THE COLLECTION OF LESSON PLANS PREPARED BY THE PARTICIPATING ORGANIZATIONS WITHIN THE ERASMUS+ KA 2 PROJECT TITLED: SOCIAL MEDIA IN FORMAL EDUCATION

Introduction

Information and communication technologies move the world and social media have become an important part of our lives. They influence people’s mind and behaviour. They make our lives easier and more enjoyable, but on the other hand they can be easily misused to manipulate people from an early age. The fact that teenagers spend most of their free time on social media is alarming. They use social networks for social interaction. Our project is the reflection of the fact that teenagers don’t spend their free time effectively and meaningfully, they confuse virtual world with reality and tend to be dependent on their performance on social media what might lead to negative phenomenon and decrease the quality of their lives. What is more, some of the risky behaviour such as casual sex, drug abuse and some kinds of bullying are shown as exciting and cool on social networks. Teenagers challenge themselves with the activities that are actually meaningful. Such kind of behaviour leads to unconcern, disrespect and selfishness among the people. Teenagers are becoming the members of different groups on social media which influence their personal
Social media in formal education

development in a very negative way. Sometimes they are motivated by the curiosity and they don’t find their behaviour harmful, but from different point of view they push the limits of aggression and manipulation. We need to make teenagers think, be critical and make them more responsible for their lives and the society in general. There is no doubt that social media and networks connect people. However, they can make people isolated in reality, too. We believe this project to be essential to point out all the risks of social media and networks. And on the other hand shows the possibilities how we can use them for an educational purpose because they are the source of information that we can get very easily. Through the project we've tried to sort out this information and learn how to use social media and networks for our benefits.

There have been five schools participating in the project:

- **Spojena skola Kollarova 17, Secovce, Slovakia**

- **Istituto Maria Ausiliatrice, Soverato, Italy**

- **Ahmet Kurttepeli A. Lisesi, Adana, Turkey**

- **Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej, Środa Wielkopolska, Poland**

- **Šolski center Slovenj Gradec, Srednja šola Slovenj Gradec in Muta, Slovenj Gradec, Slovenia**

The collection of these intellectual outputs prepared by each partner organization was used as the material for dissemination during the transnational meetings, learning activities as well as in each partner country. Interactive media activities will be disseminated during the project lifetime and after it too. Each partner arranged the preparing of 5 educational materials – interactive resources related to social media and networks activities. Each educational material is related to the one of the subjects that we want to depict. In this way each organization prepared 5 educational materials with 5 different subjects. They analysed:
1. Groups active on social networks focusing on environmental changes study and preparing media activities related with this topic.

2. Groups active on social networks focusing on economic crisis and changes in the world and preparing media activities related with this topic.

3. Groups active on social networks that present extreme ideas and ideologies and preparing media activities related with this topic with the aim to prevent people from manipulation.

4. Groups active on social networks according to the students’ preferences and preparing media activities related with the topic of free time and hobbies of teenagers.

5. Groups active on social networks that provide information about the globalization and prepare the media activities related with this topic.

This (printable and arrangeable) Word document is organized with each listed topic respectively, offering lesson plans that can be used in class by high school EFL teachers for students aged 14 – 19. The links to the websites (needed to perform the lessons) are enclosed in each lesson plan as well as the (optional) worksheets.
LESSON PLAN

School: Spojená škola Kollárova 17, Sečovce, Slovakia

Project topic: Environment
Lesson topic: Earth – my home

Target group: Secondary school, students at the age of 16-17
Language level: A2/B1
Time: 45 minutes

AIMS OF THE LESSON

a) learning (language, content) aims
Using modals and gerunds
Improving speaking, reading, listening and writing.
Learning new vocabulary related to the content

b) educational aims
Understanding our individual impact on Earth
Develop responsibility and concern about the environmental issues
Develop critical thinking and creativity

METHODS:
Brainstorming
Peer to peer learning
Team work
Creative writing
Critical thinking

**MATERIALS:**
Worksheet for students
Dictionary
PC, projection screen, internet connection, tablets or cell phones

**RESOURCES:**
www.earthday.org
https://www.youtube.com/watch?v=eRLJscAlk1M
https://www.youtube.com/watch?v=tmhiglxga-4
https://www.foe.co.uk/page/air-pollution-campaign-clean-air

**LESSON STRUCTURE**

**Warm-up activity: 5 minutes**

Questions: Have you ever heard about Earth Day?
Do you know when the Earth Day is?
What do people usually do during this day?
What is the message of the picture below?
Procedure: 35 minutes

Introduction:
Our actions and activities have an enormous impact on the Earth. Sometimes we don’t realize that everything what we do influences the environment and the quality of our life.

Task 1:
https://www.youtube.com/watch?v=eRLJscAlk1M
Watch the video about the human impact on the environment. Make three groups. Discuss the content of the video in your group. Write a message for your great-grand children related to our environment and the content of the video. Then choose a speaker of your group who will read your message to the whole class. Write between 40-60 words.

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Task 2:
https://www.youtube.com/watch?v=tmhiglxga-4
Watch the video about environmental pollution and while watching write at least one sentence/piece of advice for each lesson from the video. You will watch the video twice. Use „must, should, have to, mustn´t, can, can´t“ in your sentences. Then share your sentences with your classmates.

1st lesson

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2nd lesson

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3rd lesson

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4th lesson

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5th lesson

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6th lesson

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Follow-up activity: 5 minutes

Task 3: Find out which cities have the dirtiest air in Europe.

Find out which cities have the dirtiest air in the world.

Homework: Go to the following website and read the article of your choice related to the air pollution. Then answer the questions below. Write a paragraph between 60 and 80 words.

https://www.foe.co.uk/page/air-pollution-campaign-clean-air

Questions: What can be done to decrease and limit air pollution?

What are the health risks of air pollution?

Why is air pollution a serious problem?

