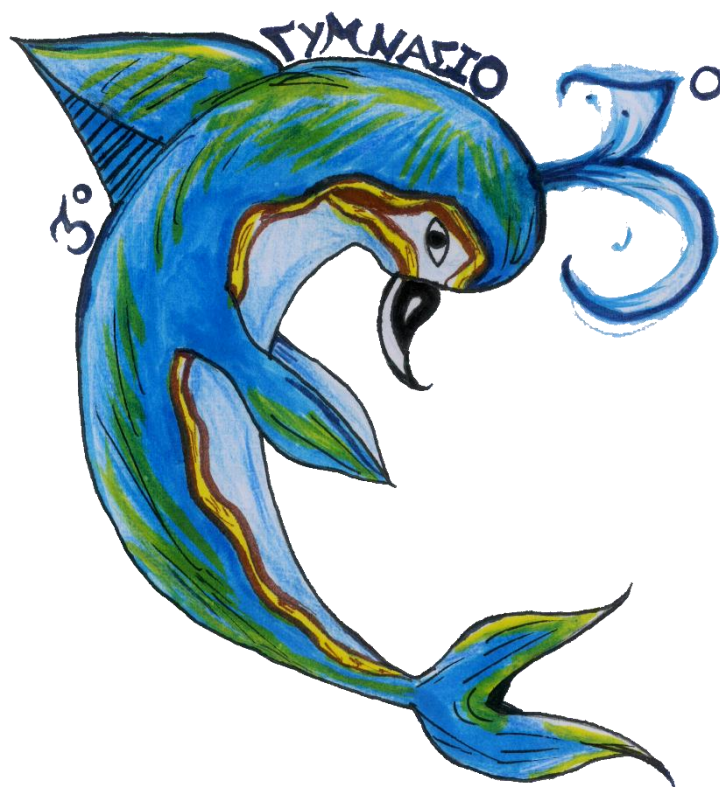Product of ERASMUS+ project
„A Healthy Dose of Social Media"
2017-1-DE03-KA219-035534

Erasmus+

E-BOOK OF FIVE LESSON PLANS CREATED BY GREEK TEACHERS

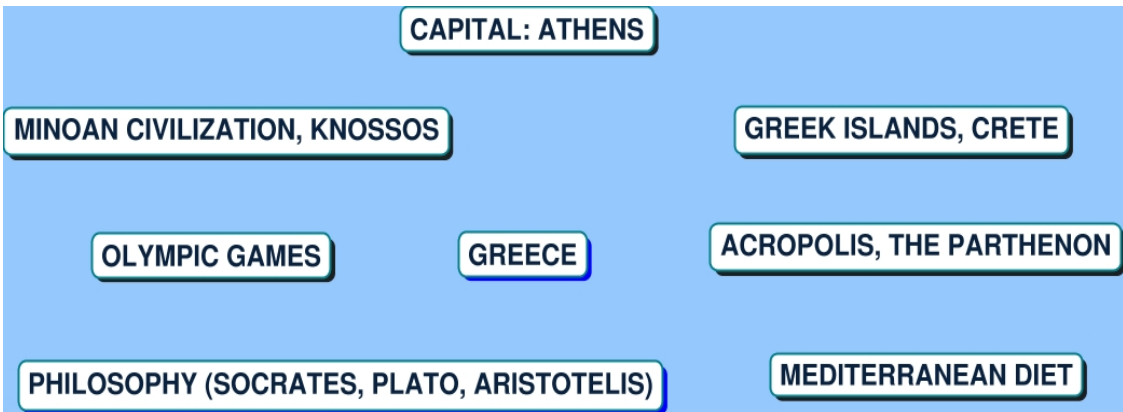# 100 Inspiring Ways to Use Social Media in the Classroom

