


**2022-1-CZ01-KA220-SCH-000084941**

**Opening Digital World’s Doors to # Next Digital Generations**

**LESSON 1**

**Learning English through PODCASTING**

**TARGET**
Students will learn the difference between scripted and Q&A podcasts and
familiarize themselves with a wide range of podcast topics.

**MATERIALS NEEDED**

A pencil and paper

A computer with speakers and an internet connection

**FLOW OF LESSON**

Start by spending five minutes in a class discussion about podcasts. Gauge what
students know or don’t know about podcasts by asking a few questions.
● What’s a podcast?
● What are podcasts about?
● Where can you hear podcasts?
● Why would YOU listen to a podcast?
● What’s makes a podcaster different from a YouTuber?
● How does it change the way you tell a story when you’re on the phone? How does it change the way you listen when you can’t see someone?

Have students listen to a few examples of podcasts and radio stories.

<https://www.wbur.org/kindworld/2016/04/14/kind-world-22-so-chocolate-bar>

In this episode of Kind World, host Erika Lantz uses sounds and interviews with multiHave students start by listening to the episode, then start a group conversation. Do they like it? Who did they hear talking in it? What sorts of sounds does it use, besides interviews?ple people to tell a story about a friendship.

<https://www.npr.org/2017/12/27/573739653/the-haunting-effects-of-going-days-without-sleep>

Play this story twice. The first time, ask students to make a note of all the sounds they hear and people that speak on tape. Afterwards, have students break into partners or small groups and compare notes.

Then, play the story through a second time — having students follow along with the transcript to check their work. Talk briefly about the sounds that they missed the first time.

<https://www.npr.org/2018/01/02/562887933/instagram-kevin-systrom-mike-krieger>

This is a long one, so perhaps just listen to a few minutes at the beginning. (A good place to

start is about 30 seconds in.) Have the class discuss what makes this podcast similar or

different from ones they’ve heard.

After this discussion, the class should understand that this podcast follows the structure of a Q

& A/conversation. Unlike the past two podcasts, this doesn’t weave in and out of scripted

narration. That’s one type of podcast that students can choose to make for the Student Podcast

Challenge.

**WRAPPING IT UP**

**Before wrapping up, have students spend 5 minutes talking as a class about podcasts.**

**Have them consider:**

● What types of sounds do podcasts include?

○ Students should understand that podcasts vary greatly — but most include a host

and can include sounds from interviews, audio from events, audio from movies or

TV, and sounds from the world around them.

● What are some ways that podcasts are structured?

○ Students should walk away from this discussion understanding that there isn’t

one right way to tell a story. Some podcasts use narration from a host or a

reporter, others feature a conversation between a group, others might be a

one-on-one interview between two people. The structure of a podcast fits its content.

**LESSON 2**

**Using digital media and content creation strategies in language education.**

**TARGET**

Helping students use analytical questions to evaluate source credibility, we also want them to understand that information comes from lots of places (not just textbooks). So they need to apply their skills to analyse all types of media. When they get to that point, they’re ready to move on to analysing special categories of media, like news or scientific data.

**EDUCATION METHODS**

Discussion

**OBJECTIVES**

**✓ Identify** the tools you already use to know that information is **credible**.

**✓ Consider** how certain things like **expertise** and **motive** affect credibility.

**✓ Learn** 4 questions for evaluating source credibility.

**✓ Understand** that a source that’s credible on one topic is not necessarily credible

on other topics.

**✓ Know** that checking multiple sources often helps you see whether information is credible.

**VERIFICATION**

When we hear things from a media source like a video, a person on TV, or website,

we don’t personally know the source and they don’t know us. We may not be sure

about whether to believe them.

Even when someone we know sends us a text there are no clues from facial

expressions or tone of voice, so we might not be sure what they mean. That’s when we need to ask questions…

**FLOW OF LESSON**

**1.Tell students how to make a media analyse**

***“Collecting Stories to Analyse***

***1. List all of the media outlets in your area.*** *Include newspapers, news websites, radio stations, television news shows, and any other media outlets you want to include. Depending on the story you hope to share and its scope, you may also extend your search to include state wide and national media outlets.*

* *For example, you may include the local newspaper, radio station, web news sources, and possibly any major news sources in the nearest big city if you’re in a rural area or suburb.*
* ***Alternatively, you might want to focus on national or worldwide news sources to analyse a larger company or subject.***

***2. Make a list of search terms based on your topic.*** *Identify the key terms that will help you to gather articles pertaining to your topic. This will help to streamline your research by giving you terms that you can plug into each of the media channels you decide to investigate.*

