather information from credible sources, integrate, avoid plagiarism. SL2: Analyze the purpose of information in diverse media. SL5: Use of digital media. ELPS Level 5 ELPS 5: Gather information from multiple print sources. Additional Standards (as applicable): Northstar Digital Literacy Assessment Standards for Essential Computer Skills</p> | |

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| | <u>ISTE Student Standards</u> : Empowered Learner, Creative Communicator, Knowledge Constructor | | |
| Central Skills Taught: | <input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems | <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness | |
| Language Demands: <i>(Include academic language, language skills, etc.)</i> | Academic Language Functions: <ul style="list-style-type: none"> Analyzing Synthesizing | | |
| Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i> | Proof of Learning: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ | Proof of Learning Tools: <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Completed Facebook posts; completed graphic organizers</u> | Ongoing Formative Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other <u>Facebook posts</u> |
| Adaptations and/or Accommodations: <i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i> | Blended learning models offer the opportunity for differentiation. In this class, create stations and place the students at two different activity stations based on their demonstrated need early in the lesson. Use the Technology Skills Checklist (Appendix A) to help with placement. | | |



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| <p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 10 minutes</p> | <p>This is the first lesson of a multi-lesson unit that strives to help the students develop an awareness of depictions of culture online. This first lesson supports developing critical awareness of how social media is used to share information. The key question for this lesson is: <i>How do we use social media to share information and connect with others?</i></p> <p>Prior to teaching this lesson, the teacher creates a secret Facebook group and invites as many students as possible via e-mail. Useful videos and instructions for setting up a Facebook group can be found online or by searching help topics at https://www.facebook.com/help/. The teacher should take some time to make the group home page an inviting space, using an image for the banner that will be attractive to the class.</p> <p>Opening discussion: Your social media experience</p> <p>The teacher opens discussion with the question, "What is social media?" The students think quietly for a moment about their answer and then talk with a neighbor. The teacher then elicits responses from a few students and asks the students to list social media apps they use, think about why they use each one, and consider how their use differs for each app. Which languages do the students use for each app? What communities and purposes are common for use in each one? What sort of information is shared? The teacher writes some notes on the board to demonstrate note taking.</p> | <p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Respecting differences and diversity • Self-awareness | <p>MATERIALS</p> <ul style="list-style-type: none"> • Technology Skills Checklist (Appendix A) • Whiteboard or large, white Post-it® adhesive paper |
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| <p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 15 minutes</p> | <p>Teacher: <i>Now, let's get a picture of which media you use for what purpose and with whom.</i></p> <p>Step 1: The students draw a concept map illustrating their social media experience.</p> <p>Teacher: <i>Use the paper in front of you [a concept map template (Appendix B) can be used instead]. In the center, draw a circle and write your name in it. Draw a ring of additional circles to surround the first circle and a line connecting each of these with the center circle. In each circle, write the name of a social media app that you use. Beside each circle, write the language you use there, the people you expect to see there, your purpose for using the app, and an example of what you share there. This is your social media concept map.</i></p> <p>The teacher can model drawing a social media concept map on the whiteboard while describing the components of the social media map.</p> <p>Step 2: The teacher uses a camera phone, takes a photo of his or her concept map, and posts it to the secret Facebook group created and used by the class. The post should include a two- or three-sentence personal introduction and the social media map image.</p> <p>The teacher narrates and demonstrates this process for the students. While doing this, the teacher explains how a secret Facebook group works, possibly demonstrating how the post just made does not appear on the public Facebook wall and is thus invisible to anyone outside of the group. The teacher emphasizes that the information shared in the private group is not intended to be shared with others outside the group and that members need to respect each other's privacy.</p> | <ul style="list-style-type: none"> • Problem solving | <ul style="list-style-type: none"> • Paper • Markers • Tablet connected to projector • Screen • Browser or Facebook app • Secret Facebook group • Camera phone • (Optional) Concept Map Template (Appendix B) |
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| <p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 30 minutes</p> | <p>Teacher: <i>Now let's see what you can do.</i></p> <p>Step 1: The students create their social media maps. As they do so, the teacher circulates among the students to see what apps are commonly used. The teacher calls on a few students to talk about their work.</p> <p>If Facebook is not listed as a social media app in a student's concept map, the teacher may choose to help that student quickly create an account or get a volunteer to help the student do this during the presentations.</p> <p>Step 2: The teacher hands out tablets (or some other class set of devices) or asks the students to use their own devices. The teacher instructs the students to open Facebook and log in. Although a few students may need help creating a Facebook account, most students likely will have one. In the unlikely event that no social media apps are listed on a learner's concept map and the learner is feeling insecure about participating, the teacher can move the student to a separate station for individual study about social media using the following resources: https://edu.gcfglobal.org/en/topics/socialmedia/ and https://edu.gcfglobal.org/en/facebook101/.</p> <p>Another option is to pair a student who does not use Facebook with one who does. No student should feel compelled to create an account if not comfortable doing so.</p> <p>The teacher asks the students to join the secret Facebook group. (The teacher previously invited them via e-mail; another option is to start the group as a "closed" group and write the name of the group on the board.) The students can find the closed group via search on Facebook.</p> | <ul style="list-style-type: none"> • Critical thinking • Problem solving | <ul style="list-style-type: none"> • Tablets—class set • Student's personal mobile device • Concept Map (Appendix B) |
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Guided Practice (continued)