Social Media Lesson plan by Lykogiannaki Styliani English teacher at the 3rd Gymnasium of Heraklion Crete, Greece	
Topic:	**Let's get to know a country via Social Media and Networks.** **Title: "A glimpse into the city of Heraklion in Crete".**
Age:	Students from 13 to 15 years old.
Time:	50 minutes. (The activities can be carried out in two 45-minute lessons as well).
Competences:	English level: B1-C1. Basic digital skills.
Aim of this lesson:	To introduce the country and culture of Greece with the use of social media and networks, Internet and Information technology. By the end of the lesson students will: Use Information technology and digital tools to present and promote cultural aspects of the city of Heraklion. Develop critical and creative thinking. Enhance cultural awareness. Understand the cultural and historical background of the city of Heraklion. Realize the cultural aspects and ongoing importance of myths.
Introduction:	This lesson can be addressed to pupils from other European countries as a stimulus to motivate them to be acquainted with historical sites of Crete and explore elements of Greek culture using mythology as a starting point of their exploration. Alternatively, the lesson can be used for Greek students to revise the knowledge they have on mythology, to extend ancient Greek myths in a fun way and to trigger further research work on important historical monuments and cultural sights in the region of Crete.
Tools:	Computer lab with projector and screen or classroom with wifi, interactive whiteboard and laptops. Wireless Internet access. Smartboards, smartphones, PowerPoint, word processor, youtube videos, google forms, kahoot, mindomo, canva, wordart.
Process	
	Step 1 **Watching "Ariadni's thread" video on youtube and answering expansion questions** (15 minutes).
	Students watch "Ariadni's thread" video on youtube: **https://www.youtube.com/watch?time_continue=3&v=8KmyyNO6SOQ** in order to do the following activities individually or in pairs. We stop the video and freeze the

image at the moment of the first accidental meeting of the two protagonists and ask the students to imagine who these two people could be, where they are and what they are going to do next. The students predict what will happen next in the video.

Then, the students watch the rest of the video, but we freeze the image at the last scene right before they meet each other again and ask them to guess the outcome of this encounter. The students work in pairs to write a brief script for the ending of the film, to think of a conversation between the two protagonists and write a dialogue between them and predict how the story will finish.

Teachers notes (if needed)	…

Step 2	**Quiz in google form: "A GLIMPSE INTO THE CITY OF HERAKLION"** (5 minutes).

Students follow the link **https://goo.gl/forms/LUdNrjuv1zaU7H5x2** and carry out a quiz in google form about sights, landmarks, monuments and exhibits of the archaeological museum in the city of Heraklion.

Alternatively, we can give to students different photos in digital or printed form that depict all the important sights, landmarks, monuments and exhibits of the archaeological museum of the city of Heraklion that were shown in the previous video. We also give them captions with the names of the sights at random order and ask them to work in pairs to match the names with the photos.

Teachers notes (if needed)	…

Step 3	**Narrate the myth of Ariadni's thread** (10 minutes).

After the students watch the ending of the film we initiate a discussion about the role of the red thread in this film and ask the students to make inferences about the symbolism of the thread.

Then we give them the following clue: the thread is associated with the ancient Greek myth of the labyrinth. We ask the students if they have heard of the myth of Ariadni's thread before. In case they are not familiar with the myth we ask them to google for more information about it. We give them some key words that will help them in their research, such as labyrinth, Ariadni, Minotaur, Theseus, Knossos palace, Minoan civilization. A group of students can narrate the myth to the rest of the class.

	As an expansion, we can give to the students the myth in random segments and ask them to put the sentences in the correct order to narrate the complete myth by answering a google form: **https://goo.gl/forms/ldaamMMLSgEkWdag2** Questions to ask the students during this activity: Can you guess what does the red thread in the previous video symbolize? What is the name of the ancient Greek myth associated with the thread? Google for more information about the myth. Use the following key words to help you in your research: labyrinth, Ariadni, Minotaur, Theseus, Knossos palace, Minoan civilization.
Teachers notes (if needed)	…
	Step 4 **Knowledge quiz about mythology in Kahoot** (10 minutes).
	Students individually answer a kahoot quiz to find out more information about ancient Greek myths (10 questions). The quiz has been created with kahoot application by the teacher. **(https://kahoot.it/)** **(https://play.kahoot.it/#/k/f4c68af8-9c47-4f21-8ba4-b3a1dee6b02e)** We give the following instructions to the students to start answering the mythology quiz: • Go to **https://kahoot.it/** • Write the game pin, which is provided on the video projector or smartboard, on your computer. • Press enter. • Write your nickname. • Press OK go. • Read each question on the video projector or smartboard and choose the symbol that corresponds to the correct answer on your computer.
Teachers notes (if needed)	…
	Step 5 **Colour connotations associated with Greece and Crete** (5 minutes).
	Colour connotations: Students work in pairs to associate the following colours: **BLUE, GREEN, AMBER (gold and yellow), LIGHT BLUE** with different aspects of Greece and Crete in particular. Then, they follow the link to watch a relevant video: **https://www.youtube.com/watch?v=LLMKDY5PYJM**