What do you / would you like to do to limit air pollution?
LESSON PLAN

School: Srednja šola Slovenj Gradec in Muta, Slovenia

Project topic: Environment
Lesson topic: Ways of protecting environment

Target group: Secondary school, students at the age of 16-17
Language level: A2/B1
Time: 45 minutes

AIMS OF THE LESSON
  c) learning (language, content) aims
Learning new vocabulary related to the content

  d) educational aims
Reducing the personal use of water
Reducing the heating in homes
Eating well balanced diet (cows producing greenhouse gases)
Using biodegradable products
Avoiding the use of plastic bags
Develop responsibility and concern about the environmental issues
Develop critical thinking and creativity

METHODS:
Brainstorming
Peer to peer learning
Team work
RESOURCES
http://www.epa.ohio.gov/pic/facts/30years/tips.aspx

MATERIALS:
Dictionary
PC, projection screen, internet connection, tablets or cell phones

LESSON STRUCTURE

Warm-up activity: 5 minutes

Questions:
What can we do (in our homes) to reduce the pollution?
Think of the different ways of reducing the pollution and note them down.
Feedback.

Procedure: 35 minutes

Introduction:

Task 1:
https://www.youtube.com/watch?v=83wINVmrRkA

Watch the video about the ways of reducing the pollution. Make five groups. Discuss the content of the video in your group. (Each group discusses one video respectively). Then write some examples of saving environment related to your theme (i.e. what can we do to reduce the use of plastic bags?). Each group then report about what they have noted down.
**Task 2:**

Students in groups go to the website (or give out a printed version to each student) [http://www.qbuzz.qnet.net/blog/2015/03/20/video-10-small-ways-conserve-protect-water-resources/](http://www.qbuzz.qnet.net/blog/2015/03/20/video-10-small-ways-conserve-protect-water-resources/)

and read the list of 10 ways to saving water. They separately copy (tick if they have a printed version) the ones they have already done and the ones they could have done, but haven’t. Help with the vocabulary. Choose one or two students to report after finishing.

**Task 3 (if there is still time or homework):** Students draw/create a sign to be used to remind us of saving water. Elicit some examples before the students start (see below). After finishing collect all the signs for display, and decide which could be used at school.
LESSON PLAN

School: Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej

Project topic: Environment and technology
Lesson topic: Mobile phones – a blessing or a curse?

Target group: students from junior and senior secondary school, aged 15 - 18
Language level: B1/B2
Time: 45 minutes

AIMS OF THE LESSON

a) learning (language, content)
   - practising vocabulary connected with technology
   - practising vocabulary connected with environment
   - improving reading, listening an speaking skills- suggesting and giving advice

b) educational
   - developing critical thinking, reflecting
   - developing concern and responsibility for the environmental issues.
   - understanding individual impact on the Earth
METHODS:
brainstorming
peer to peer learning
pair work
group work

MATERIALS:
worksheet for students
copies of the text
PC, interactive board, internet connection, mobile phones

RESOURCES:
https://www.greenpeace.org/international/story/6913/what-10-years-of-smartphone-use-means-for-the-planet/
https://www.youtube.com/watch?v=CU3JFlDO5Q

LESSON STRUCTURE

Warm-up activity:
Task 1. Group work
Make a list of three advantages and three disadvantages smartphones bring.
Task 2
Watch a film and complete your list.

Procedure:
Task 1. Read the text : *What ten years of smartphones use means for the planet.*
Answer the following questions:
1. What did the world look like before the smartphone was invented?
2. What was the biggest change brought by the smartphones?
3. How many smartphones have been made since 2007? Is it a big number?
4. Why do we change the smartphones so often?
5. What are the problems caused by smartphones during the process of producing them?
6. How many elements are used during the process of producing smartphones?
7. What was the problem with Galaxy Note 7 model?

Task 2.
Find in the text ten words connected with environment and ten words connected with technology.

Follow-up activity:
Discuss in pairs and present your ideas.

How can the problems caused by producing such a big amount of smartphones be solved?

Homework

Find the examples of companies that care about nature and environment. Present how they do it.
LESSON PLAN

School: Ahmet Kurttepeli Anatolian High School  Adana / TURKEY
Project topic: Environment
Lesson topic: Earth – my home

Target group: Secondary school, students at the age of 16-17
Language level: A2/B1
Time: 60 minutes

AIMS OF THE LESSON

e) learning (language, content) aims
Using modals and gerunds
Improving speaking, reading, listening and writing.
Learning new vocabulary related to the content

f) educational aims
Understanding our individual impact on Earth
Develop responsibility and concern about the environmental issues
Develop critical thinking and creativity

METHODS:
Brainstorming
Peer to peer learning
Team work
Creative writing
Critical thinking

MATERIALS:
Worksheet for students
Social media in formal education

Dictionary
PC, projection screen, interactive white board, internet connection, tablets or cell phones

RESOURCES:
https://www.youtube.com/watch?v=oJAbATJCugs
https://www.youtube.com/watch?v=vddc0eWFDVs

LESSON STRUCTURE

Warm-up activity: 15 minutes

Questions: What is Global Warming?

Do you know what cause environmental problems?

Are you an environmentally friendly person? Why, Why not?

Procedure: 35 minutes

Introduction:
Our actions and activities have an enormous impact on the Earth. Sometimes we don’t realize that everything what we do influences the environment and the quality of our life.
**Task 1:** The 12 Year Old Girl Who Silenced the World for 6 Minutes - YouTube

https://www.youtube.com/watch?v=n-2k6tZWt1g

Watch the video about a girl who has lost of things to say to the authorized people on the environment. Make four groups. Discuss the content of the video in your group. Make a video for the authorized people in your country and then decide the best video as a whole class and upload it to your school web site and then Youtube.

**Task 2:**

Watch the same video and write down the expressions 'advice / necessity', 'about environmental problems and while write down the expressions you have heard and then compare them with your classmates. Write down the different sentences.

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Follow-up activity: 10 minutes

Task 3: What is "EARTH DAY"? Do an online search and compare what you have found.

