

WEEK 8 and 9 – DISTANCE LEARNING PLAN

Name of the teacher: Ms. Aurine Saldanha

Class and Section: YEAR 9 A

Subject: ENGLISH LANGUAGE

Week 8: 10th May to 14th May 2020

No. of lessons – 5 LESSONS

Week-9: 17th May to 21st May 2020

Student's access to Work: Work sent to students through Class Group Gmail / Google classroom

Topic: Non-Fiction - My Digital Life

LEARNING OUTCOMES:

- The lessons of the week encourage critical thinking and expression of informed personal response to social media resources. Students learn to explore use of language and structural features in social media to influence them, and other users.
- The discussions enable students to confidently use Standard English in formal discussions, including classroom discussions.
- The shared analysis of ideas, events, themes, techniques of language and structure leads students smoothly into the independent writing process.

Resource:

- ✓ Images
- ✓ Quiz- to raise learners' awareness to their use of social media
- ✓ <https://www.youtube.com/watch?v=5nXaEctiVhs>
- ✓ Article-Social Media
- ✓ Personal writing- A Challenge by Shayne Williams
- ✓ My Digital Life Is Like ...: Lesson Quiz (Google form)
- ✓ Use given table to share your positive and negative impact media (Use Google Docs)

HOMEWORK

DATE	ACTIVITY
Week-8 Week-9	<p>All the videos, resources and discussion of impact of social media can be in depth. Stretch this lesson for two weeks</p>
9A (girls)	<p>Zoom Lesson 1-10/05/2020</p> <p>Zoom Lesson-2 -12/05/2020 Discuss the assessment and give feedback based on their performance.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• To develop speaking and listening skills by discussing ideas related to social media• Read and understand factual details used in the article• Explore writer's purpose <p>Success Criteria:</p> <ul style="list-style-type: none">❖ I can assess how much time I spend with media activities.❖ I can analyse significant ideas, writer's use of factual language in social media and its effects❖ Express my viewpoints about media texts, <p><i>Relate to the key concepts / skills covered in Week 7 (Challenge/ change/ progress/ achievement)and give Overview of topic of the week – Digital media.</i></p> <p>Activity-1 Starter activity - ask students what they think when they hear the phrase "Growing Up Digital"(Mind map) Create a class concept map about the phrase "Growing Up Digital" Ask the students;</p> <ul style="list-style-type: none">❖ What do we mean by digital?❖ What do we mean by growing up?❖ What is like to "grow up digital"?❖ Who is included in this?❖ Who is excluded in this?

Activity-2

Use the quiz to raise learners' awareness to their use of social media. This will touch on their reality and help them relate to the topic of the lesson and discuss it from their own personal perspectives. **3rd point in SC above**

Are you a social media addict? Take the following quiz. Check your score.(Google form)

	never (0pts)	occasionally (5pts)	often (10pts)	always (20pts)
1. I check Facebook on my phone first thing in the morning when I wake up.				
2. I take a picture of my meal and post it instantly on social media.				
3. I ask my friends to check my photos on social media.				
4. I check my social media accounts several times a day.				
5. I take a break and stay away from social media				
6. When I hear something I like, I remember to post it as my status on Facebook				
7. I know the number of my friends and followers on social media				
8. I feel disappointed when my posts do not get many likes on Facebook.				
9. I spend a long time on social media looking at what my friends have been up to in their lives.				
10. I feel happy when I get lots of friend requests on Facebook.				

Key:

0<Not an addict<10

11<Moderate user<50

51<Obsessed user<100
101<Addicted user<200

Activity-3

Read the following extract (Social Media) and discuss the questions that follow.(Discuss the article)

This article gives numbers and statistics about the use of social media. This text helps students see the use of social media from a wider and more objective perspective. This will help them process the information that has been presented in a challenging manner to push them to use their cognitive skills to interpret the numbers and get meaning out of them.

