

# Digital Literacy: Lesson Plan on Social Media



## Unit Overview

**Instructor/Program:** Large Urban Adult Basic Education Program

**Course/Setting:** English Language Arts (ELA) Class

**NRS Level(s):** High Intermediate and Low Adult Secondary Education (NRS Levels 4 and 5)      **Unit Theme:** Social Media and Culture

**Length of Unit:** This unit is made up of four separate 90-minute lessons on this topic. The lesson plan is for one 90-minute lesson within this unit.

**Note:** This unit and lesson plan are based on content created by the author, Jen Vanek, and Martha Bigelow in 2015 in support of their classroom research with refugee youth and young adults. The resulting paper was published as “Social Presence and Identity: Facebook in an English Language Classroom,” by J. Vanek, K. King, & M. Bigelow, 2018, *Journal of Language, Identity & Education*, 14(4), 1–19 (<https://doi.org/10.1080/15348458.2018.1442223>).

### Content Area:

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|--|--|
| <input checked="" type="checkbox"/> Civics education | <input checked="" type="checkbox"/> Digital literacy |
| <input type="checkbox"/> Workforce preparation       | <input type="checkbox"/> Health literacy             |
| <input type="checkbox"/> Financial literacy          |  |

### NOTES on Content Area:

Digital literacy instruction can include some direct instruction on skills but also must be integrated into highly relevant content learning. Essentially, there should not be a “unit” on digital literacy exclusively. In this instance, media literacy is embedded into a unit on the critical analysis of media found online.

### Main Standards Addressed:

#### CCR Levels D and E

- R7: Interpret visual information from diverse media.
- W6: Use technology to interact/collaborate with others.
- W8: Gather information from credible sources, integrate, avoid plagiarism.
- SL2: Analyze purpose of information in diverse media.
- SL5: Use of digital media.

#### ELPS Level 5

- ELPS 5: Gather information from multiple print sources.

	<p><b>Additional Standards:</b></p> <p><a href="#">Northstar Digital Literacy Assessment Standards for Essential Computer Skills:</a> Northstar Digital Literacy Assessment is available at no cost.</p> <p><b><a href="#">ISTE Student Standards:</a> Empowered Learner, Creative Communicator, Knowledge Constructor, Creative Communicator</b></p>										
<p><b>Rationale for This Unit</b> (<i>Why is this unit important to my students?</i>):</p> <p>Many youth and adult learners use social media to communicate and access information, and they are comfortable composing text in digital applications (apps) like Facebook. Their familiarity with social media makes it a new and perhaps exciting venue for generating written English in preparation for a process writing project.</p> <p>Students who are immigrants, refugees, or native-born persons of color are exposed to negative reflections of their culture in popular media. These negative reflections are often disseminated using social media.</p> <p>The first lesson sets up a deep critical analysis of content found online and in social media posts by providing an opportunity for learners to explore their own use of social media and to think critically about their social media engagement and audiences. Lessons later in the unit will support learners as they leverage new media literacy skills to speak back to negative portrayals of their culture(s) found online. Having a venue for contributing their own voice to representations of their culture can boost their confidence in their personal expression and writing.</p>	<p><b>Central Skills of Focus in This Unit</b> (<i>Check the skills that are emphasized in this unit</i>):</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Critical thinking</td> <td><input type="checkbox"/> Navigating systems</td> </tr> <tr> <td><input checked="" type="checkbox"/> Communication</td> <td><input type="checkbox"/> Adaptability and willingness to learn</td> </tr> <tr> <td><input checked="" type="checkbox"/> Processing and analyzing information</td> <td><input checked="" type="checkbox"/> Respecting differences and diversity</td> </tr> <tr> <td><input type="checkbox"/> Interpersonal skills</td> <td><input checked="" type="checkbox"/> Self-awareness</td> </tr> <tr> <td><input checked="" type="checkbox"/> Problem solving</td> <td></td> </tr> </table> <p><b>NOTES on Central Skills</b> (Items underlined are explicitly taught and/or practiced):</p> <p>Communication: <u>Discuss use of social media apps with classmates, work in teams and pairs throughout unit</u></p> <p>Critical Thinking: <u>Complete and work with social media concept map, discuss apps' purposes and privacy settings, summarize the common characteristics in students' use of various social media</u></p> <p>Interpersonal Skills: <u>Comment on others' posts appropriately, work in teams and pairs throughout unit</u></p> <p>Respecting Differences and Diversity: <u>Compare language use and cultural representations in social media apps, summarize the differences in students' use of social media, work in teams and pairs throughout unit, work in differentiated groups based on comfort with technology throughout unit</u></p> <p>Self-Awareness: <u>Answer opening questions around use of social media, reflect on tasks at the end of each lesson</u></p> <p>Problem Solving: <u>Observe teacher demonstration with technology; address technology issues while accessing and posting on the social media sites, using phone cameras, and uploading</u></p>	<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Navigating systems	<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Adaptability and willingness to learn	<input checked="" type="checkbox"/> Processing and analyzing information	<input checked="" type="checkbox"/> Respecting differences and diversity	<input type="checkbox"/> Interpersonal skills	<input checked="" type="checkbox"/> Self-awareness	<input checked="" type="checkbox"/> Problem solving	
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**Unit Objective(s)** *(What will my students be able to do at the end of this unit?):*