Homework:
Do a survey about environmental awareness at your school similar to the following surveys using the ones below as a model and share the results at "Social Media in Formal Education Web Site.
https://www.sciencedirect.com/science/.../S09596526060009
gilesig.org/30Sur.htm

Environmental Awareness Survey
by Bob Simpson

What do your students really think about environmental issues? How do they feel when they hear about the global crisis? Obtaining the answers to these questions may be the single most important step toward providing students with material that meets their intellectual and emotional needs. The necessity of discovering what my students thought and felt before I embarked on a unit on environmental issues was brought home to me when I discovered that some of them did not believe much of what they were told about the environmental crisis because their parents had caused them to believe that environmentalists were radicals who distort the truth. It's easy to understand this kind of thinking when you live in a forest industry dependent community in a province that some environmental groups have labelled the "Brazil of the North." To overcome this problem and to find out what my students really think about environmental issues. I designed a simple ten-item survey that provides a way for each student to express their views on a range of issues in complete anonymity. The results of the survey provide sufficient information to prepare a meaningful unit plan that meets the needs of that particular group of students. They also provide an excellent focal point for global discussion.
Please circle the letter next to the answer you feel is correct or best corresponds with your feelings about the statement made.

1. Our environment is:
   a. in good shape
   b. in some trouble but can be saved with a little effort
   c. in bad shape but a lot of effort might save it
   d. in such bad shape little can be done about it

2. Which of the following do you feel is the worst environmental problem facing the planet?
   a. ozone depletion
   b. toxic waste
   c. global wanning
   d. water pollution
   e. air pollution
   f. deforestation
3. Who are the worst polluters?
   a. industries
   b. governments
   c. individual people

4. Who should be responsible for making sure we have a healthy environment?
   a. industry
   b. government
   c. environmental groups
   d. individuals

5. Is the current concern over the state of the environment justified? (Do you think it is really as bad as some people say it is?)
   a. yes
   b. no
   c. not sure

6. Given the current concern about the environment, how would you describe your future?
Social media in formal education

a. bright and hopeful

b. challenging

c. depressing

d. uncertain

7. The single most important thing that will make sure the environment is healthy for future generations is if:

a. the polluting industries shut down, even if people lose their jobs

b. new technologies can be found to solve our problems

c. people learn to live with less and be more efficient users of energy and materials

d. we find a way to have economic development continue in a way that minimizes pollution

8. I believe my health has already been affected by pollution.

a. yes

b. no

c. maybe

d. haven't thought about it
9. By the time you are 30 years old, the environment will be:
   a. destroyed
   b. better than it is now
   c. worse than it is now
   d. about the same as it is now

10. Sustainable development means:
   a. development that provides the most jobs
   b. development that will save the environment even if it means lots of people will lose their jobs
   c. development that takes into consideration the economic and environmental needs of future generations
Social media in formal education

WORKSHEET:

www.perfect-english-grammar.com

Modals of Ability Exercise 1

Put in ‘can’ / ‘can’t’ / ‘could’ / ‘couldn’t’. If none is possible, use ‘be able to’ in the correct tense:

1. __________ you swim when you were 10?

2. We __________ get to the meeting on time yesterday because the train was delayed by one hour.

3. He __________ arrive at the party on time, even after missing the train, so he was very pleased.

4. He’s amazing. he __________ speak 5 languages including Chinese.

5. I __________ drive a car until I was 34, then I moved to the countryside so I had to learn.

6. I looked everywhere for my glasses but I __________ find them anywhere.

7. I searched for your house for ages, luckily I __________ find it in the end.

8. She’s 7 years old but she __________ read yet – her parents are getting her extra lessons.

9. I read the book three times but I __________ understand it.

10. James __________ speak Japanese when he lived in Japan, but he’s forgotten most of it now.
LESSON PLAN

School: Istituto Maria Ausiliatrice Soverato (CZ)
Focus on the media: video and Youtube platform

Project topic: Environment and garbage collection
Lesson topic: Helping Record Man developing an environmental com munition with youtube

Target group: Secondary school, students at the age of 16-17
Language level: A2/B1
Time: 60 minutes

AIMS OF THE LESSON
  a) learning (language, content) aims
Improving the knowledge on environmental communication
Improving communication skills in English
Learning new vocabulary related to the content

  b) educational aims
Using outdoor education united with language improvement
Develop responsibility and concern about the environmental issues
Develop critical thinking and creativity

METHODS:
Team work
Videomaking
Creative writing
Critical thinking

**MATERIALS:**
PC, projection screen, internet connection, tablets or cell phones
*Movavi program installed in one pc*

**RESOURCES:**
https://www.youtube.com/watch?v=0Fq1Zzj1va4
https://www.youtube.com/watch?v=ju_2NuK5O-E

**LESSON STRUCTURE**

**1 session 30 minutes**
The teacher open the lesson asking to students if they know what is UN and if they feel that we all, as humans, have a responsibility on protection of our hearth?
Where is written that we have to reach common goals? How can we contribute to save the planet and create a better future for all?
The teacher has prepared big A3 paper with written goals (more than 17). Starts to move in the room leaving them following in the floor. Students are invited to move around and read, then chose what they feel is the most important.
The teacher asks them if they recognise what is written. Then show the 1st website [https://www.un.org/sustainabledevelopment/sustainable-development-goals/](https://www.un.org/sustainabledevelopment/sustainable-development-goals/)
Check if some students chose on of the goals.
Reflection on the goals related to environment. Focus on plastic in the sea and the so-called “environmental communication”.

Vision of the first and the second video.
Reflection and sharing impressions. Students speak and teacher help them to express themselves using a more effective communication.
Team work: 30 minutes

Task 1: think about the structure of a effective video on Soverato choosing between garbage collection or garbage on the beach or in the sea (prevention)

Lesson 2 The teacher introduces techniques of video making (kind of shootings and devices)

Task 2: write down the script and organise the team. Plan outdoor activities and editing time

Task 3: create a youtube channel with the identity of the class and create the setting for uploading future videos

Homework: work in autonomy for the creation of the video and post production.

Lesson 3: reflecting on the learning process.
Intermediate evaluation.
Creation of an event for the vision of the videos.
Economic crisis and changes in the world

LESSON PLAN

School: Spojená škola Kollárova 17, Sečovce, Slovakia

Project topic: Economics & Current Affairs
Lesson topic: Where economic crisis meets social media and young people

Target group: secondary school, students aged 17-18
Language level: B1/B2
Time: 60 minutes

AIMS OF THE LESSON
a) earning (language, content)
   Vocabulary to do with economics
   Numerals of higher order
c) educational
   Understanding young people’s buying power and consequences of our individual shopping decisions.
   Putting individual activities on social networks in the wider context of debt.
   Developing critical thinking.

