



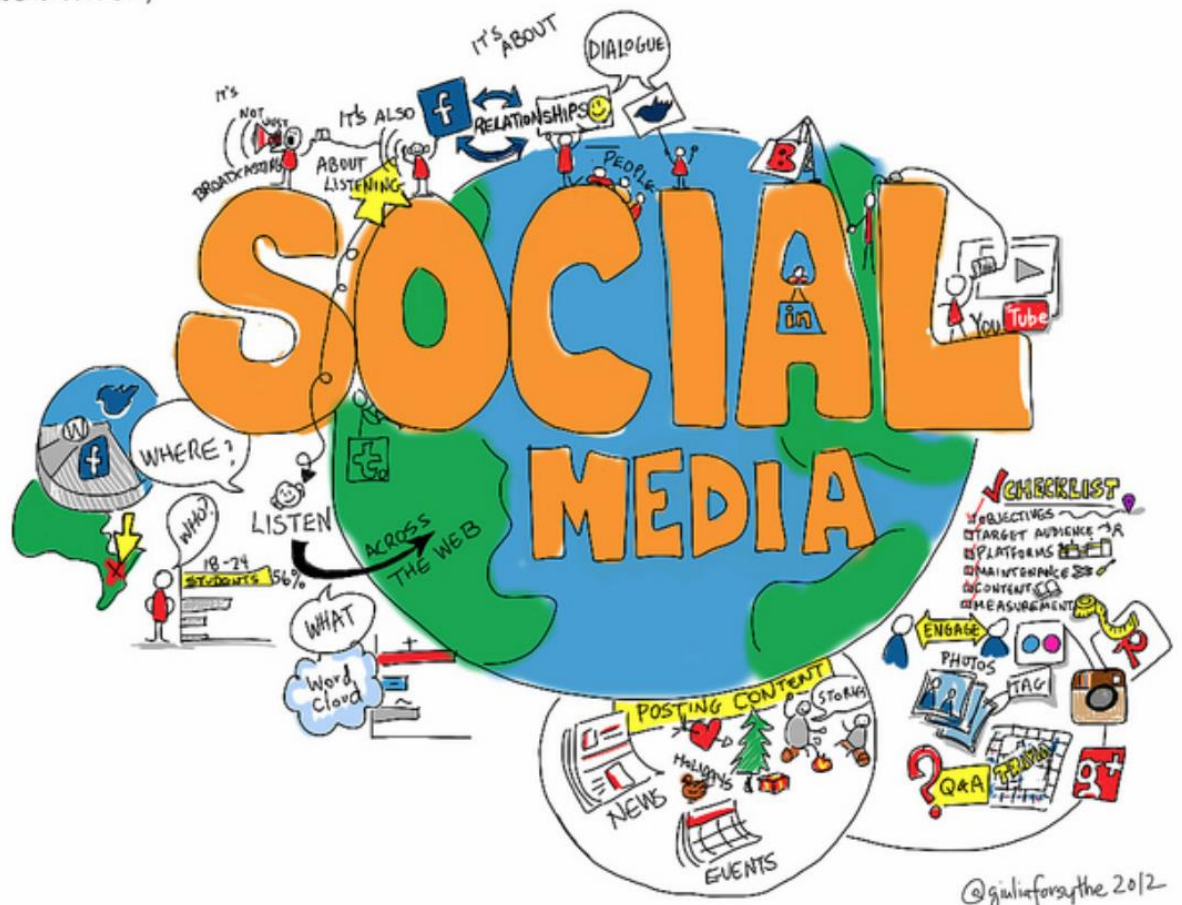
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„A Healthy Dose of Social Media“  
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E-BOOK PART 3: „A Healthy Dose of Social Media“

# 100 Inspiring Ways to Use Social Media in the Classroom

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Picture was picked from: <http://transitionbondi.org/2017/12/30/wanted-social-media-and-marketing-intern/>

