SCHEME OF WORK

Year Group:		Subject:	
Term :		Unit / Topic : Social Networks	Teacher :

Lesson	Learning Activities	Learning Outcomes	Resources
Lesson 1 – Social Networking Revolution **Objectives** How much time do we actually spend online?	**Starter** - Begin class with a challenge for students to monitor how they interact with technology for 24 hours, starting now. Ask them to keep track of how much time they spend online at social networking sites, following a sports team or fantasy team, or watching movies, TV shows or YouTube films, how many text messages they send/ receive and how much time they spend playing digital games and mobile phone games. **Anonymity Clause***: Clarify that you are not asking for any secret details about students' lives; you just want their best estimate of time spent interacting with technology.* **Activity One** - What is social media? What sorts of social media do young people use? Watch YouTube Clip: Social Media Revolution 2014 (4 mins) https://www.youtube.com/watch?v=N4znQDyz038 De-briefing: What did students think of the clip? What facts can they remember? Which statistics shocked the most? What did they think of the following statistics: *"We don't have a choice on whether we do social media; the question is how well we do it."* Q: Is this true? Do we really not have a choice? What would be the consequences of 'opting out'? *"69% of parents are "friends with their children on social media."* Q: Is this statistic true for the class? Take a show of hands. *"Babies in Egypt have been named 'Facebook'"* Q: Is this finally one step too far? Watch YouTube Clip: Social Media Revolution (Parody) (4 mins) This is an online response to the first video. Use the continuum questions below to debrief after initial comments/ reactions. Social Media Revolution (Parody): http://www.youtube.com/watch?v=fFs28KHwM_Y **Plenary -** Map a 'virtual continuum' across the class – 'YES', 'NO' AND 'UNSURE'. Direct students to move to the correct spot in response to each of these statements: *Social media has made our lives better - Social media makes the truth hard to find - Social media has the potential to make life more dangerous*	All pupils should be able to: - Chart their interaction with technology over 24 hours Most pupils should be able to: - Draw conclusions about their own use of technologies	"24 Hours Online" worksheet (one for each pupil) Access to YouTube IWB

Methods of Assessment	Differentiation	Homework
Communication skills Analysing Data		Complete 24 hours online worksheet

Lesson	Learning Activities	Learning Outcomes (some/most)	Resources
Lesson 2 – Our Social Network Patterns **Objectives** Are we becoming too dependent on technology?	**Starter** - Divide students into small groups to compile subtotals of their data. Nominated person/s should compile the data while the rest of the group decides how to present it. Give the group 30 minutes to present their statistics in a fun and visual way for the rest of the class (prompt them to think back to the way statistics were presented on the YouTube videos). **Activity One** - Each group presents back their headline findings to the rest of the group. Display following questions while there groups work on their presentations: • What digital/social media activity takes up the most time? • Do any of the statistics seem worrying or surprising? (e.g number of texts, how much does this cost?) • If your parents saw this graph, how might they respond? • In what sort of ways do you think social media has made our world different to our parents' world? **Plenary** - What opinions do the class now have about their own use of technology? • Is the amount of time involved healthy or unhealthy? • Based on their own research, do students feel they may be becoming too dependent on technology?	All pupils should be able to: -Recognise patterns in technology use amongst their peers -Compile information accurately on how they use technology and for what purpose Most pupils should be able to: -Explain their findings on their use of technology -Evaluate the impact on their health that technology use has	IWB Sugar paper Marker pens Blu-tac/ masking tape

Methods of Assessment		Differentiation	Homework
Working with others Communication skills Analysing Data Solving Problems			None

Lesson	Learning Activities	Learning Outcomes (some/most)	Resources
Lesson 3 – Knowing the Risks **Objectives** What are some of the drawbacks of accessing online material? How should we respond to inappropriate content?	**Starter** – How do we know if something is appropriate for us to engage with? Ask pupils for responses first, then address the following: age ratings for films and games, warning signs, disclaimers, time of screening etc. Do these exist online? For what? **Activity One** – Pro's and Con's. In order to encourage critical thinking, instruct the group create a table, listing the pro's and con's of using social networking sites. Leave the group to come up with their own arguments, and then ask them to share their strongest responses. Explore some of the con's that emerge from the groups, discussing issue of E-propaganda and the most common themes. *NB See Teacher's notes at the bottom of PowerPoint slide for further guidance/information* **Activity Two –** Online interaction scenario. Provide groups with scenario of online interaction, and ask them to offer advice at each of the different stages. Individuals to share their responses and reasons why after each of the four stages. **Plenary** – If we decided to USE online technology to raise awareness about some of the issues addressed today, what could/would you want to create?	All pupils should be able to: - Identify methods of classification and censorship in the media -List benefits and drawbacks of using social media Most pupils should be able to: -Analyse the negative impact that using social media could have. -Propose methods of staying safe when using the internet	IWB Online risk role-play sheets

Methods of Assessment	Differentiation	Homework
Working with others Communication skills Analysing Data		None

Optional Active Citizenship session (minimum 2 lessons worth)

Lesson	Learning Activities	Learning Outcomes (some/most)	Resources
Lesson 4/5 – Our Digital Response **Objectives** How does social networking impact upon the way we live our lives? Can we use it to raise awareness and educate people?	*Teacher Preparation* *Students will produce a 'digital response' to the issues that have been discussed and the findings that have been shared. This might take the form of a short video about the class's social media patterns, a cautionary tale for the 21st century or even a fun narrative for young children on the 'addiction' of facebook.* *Online Tools: Determine in advance what online tools will best enable your students to produce this digital response. Glogster.com will enable students to produce online posters with a punch. For a more extensive project, student might wish to share information via a wiki. Wikispaces.com might prove useful. If students want to create a website, Weebly.com might be a good choice.* *Regardless of the tool students will use, it's probably best if you check these out first to ensure the site is suitable and not blocked by your network.* **Starter** – Ask the class how they feel about Social Networking sites. What options do they have to voice their views/opinions? **Activity One** – Students will probably need a full period, or even two, to produce a narrative, poster, PowerPoint or website that demonstrates a theme related to 'how social media affects our lives". Encourage students to share their projects and to discuss why they selected certain images or information to convey a theme. Does the class feel that the images and/ or information convey the theme well? How might the project have been improved? **Plenary** - Students feedback their creations to the rest of the class and discuss the merits of each one.	All pupils should be able to: - Produce a 'narrative' to warn others about the overuse of technology. Most pupils should: - Connect their learning to the role of modern technology, particularly social networking, in the lives of young people.	Computer/ Internet access

Methods of Assessment	Differentiation		Homework
Working with others Communication skills Analysing Data			None