METHODS:
   brainstorming
   team work
Critical thinking commented lecture
Socratic method

**MATERIALS:**
- PPT presentation
- Student’s worksheet
- PC, projection screen, data projector, internet connection, cell phones

**RESOURCES:**
- [https://www.youtube.com/watch?v=_VB39Jo8mAQ](https://www.youtube.com/watch?v=_VB39Jo8mAQ)
- [https://www.theguardian.com/business/2017/sep/19/51-of-young-women-have-to-borrow-to-make-cash-last-until-payday#img-1](https://www.theguardian.com/business/2017/sep/19/51-of-young-women-have-to-borrow-to-make-cash-last-until-payday#img-1)
- [https://www.youtube.com/watch?v=34KUEg7Cbx4](https://www.youtube.com/watch?v=34KUEg7Cbx4)

**LESSON STRUCTURE**

*Warm-up activity (2 minutes)*
Vote of hands – screening on social media usage
Procedure:

Introduction
Neither economics nor current affairs don’t seem to be very popular topics with young people. Let’s see.

Activity 1 (5 minutes)
In groups, brainstorm for words and phrases that come to your mind when you hear the word ECONOMICS and the phrase CURRENT AFFAIRS.

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Follow-up activity (3 minutes)
Now compare your ideas with the lecturer’s screenshots of news websites.
Activity 2 (7 minutes)
Go online, surf the internet and find an article headline on ECONOMICS or CURRENT AFFAIRS. Share the article on you social network account.

Follow-up activity (5 minutes)
Monitor the response you are getting and discuss it with other students.

Transition stage (10 minutes)
The lecturer shows students results of his own media analysis and asks if they care about presented topic. Keep this stage brief.

Move on with slides no. 12-24. They illustrate what is today considered the biggest economic problem – DEBT CRISIS.

Activity 3 (5 minutes)
Go online, surf the internet and find 4-5 article headline with the word DEBT in them. Write them down.

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Follow-up activity (5 minutes)
In groups, discuss how the headlines make you feel. Use adjectives to describe your feelings.

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Let students present their lists of adjectives.
Now have students brainstorm for ideas about ways young people get in debt.
Show students the findings from the included video.

Transition stage (2 minutes)
On slides no. 27-29 the lecturer comments on where young people spend their money according to internet articles. Findings are ambiguous.

Activity 4 (10 minutes)
In groups, think about product promotion. Compare traditional product photos in online shops versus promoting products on social networks. Which do you find better/more efficient? Why?

Conclusion (8 minutes)
Finish off the lesson with slides no. 31-35. Point out the parts of articles and photos that are circled in red. Let students give brief feedback. They should be leaving the lesson thinking hard about the point where social media have met economics. Moreover, they should
now understand that they have a lot of buying power in their hands and should think carefully about using it wisely.

**STUDENT´S WORKSHEET**

**Project topic:** Economics & Current Affairs  
**Lesson topic:** Where economic crisis meets social media and young people

**Activity 1 (5 minutes)**  
In groups, brainstorm for words and phrases that come to your mind when you hear the word ECONOMICS and the phrase CURRENT AFFAIRS.

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**Activity 2 (7 minutes)**  
Go online, surf the internet and find an article headline on ECONOMICS or CURRENT AFFAIRS. Share the article on your social network account.

**Activity 3 (5 minutes)**  
Go online, surf the internet and find 4-5 article headline with the word DEBT in them. Write them down.
Follow-up activity (5 minutes)
In groups, discuss how the headlines make you feel. Use adjectives to describe your feelings.

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Brainstorm for ideas about ways young people get in debt.

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Activity 4 (10 minutes)
In groups, think about product promotion. Compare traditional product photos in online shops versus promoting products on social networks. Which do you find better/more efficient? Why?

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LESSON PLAN

School: Srednja šola Slovenj Gradec in Muta, Slovenia

Project topic: Global issues
Lesson topic: Refugee crisis

Target group: Secondary school, students at the age of 16-19
Language level: B2
Time: 45 minutes

AIMS OF THE LESSON

   g) learning (language, content) aims
Learning new vocabulary related to the content
Writing a letter
Listening comprehension

   h) educational aims
Develop responsibility towards the refugees and concern for them
Develop critical thinking and creativity

METHODS:
Brainstorming
Creative writing
Critical thinking

RESOURCES
Some photos, paintings or drawings from the internet related to refugees, i.e. like this:

https://www.google.si/search?q=refugees+painting

**MATERIALS:**
Dictionary  
PC, projection screen, internet connection, tablets or cell phones

**LESSON STRUCTURE**

**Warm-up activity: 3 minutes**

Show students some photos of refugees (taken from the internet) and start a conversation about them: Who are they? Where are they going? Why are they leaving their homes? How do you think they feel? What problems they may come across? What do you think about their future? What about their relatives and friends that stayed at home? Etc.

**Procedure:** approx. 40 minutes
**Task 1:**

Watch the video titled *What does it mean to be a refugee?*  
(link: [https://www.youtube.com/watch?v=25bwiSikRsI](https://www.youtube.com/watch?v=25bwiSikRsI))

After watching put students in groups of 3-5 and give them 10 minutes to answer the following questions:

1) *What’s the difference between a migrant and a refugee?*
2) *Why can’t a refugee return to their country?*
3) *Are children also refugees? Are there many? What dangers do they face in foreign countries?*
4) *What does asylum seeker mean?*
5) *Are the countries receiving refugees allowed to send them back to the country the refugees escaped from?*
6) *What problems can refugees have in the countries that receive them?*

Each group then report about what they have noted down.