- Describe how and why students use social media.
- Employ several different graphic organizers.
- Demonstrate appropriate purpose(s) for the use of different social media apps.
- Use research skills to locate information and media online.
- Evaluate the utility and veracity of information or text.
- Produce content on the web by remixing with permission and creating original media and online posts for social media.

**Lines of Inquiry (LOI)** *(What essential question(s) form the thread that holds this unit together?):*

How do we use social media to express, create, and understand ourselves?

**Common student misconceptions/misunderstandings** that may interfere with learning:

Some students may be new to using social media for purposes other than personal communication. They may not realize the importance of being aware of how one's culture is depicted online or that a key component of media literacy entails addressing stereotypes and misinformation by becoming producers of online content.



# Lesson Planning Template

<p><b>Standard(s)</b></p> <p><i>Indicate which standards from the unit are targeted in this specific lesson.</i></p>	<p><b>CCR Levels D and E</b></p> <p>R7: Interpret visual information from diverse media.</p> <p>W6: Use technology to interact or collaborate with others.</p> <p>W8: Gather information from credible sources, integrate, avoid plagiarism.</p> <p>SL2: Analyze the purpose of information in diverse media.</p> <p>SL5: Use of digital media.</p> <p><b>ELPS Level 5</b></p> <p>ELPS 5: Gather information from multiple print sources.</p> <p><b>Additional Standards</b> (as applicable):</p> <p><a href="#">Northstar Digital Literacy Assessment Standards for Essential Computer Skills</a></p> <p><a href="#">ISTE Student Standards</a>: Empowered Learner, Creative Communicator, Knowledge Constructor</p>
<p><b>Lesson as Part of the Unit</b></p>	<p>Where does this lesson fall within the unit? <input checked="" type="checkbox"/> beginning <input type="checkbox"/> middle <input type="checkbox"/> end</p>



<p><b>Instructional Objective(s) and Learning Target Statements</b></p> <p><i>The former are written in teacher language derived primarily from content standards and include evidence of mastery. The latter are written in student-friendly language and help learners reflect on what they are able to do as a result of the lesson.</i></p>	<p><b>Instructional Objective:</b></p> <p>Lead the students through an ELA curriculum unit that focuses on developing critical awareness of social presence in social media communities.</p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify several different social media platforms.</li> <li>• Join and post in a secret Facebook group.</li> <li>• Follow multistep oral instructions.</li> <li>• Record information in a graphic organizer.</li> <li>• Identify common characteristics across a data set.</li> <li>• Describe their analysis of social media practices of classmates.</li> </ul>	<p><b>Learning Target Statements (for learners' exit tickets, learning logs, or reflection)</b></p> <p><i>I can use a graphic organizer to describe my use of social media.</i></p> <p><i>I can post on Facebook.</i></p> <p><i>I can tell you about the ways that my classmates use social media.</i></p>
<p><b>Assessing Mastery of the Objective(s)</b></p> <p><i>Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.</i></p>	<p><b>Proof of Learning:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</li> <li><input type="checkbox"/> Via team self-assessment</li> <li><input type="checkbox"/> Via individual self-assessment</li> <li><input checked="" type="checkbox"/> Via team product</li> <li><input type="checkbox"/> Via individual product</li> <li><input type="checkbox"/> Other _____</li> </ul> <p><b>Proof-of-Learning Tools:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric   <input type="checkbox"/> Checklist   <input type="checkbox"/> Quiz</li> <li><input checked="" type="checkbox"/> Other <u>Completed Facebook posts; completed graphic organizers</u></li> </ul>	<p><b>Ongoing Formative Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</li> <li><input type="checkbox"/> Peer-to-peer quizzing (e.g., Quiz Quiz Trade)</li> <li><input checked="" type="checkbox"/> Exit/admit tickets</li> <li><input type="checkbox"/> KWL charts</li> <li><input checked="" type="checkbox"/> Other <u>Facebook posts</u></li> </ul>