1. How do digital natives and digital migrants see the world today?
2. What does keeping up with friends require nowadays?
3. Who are the majority of social media users in the world?
4. “alarming voices” what do you mean by this phrase?
5. Who dominates the use of social networks in the UK?
6. In what social media activity do adults come before younger users? Justify with two reasons.
7. What is your overall impression of the article? **3rd point in SC above**

GOOGLE CLASSROOM-1 (10/05/2020)

English Language Literary Non-fiction Assessment

AO-1 Identify and interpret explicit and implicit information and ideas

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

Learning Objectives:

- Read and understand questions
- Infer key ideas and information and support with evidence from the text
- Explore how language, including figurative language, vocabulary choice present meaning and create effects

Success Criteria:

- I can interpret questions
- I can answer all parts of the question
- I can answer in my own words and adapt material from the extract to the form and viewpoint of the response.
- I can use all the main ideas in the extract and use detail to support them.
- I can develop and extend some of the ideas relevantly.

GOOGLE CLASSROOM-2

10/05/2020

Learning Objectives:

- explore the impact of social media with reference to Digital Wildfire video- <https://www.youtube.com/watch?v=5nXaEctiVhs>

Success Criteria:

- ❖ I can explain the importance of balanced use of online digital media and offline
- ❖ I can relate the impact of digital media on well being with appropriate evidence

Activity-1

Students use spider diagram to gather their ideas

Discuss these questions with a partner.

- a. Are you an active social networks user?
- b. How many social media accounts do you have? How do you think they are useful for you?
- c. Which social network is your favourite?
- d. How often do you check your social media accounts?

Share it with the class

17/05/2020-Zoom-1

Activity-2

Students watch the Digital Wildfire video <https://www.youtube.com/watch?v=5nXaEctiVhs> and answer these questions:

- What positives of social media do the video show?
- What negatives of social media does the video show?
- What does the video suggest you can do to help stop the negative thing?

Zoom session -2

19/02/2020

Learning Objectives:

- Explore the use of language in digital media.
- Reflect on the positive and negative impact digital media has on them.

Success Criteria

- ❖ I can identify and explain the use of words and phrase, tone, use of formal/informal language, use of punctuation to show the impact of social media.

❖ I can compare different viewpoints based on the use of social media

Activity-1

Show, think and share

Students express the role digital media play in their lives.

Teacher will display few images. Students will share their experience using few sentences related to that image.



Activity-2 (17/05/2020) discuss in depth

Project the student essay "**A Challenge**" by Shayne Williams, from the book *True Connections* (826 National and Common Sense Media, 2019). Invite students to read aloud.

21/05/2020 (Note form) Asynchronous

	<p>Invite students to share their reaction to the essay with the class. Questions to consider:</p> <ul style="list-style-type: none"> • How are your experiences with technology similar to Shayne's? How are they different? • Have you ever taken on (or thought of taking on) a challenge similar to Shayne's? Can describe. <p>Activity-3 My Digital Life Is Like ... : Lesson Quiz (Google form)</p> <p>For each example, mark whether it is mostly a benefit or a downside to our digital media lives.</p>
	<p>Asynchronous –Wk-8 14/05/2020</p> <p>Wk-9 17/05/2020-Share their finding and peer assess (GC-1)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Reflect on the positive and negative impact digital media has on them. <p>Success Criteria:</p> <ul style="list-style-type: none"> ❖ I can examine the positive and negative impact digital media has on me and society. <p>Task-Use given table to share your positive and negative impact media (Use Google Docs) Digital Media Inventory Interview your partner and take notes in the table below.</p>

Digital Media Inventory

Directions: Interview your partner and take notes in the table below.

	Benefits & Positives	Downsides & Negatives
<p>My Identity Expressing yourself in</p>	<p>What do you post and share online? When does sharing through social media make you feel good? When does it make you feel bad?</p>	

<p>what you post and share</p>		
<p>My Close Relationships Connecting with close others like family and friends</p>	<p>Whom do you connect with through social media? When does connecting with friends and family make you feel good? When does it make you feel bad?</p>	
<p>My Follows/ Browsing Scrolling through others' posts, like celebrities and people you know but aren't close to</p>	<p>Browsing others' posts or profiles: When does this kind of browsing make you feel good? When does it make you feel bad?</p>	
<p>My Interests Exploring to learn about things that interest you, like cooking, sports, politics, mental health, news, travel, design ...</p>	<p>Which of your interests do you explore online? When does exploring these interests make you feel good? When does it make you feel bad?</p>	
<p>My Habits Using your apps and devices</p>	<p>What are your habits for using social media and your devices? How do things like the time of day you go online or the amount of time you spend online make you feel good? When do these habits make you feel bad?</p>	