Teachers notes (if needed)	…

	Step 6	**Create a concept map about Greece** (5 minutes)
	Follow up activity: Students work in pairs to create a concept map about Greece. They can expand the concept map below or create a new concept map.	
	A sample concept map is available below and at the following link:	
	https://cmapscloud.ihmc.us:443/rid=1S724WF0G-Y5PNT2-8DLWBB	
	Alternatively, they can use **https://www.mindomo.com/** to create their maps online.	

CAPITAL: ATHENS

MINOAN CIVILIZATION, KNOSSOS   GREEK ISLANDS, CRETE

OLYMPIC GAMES   GREECE   ACROPOLIS, THE PARTHENON

PHILOSOPHY (SOCRATES, PLATO, ARISTOTELIS)   MEDITERRANEAN DIET

Teachers notes (if needed)	…

	Step 7	**Optional project work for further expansion assigned as homework.**

PROJECT A:

"Every building, every place has its story"

Create the profile of a building or place. (Story or poster competition).

Choose a famous landmark, monument, historical site of Crete or Greece and write its story.

Then, make a poster with its photo and information about it and present it to the rest of the class in the next lesson.

Students work in groups to create the profile of a historical building or place. Every group chooses a famous landmark, monument, a different historical site of Heraklion and they do research online in order to write its story using word processor or they present its story on Powerpoint. Then, they make a digital poster with a photo they have taken and facts about it on **www.canva.com.**

They can include the following information and facts in their projects:

- What is the name of the building or place?

- Where exactly is the building or place?

- How old is it? How long ago was it created?

- Who made it?

- For what purpose? What was/is its use?

- What does it look like?

- What is the story behind it?

- Why are people interested in visiting it?

PROJECT B:

"All you need to know of Heraklion in one day! Historical sites and cultural attractions you can visit in 1 day!"

Create a tourist leaflet about the attractions of Heraklion city in digital form.
You can use a suitable template available in word processor.
Work in groups to produce a leaflet about the city of Heraklion.
Students can focus on the following parameters:

- Which historical sites should a tourist visit if he had to spend only one day in Heraklion?
- Suggest the most important landmarks and cultural attractions of Heraklion for visiting in a single day.
- Give information about their history and cultural value.

Then, they go to **https://wordart.com/** to create a digital word cloud about the major sights of the city of Heraklion.

Teachers notes (if needed)	…

Social Media lesson plan by Athanasaki Tzili Eleni English teacher of the 3rd Gymnasium of Iraklion Crete, Greece	
Topic:	**How familiar are students with Social Media?** **Title: Technology and Social Media lesson**
Age:	13-15 years
Time:	45-50 minutes
Competences:	All four skills (reading, listening, speaking writing) together with computer and presentation skills/literacies, English B1-B2 level, learning to learn skills.
Aim of this lesson:	SS should research all about the use of social media in and out of the classroom, discuss with their partners and present their outcomes as well as the advantages and disadvantages of their use and furthermore how the school can take advantage of them since they are a very important medium of arousing motivation.
Introduction:	These days social media is a very hot area within students/teens so it makes sense for L1 and L2 language teachers/learners to get involved in order to answer the key question "in what ways we can use them in our classes and courses" Students do lots of texting in their L1 and are often keen to learn how to text in English too. The question is whether the use of texting (SMS, emails, tweets, posts) is good or bad for language learning. In this lesson students have a discussion, learn some useful texting abbreviations and read an article about texting and literacy.
Tools:	Computer lab, a classroom with WiFi, laptops or tablets, word processor, teacher notes. This lesson has also been electronically designed with local hyper-connections for each task and activity. It is stored in an electronic file and the teacher can follow the same route as the SS have done.

