

STELA Social media platforms

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

- **Talk about personal experiences such as the use of social media,**
- **Use images, visuals and emojis to share and present ideas,**
- **Read about chosen social media examples,**
- **Write social medial post,**
- **Work collaboratively on a storyboard/comic strip based on a social media**
- **Describe their favourite social media,**
- **Talk about pictures and photos,**
- **Talk about likes/dislikes,**
- **Complete story board, comic strip based on a social media story**
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Collective and/or individual scenario

Duration: approx.3 hours =3 sessions

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OBJECTIVES

- Talked about the pictures, videos, visuals
- Asked and answered questions,
- Talked about social media sites,
- Described favourite social media sites,
- Created a storyboard- *poster or a *made a presentation (IT) about social media,
- Talked to an audience and presented their comic strip,

<p>CULTURAL SKILLS:</p> <ul style="list-style-type: none"> - Share personal experiences, likes and dislikes - Appreciate and respect the experiences, likes and dislikes of others, - Celebrate diversity and uniqueness, - Encourage flow of communication, - Ask additional questions when not sure 	<p>COMMUNICATION SKILLS:</p> <ul style="list-style-type: none"> - Express personal views in a coherent manner, - Allow for turn taking, - Present personal information in a short talk about oneself, - Express positive body language and facial expressions -presentation skills 	<p>ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING):</p> <ul style="list-style-type: none"> - Use keywords to present ideas in comic strip, - Use capital letters to start a sentence and full stops to mark the end of each sentence. - Use punctuation to complete sentences in writing, - Use clear and legible handwriting.
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Content (courses, explanations, exercises...)

Stages	Duration	By	Trainer's tasks	Trainee's tasks	Guidelines	Documents and Material
<p>S1 Introduction Brainstorming</p>	<p>10 mins</p>	<p>Whole class</p>	<ul style="list-style-type: none"> ➤ Display photo and ask students to answer the questions, 	<ul style="list-style-type: none"> ➤ Answer the questions 	<ul style="list-style-type: none"> ➤ Ss name and list social media sites, ➤ Ss identify logos and social media 	<p>Powerpoint task 1 or alternatively use: https://learnenglishteens.britishcouncil.org/skills/writing/a2-writing/social-network-site</p>
<p>S2 Matching Social Media</p>	<p>10 minutes</p>	<p>Pairs/groups of 3 or 4,</p>	<ul style="list-style-type: none"> ➤ Display the photo prompts ➤ Ss match the logos and different social media ➤ Organize the teams, 	<ul style="list-style-type: none"> ➤ Look at the pictures and match social media logos, ➤ Discuss your answers in teams first, 	<ul style="list-style-type: none"> ➤ Read the questions carefully, 	<p>Powerpoint task 2 or alternatively use the online quiz: https://wordwall.net/resource/12074174/esol/social-media-logos</p>

<p>S3 Matching key phrases</p>	<p>10 minut es</p>	<p>Groups/p airs</p>	<ul style="list-style-type: none"> ➤ Ask students to match the key phrases with the pictures 	<ul style="list-style-type: none"> ➤ Match the phrases with the pictures 	<ul style="list-style-type: none"> ➤ Read questions carefully, ➤ Match and compare the answers with your teammates ➤ 	<p>Powerpoint task 3 or alternatively build vocabulary in the alphabetical order on social media and the Internet: https://www.allthingstopics.com/uploads/2/3/2/9/23290220/az-computersinternet.pdf</p>
<p>S4 Whole class feedback to the board</p>	<p>5-10 minut es</p>	<p>Whole class</p>	<ul style="list-style-type: none"> ➤ Ask for feedback, ➤ Ask what went well and what they would like to improve next time, ➤ Display their answers on the board 	<ul style="list-style-type: none"> ➤ Check the answers and make corrections, ➤ Share your views with the teacher, 	<ul style="list-style-type: none"> ➤ Ask every group for their feedback, ➤ 	<p>Task 4: Feedback or error correction</p>
<p>S5 Social media reading tasks</p>	<p>10-15 minut es</p>	<p>Groups/p airs</p>	<ul style="list-style-type: none"> ➤ Give the social media excerpts to the students ➤ Ask students to read for general understanding first 	<ul style="list-style-type: none"> ➤ Read the social media test and answer the questions, ➤ Speak to your partners if they agree 	<ul style="list-style-type: none"> ➤ All texts displayed on the board, 	<p>Powerpoint task 5</p>

<p>S6 Post reading activities True/False questions</p>	<p>10 mins</p>	<p>Groups/ pairs</p>	<ul style="list-style-type: none"> ➤ Display the questions, ➤ Ask students to discuss questions in groups, ➤ Ask students to find the evidence in the text 	<ul style="list-style-type: none"> ➤ Answer T/F questions, ➤ Highlight or circle the evidence in the text, ➤ Allow all participants to share their views, 	<ul style="list-style-type: none"> ➤ Picture and questions displayed on the board, ➤ Monitor the progress and encourage turn-taking, ➤ Allow students to share their opinions, 	<p>Powerpoint task 6</p>
<p>S7 Punctuation and grammar input: capital letters and full stops</p>	<p>15 -20 minutes</p>	<p>Groups</p>	<ul style="list-style-type: none"> ➤ Display the sentences with punctuation errors. ➤ Ask students to identify capital letters and full stops. ➤ Ask student to correct the mistakes ➤ Use dictionaries to add more describing words 	<ul style="list-style-type: none"> ➤ Correct the mistakes and include capital letters and full stops. ➤ Use dictionaries to check their answers, 	<ul style="list-style-type: none"> ➤ Ask students to check the spellings, ➤ Encourage cooperation and working well together, ➤ *Discuss the use of punctuation in social media sites (punctuation and grammar is largely optional and the informal language widely used) 	<p>Powerpoint task 7 or alternatively: https://www.liveworksheets.com/worksheets/en/English_language/Punctuation/Capital_letters_and_full_stops_sy2173686sr https://wordwall.net/resource/27716773/capital-letters https://www.allthingsgrammar.com/capitalization.htm</p>

