

Lesson Plan/Teaching Unit

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| Title: My digital hero. Positive social media accounts. | Duration: 180 min |
| Learning Outcomes: -DCE <u>Learning and creativity:</u> Learning about inspirational teenagers through digital environments and creating a collaborative Padlet that is visually attractive and informative. <u>Media and information literacy:</u> Critically analysing social media accounts and raising awareness on the impact positive digital environments can have. Reflecting on their own social media presence and thinking on positive changes they could make. <u>Active participation:</u> Learning about students worldwide that foster active digital citizenship of the youth; understanding that active participation and online collaboration can shape their environment. -RFCDC <ul style="list-style-type: none"> • Reflecting on the impact a positive social media account can have • Discovering teenagers in their community fostering active digital citizenship • Learning about activism options for teenagers -Language <ul style="list-style-type: none"> • <u>Writing:</u> Producing a number of written texts in different formats, i.e. Short paragraphs, Padlet posts, etc. • <u>Reading:</u> Finding specific information in short texts. | Level (CEFR) : B1 |

- **Speaking:** Communicating effectively in pairs and groups using the prompts given and vocabulary learned.
- **Grammar:** Revising Past Tenses (mainly Past Simple and Present Perfect) and using them both in writing and oral speeches to talk about past experiences.

Potential Product/s = Creating a collaborative Padlet board with their digital heroes.

Category (CDL, ITP, COP, CMP, IOC):
(link to an infographic of the Dice.Lang framework)
IOC

Resources Required:

Padlet: <https://padlet.com/>

Reading comprehension and/or links to the following articles:

- [5 teens who changed the world](#)
- [11 teens using social media for good deeds](#)
- [Young change makers](#)

Student worksheet

Possible follow up activity:

Students can create a joint Instagram account as a class project. The class will have to decide on the project/topic they want to engage in.

Process & Assessment Activity*

Activity steps (following bullet points/numbers)

Activity 1. Analysing our own social media account.

-Students analyse their own social media accounts looking for relevant posts and write two sentences following the examples provided.

-In groups of 3-4 they read the sentences they have written, decide on the two most interesting posts and read them to the rest of the class.

Activity 2. Inspiring teenager social media accounts

In pairs. Please refer to the reading comprehension document. Teachers might decide to use the document and/or any of the articles in the links provided. Students choose one person and answer the questions.

Activity 3. Who is your digital hero? A Padlet board with teenagers that have used their blogs or social media for a positive outcome

Students create a collaborative Padlet in class featuring inspiring teen accounts from their community/city/country.

Activity 4. General conversation and vocabulary about social media

To conclude this teaching unit, students reflect on their own social media accounts and think of ways of posting content that is more positive. In order to do so, they think on the type of content they share, create a chart to make it more visual and, finally, complete a number of sentences to practice vocabulary about social media while thinking about their usage of it.

This lesson plan can be complemented with:

Link to one of our activities from DICELANG;

Taking responsibility: Social Media and Digital Footprints

Approaches like Blended Learning, Flipped Learning and Learning Beyond The Classroom will require a modification of this temple.

* (Differentiated Process = remembering, understanding, applying, analysing, evaluating, creating)/ :

Bloom's Digital Taxonomy



Infographic Credit: Ron Carranza



INSPIRING TEENS ON INSTAGRAM



A new generation of young activists has proved that many teenagers are deeply concerned with social, political and environmental issues and they’re fully prepared to do something about them.

GRETA THUNBERG



Born in 2003, this Swedish teen activist has become a leading voice for climate change activism. In 2018, she came up with the idea for the school strike movement after staging her first, solitary, protest in August on the steps of the Swedish parliament in Stockholm. Since then, more than one million students have joined her by walking out of their classrooms to protest against climate change inaction.

LEAH NAMUGERWA



In 2018, Ugandan teen Leah Namugerwa learned of Swedish teen Greta Thunberg’s Friday school strikes to protest against her government's inaction on climate change. Inspired, Leah went online to learn more and — aged 14 years old — started her own version of the global youth Fridays for Future climate strike in Kampala in 2019. In her latest action, she led a team of youth to clean plastic from the shores of Lake Victoria, which she documented to her almost 10,000 Twitter followers.