	Process	
	Step 1	5 min **TASK 1** **Activity 1**: Name as many social media as you can and describe what they do in a few words. Introduce the topic of different kinds of social media and ask SS to work cooperatively. Put students into small groups to discuss each question and share their ideas and experiences and at the end they present their opinions. This is a brainstorming activity, which aims at activating students' background knowledge.
Teachers notes (if needed)		
	Step 2	5 min **Activity 2**: Discuss in groups, rank the above social media in terms of interest and tell us why. Ask a student from each group to feed back to

		the rest of the class about their ideas. When you have completed your table, compare your answers with a partner. Ask for more information.
	...	
Teachers notes (if needed)	...	
	Step 3	10 min **TASK 2** **Activity 1:** Read an article, answer some questions, discuss and express your opinions. It aims to help SS understand text message abbreviations, to develop SS' reading and speaking skills and to involve them in-skimming & scanning.
	...	
Teachers notes (if needed)	...	
	Step 4	10 min **Activity 2**: Write the translation of the abbreviations. SS work in groups 'translating' the text messages and writing what they mean in English. Give students a limited time. When they finish SS compare and share their answers. Explain that you don't expect students to know all of the answers, but they should be able to guess some.
Teachers notes (if needed)	...	
	Step 5	10 min **Activity 3**: Read a text message of a Scottish girl and write it in English. When SS finish their translation they can use the HELP file to check themselves.
Teachers notes (if needed)	...	
	Step 6	5-10 min **TASK 3** **Activity 1**: Which social media do you believe can be used in schools as a teaching tool? Discuss in groups and share your ideas with the class. A final group presentation of their opinions. It aims to involve SS in suggesting, agreeing and disagreeing and to foster their cooperation and autonomy.
Teachers notes (if needed)	The teacher used teaching ideas and activities from the www.teachingenglish.org.uk and specifically from	

	https://www.teachingenglish.org.uk/article/using-social-media-classroom https://www.teachingenglish.org.uk/article/texting https://www.teachingenglish.org.uk/article/mobile-phones https://www.teachingenglish.org.uk/article/mobile-phones-o

Social Media Lesson plan by Athanasaki Tzili Eleni, English teacher of the 3rd Gymnasium of Iraklion Crete, Greece	
Topic:	**A Healthy Dose of Social Media** **Title: Internet safety and mobile phones of the future**
Age:	13-15 years
Time:	45-50 min
Competences:	All four skills (reading, listening, speaking writing) together with computer and presentation skills/literacies, learning to learn skills, learner autonomy and cooperation. English B1-B2 level.
Aim of this lesson:	SS should research all about the use of social media in and out of the classroom, discuss with their partners and present their outcomes as well as the advantages and disadvantages of their use and furthermore how the school can take advantage of them since they are a very important medium of arousing motivation. This lesson aims to develop speaking and higher level and critical thinking skills, through argueing, agreeing, disagreeing about the use of mobiles in and out of schools; to develop their awereness on online safety issues; and to develop SS' language fluency through the use of modals (should/shouldn't).
Introduction:	These days social media is a very hot area within students/teens so it makes sense for L1 and L2 language teachers/learners to get involved in order to answer the key question "in what ways we can use them in our classes and courses" Using social media means using the internet in other words you keep in touch with others who become "friends" in a way. In this lesson SS have a discussion about social media and especially mobile phones and all the hot issues around them like the possible addiction and safety rules for both kids and teens. It is very important for teens to discuss about online safety since they might not be aware of all the dangers.
Tools:	Computer lab, a classroom with WiFi, laptops or tablets, word processor, teacher notes wordart e.c.t. This lesson has also been electronically designed with local and distant hyper-connections for each task and activity. It is stored in an electronic file and the teacher can follow the same route as the SS have done.

Process		
	Step 1	5 min
	TASK 1 **Activity 1**: Name as many social media as you can and describe what they do in a few words. Introduce the topic of different kinds of social media and ask SS to work cooperatively. Put students into small groups to discuss each question and share their ideas and experiences and at the end they present their opinions. This is a brainstorming activity, which aims at activating students' background knowledge.	