By Emilija Spokiene		
Topic:	Social Media and Positive Mental Health	
Age:	14-15 years	
Time:	45min	
Competences:	Introduction slide outlining that the internet and social media are key ways we communicate and it is increasing. It also says how brilliant it is so we must use them safely	
Aim of this lesson:	to work in a group to improve their knowledge of Healthy or Unhealthy use of Social Media Quiz? This is a quiz of 12 questions for each individual to answer yes or no using the Social Media Quiz template.	
Introduction:	To introduce students responsible use of social media	
	computer for each group, internet connection a quiz of 12 questions groups of 4	
Process		
	Step 1	10 min To introduce students with a quiz of 12 questions To explain the task, present vocabulary and topic that should be used <input type="checkbox"/> What social media sites do you like and use? <input type="checkbox"/> What does it allow you to do and why is it fun? <input type="checkbox"/> What are the top 5 benefits of social media to your mental health? <input type="checkbox"/> What are the dangers of social media? <input type="checkbox"/> Have you posted something you regret and why? <input type="checkbox"/> Has someone posted something about you which made you angry, sad, and scared or have any other feelings? <input type="checkbox"/> What are the top 5 downsides of social media to your mental health?
Teachers notes (if needed)	Explaining the differences between the virtual and real worlds and how this can make us behave differently and less safely	
	Step 2	15 min Class Discussion – Use th Examples of action young people have taken to reduce social media usage e examples of positives and negatives for comparison
	Step 3	15 min A short video and song encouraging people to spend less time on social media and more in face-to-face situations

	Class discussion
	<b>Step 4</b> 5 min
	<p>Reflection and self evaluation</p> <p>Use ‘What I Learned Today’ evaluation form – students to complete these anonymously and hand them in for teacher to review and assess.:</p> <p>What – did –they –do</p> <p>How- did –they-do</p> <p>Why- did-the-do</p>
<b>Teachers notes (if needed)</b>	Use the examples of ways to reduce your use of Social for comparison <input type="checkbox"/> Teacher can record as appropriate



## Social Media

**By Katharina Fischer (Germany)**

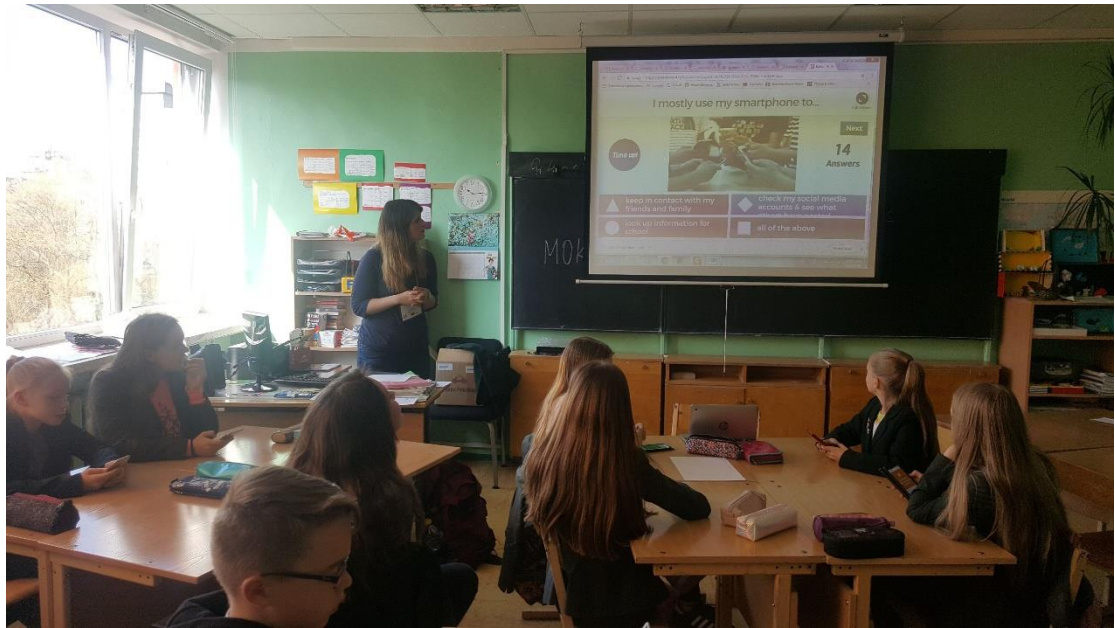
<b>Topic:</b>	<b>A healthy dose of social media – being a screenager</b>		
<b>Age:</b>	11 - 14		
<b>Time:</b>	45min		
<b>Competences:</b>	Students expand their communication skills as well as social competences as they have to interact with other students. Their medial competences are strengthened as well as the lessons includes a variety of different media.		
<b>Aim of this lesson:</b>		Students find out about the pros and cons of spending too much time in front of different screens. They discuss in how far social media and the internet enrichen their lives.	
<b>Tools:</b>	A kahoot survey/ questionnaire („Are you a screenager?“ - created by Katharina Fischer) is filled in by the students during the lesson so an internet connection is needed as well as devices to do the kahoot (such as smartphones, tablets, computers). Furthermore, a projector and a screen is needed in order to see the questions of the kahoot.		
<b>Process</b>			
	<b>Step 1</b>	4min	
	What is a screenager? – Students are confronted with the term screenager and should brainstorm what the term could mean. The students‘ answers may be collected on the board/smartboard in order to talk about them later during the lesson.		
<b>Teacher’s notes (if needed)</b>		In order to help younger students, the two components (screen and ager) might be coloured or highlighted.	
	<b>Step 2</b>	6min	
	Are you a screenager I? – Students get together in groups of 3 and get 2 minutes to write down as many different social media that they know. The group that found the most social media will be the winner and get a prize (e.g. traditional sweets from the partner’s country)		
<b>Teacher’s notes (if needed)</b>			
	<b>Step 3</b>	18 min	
	Are you a screenager II? – Students work on the kahoot survey („Are you a screenager?“) in order to find out how they deal with social media and how much time they spend in front of screens and social media. Afterwards the results are shown and discussed with the students.		
<b>Teacher’s notes (if needed)</b>		This survey should help to show whether students might be (slightly) addicted to social media. For the discussion, the teacher could give his/her opinion to the single questions and results (as the teacher is older and probably has different social media habits than the students).	
	<b>Step 4</b>	10 min	
	Text „Being a screenager“ – Students read the text about screenagers and come up with pro and contra arguments for being a screenager and growing up in the digital world.		
<b>Teacher’s notes (if needed)</b>		Depending on the technical equipment students could collect their arguments in a digital way (e.g. powerpoint). Of course, it is also	