<p>S8 Writing practice Complete the tweet</p>	<p>10-15</p>	<p>Individual practice</p>	<ul style="list-style-type: none"> ➤ Ask students to write tweets based on the photo prompts. ➤ Encourage the students to use correct punctuation and grammar. ➤ Ask for feedback to the board. 	<ul style="list-style-type: none"> ➤ Complete a tweet using correct grammar and punctuation, ➤ Look at the pictures and choose the one you would like to write a tweet about. ➤ Check with your partner, ➤ Use a dictionary, if necessary, ➤ Check with the feedback 	<ul style="list-style-type: none"> ➤ Monitor for clarity, ➤ Concept checking and feedback to the board, ➤ Complete the first example, 	<p>Powerpoint task 8 or alternatively:</p> <p>https://docs.google.com/presentation/d/1mx4rKqjTSNKMw3P3-BaDAPlzOVvW8tC62tCOSXyLwuk/edit#slide=id.p</p> <p>https://www.liveworksheets.com/qm994886hi</p> <p>Pictures: https://www.twinkl.co.uk/resource/creative-writing-photo-prompts-pack-za-hl-833</p> <p>Online tweet templates: https://zeoob.com/</p>
<p>S9 Gallery of tweets- students share their independent work</p>	<p>15-20 minutes</p>	<p>Groups/pairs</p>	<ul style="list-style-type: none"> ➤ Encourage students to walk around the classroom and read the tweets, ➤ Ask students to respond to them, 	<ul style="list-style-type: none"> ➤ Read the tweets ➤ Respond to tweets by adding follow-up questions, 	<ul style="list-style-type: none"> ➤ Read tweets carefully, ➤ Correct key spellings and vocabulary, ➤ Consult in teams if not sure, 	<p>Students independent work</p>

<p>S10 Language practice to describe likes/dislikes</p>	<p>10 minutes</p>	<p>Groups/pairs</p>	<ul style="list-style-type: none"> ➤ Review the learning so far, ➤ Compare vs. contrast the tweets and topics, ➤ Ask students to vote for a topic they liked, ➤ Encourage students to describe the topic they liked and give reasons ➤ Identify an example learner and model sentences with the whole class feedback, 	<ul style="list-style-type: none"> ➤ Discuss which topic/tweet you like the most and why, ➤ Share your views in your group, ➤ Ask about the views of your classmates 	<ul style="list-style-type: none"> ➤ Elicit the answers, ➤ Allow the freedom of expression, ➤ Allow immediate correction of pronunciation. 	<p>Students work on Students notes</p>
<p>S11 Comic strip/Storyboard</p>	<p>30 mins</p>	<p>Storyboard making/ comic strip *groups/individual</p>	<ul style="list-style-type: none"> ➤ Recap the captions from tweets or social media sites, ➤ Ask students to invent their own stories to go with pictures they have used before, ➤ Ask students to decide if the caption goes at the start, middle, or end of the story, ➤ Model the use of the storyboard ➤ Allow students to choose their own captions, ➤ Affirm that learners will be presenting their creations to the audience in the next session and are expected to present their stories to an audience 	<ul style="list-style-type: none"> ➤ Use a comic strip/ a storyboard to complete the story, ➤ Choose the sequence of events, ➤ Use complete sentences to go with the story, ➤ Use speech bubbles and draw the remaining parts of the storyboard to make the sequence complete. ➤ *Add extra information about the main characters, ➤ Decide on where, when, how and why, ➤ Once finished, be ready to share your storyboard with the group 	<ul style="list-style-type: none"> ➤ Explain the activity and check the understanding, ➤ If possible, arrange the use of IT resources, ➤ Allow students the freedom of expressing their own likes, ➤ Monitor for clarity and sense, ➤ Support the writing captions and ideas including correct punctuation and 	<p>Task 9: Students group storyboards or comic strips Storyboard templates: https://www.twinkl.co.uk/resource/us-l-549-blank-comic-book-activity-sheets Storyboard maker: https://www.storyboardthat.com/storyboard-creator Free storyboard maker: https://www.canva.com/create/storyboards/ comic strips templates: https://www.canva.com/create/comic-strips/</p>

					<p>grammar.</p> <ul style="list-style-type: none"> ➤ Use word banks if necessary 	ic-strips/
<p>S12 Presentation- individual talks to the audience Celebration of achievements</p>	30 mins	Individual presentations (3-5mins)	<ul style="list-style-type: none"> ➤ Introduce learners as they take turns presenting their work to the audience, ➤ Remind learners of the importance of appropriate body language and clarity of speech, ➤ Remind the audience to take notes and ask questions at the end of the talk, ➤ Review the code of conduct rules and behavior (being respectful, ready to listen, safe to learn) ➤ At the end of the session ask students to reflect on their learning and identify two things they have learnt and one they would like to improve on. 	<ul style="list-style-type: none"> ➤ Prepare for the presentation and talk about your storyboards/ comic strips ➤ Answer any questions from the audience, ➤ Remain ready, respectful, and safe, ➤ Have a clear voice and appropriate body language, ➤ Review your learning progress and identify two things you have learnt and one you would like to improve on 	<ul style="list-style-type: none"> ➤ Explain the activity and the process of presenting to the audience, ➤ Crowd control and monitor behavior, ➤ Nominate to take notes and ask questions at the end of each talk, 	<p>Students own work Post activity Self-Reflections</p>