Teachers notes (if needed)		
	Step 2	5 min
	Activity 2: Discuss in groups, rank the above social media in terms of interest tell us why. Ask a student from each group to feed back to the rest of the class about their ideas. When you have completed your table, compare your answers with a partner. Ask for more information. Encourage SS to give reasons for their opinions.	
Teachers notes (if needed)	...	
	Step 3	5 min
		TASK 2
	Activity 1: Which social media do you believe can be used in schools as a teaching tool? Discuss in groups and share your ideas with the class.	
Teachers notes (if needed)		
	Step 4	5-10 min
		TASK 3
	Activity 1: A very important communication tool is the mobile phone which together with tablets has somehow replaced computers. Do you agree or not? Write some discussion points on the board like: How often do you use your mobile phone? What do you use your mobile for? How often do you send text messages? What language do you write in? What would your life be like without a mobile phone? Think about how you use your mobile phone, find out two extra uses and rank all the uses of it in terms of frequency of use.	
Teachers notes (if needed)	...	
	Step 5	5-10 min
	Activity 2: Teens are spending more and more time online so safety is important. Discuss in groups and present a series of tips to avoid dangers. You may create a "Top Tips" poster at home. There are two models to help you find ideas. www.britishcouncil.org/learnenglishkids , www.britishcouncil.org/learnenglishteens	
Teachers notes (if needed)	...	
	Step 6	10-15 min
	Activity 3: What will mobile phones look like in the future? Think, plan and design your own. Think also of a moto to advertise it. S S may enjoy this imaginative task and it could be extended into a major project. There can also be a class vote about the best mfuture mobile in the market.	
Teachers notes (if needed)	The teacher used teaching ideas and activities from the www.teachingenglish.org.uk and specifically from	

	https://www.teachingenglish.org.uk/article/using-social-media-classroom https://www.teachingenglish.org.uk/article/texting https://www.teachingenglish.org.uk/article/mobile-phones https://www.teachingenglish.org.uk/article/mobile-phones-o https://www.teachingenglish.org.uk/article/online-safety https://www.teachingenglish.org.uk/article/online-safetyteens www.britishcouncil.org/learnenglishteens

Social Media lesson plan by Harilaos Blatsios, Informatics teacher at the 3rd Gymnasium of Heraklion Crete, Greece	
Topic:	**Dexter's Laboratory** **Title: "Compiling your Bibliography"**
Age:	13-14
Time:	45minutes
Competences:	• Communication in a foreign language - B2 level in English • Digital competence - Using a PC and a word processor • Learning to learn
Aim of this lesson:	Students will understand that they have to: • do a proper research in order to write their assignment • filter the information found in sources to produce new information for their assignment • to cite their sources
Introduction:	A common approach for students who have to deliver a writing assignment is to copy the information found in Wikipedia. Thus, "Compiling your bibliography" addresses this issue and aims to change the way students work.
Tools:	• PC • Video projector • Word processor (MS Word) • Teacher's notes

Process		
	Step 1	10 min
	Discussion about: • students' writing assignments in other lessons • the process students follow in order to compile their assignment • copying **vs** filtering (text from sources) • plagiarism, copyright	
Teachers notes (if needed)		
	Step 2	10 min
	Presenting the first part of the PowerPoint "Compiling your bibliography" which covers the following topics: • Bibliography	

	• Reference list • Citations • Sources • Referencing styles	
Teachers notes (if needed)	A copy of an example of bibliography which students will use to identify the elements needed in a bibliographic reference.	
	Step 3	10 min
	Presenting the second part of the PowerPoint "Compiling your bibliography" which covers the process of creating a bibliography using a word processor (MS Word).	
Teachers notes (if needed)	A copy of the slides of this part of the PowerPoint to help students create their own bibliography (in the next step).	
	Step 4	10 min

	Student have to create - in a word processor - a bibliography of four (4) sources (for this exercise it is not necessary the sources to relate to a specific topic):
	  1. a book
	  2. a book section
	  3. an article from a website
	  4. an image from a website	

Teachers notes (if needed)		
	Step 5	5 min
	• Reflection about "Compiling your Bibliography" • Final questions	
Teachers notes (if needed)	Optional activity assigned as homework: Task: Create your Bibliography You have to create - in a word processor - a bibliography of four sources (for this exercise the sources have to relate to a specific topic): 1. a book 2. a book section 3. an article from a website 4. an image from a website	