		possible to have students write down their arguments on coloured paper (green = positive, red = negative).
	<b>Step 5</b>	6 min
		Stop – Students exchange their pros and cons and reflect if their own social media behaviour is rather positive or negative. Students also exchange strategies how to stop or lessen their time spend on social media.
<b>Teacher's notes (if needed)</b>		

Today's teenagers were born into the digital world, a world where screens are everywhere – TV screens, smartphone screens, tablet screens, laptop screens... The average American teen spends 8.5 hours per day in front of a screen. In Britain it's a little less, about 7 hours per day. These screenagers don't look at only one screen – they usually multitask. They video-chat on their smartphone, play a game on their tablet and watch a program on TV, all at the same time.

Not every teen is like this of course, and many have hobbies and interests away from their screens. But digital technology is party of every teen's world and the attraction of TV, video games and social media is strong. Most teens feel the pressure to do as their friends do. About 60% of teenagers today watch at least 20 hours of TV per week. About 94% of teenagers have social media accounts. So what are the pros and cons of being a screenager?



## 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:	<ul style="list-style-type: none"><li>• Communication in a foreign language - B2 level in English</li><li>• Digital competence - Using a PC and a word processor</li><li>• Learning to learn</li></ul>	
Aim of this lesson:		Students will understand that they have to: <ul style="list-style-type: none"><li>• do a proper research in order to write their assignment</li><li>• filter the information found in sources to produce new information for their assignment</li><li>• to cite their sources</li></ul>
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:	<ul style="list-style-type: none"><li>• PC</li><li>• Video projector</li><li>• Word processor (MS Word)</li><li>• Teacher’s notes</li></ul>	
Process		
	Step 1	10 min
	Discussion about: <ul style="list-style-type: none"><li>• students’ writing assignments in other lessons</li><li>• the process students follow in order to compile their assignment</li><li>• copying <b>vs</b> filtering (text from sources)</li><li>• plagiarism, copyright</li></ul>	
Teachers notes (if needed)		
	Step 2	10 min



	Presenting the first part of the PowerPoint “Compiling your bibliography” which covers the following topics: <ul style="list-style-type: none"><li>• Bibliography</li><li>• Reference list</li><li>• Citations</li><li>• Sources</li><li>• Referencing styles</li></ul>	
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): <ol style="list-style-type: none"><li>1. a book</li><li>2. a book section</li><li>3. an article from a website</li><li>4. an image from a website</li></ol>	
Teachers notes (if needed)		
	Step 5	5 min
	<ul style="list-style-type: none"><li>• Reflection about “Compiling your Bibliography”</li><li>• Final questions</li></ul>	
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): <ol style="list-style-type: none"><li>1. a book</li></ol>