Social Media

The value of social media For digital natives who never knew life before social media, the world seems like it has always been the same but for digital migrants, the present looks nothing like the past. If you were born in the late 1990s onwards, just try to imagine what your life would be like without Facebook, Twitter or Instagram. Does it look appealing to you? Probably not. Your social interaction depends so much on social media and keeping up with friends requires you to be online most, if not all, of the time. This is why your parents and friends probably keep urging you to get away from your computer or put your smart phone down and spend more time with them.

The use of social media has boomed in recent years and statistics show that nowadays, there are almost two billion social network users in the world, most of them teenagers and young adults. This obsession with social media is well reflected in statistics. According to Statista, a website specializing in statistics, 51% of worldwide Facebook users who make new friends at least once a week are between 18 and 33 years of age. However, when it comes to younger users between 13 and 17 years of age, 72% of them make at least one new friend per week. This percentage gains more significance when we learn from Facebook that its monthly active users worldwide as of the second quarter of 2015 reached some 1.5 billion. This number barely reached 750 million monthly active users in the second quarter of 2011. In the same period of 2009, this number was roughly 250 million. As you see, these numbers speak for themselves but the more information we learn about the use of social media, the more interesting it gets.

In the UK, for instance, the use of social networks is dominated by the 90% of young people between 16 and 24 years old who are on social media and the 75% of those between the ages of 25 and 44 who use Facebook. Add to this the fact that, in 2014, Facebook and YouTube were the top social media sites accessed by 8–15-year-olds in Great Britain.

What do young users spend their time doing on social media? There are a number of things but the top activities are finding out what friends are doing, sending them messages and knowing what they are watching or listening to. This is for 16–24-year-olds, followed in second place by 25–

34-year-olds, who come first in keeping in touch with relatives.

In the midst of this entire buzz about social media, alarming voices warning of the dangers of such a situation can be heard. Some people argue that young people's overuse of social media represents an addiction that threatens their real-life communication skills. Moreover, this addiction can distract them from their studies and affect their concentration, especially given the many cases of use of social media during class that have been reported. Meanwhile, overuse of social networks by adults can harm their relationships. Other disadvantages include wasting time, identity theft, cyber bullying and crimes against children.

Now, where do you stand in all this? Are you a social media addict? Do you think social networking is worth all the importance people give to it?

A Challenge by Shayne Williams

It is the first day of summer vacation going into my senior year. I find myself waking around 10 in the morning as usual, but this year's summer vacation is going to be different.

The smell of turkey bacon and buttery pancakes transports me from the comfort of my bed to the stools in my kitchen. My dad asks me about what I have planned for the day, but I completely disregard what he says as my head is buried in my phone.

My dad slaps the top of my head which grabs my attention. He says, "Here is a challenge for you Mr. Shang Lee: Why don't you put down your phone for a couple of days and enjoy life for once?"

I decide to take him up on his offer, and shut down my phone hesitantly, and give the phone to him. And so, the challenge begins. I start off moving around because I have nothing to do, but in reality I do have things to do. I clean my filthy room up, which takes me a good hour to clean. I sit back and admire my cleaning masterpiece.

Then I start to read my summer reading, 1984. But I ACTUALLY get interested in the book. I read on for hours in the comfort of my bed.

Three o'clock hits and I can hear the pitter patter of my baby brother's little feet running towards the front door. I dash down our steps as I meet my baby brother at the front door. I ask him if he wants to play kickball outside. He seems puzzled, but excited to try out this "kickball" game.

I take him outside and demonstrate slowly how the game is played. We start to play, and my inner-child bursts out of me as I actually am having

fun, bringing back memories of the days of not knowing about cell phones.

Ever since that day, I intentionally take breaks from my phone and spend time either being productive or spending time with my family. Now my goal is to get my own family away from burying their heads in their phones.