**Task 2:**

*Writing an e-mail*

Tell students to imagine they are refugees. They’ve been in a new country for a couple of months and they are writing their first e-mail to their relatives that stayed in their home country. In their e-mail (of about 70 words) they should describe their journey, the life in a new country, what they miss from home and their future plans. After finishing collect their “e-mails” (if there are enough computers in the class they can write real e-mails and send them to your e-address otherwise the students write them on the sheet of paper). Read some of them at the beginning of the next lesson, or display them on the wall.
LESSON PLAN

School: Ahmet Kurttepeli Anatolian High School Adana /TURKEY

Project topic: Current Affairs and Economics
Lesson topic: Refugees

Target group: Secondary school, students at the age of 15-16
Language level: A2/B1
Time: 45 minutes

AIMS OF THE LESSON
a) learning (language, content) aims
Using modals and gerunds
Improving speaking, reading, listening and writing.
Learning new vocabulary related to the content

b) educational aims
Understanding what are the effects of refugee problem
Develop critical thinking and creativity

METHODS:
Brainstorming
Peer to peer learning
Team work
Creative writing
Critical thinking

MATERIALS:
Worksheet for students
RESOURCES:
http://learnenglish.britishcouncil.org/en/magazine/refugees

LESSON STRUCTURE

Warm-up activity: 5 minutes

U.N.: Millions of Refugee Children Cannot Attend School

Procedure: 35 minutes

Introduction:
The world has a serious refugee problem. An unprecedented 65.3 million people have been forced from home. Among them are nearly 21.3 million refugees and of these, over half are under the age of 18. People move mostly for economic as well as security reasons. Many diasporas have been formed across the world by people looking for security or in search for better economic opportunities. The largest
post-World War II movement took place in South Asia when 14 million people crossed the newly created border between India and Pakistan. Eight million Muslims left India for Pakistan while six million Hindus and Sikhs moved in the opposite direction. In the 1980s, Pakistan hosted four million Afghan refugees who left their homes to escape the war against the Soviet Union. While some Afghans have gone back, most remain in Pakistan and Iran.

The continuing civil war in Syria has caused enormous human suffering. Close to half a million people have died while half of the country’s population of 21 million has left home. Some six million Syrians are now in several neighbouring countries. More than a million of the people displaced by war have headed for Europe causing a major crisis for that continent. Had the refugees not gone to Europe, the suffering of refugees around the world would not have received global attention.

Task 1: Watch the following video from you tube and tell your friends
What are your reactions to watching this video? What surprised you about what you saw?
What is the Syrian crisis like for children?

Tell me Why (Lyrics) - Children of Syria.mp4

Write a paragraph with your desk mates sharing your ideas and feelings
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Follow-up activity: 5 minutes

Task 3: Find out which new words you have learned during this lesson? Try to find new words and expressions and explain them to your classmates.

Homework: Go to the following website and read the article
http://learnenglish.britishcouncil.org/en/magazine/refugees
Then answer the questions about the text.
LESSON PLAN

School: Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej

Project topic: refugee crisis presented in social media.
Lesson topic: What would you take with you?

Target group: students from junior and senior secondary school, aged 15 - 18
Language level: A2/B1
Time: 90 minutes or two sessions of 45 minutes

AIMS OF THE LESSON
a) learning (language, content)

practising vocabulary connected with social problems
improving listening and speaking skills- suggesting and giving advice
practising writing skill – writing a leaflet.

b) educational

developing critical thinking, reflecting
understanding individual impact on communities and taking personal and social responsibility
METHODS:
brainstorming
peer to peer learning
pair work
group work

MATERIALS:
PC, interactive board, internet connection, mobile phones

RESOURCES:
https://www.youtube.com/watch?v=xS-Q2sgNjl8

https://pl.pinterest.com/pin/632122497670569762/

https://www.weforum.org/agenda/2015/11/5-refugees-who-changed-the-world/

LESSON STRUCTURE

Warm-up activity:

Task 1 – pair work
Agree together on a list of five things to take if you had to leave home. Explain why you need them.

Task 2 – group work
Watch a film *What they took with them* and compare your list to the things mentioned in the poem.
Procedure:

Task 1. Pair or group work
Suggest what can be done by individuals and communities to help people who had to leave their country and found themselves in a new place.

Task 2.
Compare your list with the one presented and found on Pinterest.

Task 2. Group work
Guided writing.
Imagine you are a volunteer for a charity working for the refugges. Prepare a layout of a leaflet for your charity. Include in it following information:

<table>
<thead>
<tr>
<th>NAME OF YOU CHARITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSPIRATIONAL QUOTE DEALING WITH THE ISSUE</td>
</tr>
<tr>
<td>WHY YOU HELP</td>
</tr>
<tr>
<td>HOW YOU HELP</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
</tbody>
</table>

Follow-up activity:

Discuss in pairs the following quote and present your ideas.
Extremism

LESSON PLAN

School: Spojená škola Kollárova 17, Sečovce, Slovakia

Project topic: Extreme Groups in Social Media & Avoiding Manipulation
Lesson topic: Understanding extremism

Target group: secondary school, students aged 17-18
Language level: B1/B2
Time: 60 minutes

AIMS OF THE LESSON

b) English language
Vocabulary to do with extremism, politics and punishment

c) educational
Understanding the term ‘extremism’; understanding terminology to do with politics; understanding legal consequences of spreading extreme ideology; understanding the mechanism of indoctrination.
Putting individual activities on social networks in the wider context of extremism.
Developing critical thinking.

METHODS:

brainstorming
team work
critical thinking  
commented lecture  
Socratic method  

**MATERIALS:**  
PPT presentation  
student’s vocabulary worksheet  
PC, projection screen, data projector, internet connection, cell phones  

**RESOURCES:**  
http://www.pbs.org/wgbh/nova/next/military/extremism-social-media/  
https://sandiegofreepress.org/2014/09/convert-or-die/  
https://www.youtube.com/watch?v=_s57kPS_gjM  
www.youtube.com/watch?v=NL0uxDscjdo&list=PLOGi5-fAu8bG8p3v1jcOhtu5-MWajuJq- &index=5  
https://www.youtube.com/watch?v=DqhAhjL9CP0  

**LESSON STRUCTURE**  

**Introduction (10 minutes)**  
Ask students if they have seen ‘extremism’ on social media. As a class, briefly discuss their ideas. Then, play the video from Slide 2 (PPT presentation). Do the task from the slide.  
Then go through images in slides 3-4. They show what Google presents when you look for the word *extremism.*
Part 1 (15 minutes)
On slides 5-6, explain and discuss far-right ideology. Then, small groups of students work on the task from slide 7. On slide 8, introduce legal punishments for crimes related to extremism. In groups, students work with the VOCABULARY WORKSHEET (enclosed).

