

LESSON D

Teacher's notes



Key info

Duration:	60 minutes
Objectives:	<ol style="list-style-type: none"> 1. Learn about positives and negatives of social media 2. Learn at least eight words related to social media, creativity and mental wellbeing 3. Analyse the positive and negative effects of social media and come up with solutions to help mental well-being
Resources:	<i>Focus Second Edition 4</i> - 'Is Social Media Killing Creativity?' BBC video
Prepare	<ul style="list-style-type: none"> • Pre-lesson discussion (optional, but supports Ss with the vocabulary and ideas in the lesson) • Student's worksheet (1 per student) - distribute before the lesson • A Pen or a pencil - make sure students have them at hand
Post lesson	Create a video outlining the positives and negatives effects social media has on Creativity.
Big Live Lessons	<i>BIG Live Lessons</i> follow the same lesson structure as <i>Live Classes</i> , however some activities have been amended to fit the lesson format. See below for more details.

Lesson procedure

Warm-up

Duration	Description	Class teacher's role
5 mins	T introduces himself and schools say <i>hello</i> one by one	Encourage class to say <i>hello</i> into microphone
	T checks pupils have worksheet and a pen	Monitor pair work
	T explains lesson objectives and other instructions	Clarify any misunderstandings

Presentation & Practice

Duration	Description	Class teacher's role
20 mins	Ss look at social media logos and give their opinions on each one.	Monitor, have a student ready to come to microphone
	Student's worksheet - Task 1 Ss complete the sentences about themselves and share their answer. T does a poll in the classes to see similarities across countries.	Have a student ready to come to microphone
	Student's worksheet - Task 2. Pre-watching tasks - in pairs students complete the vocabulary matching task.	Monitor pairwork
	BBC video. Ss watch part 1 of the video and fill in Student's worksheet - Task 3A/3B Then discuss answers in Breakout rooms .	Monitor and have student ready to come to microphone.
	After sharing the answers Ss expand on the ideas brought up in the video tasks with their own ideas	Monitor and have student ready to come to microphone.

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Production

Duration	Description	Class teacher's role
30 mins	BBC video. T shows part 2 of the video and students do Student's worksheet - Task 4A/4B Then the teacher asks for a volunteer to provide the answers.	Monitor and support as necessary. Have student come to microphone.
	After sharing the answers Ss expand on the ideas brought up in the video tasks with their own ideas	Monitor and have student ready to come to microphone.
	Breakout rooms: T shares some discussion questions giving ideas Ss do Student's worksheet - Task 6 , taking turns to ask and answer questions with the other school for up to 8 minutes. Then all back together Ss say what the other school told them	Have Ss ready to come to microphone to speak with other school, clarify misunderstandings.

Wrap up

Duration	Description	Class teacher's role
5 mins	Revisit lesson objectives. Have we achieved them?	Monitor
	Video challenge - T explains post-lesson task and shows demo video	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage Ss to say goodbye

Lesson glossary

Well-being

Anxiety

Mental Health

Creativity

Transfixed

Addicted to

Dependent on

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Follow up/Homework

Duration	Description	Class teacher's role
N/A	<p>Students create a video showing some tips on how to use social media responsibly. Encouraging creativity and reducing anxiety. The video can be uploaded to the Pearson and BBC Live Classes Facebook group (for more information see below) so students can see each other's ideas and comment on them</p> <p>The video can be made individually, in groups or as a class. In your video, include:</p> <ul style="list-style-type: none"> • Your names and where you're from • Positive and negative aspects of social media. • How to increase creativity • How to reduce anxiety • The tools available to help <p>Useful pointers:</p> <ul style="list-style-type: none"> • Ss will find planning / writing a script for their video useful • The more students in the video, the better. Let's get everyone involved! Feel free to make more than one video per class. • Speak clearly and smile! Students are going to show their hometown to the world! • The teacher used Power Point and Screencast-o-matic to make the video, but any and all digital tools can be used. <p>OR</p> <p>Individually prepare a 60 second video (Tik Tok or Reel) showing some tips on how you use social media creatively.</p> <p>Things to include:</p> <ul style="list-style-type: none"> • Some top websites, apps podcasts, influencers • How to increase your productivity • A video of you being creative <p>Guidelines:</p> <ul style="list-style-type: none"> • Film the video on your mobile phone • Try and keep it to 1 minute max • If possible, edit your video to make it more attractive to the audience 	Support students in the creation of their class video / recording and uploading the videos.

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Pearson and BBC Live Classes Facebook community

Join *Live Classes* project group on Facebook and encourage your students to do the same.

The *Live Classes* project does not end after the lesson, it actually begins here! **Join our closed Facebook group** to give yourself and your students a great opportunity to interact in the global community with your friends from other parts of the world. **The group is available to Live Classes participants only.** It is moderated by our well-experienced team to make sure it generates plenty of opportunities to use the English language outside the class, following the group rules and conditions. **To join the group, search for 'Pearson and BBC Live Classes' on Facebook.**

General teacher guidelines

Classroom setting

Arrange your class in such a way your students all sit in front of the screen, either together as a group or at their desks. Make sure they will be able to stand/sit down, when needed, work in pairs or come closer to the microphone.

You can also ask one of your "tech-students" to support you as there will be times when he needs to click something.

Microphone

We want to hear what your students have to say and the other students around the world do too! Therefore, there are times in the lesson where students can share their thoughts using the microphone (laptops have one built-in, for a desktop you may need to get an external one), either as a whole class (saying hello, goodbye, shouting a one-word answer) or individually (giving a longer answer, sharing their thoughts).

The trainer will have schools' microphones muted but will unmute them at different times in the lesson one at a time (see lesson plan) - please encourage your students to take part and have individual students ready to share their thoughts using the microphone.

Monitoring understanding

The trainer will grade his language and explain instructions carefully, but he can't monitor the understanding of all pupils - therefore, feel free to clarify / explain / use students' L1 whenever you feel necessary.

Breakout rooms

During the lesson you will be groups with a different group(s) to discuss the task together. Once you get to the room you need to:

- you may need to unmute the microphone (click an icon in the bottom left corner)
- support your students in discussing the task
- monitor the activity, taking turns
- clarify/repeat what the other school said if it is unclear for your students

BIG LIVE LESSONS

BIG Live Lessons are based on the above lesson structure. Some activities have been amended to fit the lesson format.

Teachers are asked to:

- share **Student worksheet** in a digital format with the students before the lesson
- attend a *BIG Live Lesson* with their students to follow up on the lesson and monitor students' performance

Students are asked to

- have their worksheets ready – printed out or available in a digital format
- have a piece of paper, a pen and a pencil