

Level	Period	Year	Teacher	Length
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Erasmus+ Programme - Strategic Partnership between schools

The Virtual Universe We Want

Project No:2016-1-RO01-KA219-024515

OPTIONAL COURSE "THE VIRTUAL UNIVERSE WE WANT"

Lesson plan

4th CSE	1st, 2nd and 3rd term	2017-2018	Mercè Mateo	15 hours
Field and subject	Title and justification			
Linguistic field. Foreign languages: English	Social networks. Since the school is enrolled in an Erasmus project about the prevention of cyberbullying, the sessions included in this plan are going to be given along the school year.			
Objective			Core competencies	
To get familiar with the main social networks and practise oral comprehension.			1, 2, 3, 4, 5	
To identify the characteristics and the many implications that come out of the main role of social networks.			4, 5, 6	
To know the basic rules for securing access accounts in social networks.			4, 5, 6	
To obtain more information about the unit by watching a video on the topic and practise oral comprehension.			1	
To work in groups to find out information on social networks and practise reading comprehension.			4, 5, 6	
To express orally the use of a specific social network.			2, 3	
To get familiar with vocabulary related to cyberbullying.			1, 2, 3, 4, 5	
To create a questionnaire for students.			7, 8, 9	
To design and write a guide for students on good behaviour on social networks.			7, 8, 9	
To express beliefs about friendship on the Internet.			3	
To identify the hazards to which young people are exposed, ignoring the importance of confidentiality and the security of personal data.			4	
To develop confidence and self-esteem by refusing to challenges of the virtual environment.			6	
To write an essay on the topic.			7, 8, 9	
To watch a film on the topic and practice oral comprehension.			1	
To debate on the topic of the unit.			1, 2, 3	
Key Contents				
Oral communication		Reading comprehension		
Oral comprehension: global, literal and interpretative. (KC1) Oral comprehension strategies. (KC2) Oral production strategies. (KC3) Oral interaction strategies. (KC4)		Written comprehension: global, literal, interpretative and evaluative. (KC7) Written comprehension strategies. (KC8) Information research and management and linguistic search. (KC9) Selection and evaluation criteria of information. (KC10)		
Written expression		Literary dimension		
Strategies to plan written expression. (KC11) Adequacy, coherence and cohesion. (KC12) Strategies of revision, correction, repairing and presentation. (KC13) Strategies of written interaction. (KC14)				

Knowledge of the language		Digital competencies
Texts in various formats and supports: oral, written, dynamic, audio-visual, multimedia, hypertext, multimodal.(KC20) Phonetics and Phonology (KC21) Lexicon and Semantics (KC22)		DKC5, DKC9, DKC13, DKC14, DKC21, DKC22, DKC24, DK26, DK28
Relation to other subjects		
Technology department: they create the questionnaire on <i>Google forms</i> and the guide with <i>Publisher</i> .		
Cross-curricular competencies		
<ul style="list-style-type: none"> expressions and cultural consciousness social and citizenship skills autonomy and personal initiative learning to learn 		
Activities		
Starting activities	Session 1 <ul style="list-style-type: none"> Presentation of the topic, contents of the unit and assessment criteria. In order to get familiar with the social networks that exists we watch a video: https://www.youtube.com/watch?v=6oD8Vn13MAM (<i>Know about Top Social Networking Sites</i>) After having watched the video students have to start doing a research on one of the social networks mentioned before or any other they may suggest. They have to create a poster with: the logo, a brief description and basic rules of use of the social network. Afterwards they will have to make a short oral presentation. 	Individual work Groups of four
	Session 3 <ul style="list-style-type: none"> Students work on the poster of the social network chosen. 	Groups of four
Development activities	Session 4 <ul style="list-style-type: none"> Students' oral presentations. After each presentation the other groups can make questions. 	Groups of four
	Session 5 <ul style="list-style-type: none"> After having analysed the different social networks presented it is time to make students think about the dangers there are behind, so students have to play with a card game where they have to relate cyberbullying vocabulary with the definitions. 	Class work Groups of four
	Session 6 <ul style="list-style-type: none"> Watch a video about the do's and don'ts when using social networks: https://www.youtube.com/watch?v=hqezbib5qpQ Start creating a questionnaire to do at school about the use of social networks among teenagers. 	Class work Pair work

	<p>Session 7</p> <ul style="list-style-type: none"> When each pair has created a questionnaire, the whole class has to agree on one version to pass it to the rest of the students at school. Design the final version of the questionnaire on <i>Google forms</i> with the help of the Technology teacher. 	<p>Class work</p> <p>Class work</p>
	<p>Session 8</p> <ul style="list-style-type: none"> Design a guide (once we have the results of the questionnaires) in relation to: communicate safely, exposure of real identity and friends on the virtual world 	<p>Groups of four</p>
	<p>Session 9</p> <ul style="list-style-type: none"> Work on the text for the guide. 	<p>Groups of four</p>
	<p>Session 10</p> <ul style="list-style-type: none"> Work on the text for the guide. 	<p>Groups of four</p>
	<p>Session 11</p> <ul style="list-style-type: none"> In the computer room with the help of the Technology teacher students design the guide with <i>Publisher</i> programme. 	<p>Groups of four</p>
	<p>Session 12</p> <ul style="list-style-type: none"> Finish designing the guide. 	<p>Groups of four</p>
Summary activities	<p>Session 13</p> <ul style="list-style-type: none"> At the end of the project students have to think about the following question: <i>Is there trust in the virtual world?</i> In order to show their conclusion on this topic students will have to write an essay. Before starting writing the essay they will watch a video: https://www.youtube.com/watch?v=1TWHsiMYSxw (<i>Think time: teens and social networks</i>) 	<p>Class work</p> <p>Individual work</p>
	<p>Session 14</p> <ul style="list-style-type: none"> Hand in the draft of the essay and leave time in the classroom to share essay on their <i>Padlets</i>. 	<p>Individual work</p>
	<p>Session 15</p> <ul style="list-style-type: none"> Finally students watch the film <i>The Social Network</i>. Before watching it we do a little warm-up to check whether they have seen it or not and to check if they know what it is about. 	<p>Class work</p>
	<p>Session 16</p> <ul style="list-style-type: none"> Watch the film <i>The Social Network</i>. 	<p>Class work</p>
Assessment criteria		Assessment tools
<ol style="list-style-type: none"> To know and use the new vocabulary of the unit. To expose orally knowledge about a social network. To create the questionnaire. To design and write a guide. 		<ol style="list-style-type: none"> Daily observation. Evaluation rubrics for the oral presentation and the poster. Evaluation rubrics for the design and creation of the

<ul style="list-style-type: none"> 5. To plan an essay. 6. To revise and write an essay. 7. To participate actively in class 8. To hand in on time the tasks. 	<p style="text-align: center;">guide.</p> <p>4. Assessment of the essay.</p>
Resources	Attention to diversity
<p>Computers or tablets.</p> <p>Cards on cyberbullying vocabulary.</p> <p>Crafts material to do the posters.</p> <p>Computer room.</p> <p><i>Google forms and Publisher.</i></p> <p><i>Padlet.</i></p>	<p>Since most of the time students are working in groups or in pair, what we do is to establish heterogeneous groups. In that way, we let lower level students have the chance to work with mates who may help them.</p>