Social Media lesson plan by Harilaos Blatsios, Informatics teacher at the 3rd Gymnasium of Heraklion Crete, Greece	
Topic:	**Cyberbullying: How can we prevent it?** **Title: "Using Morphing and Social Media to prevent Cyberbullying"**
Age:	13-14
Time:	45minutes
Competences:	▪ Communication in a foreign language - B2 level in English ▪ Digital competence - Using a PC and morphing software ▪ Learning to learn skills
Aim of this lesson:	Students will: • develop their digital skills • understand what is Cyberbullying • discuss ways to prevent Cyberbullying • learn about Morphing and video characteristics • create their own morphing video • think an appropriate title for their video in order to communicate their message for preventing Cyberbullying through Social Media
Introduction:	Cyberbullying: ▪ is bullying that takes place over digital devices like cell phones, computers, and tablets ▪ can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content ▪ includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. Statistics gathered by the Anti-Bullying Alliance at the National Children's Bureau have revealed over 50% of children are worried about being perceived as *"different"* by fellow pupils within the school environment. The survey, that recorded findings about more than 1,500 children in England, also suggested that 64% of children have come across someone being bullied because they were *"different"*[1].

---

[1] Lincoln, C. (2017, 11 13). *64% of children have seen someone being bullied because 'They were different'*. Retrived from Evolve: https://www.evolvesi.com/2017/11/13/bullying/

	We shall approach the issue of "**preventing Cyberbullying**" considering the fact that each one of us is different, but on the other hand we all have things in common (mainly, we all have feelings that one can hurt). **Morphing** is a special effect in motion pictures and animations that changes (morphs) one image or shape into another through a seamless transition. In our case, we are going to create videos in which one student morphs into another. These videos can be used in students'/school's Social Media accompanied by the appropriate titles such as "*One should treat others as one would like others to treat oneself*", "*Find in others things in common not differences*".

Tools:	For the demonstration:
	   ▪ PC
	   ▪ Video projector
	   ▪ Image Editing software (Photoshop, Gimp)
	   ▪ Morphing software (FantaMorph, Sqirlz Morph)
	
	For the implementation:
	   ▪ Lab PCs
	   ▪ Morphing software (FantaMorph, Sqirlz Morph)

<table>
<tr><td colspan="3" align="center">Process</td></tr>
<tr>
<td></td>
<td>Step 1</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td colspan="2">Discussion about:
   ▪ What is Cyberbullying
   ▪ Ways to prevent/stop Cyberbullying
   ▪ What is Morphing (special effects in movies, video clips)
   ▪ How to use Morphing in order to communicate our message</td>
</tr>
<tr>
<td colspan="2">Teachers notes (if needed)</td>
<td></td>
</tr>
<tr>
<td colspan="3"></td>
</tr>
<tr>
<td></td>
<td>Step 2</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td colspan="2">Teacher (or appointed student) has to:
   ▪ Take a photo of each student
     (Important note: the student has to stand in front of a white surface/neutral surface)
   ▪ Transfer image files to a PC which has Image Editing software
   ▪ Edit each image file (to create a source file, which is going to be used in the following steps):
      i. Select a square area which contains the head and shoulders of the student
      ii. Crop image
      iii. Correct the image contrast/brightness
      iv. Shrink image to 1080x1080 pixels (or smaller for slower PCs)</td>
</tr>
</table>

		v. Save file
Teachers notes (if needed)		

	Step 3	10 min
		For the **demonstration** of the Morphing software, the teacher has to: ▪ Import two source files (*File > Open …*), which were created in ***Step 2*** ▪ Add control points to the first image ▪ Transfer the corresponding points in the second image to the correct position ▪ Delete control points which were added by accident ▪ Place as many control point to achieve conformity in the *Preview window* ▪ Set the *Animation Period* to 100 frames ▪ Set the *Frame Rate* to 25 frames/second ▪ Export the morphing sequence to a *video file* or a *gif image* (animated image)
Teachers notes (if needed)		

	Step 4	10 min

		For the **implementation**:
		▪ The teacher has to distribute the source files to students
		▪ Students have to work in teams (two or more students per team/PC - depends on the number of students and PCs)
		▪ Each team has to:
		  – Select two source files related to the members of the team
		  – Follow the procedure demonstrated in ***Step 3***
		  – Create a morphing video

Teachers notes (if needed)		

	Step 5	5 min
		Students have to: ▪ Think an appropriate title for their video considering *"how to prevent Cyberbullying"* and *"being different-having things in common"* ▪ Upload the morphing video to their Social Media
Teachers notes (if needed)		

3RD GYMNASIUM OF IRAKLION, IRAKLION, CRETE, GREECE