HANNAH ALPER



Canadian activist, blogger, and motivational speaker who addresses issues such as the environment, anti-bullying, and social justice. At the age of nine, Hannah launched her blog, Call Me Hannah, to share her concern for environmental issues and show that small, everyday actions can lead to big change. Hannah uses her voice and platform to motivate and empower people of all ages to identify their passion and take action for a better world.

SANJANA DIXIT



In Bangalore, Sanjana and her group, RutuChakra, are converting stigma into dignity by offering women across India knowledge and resources to practice safe menstrual hygiene. Sanjana strongly believes in a woman’s right to resources and education about her own health. Observing the huge lack of hygienic menstrual practices and awareness, Sanjana’s organization, RutuChakra, has a mission to celebrate and embrace womanhood.

MALALA YOUSAFZAI



Malala Yousafzai often referred to as Malala, is a Pakistani activist for female education and the youngest Nobel Prize laureate. She’s become a worldwide legend and Nobel Peace Prize winner, and it’s important to remember that her courageous activism for education and women’s rights began when she was very young.

- 5 teens who changed the world: <https://www.bbc.co.uk/bbcthree/article/0e9e80de-62cb-4782-a26f-1cd480d28f26>
- Young change makers: <https://medium.com/change-maker/meet-the-young-people-leading-us-forward-80ed535b9f7d>
- 11 Teens Using Social Media for Good Deeds: <https://smartsocial.com/post/teens-using-social-media-good-deeds>



My digital hero. Inspiring social media accounts.



Activity 1. Analysing our own social media account.

- Scroll down your social media account and look for two instances in which you shared information on an important social topic or you engaged in a beneficial activity. Using the following examples, write two sentences using the Past Simple tense:

-On 25 September 2020, I shared a story about the wildfires on the Amazon rainforest.

-I shared that story/posted that because I was very shocked when I heard about the acres of forest lost per day. I learned that more than 13,000sq km of the Brazilian amazon was burned. That is more than eight times the size of London.

-3 months ago, I posted...

-Last year, I shared a link to...

- In groups of 3-4, read the sentences you have written, decide on the two most interesting posts and read them to the rest of the class.

Activity 2. Inspiring teenager social media accounts

Read about five activist and explore their social media accounts. Once you have read their brief description, in pairs, choose one, explore their Instagram account and answer these questions:

1. What are they fighting for?
2. When did they start?
3. What have they done in the last 2 years?
4. What did they do on one particular occasion? Describe one of their posts.
5. Write a short biography describing who they are.

Activity 3. Who is your digital hero? A Padlet board with teenagers that have used their blogs or social media for a positive outcome

We are going to create a collaborative Padlet with inspiring social media accounts. The following questions might help you find a person:

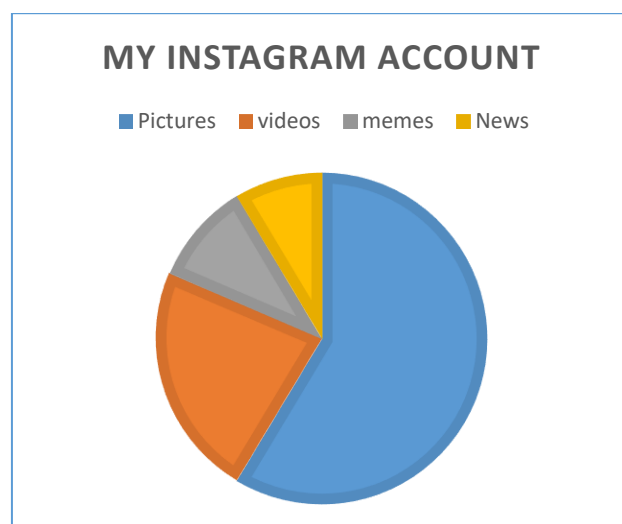
- ✓ Do you follow or know any young activists in your city or country?
- ✓ Do you know anyone taking part in Fridays for Future, for instance?

Things that can be included in the Padlet:

- ✓ Full name, link to social media account, pictures, videos, the main reason for choosing them, their most popular posts, etc.

Activity 4. General conversation and vocabulary about social media

- Reflect on your social media accounts. What type of content do you mainly share?
 - o Pictures, videos, memes, news, statistics, etc.



Complete the following sentences



- I mainly **share** posts about...
- Last year I **posted** a lot about...
- My **stories** are usually about...
- Lately, I have shared many videos about...
- I once posted something that **went viral**. It was...
- I spend at least _____ minutes per day on my **news feed**
- My social media account could have a more positive impact if I...