* ***Collect news stories from research databases from the last 6 months.*** *Use the key terms to find articles on your topic in databases, such as subscription resources like Lexis Nexis and Ebsco Host, or free resources like Google Scholar. Plan to go back about 6 months and aim to collect between 100-200 articles if you’re doing a professional media analysis.*
* ***Make sure to include a variety of different types of media sources unless you’re hoping to examine a specific medium, such as TV, radio, or print news.***
* ***Separate the stories into categories and eliminate irrelevant data.*** *The three main categories you’ll likely collect include opinion, news, and feature stories. Eliminate obituaries, calendar items, and any other extraneous items from the data you collect.*
* ***Separating the data into categories can help you know what to expect when you start reading a story.***

***Analysing the Stories***

***Read the articles and underline or take notes.*** *This will make it easier for you to write about your findings. Use a pen or highlighter to note important information in print articles, or make a note of this information if you’re reading digital media or if you examine TV or radio sources. Some things to watch for as you review the media you’ve collected include:*

* *Buzzwords, which are terms that come up again and again across different media channels.*
* *Bias, which is using emotional appeals to convince readers of something even if the evidence is lacking.*
* *Similar portrayals of a story, such as portraying it in a positive or negative light across different media channels.*
* *Positioning of the story, such as whether it’s a front-page or prime-time news story.*

***Answer questions about the articles you read.*** *A major part of the analysis is asking questions and answering them based on the evidence you find in your sources. Some questions you might consider as you review the sources you’ve gathered include.*

* *How does the media frame this topic?*
* *Who are the spokespeople for the topic and how are they being represented?*
* *Are any voices noticeably absent from the articles on this subject?*
* *What topics are getting the most coverage within the category?*
* *What media outlets are covering this topic?*
* ***Does coverage seem to peak or drop at certain times of the year?***

***Summarize what you have learned.*** *After you have completed your media analysis, write a brief summary of what you have learned about how the media is covering your subject. Include your answers to all of the questions you asked about the data you collected. Note anything of special importance or that you’re still unsure about.*

***Identify ways this may help you to introduce your own story.*** *A media analysis is a helpful way to determine how best to introduce a story into the media. Consider what you’ve learned and decide if there are any strategies that may help to get your story out to a broader audience or make it more appealing to readers.*

***Give readers your conclusions and recommendations.*** *At the end of the media analysis, explain what the major findings were for the study and how this may be beneficial to your reader or organization. This may include detailed suggestions for how to frame a story, where to place it in a media channel, and who to quote in the story. Be as detailed as possible and cite specific examples from your study to support your recommendations.****”***

2.Use your computer lab for searching articles.

3. Type in Google for the keywords (for example “Climate changes”)

4.Find the most appropriate articles. Decide is the information trustfully enough? Discuss: Who would be a good source to go to and why do you think so?

Teacher’s comment:

“Credibility isn’t just about **who** we believe. It’s also about **what** we believe. We get

ideas about the world from all sorts of places, not just directly from people. A movie

about a tsunami shows a giant wave—taller than a skyscraper—heading towards people on shore. Is that what tsunamis **really** look like? An ad implies that most scientists are men with crazy hair who wear thick glasses and white lab coats all the time. Is that true?

We can check out any source using the 3 Steps on the **Deciding what’s credible** handout. They’re about what we already know about motive and expertise.

**Step 1: Use common sense**

**Ask:** Is it logical—does it make sense?

If a) what you’re seeing doesn’t make sense, b) you know it isn’t true from your own

experience, or c) it just doesn’t work with facts you already know, you don’t have to

take any additional steps. You are looking at a source that is not credible.

**Step 2: Ask questions**

Not just any questions, but these four:

**Expertise**

**a) Does this source know me or care about me?**

The answer to this question depends on the information you’re looking for. If you’re

checking some information about plastic water bottles polluting the ocean, it really

doesn’t matter if the source knows you or not. But if a site promises that you will love

their new toy, it would need to know what kinds of toys, games, or activities you like

for their promise to be credible.

**b) Does this source know a lot about this topic? How did they learn what they know?**

Some people think that the easiest way to find credible information is to ask a digital

voice assistant. Digital assistants seem to know everything! Did you ever wonder

how they can know all those answers? They use mathematical calculations (called

“algorithms”) to find answers.

For simple questions that only have one possible answer (like the temperature

outside or the name of a celebrity famous for singing a particular pop song) they

is usually a credible source? But if the question is complicated, it would be better

to start with people or groups who have lots of experience or have earned awards

or PhDs related to your topic. **Then** you can use a voice assistant to confirm that

information (see Step 3).

**Motive**

**c) What does this source want me to do or believe and why would they want me to do**

**or believe that?**

Does the source make money if you follow their advice? For example, do you think

an influencer earns a fee if you buy the product they’re wearing or talking about?