Part 2 (20 minutes)
As a class, discuss possible ways to tackle extremism. Then watch the first video on slide 10. Turn on subtitles and pause as it can be difficult for students to grasp. Have students read the questions from slide 11 and play the video again. Do the same with the other video.

Conclusion
Depending on the time left, either:
a) let students work in groups suggesting ideas for more funny videos or...
b) conclude the lesson having 1-2 students summarise what they have learned in the lesson.
VOCABULARY WORKSHEET

Use definitions below to work out the meaning of the following expressions. Put them down. Then use a 2-language dictionary (e.g. online translator) to check you translations. Finally, practise their pronunciation in English.

1 n. defamatory / adj. defamatory = __________________________ /
   the act of communicating false statements about a person that injure the reputation of that person

2 n. contempt / adj. contemptuous = __________________________ /
   the act of exposing person to hatred, ridicule, contempt

3 v. to despise = __________________________
   to look down on sb/sth with contempt or aversion (despisement)

4 n. libel = __________________________
   a: a written or oral defamatory statement or representation that conveys an unjustly unfavorable impression
   b: (1) a statement or representation published without just cause and tending to expose another to public contempt
   (2) defamation of a person by written or representational means

KEY (SK) – not to be handed out to students
1 hanobenie, očierňovanie, ohováranie / adj. hanlivý
2 opovrhomia, neúcta, pohľadanie / adj. pohľadavý
3 opovrhovať, pohľdať
4 nactiutŕhanie, hanopis
LESSON PLAN

School: Istituto Maria Ausiliatrice Soverato (CZ)

Focus on the ICT tool for teachers: Beekast

Project topic: Extremism and the power of the image
Lesson topic: working on images circulating in the web referring to extremisms

Target group: Secondary school, students at the age of 16-17
Language level: A2/B1
Time: 60 minutes

AIMS OF THE LESSON

a) learning (language, content) aims
Develop expressions and ways to describe images (objects, adjectives, conjunctions, adverbs)
Enrich English vocabulary
Develop communication skills

b) educational aims
Work in team
Develop Beekast as educational tool for teachers and students
Explore the world out of the school

METHODS:
Team work
Integrate ICT in teaching
Critical thinking
Interaction between teachers and students
Animation of e-participation and presentational teaching

MATERIALS:
PC, projection screen, internet connection, tablets or cell phones

RESOURCES:
Beekast website https://www.beekast.com/
Google as research engine

LESSON STRUCTURE
1 session 40 minutes + 20 minutes team work and sharing
The teacher enters and show a strong image printed to students. It seems to represent a manifestation of nazi. Students react and the teacher ask them if they recognise.
Is it extremism and why?
Which is the contrary of this extremism? Do they know other kind of extremisms?

Team work: 20 minutes
Task 1: divided into groups they need to search in google all extremisms they find and make a list, then put a number ordering the phonemes according to the most dangerous and the less ones.
Sharing moment

2 session - use of Beekast website
The teacher shows the Beekast panel created with images referring to all extremisms found
Students enter with mobile and the code and interact describing what they see, how they feel, they can also share images and interact in public or anonymous.
The teacher invites them to cluster the types of extremisms.
Task 2: the same groups as before, students have to chose an area of extremism. Can be political, related to food, to fashion, to passions….

Homework: work in group and make a in-depth analysis of the type of extremisms, its history, roots, actuality and find videos, stories, trying to understand the phenomena from the perspective of the persons living it. Produce a reflection as group to be shared with the other ones.

Lesson 3: help the teacher to enrich the Beekast page and make a new one. Reflecting on the learning process and express their position.

Some screenshots of the session organised in Beekast
Social media in formal education
LESSON PLAN

School: Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej

Project topic: extreme groups presented in social media
Lesson topic: Should we join this crowd?

Target group: students from senior secondary school, aged 16-19
Language level: B1/B2
Time: 45 minutes

AIMS OF THE LESSON
a) learning (language, content)
practising vocabulary connected with social problems
practising speaking skills

b) educational
developing critical thinking, reflecting
developing concern and responsibility for the social issues.
understanding the importance of personal and social responsibility

METHODS:
brainstorming
peer to peer learning
pair work
group work
MATERIALS:
worksheet for students
PC, interactive board, internet connection

RESOURCES:
https://encrypted-tbn0.gstatic.com/images
https://encrypted-tbn0.gstatic.com/images
https://youtu.be/uX-AOi8kp2U
https://youtu.be/okW1z11HotM

LESSON STRUCTURE
Warm-up activity:
Task 1— a pair work

Answer the following questions:

1. How do the pictures make you feel?
2. What are the ideas that come to your mind while looking at the photos?

Procedure:
Task 1. Write a story. Group work.
Imagine a nationalistic demonstration took place in a city. Relate what happened there including the following information:

- where: the place it happened
- when: the time it happened
- who: the people who were involved
– why: the reasons people marched
– what happened during the demonstration.

Write a personal account of the demonstration from the perspective of:

– a person with the nationalistic point of view taking part in a demonstration
– a witness of a demonstration
– a mother of a boy who took part in a demonstration
– a policeman who was on duty then
– a journalist reporting the event.

One perspective for a group.

**Follow-up activity:**

Watch a film: *Explainer What causes extremism.*
And sum up the ideas presented there.