After everyone has logged in and joined the group, the teacher switches the privacy setting to “secret” so that any work done will not appear on the students’ Facebook wall (their personal account page displayed to their friends.) The teacher assists the students with login as necessary.

The teacher asks the students to take a photo of their concept map and upload it as a post in the class Facebook group. As in the demonstrated post, the students should include a two- or three-sentence personal introduction and the image. The teacher or the students who have smart phones can assist those who do not. Photos can be shared through e-mail, text messages, or a class Google folder if that is familiar to the students and they are comfortable using it.



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| <p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 30 minutes</p> | <p>At this point in the lesson, it may be necessary to split the class into two separate groups assigned to different stations.</p> <p>Station 1: Students who demonstrated discomfort or unfamiliarity with “social media” or who have limited technology skills can receive more support at this station. The teacher can lead a small group, revisiting previous activities, reviewing the definition and examples of social media, and/or explaining how the mapping activity works. The teacher then supports learners as they create Facebook accounts, take photos, and post their photos in the secret Facebook group.</p> <p>Station 2: The students now look at others’ personal introductions and social media maps posted in the secret group. Each should be instructed to respond to the posts of two or three classmates. If necessary, the teacher can demonstrate sentences to support the students’ writing: “What is [name of app]?” “How long have you used [app]?” “What languages do you speak?” The idea is to warm the students to the idea that Facebook is a useful place to practice writing in English or, more generally, for academic work. Alternatively, the teacher could allow the students to post in their home language, especially if they are new to posting on social media and if exercising digital literacy is taxing for them.</p> <p>Next, the teacher asks the students to use a graphic organizer (Appendix C) to record notes about what social media apps are used in their class, for what purposes, and with whom. It is perfectly fine to let the students work in pairs or small groups to complete the graphic organizers, which should be kept for integrated numeracy work at a later date.</p> | <ul style="list-style-type: none"> • Communication • Interpersonal skills • Problem solving | <ul style="list-style-type: none"> • Tablets—class set • Student’s personal mobile device • Concept Map (Appendix B) • Table for Note Taking on Social Media Use (Appendix C) |
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| <p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 5 minutes</p> | <p>The teacher brings the students back together as a class and reminds them that in this unit the focus is on how people use social media to express and understand themselves and create a public image. The class discusses briefly how this lesson is working to help the students understand that.</p> <p>Exit Ticket: What is one thing you learned, one thing that surprised you, and one question you still have from today's class?</p> | <ul style="list-style-type: none"> • Critical thinking • Respecting differences and diversity | <ul style="list-style-type: none"> • Exit ticket |
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Appendix A. Technology Skills Checklist

Use this template to create a checklist for focusing on technology skills each week. Monitor student proficiency and progress using the checklist.