Does a professional athlete wear a certain brand of shoe or shirt just because they

like that brand or because they’re paid to talk about it?

Money can often be one reason why you’re seeing a logo or brand name in a video

or ad—it can affect what the influencer or athlete is telling you (and what they’re

**not** telling you). They probably don’t intend to hurt you, but it’s possible that making

money is more important to them than giving you all the facts or saying what is

good for you.

**d) Who benefits and who might be hurt if people believe this source?**

This isn’t always easy to tell. Here’s an example:

Imagine an ad for an app that promises to make you a better student.

• What are the possible benefits? The app maker would benefit if you buy the app

because they would make money. And you might benefit if the app really helped

you.

• Who might be hurt if you believed the ad? You might be wasting your money if

you bought the app. You might also be spending time practicing the wrong things,

and then actually do worse in school. Or you might rely on the app, which can only

make guesses about what you need, instead of seeking help from your teacher,

who actually knows what you need.

**Step 3: Confirm**

**Ask:** Do other **credible** sources back up what this source says?

The job isn’t just to check **more** sources. It’s to look for a variety of sources. If you

can’t find a variety of credible sources that agree with the source you are checking,

you shouldn’t believe that source.

**4. Check your sources**

Now that you understand, it’s time to practice. Pick a question related to something

you are covering in class or something you have seen online. Find a source that

provides an answer to that question and, in small groups, use the questions on the

handout to decide if the source is credible.

5.Read articles carefully and underline the most necessary information.

6. Compare the articles!

**WRAPPING IT UP**

Questions are our friends. When you ask good questions about sources **and** the

information they provide, you’ll get much better information. The more sources you

use, the better. And remember that a great source for one subject doesn’t mean it’s

great for everything.

**LESSON 3**

**Using Social media and social media news in language teaching.**

**TARGET**
Students will establish social media accounts that will serve as their journalistic media assets.

**EDUCATION METHODS**

1. PowerPoint presentation
2. Independent Work

**OBJECTIVES**

1. Level 1 (Basic) understanding of the role that social media plays in journalism
2. Level 2 (Proficient) understanding of creating and using a social media account as a media asset.

**MATERIALS NEEDED**

1. Social Media PowerPoint
2. Social Media Organizer

**VERIFICATION**

*Steps to check for student understanding*

1. Teacher will do frequent comprehension checks in the form of Classroom Assessment Techniques (thumbs up, thumbs down; exit slip in the form of post-it note summary).
2. This module will include a heavy amount of independent work and research. The teacher will act as a facilitator but will also benefit from research and contribution to the assets list that will be created throughout this unit for future use.

**FLOW OF LESSON**

1. What is your favourite social media outlet and why?
2. Teacher will present the PowerPoint.
3. Teacher will explain that the class will be developing their social media accounts for each of the publications or newscasts and along with those accounts each student will create a personal journalistic account that will evolve into an offshoot of their assigned beats and stories as the year progresses.
4. Teacher will distribute the Social Media Organizer and explain that along with developing their own personal media accounts, they will be responsible for following and subscribing to each other, making posters that promote the journalistic products that the class will be managing in order to get followers and beginning to utilize their journalist social media apps for good!
5. IF THERE IS TIME – have the students explore Storify.
6. FOR THE NEXT DAY – students need to have their social media organizers done so that they can share their information. Each student in the class should be subscribing and following each other. Also, it might be helpful to set a goal for followers in order to promote the media you are going to be publishing. Post goals should be set, as should parameters for using social media as a journalist because it will reflect on the whole department not just that one person.

**WRAPPING IT UP**

1. Exit slip: If you could create an app that did one thing, what would that app do and what would you call it?

**LESSON 4**

**When not to share**

**TARGET**

Students pair up and compare pretend secrets to start thinking about zones of privacy.

**EDUCATION METHODS**

1.Discussion

**OBJECTIVES**

**✓ Understand** what kinds of personal information should be kept private and why.

**✓ Remember** that everyone deserves to have their privacy decisions respected.

**MATERIALS NEEDED**

No materials needed

**VERIFICATION**

Secrets are just one type of personal information that we keep private online—or share

only with trusted family or friends. Once you’ve shared a secret, you’re no longer in

control of where it can go. That’s why people say we should always think before we

post (they’re right!). Other kinds of information you should never post online:

• Your home address and phone number

• Your email

• Your passwords

• Your full name

• Your grades and schoolwork

**FLOW OF LESSON**

**Why does privacy matter?**

The Internet makes it so easy to communicate with family, friends—everybody. We send messages, share photos, join chats and livestream—sometimes without thinking about who can see them, either right then or at a completely different time. A picture or post you think is funny and harmless could be misunderstood by people you never thought would see it—now or way off in the future. Feelings could get hurt. Someone who doesn’t get the joke could think you’re mean just because they don’t know you. Once somethings out there, it’s hard to take it back, and people can copy, screenshot it and share it. Remember:

• What you post or share could be seen by people you’ll never meet.

