Lesson Plan/Teaching Unit

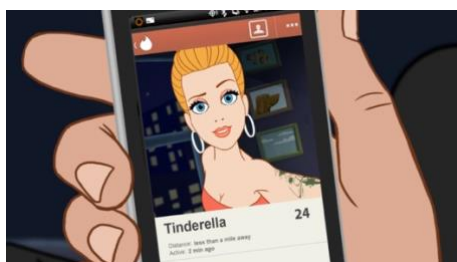| Title: *Tinderella* & Co. – Teen Dating and Technology	Duration: 180 mins
Learning Outcomes: **-DCE** - <u>Digital content creation</u>**:** Creating digital content (dating apps). - <u>Safety</u>: Reflecting on content, personal data and privacy in digital environments. Being aware of digital technologies for social well-being and of the environmental impact of digital technologies and their use. - <u>E-presence and communications</u>: Raising awareness of the fact that communication in dating apps differs from that of face-to-face encounters; reflecting on the use of teen dating apps. - <u>Problem-solving</u>: Using data apps and digital graphic platforms to innovate processes and products, keeping up-to-date with the digital evolution. - <u>Learning and creativity:</u> Using digital tools to express creativity, process new learning input and present new ideas **-RFCDC** - <u>Linguistic, communicative and plurilingual skills</u>: Students have to communicate effectively and appropriately with their classmates, expressing one's beliefs, opinions, interests and needs, explaining and clarifying ideas that includes promoting, arguing, reasoning and discussing. - <u>Skills of listening and observing</u>**:** Active listening to understand what other people are saying– paying close attention not only to what is being said but also to how it is being said. This is trained in the zoom sessions and breakout rooms where students think about their "new identity" and think about flirty questions. - <u>Co-operation skills:</u> Group work during which students have to discuss questions, build consensus and compromise within a group, groups create their own dating app which will be presented. **-Language** - <u>Mediation</u>: Translating/mediating short poetic statements into other languages. - <u>Speaking</u>: Communicating effectively to answer questions, speculate about the questions in the pre-/while-/post- (viewing)- phases, giving explanations, discussing results and opinions about social media, engaging in group discussions, exchanging ideas, presenting dating apps. - <u>Reading</u>: Extracting information from texts on the internet, reading each other's contributions to the poem, reading and understanding the multiple-choice quiz. - <u>Listening</u>: Interactive listening in discussions.	**Level (CEFR): B2/C1** (older students because of content!)

- <u>Writing</u>: Creative writing (poetry), summarizing research results, commenting on other people's work in a Google document, creating an info poster using Canva, posting results on Padlet, analysing a cartoon.
- <u>Viewing</u>: Analysing and discussing the video and the trailer with the help of while- and post viewing activities and questions.

Category (CDL, ITP, COP, CMP, IOC): IOC

Resources Required:

This teaching unit can be done completely online via Zoom.

- Picture "Tinderella": https://blogs.elespectador.com/actualidad/solteras-debotas/tinderella-sin-remordimientos

- Video "Tinderella": https://www.youtube.com/watch?v=bLoRPielarA
- Trailer "The Perfect Date": https://www.youtube.com/watch?v=Hld-7oBn3Rk
- Mentimeter: mentimeter.com
- Canva: canva.com
- Quizizz: quizizz.com
- Cartoon / illustration: https://www.theguardian.com/technology/2015/aug/21/internet-friends-how-to-five-rules

Possible follow up activity:

Process & Assessment Activity*

Step 1: From Cinderella to Tinderella

<u>Pre-viewing:</u>
T shows a picture of the video "Tinderella" and asks the students: How could the fairy tale of Cinderella take place on the online dating platform Tinder in the 21st century? Take some guesses.

<u>While-viewing:</u>
T shows the video "Tinderella" and asks: Let's see how many of our guesses were right.

<u>Post-viewing:</u>
T: What are the differences between Cinderella and Tinderella? Which one do you prefer – Cinderella or Tinderella? Explain why.

Step 2: Teen Dating App "Stand-In" in the Netflix film "The Perfect Date"
<u>Pre-viewing:</u>

- T: We have seen Tinder as an example of dating apps. Are you using social media for flirting and dating?
  → poll with an anonymous yes / no poll
- What? How? Why / why not? What possibilities are there to flirt online?
- The Netflix film "The Perfect Date" portrays Brooks, a high school student, who creates an app where anyone can book and pay him to play the perfect date for any occasion.
- Is there something like a perfect date? What makes a date "perfect" (more or less)? → collect ideas on Mentimeter

<u>While-viewing:</u>
T: We are now going to watch the trailer of this film twice.
- 1st viewing:
Questions: Why does he do this? What is the name of the app? How does this app work? What options are there to pick from?
- 2nd viewing:
Questions: What / who suffers from it? "It's time to figure out who I am and what I want" → How did this app help him find his way in the end?

<u>Post-viewing:</u>
- T: What is the main message of this film?
- T: If you had to create a dating app for teens, what would it look like? What would it offer? Who would be its target group? How would you name it? Why would you offer it?
- In groups, students think of these questions and come up with their own dating app and present it to the rest of the class
Poll: would you use it? Yes / maybe / no

Step 3: Virtual Speed Dating
- T: We have seen how the app makes Brooks play many roles and go to many dates. Now, it's our turn to embrace a new identity and go on a date: we are doing virtual speed dating. What is speed dating face-to-face?
- Explanation and preparation: everyone thinks of a new identity (e.g. name, hobbies, a positive character trait, a flaw) and three flirty questions. T might name examples. Students are encouraged to use an online dictionary.
- The event starts with an entire group on Zoom (pre-event mingling) and then breaks off into randomly selected "Breakout rooms" (2 people per breakout room. 2 minute per each dating).

Step 4: Digital Date Doctor: Teen Dating Terms and Trends
- <u>Multiple-choice quiz</u> with three teen dating terms (T has to prepare it in advance on Quizizz, for instance)
- <u>The Digital Date Doctor and the digital dating ABC</u>
  Imagine you are the Digital Date Doctor Dr. Cupid of an online teen magazine. Create an info poster (use Canva) for this teen magazine (you choose its name!) that helps teens to not only understand the variety of dating trends and terms but also gives them advice on how to deal with them . To do so, do some research on the internet. Once you've finished, post them on Padlet so that everyone can have a look at all of them as a homework.

  Possible terms: Ghosting, swiping, phubbing, catfished, FOMO ghosting, breadcrumbing, benching, stashing, exting

→ T divides class into groups (different breakout rooms)

Step 5: Homework

Analyse the cartoon by Phil Hackett for the Guardian. What type of social media is the cartoon referring to? What makes meeting online and taking it offline different from meeting in the real world first?

The "first" date –
From jumping online to taking it offline

This lesson plan can be complemented with: