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# Opening Digital World's Doors to # Next Digital Generations

## LESSON PLAN 5 – MEDIA ANALYSIS

### 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 an 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.....?*