• Once something about you is online, it could be there forever—even if someone else just takes a screenshot and shares it. It’s kind of like a permanent marker: the marks it makes are really hard to erase.

• All put together, lots of bits of information that are public and hard to erase are what

make up a reputation—what people think of you. So you want to have as much control as possible over what you share.

That’s why your privacy matters. You can protect it by posting it privately or sharing

only things that you’re totally sure you want to share—in other words, by being careful about what you say, post and share online.

It’s also good to know when to post nothing at all—not to react to somebody’s post,

photo or comment, share something that might not be true (even if it’s just a joke),

overshare (share too much) or post personal information. Everybody’s heard “think

before you post,” and that’s because it’s really good advice. The way to respect your

own and other people’s privacy is to think about what’s ok to post, who might see what you post, what effect it could have on you and other people and when not to post anything at all.

Some questions for further discussion (these questions can also go home with

students for follow up family discussions):

• Why should we never post our full name, address, phone number and other personal info online?

• When is it ok to share a photo or video of someone else?

• Is it ever ok to tell someone else’s secret or private information—why/why not?

What if you think it’s a joke?

• What if someone you care about is posting something private that makes you think

they’re in danger—would you share it? If you think so, should you tell them you’re

worried? Should you tell them you’re thinking about telling an adult who cares about them?

**WRAPPING IT UP**

**1. Make up a secret**

Make sure it’s a **pretend** secret **not** a real one.

**2. Tell your partner**

Okay, got your secrets? Now let’s all pair up, share your secret with your partner, and

discuss these three questions:

• Would you share this secret with anyone?

• Who would you share your secret with and why?

• How would you feel if someone told everyone your secret without your permission?

**3. Tell the class**

Finally, each student tells the class their pretend secret and how they felt about sharing it. The class can discuss their answers to the questions just above.

**LESSON 5**

**Facebook and social networking**

**TARGET**

• To help students talk about Facebook and other social networking websites

• To develop students’ reading skills

• To develop students’ question formation skills

• To develop students’ communication skills

**FLOW OF LESSON**

How many friends have you got on Facebook? What’s the friend limit on Facebook? This lesson takes a look at trends in online social networking. It gives students chance to create an imaginary online ‘wall’ where they can interact with each other.

• Write *Facebook, Twitter, Snapchat, Instagram* on the board or show students

pictures of their logos, and ask what they know about these social networking

sites. Do your students use them? How often? What for? Which are their

favourites and why? Do they know any people who are famous for social networking?

• Tell the students to imagine that they want to join and imaginary social

networking website called Friendpage.

*Interested in: sports, languages, travel, music, films*

*Personality: sporty, artistic, unconventional, chatty, studious, musical*

*Right now I feel: Relaxed, stressed, bored, energetic, tired*

• Hand out the profiles worksheet and ask students to use their imagination to

complete the profile. Set a time limit to keep things snappy

• Collect in the completed profiles and then redistribute them so that each

student now has a different profile.

• Ask students to introduce themselves using the information from the FriendPage profile. Demonstrate with an example if necessary – e.g. *Hi, I’m Ruby. I’m 14 and I’m a girl. I live in London,* *but my hometown is…*

• When everyone has completed their introduction, ask students to fold over the

paper on the dotted line and then write a question next to ‘2. Write a question.’

• Now everyone passes their paper to the person on their left. If students can sit

in a circle, that’s great – if not, set up a figure of 8 passing system.

• Students write a reply next to ‘3. Answer the question’ and again, fold the

paper. They now write another (different) question next to ‘4. Write a question’.

• Everyone passes their paper to the person on their left.

• Continue like this until finished. Students can now unfold their paper and read

what’s on their ‘wall’. You could display the ‘walls’ in the classroom for

everyone to read.

• To follow up – collect some common errors from students’ questions and

answers for a class correction activity. Write up extracts containing errors on

the board and have students correct them in pairs.

• TIP: Help a weaker students by writing up some topics on the board

and eliciting questions that students could ask each other about these topics. A

few suggestions:

*Mobile phones Do you like…?*

*Sport What’s your favourite….?*

*School Where do you……?*

*Friends Where did you…..?*

*TV When do you……..?*

*Games Do you ever……?*

*The future Are you……..?*

*Family Would you like to…..?*