<p><b>Language Demands</b></p> <p><i>Include academic language and any language that may affect a student’s ability to access the content in directions, examples, tasks, etc.</i></p>	<p><b>Academic Language Functions:</b></p> <ul style="list-style-type: none"> <li>Analyzing</li> <li>Synthesizing</li> </ul>	
<p><b>Adaptations and/or Accommodations</b></p> <p><i>How will EVERY student have access to the content of the lesson? Identify differentiation strategies and consider misconceptions from the unit plan.</i></p>	<p>Blended learning models offer the opportunity for differentiation. In this class, create stations and place the students at two different activity stations based on their demonstrated need early in the lesson. Use the Computer Skills Checklist (Appendix A) to help with placement.</p>	<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Computer Skills Checklist (Appendix A)</li> </ul>
<p><b>Introduction</b></p> <p><i>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners’ needs and goals.</i></p> <p><b>Time: 10 minutes</b></p>	<p>This is the first lesson of a multi-lesson unit that strives to help the students develop an awareness of depictions of culture online. This first lesson supports developing critical awareness of how social media is used to share information. The key question for this lesson is: <i>How do we use social media to share information and connect with others?</i></p> <p>Opening discussion: Your social media experience</p> <p>The teacher opens discussion with the question, “What is social media?” The students think quietly for a moment about their answer and then talk with a neighbor. The teacher then elicits responses from a few students and asks the students to list social media apps they use, think about why they use each one, and consider how their use differs for each app. Which languages do the students use for each app? What communities and purposes are common for use in each one? What sort of information is shared? The teacher writes some notes on the board to demonstrate note taking.</p> <p><b>Central Skills:</b> <u>Communication, Respecting Differences and Diversity, Self-Awareness</u></p>	



<p><b>Teacher Prework</b></p>	<p>The teacher creates a secret Facebook group and invites as many students as possible via e-mail. Useful videos and instructions for setting up a Facebook group can be found online or by searching help topics at <a href="https://www.facebook.com/help/">https://www.facebook.com/help/</a>. The teacher should take some time to make the group home page an inviting space, using an image for the banner that will be attractive to the class.</p>	
<p><b>Explanation and Modeling</b></p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p><b>Time: 15 minutes</b></p>	<p><b>Teacher:</b> <i>Now, let's get a picture of which media you use for what purpose and with whom.</i></p> <p><b>Step 1:</b> The students draw a concept map illustrating their social media experience.</p> <p><b>Teacher:</b> <i>Use the paper in front of you [a concept map template (Appendix B) can be used instead]. In the center, draw a circle and write your name in it. Draw a ring of additional circles to surround the first circle and a line connecting each of these with the center circle. In each circle, write the name of a social media app that you use. Beside each circle, write the language you use there, the people you expect to see there, your purpose for using the app, and an example of what you share there. This is your social media concept map.</i></p> <p>The teacher can model drawing a social media concept map on the whiteboard while describing the components of the social media map.</p> <p><b>Step 2:</b> The teacher uses a camera phone, takes a photo of his or her concept map, and posts it to the secret Facebook group created and used by the class. The post should include a two- or three-sentence personal introduction and the social media map image.</p> <p>The teacher narrates and demonstrates this process for the students. While doing this, the teacher explains how a secret Facebook group works, possibly demonstrating how the post just made does not appear on the public Facebook wall and is thus invisible to anyone outside of the group. The teacher emphasizes that the information shared in the private group is not intended to be shared with others outside the group and that members need to respect each other's privacy.</p> <p><b>Central Skill:</b> <u>Problem Solving</u></p>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Markers</li> <li>• Tablet connected to projector</li> <li>• Screen</li> <li>• Browser or Facebook app</li> <li>• Secret Facebook group</li> <li>• Camera phone</li> <li>• (Optional) Concept Map Template (Appendix B)</li> </ul>



### Guided Practice

*Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?*

**Time: 30 minutes**

**Teacher:** *Now let's see what you can do.*

**Step 1:** The students create their social media maps. As they do so, the teacher circulates among the students to see what apps are commonly used. The teacher calls on a few students to talk about their work.