	<ol style="list-style-type: none"><li>2. a book section</li><li>3. an article from a website</li><li>4. an image from a website</li></ol>
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A healthy dose of Social Media		
By Renata Chlibiuk and Katarzyna Łyczak		
Topick:	„A healthy dose of Social Media“	
Age:	12	
Time:	45min	
Competences:	...	
Aim of this lesson:	<ul style="list-style-type: none"><li>- showing the positive and negative impact of social media on human life</li><li>- developing the skills of critical analysis and evaluation of media messages</li><li>- developing the ability to recognize the dangers of contact with negative media information</li><li>- consolidation and extension of the previously-learned English vocabulary regarding social media</li></ul>	
Introduction:	<ul style="list-style-type: none"><li>- Presentation of the goals of the lesson</li><li>- A reminder of the rules for working with the telephone</li><li>- The teacher talks with students about social media: what media they know, how often they use them, how much time they spend on social networks.</li></ul>	
Tools:	<ul style="list-style-type: none"><li>- interactive whiteboard</li><li>- projector</li><li>- a computer / mobile phone with Internet access</li><li>- white cards from A3 block, pencils or markers, magnets</li></ul>	
Process		
	Step 1	5 min
	The teacher displays the "Matching pairs" exercise on the names of social networks and their icons, prepared on the LearningApps platform. Students solve the exercise on the interactive whiteboard	
Teachers notes (if needed)	<a href="https://learningapps.org/watch?v=psfz87jh218">https://learningapps.org/watch?v=psfz87jh218</a>	
	Step 2	10 min
	The teacher asks students to use their phones and enter the kahoot.it website, type their names and access code. Students solve a quiz consisting of 15 questions. Questions appear on the interactive whiteboard, along with possible answers, and the students click the selected answer on the phones.	
Teachers notes (if needed)	<a href="https://play.kahoot.it/#/?quizId=9971a943-e21a-4219-918d-aadc68387dfb">https://play.kahoot.it/#/?quizId=9971a943-e21a-4219-918d-aadc68387dfb</a>	
	Step 3	5 min
	The teacher displays the "Grouping" exercise on advantages and disadvantages of Social Media prepared on the LearningApps platform. Students solve the exercise on the interactive whiteboard	
Teachers notes (if needed)	<a href="https://learningapps.org/watch?v=pbasykrkc18">https://learningapps.org/watch?v=pbasykrkc18</a>	
	Step 4	15 min

	Students work in pairs. They make a poster presenting one disadvantage or advantage of using social media, and then they present it on the class forum. The rest of the students try to guess what the poster presents.	
Teachers notes (if needed)	...	
	Step 5	5 min
	Summary of the lesson. Students evaluate the lesson using their phones – they answer the question: "Did you like today's lesson about Poland?" on the platform <a href="https://answergarden.ch">answergarden.ch</a>	
Teachers notes (if needed)	<a href="https://answergarden.ch/702334">https://answergarden.ch/702334</a>	





Social Media		
By Vitor Pereira / Isabel Jorge / Mafalda Andrade		
Topick:	„A Healthy Dose Of Social Media“	
Age:	12-16	
Time:	45min	
Competences:	English language skills / Use of Social Media	
Aim of this lesson:	General information about Social Media / Presentation of our school	
Introduction:	How much time should students spend using Social Media	
Tools:	Computer / Projector / Cellphone / Worksheets	
Process		
	Step 1	5 min
	Present ourselves using Instagram and Facebook.	
Teachers notes (if needed)	Let our students introduce themselves and talk about their daily routine.	
	Step 2	10 min
	Present our school through photos on Facebook and a video on Youtube.	
Teachers notes (if needed)	After the video talk a little bit about our school's activities.	
	Step 3	20 min
	Quiz about the time spend using Social Media using Plickers. Imediatly see the results using the application.	
Teachers notes (if needed)	Questions about how much time students use social media.	
	Step 4	10 min
	Discuss with students the potential pros and cons of social media use in the classroom.	
Teachers notes (if needed)	Ask students to fill out a form on Google Forms about their opinion on Social Media use.	





## Partner schools:

GESAMTSCHULE DER STADT HEMER, Hemer, Germany

KAUNAS TADAS IVANAUSKAS PROGYMNASIUM, Kaunas,  
Lithuania

COLEGIO ATLANTICO, Seixal, Portugal

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