To have the notion of extremism explained watch carefully a film *John Cleese vs extremism*
LESSON PLAN

School: Srednja šola Slovenj Gradec in Muta, Slovenia

Project topic: Extreme Groups in Social Media & Avoiding Manipulation
Lesson topic: TACKLING AND PREVENTING EXTREMISM

Target group: secondary school, students aged 17-18
Language level: B1/B2
Time: 60+ minutes

AIMS OF THE LESSON

c) English language
Key vocabulary: extremism, terrorism, violent extremist, fundamentalist, discrimination, radicalisation, alienation

b) educational
Understanding and preventing extremism:
• the unacceptability of all forms of discrimination, and the need to challenge it in the wider community, including the workplace
• to think critically about extremism and intolerance in whatever forms they take
• to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
METHODS:
brainstorming
team work
critical thinking
commented lecture

MATERIALS:
student’s worksheet
PC, projection screen, data projector, internet connection,
Box or envelope for anonymous questions
Resource 2: Unesco’s video
Flip chart or sugar paper and marker pens or post-it notes for group discussion
Small slips of paper for question box

RESOURCES:
Unesco’s video *Preventing violent extremism through education*
https://www.youtube.com/watch?v=79MTkVumCcQ

LEARNING OBJECTIVES
Students:

- define and explain key topic concepts
- explore the factors which contribute to extremist ideologies and behaviours
- learn how we can support each other to tackle extremism

Intended learning outcomes
Students can:
- explain what is meant by the terms extremism, terrorism and radicalisation
- suggest factors which contribute to the formation of extremist ideologies
- list several ways people can reduce the risks associated with extremism in their communities

LESSON STRUCTURE

Introduction
This lesson explores the factors which contribute to extremist ideologies and behaviours. It supports pupils’ effectiveness in the wider community by making them aware of how their choices can impact on others, and educates on the positive actions young people themselves can take to reduce tensions in their communities.

Invite pupils to write down any questions they have, anonymously, at any time, and collect them in using an anonymous question box or envelope. This should be accessible during and after the lesson.

Explain that today’s session introduces the concepts of extremism, terrorism and radicalisation, which we will explore in different ways over the next few lessons. This lesson focuses on the responsibility we all have to keep our community not only safe, but a welcoming place to be, and how these two concepts are linked.

10 mins Baseline assessment: Key concepts
Give each student a copy of the Key concepts handout (Resource 1). Ask pupils to work on their own in just one colour pen to explain what they understand by the terms ‘extremism’ and ‘terrorism’.

If they do not know or understand a term, they can leave this blank – the intention is to gauge what they already know and any assumptions or misconceptions which may be present.

Then ask students to suggest, on their sheet, possible causes of extremism and terrorism, and to add ideas on possible solutions to
Social media in formal education

tackle terrorism. There may well be significant overlap regarding the causes of extremism and terrorism.

As this is a baseline assessment, it is important that students attempt this on their own before collaborating and discussing with others. Do not provide hints before this activity is completed, so as to gain a true understanding of the knowledge, understanding, attitudes and values students have on this topic.

Advise students that you will be drawing on these ideas throughout the lesson and that they will revisit their work later in a different colour, as you are looking to see progress in their learning and any changes in attitudes following this series of lessons.

Core activities

10 mins  Discussion questions

Discuss their definitions and offer the definitions below.

•  Extremism: holding extreme political or religious views.
  [NB: ‘fundamentalists’ or ‘extremists’ can include people whose views may be deemed extreme but who do not perform terrorist activities, so are not necessarily breaking the law. This will come out through the next discussion activity.]

•  Terrorism: the unlawful use of violence and intimidation to bring about political or social change.

Lead a brief discussion:

•  Are extremism and terrorism the same thing?
  Many extremists are not terrorists. It is important to make the point that having extreme thoughts or beliefs is not a crime; using unlawful force or threats to support a belief or ideology is, as is encouraging others to act on those beliefs. The issue is that extremist views could lead to a distorted world view which focuses on differences and stigmatises others in the community. This can then lead to violent extremism or terrorism.

•  What types of extremist groups are there?
Ideas might include far right groups such as the English Defence League, far left groups like Unite Against Fascism, animal rights extremism, eco-extremism and religious extremism, including but not restricted to Islamic extremism (other examples include Christian extremist groups such as the Ku Klux Klan and the Lord’s Resistance Army). It is important to make the point that there have been extremists and terrorists from all backgrounds, races and faiths over the years. ISIS/ISIL/IS are in the news a lot at the moment – a group which draws on Islamic ideology – but most Muslims argue that such groups do not truly represent Islam.

- What do you understand by the word ‘radicalisation’?

Radicalisation is defined by the UK Government as ‘the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups’. Again, stress that this is a process that is not only linked to Islamic extremism.

20 mins  **Unesco’s video**

Students watch Unesco’s video *Preventing violent extremism through education* [https://www.youtube.com/watch?v=79MTkVumCcQ](https://www.youtube.com/watch?v=79MTkVumCcQ)

Students then in groups discuss the following question:

- What factors or feelings might lead people to get involved in terrorism or violent extremism?

Note answers using a method of your choosing (eg post-it notes, graffiti wall, mind map on large sheets of paper). These responses could include ideas from pupils’ baseline mind maps. Advise pupils that they should leave space to annotate around their ideas later.

Ideas could include:

- Alienation/a lack of sense of identity or belonging
- Demonising of others as different, leaving people feeling separate and/or insecure
- Defending their culture, way of life or beliefs
• Sense of injustice regarding the treatment of their culture or beliefs or their life situation
• Pressure or influence from violent extremist groups, including through social media
• Dehumanisation – indifference to violence through violent games, radicalisation process dehumanising ‘others’
• Sense of purposelessness
• Lack of understanding of faith
• Lack of critical assessment of information
• Poverty, unemployment, lack of education and the promise of a better life

It is important to reinforce the point that having extreme thoughts or beliefs is not a crime. Using unlawful force or threats to support a belief or ideology is a crime, as is encouraging others to act on those beliefs. This is an important distinction as there may be members of the class who also feel isolated or that they lack a sense of identity.

Once students have noted their ideas, ask them to use a different colour pen to annotate the group’s list. Students add ideas on what communities can do to help reduce these factors and therefore reduce the risk of people turning to violent extremism as a way to bring about change. Once pupils have had time to create their lists, ensure the work is shared amongst the class.

Ask pupils how many of their ideas they could do themselves – eg could they help people feel included, ensure they reported online discrimination etc?