If Facebook is not listed as a social media app in a student's concept map, the teacher may choose to help that student quickly create an account or get a volunteer to help the student do this during the presentations.

**Step 2:** The teacher hands out tablets (or some other class set of devices) or asks the students to use their own devices. The teacher instructs the students to open Facebook and log in. Although a few students may need help creating a Facebook account, most students likely will have one. In the unlikely event that no social media apps are listed on a learner's concept map and the learner is feeling insecure about participating, the teacher can move the student to a separate station for individual study about social media using the following resources: <https://edu.gcfglobal.org/en/topics/socialmedia/> and <https://edu.gcfglobal.org/en/facebook101/>.

Another option is to pair a student who does not use Facebook with one who does. No student should feel compelled to create an account if not comfortable doing so.

The teacher asks the students to join the secret Facebook group. (The teacher previously invited them via e-mail; another option is to start the group as a "closed" group and write the name of the group on the board.) The students can find the closed group via search on Facebook.

After everyone has logged in and joined the group, the teacher switches the privacy setting to "secret" so that any work done will not appear on the students' Facebook wall (their personal account page displayed to their friends.) The teacher assists the students with login as necessary.

The teacher asks the students to take a photo of their concept map and upload it as a post in the class Facebook group. As in the demonstrated post, the students should include a two- or three-sentence personal introduction and the image. The teacher or the students who have smart phones can assist those who do not. Photos can be shared through e-mail, text messages, or a class Google folder if that is familiar to the students and they are comfortable using it.

**Central Skills:** Critical Thinking, Problem Solving

- Tablets—class set
- Student's personal mobile device
- Concept Map (Appendix B)





<p><b>Application/Extended Practice</b></p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p><b>Time: 30 minutes</b></p>	<p>At this point in the lesson, it may be necessary to split the class into two separate groups assigned to different stations.</p> <p>Station 1: Students who demonstrated discomfort or unfamiliarity with “social media” or who have limited computer skills can receive more support at this station. The teacher can lead a small group, revisiting previous activities, reviewing the definition and examples of social media, and/or explaining how the mapping activity works. The teacher then supports learners as they create Facebook accounts, take photos, and post their photos in the secret Facebook group.</p> <p>Station 2: The students now look at others’ personal introductions and social media maps posted in the secret group. Each should be instructed to respond to the posts of two or three classmates. If necessary, the teacher can demonstrate sentences to support the students’ writing: “What is [name of app]?” “How long have you used [app]?” “What languages do you speak?” The idea is to warm the students to the idea that Facebook is a useful place to practice writing in English or, more generally, for academic work. Alternatively, the teacher could allow the students to post in their home language, especially if they are new to posting on social media and if exercising digital literacy is taxing for them.</p> <p>Next, the teacher asks the students to use a graphic organizer (Appendix C) to record notes about what social media apps are used in their class, for what purposes, and with whom. It is perfectly fine to let the students work in pairs or small groups to complete the graphic organizers, which should be kept for integrated numeracy work at a later date.</p> <p><b>Central Skills:</b> <u>Communication, Interpersonal Skills, Problem Solving</u></p>	<ul style="list-style-type: none"> <li>• Tablets—class set</li> <li>• Student’s personal mobile device</li> <li>• Concept Map(Appendix B)</li> <li>• Table for Note Taking on Social Media Use (Appendix C)</li> </ul>
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<p><b>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</b></p> <p><b>Time: 5 minutes</b></p>	<p>The teacher brings the students back together as a class and reminds them that in this unit the focus is on how people use social media to express and understand themselves and create a public image. The class discusses briefly how this lesson is working to help the students understand that.</p> <p><b>Exit Ticket:</b></p> <p>The students each write one sentence about their classmates' social media use. What do they have in common (what is the same or similar)?</p> <p>The also each write one sentence about the differences they notice?</p> <p><b>Option for Extended Learning:</b></p> <p>The students should review the content of <a href="https://edu.gcfglobal.org/en/topics/socialmedia/">https://edu.gcfglobal.org/en/topics/socialmedia/</a> and <a href="https://edu.gcfglobal.org/en/facebook101/">https://edu.gcfglobal.org/en/facebook101/</a> for more information about social media use and should come to class with questions.</p> <p><b>Central Skills:</b> <u>Critical Thinking, Respecting Differences and Diversity</u></p>	<ul style="list-style-type: none"> <li>• Exit ticket</li> </ul>
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# Appendix A. Computer Skills Checklist