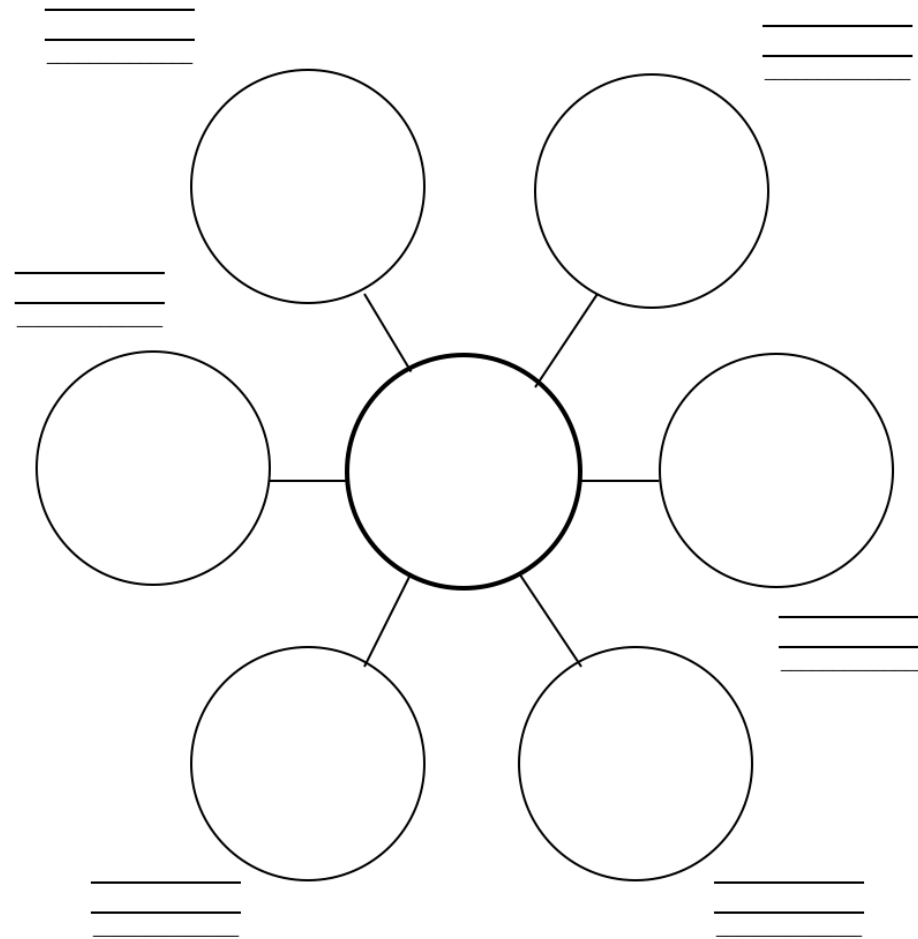
Week _____

| Technology Skills | Students Who Need More Help | Notes |
|---|-----------------------------|-------|
| Review: Turning on tablet | | |
| Review: Logging in to an account | | |
| Opening Facebook and joining the class's secret group | | |
| Using a camera phone | | |
| Uploading an image to Facebook | | |



Appendix B. Concept Map

Print this concept map and share it with your students if you think it will help them organize their work.



Appendix C. Table for Note Taking on Social Media Use

Read through other students' posts about social media maps. Use the table below to take notes about their use of social media.

| | Number of times mentioned | With whom? | In what language(s)? | Purpose? | For how long? | Other information? |
|-----------|---------------------------|------------|----------------------|----------|---------------|--------------------|
| Facebook | | | | | | |
| Snapchat | | | | | | |
| Instagram | | | | | | |
| WhatsApp | | | | | | |
| LinkedIn | | | | | | |
| Other | | | | | | |
| Other | | | | | | |