Use this template to create a checklist for focusing on technology skills each week. Monitor student proficiency and progress using the checklist.

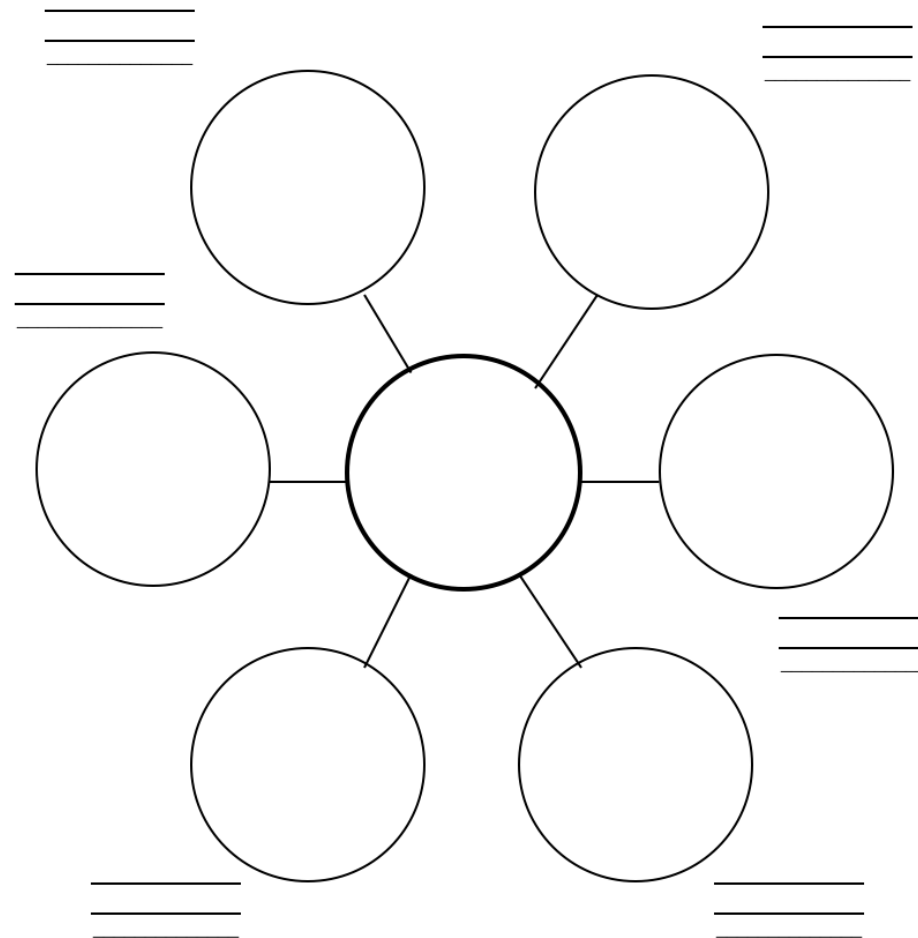
Week \_\_\_\_\_

Technology Skills	Students Who Need More Help	Notes
Review: Turning on tablet		
Review: Logging in to an account		
Opening Facebook and joining the class's secret group		
Using a camera phone		
Uploading an image to Facebook		



## Appendix B. Concept Map

Print this concept map and share it with your students if you think it will help them organize their work.



## Appendix C. Table for Note Taking on Social Media Use

Read through your students' posts about social media maps. Use the table below to take notes about their use of social media.

	Number of times mentioned	With whom?	In what language(s)?	Purpose?	For how long?	Other information?
Facebook						
Snapchat						
Instagram						
WhatsApp						
LinkedIn						
Other						
Other						