10 mins Quote on education

The youth activist Malala Yousafzai, who was attacked by the Taliban (religious extremists), said:

‘The extremists are afraid of books and pens. The power of education frightens them.’
Ask students to reflect on whether this statement is true. They should share their view with a partner, then feed back key ideas as a class. Students might share the following ideas:

- If people learn about others, they will no longer fear them and may learn to appreciate others’ differences.
- Lacking education makes people vulnerable to being persuaded by others who seem to know more.
- It is harder to know what to do to tackle extremism if you have not had the opportunity to learn about it.
- If people share opinions which disagree with theirs (because people are better informed) then they may lose support and their group will no longer have any power.

Assessment for and of learning

5 mins  Self-assessment

First, ask pupils to add to their Key concepts starter (Worksheet) in a different colour, adding on any additional learning from today’s tasks and amending anything they no longer agree with. This can be kept as evidence of progress.

Ask pupils to explain what they have learned about their role in helping their community in today’s lesson. This can be noted down to support teacher evaluation and assessment.

5 mins  Question box

Give out question slips. Ask pupils to write any questions or concerns they may have on this topic on their slip of paper. Use these to support adaptation of future lessons in the series.

Extension activities / Home learning  Possible home learning/wider project: Invite pupils to create a set of images that they feel demonstrate how being part of a diverse community is making people’s lives better (this could be within school or in their wider community). Ask groups to be prepared to talk about why they chose these images.
Worksheet: Key Concepts

Extremism

What do we mean by this?

What might cause it?

Terrorism

What do we mean by this?

What might cause it?

How can it be prevented?
**Free time and hobbies**

**LESSON PLAN**

**School:** Spojená škola Kollárova 17, Sečovce, Slovakia

**Project topic:** Free time and hobbies  
**Lesson topic:** Student’s life

**Target group:** Secondary school, students at the age of 15-16  
**Language level:** A2  
**Time:** 45 minutes

**AIMS OF THE LESSON**

i) **learning (language, content) aims**
Using modals and gerunds  
Improving speaking, reading, listening and writing.  
Learning new vocabulary related to the content

j) **educational aims**
Understanding importance of having hobbies  
Develop responsibility for health and well-being  
Develop critical thinking and creativity

**METHODS:**

Brainstorming  
Peer to peer learning  
Team work  
Creative writing  
Critical thinking

**MATERIALS:**

Worksheet for students  
Dictionary  
PC, projection screen, internet connection, tablets or cell phones
RESOURCES:
https://www.youtube.com/watch?v=hoyhPZDp3dE
https://www.youtube.com/watch?v=AgYCXA1P-VM

LESSON STRUCTURE

Warm-up activity: 5 minutes

Questions: How would you define the term „free time“?
  Do you have enough free time?
  Why is it important to have free time?

Procedure: 35 minutes

Task 1:
https://www.youtube.com/watch?v=hoyhPZDp3dE
Watch the video about the ways how to talk about your free time. Then write a short paragraph (60-80 words) describing one activity that you like doing. Use an example given:

Example 1
I really like playing tennis. I play every weekend at the park near my house. Sometimes I play with my brother, or sometimes with a friend. My brother got me into it, because he loves sports and he needed someone to play with. I didn’t like it at first, because it was hard and I lost all the time, but now I enjoy it, especially when I beat my brother.

Example 2
I love taking photos. Once or twice a month, I go to different areas of the city and look for interesting pictures to take. I’ve been interested in photography since I was young, when my dad got me a camera for my birthday. I like it because it’s creative and I can express myself through my pictures. Anyone can use a camera, but you need to use your imagination to find good pictures.
Task 2:

Questions: Do you use the internet every day?  
What do you usually use it for?  
How much time do you spend on the internet?  
What do you think, in which way does the internet have a positive and negative impact on you?

https://www.youtube.com/watch?v=AgYCXA1P-VM

Watch the video about the positive and negative impacts of the internet. The video was made by the students. Write the notes about positive and negative sides of using the internet:

POSITIVE IMPACT

NEGATIVE IMPACT

Follow-up activity: 5 minutes

Task 3: Find 3 websites which provide relevant information of your interest.

Questions: Name 3 negative aspects of using the internet.  
Name 3 effective ways how and what for the internet can be used.
WORKSHEET 1

Project topic: Free time and hobbies
Lesson topic: Student’s life

Task 1:
https://www.youtube.com/watch?v=hoyhPZDp3dE
Watch the video about the ways how to talk about your free time. Then write a short paragraph (60-80 words) describing one activity that you like doing. Use an example given:

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I love taking photos. Once or twice a month, I go to different areas of the city and look for interesting pictures to take. I’ve been interested in photography since I was young, when my dad got me a camera for my birthday. I like it because it’s creative and I can express myself through my pictures. Anyone can use a camera, but you need to use your imagination to find good pictures.
WORKSHEET 2

**Project topic:** Free time and hobbies  
**Lesson topic:** Student´s life

**Questions:**
- Do you use the internet every day?  
  What do you usually use it for?  
  How much time do you spend on the internet?  
- What do you think, in which way does the internet have a positive and negative impact on you?

[https://www.youtube.com/watch?v=AgYCX1P-VM](https://www.youtube.com/watch?v=AgYCX1P-VM)

Watch the video about the positive and negative impacts of the internet. The video was made by the students. Write the notes about positive and negative sides of using the internet:

**POSITIVE IMPACT**

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**NEGATIVE IMPACT**

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Give your opinion on the video that you´ve just seen. Which things do you agree with and which ones do you disagree with? Explain why.
LESSON PLAN

School: Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej

Project topic: Hobbies and leisure time activities.
Lesson topic: Do you fancy trainspotting?

Target group: students from junior and senior secondary school, aged 14 - 17
Language level: A2/B1
Time: 45 minutes

AIMS OF THE LESSON
a) learning (language, content)
practising vocabulary connected with hobbies
practising vocabulary connected with free time
practising speaking skills- persuading

b) educational
developing communication skills
developing language awareness issues
developing argumentative skills, expressing opinion
developing digital skills

METHODS:
peer to peer learning
pair work

MATERIALS:
PC, interactive board, internet connection, mobile phones, desktop computers

RESOURCES:
https://en.islcollective.com/preview
LESSON STRUCTURE

Warm-up activity:
Task 1. Discussion.
How do you spend your free time?
Why do you enjoy doing it?
Why did you take it up?

Task 2. Vocabulary practice in groups.
Match the following pictures with the hobbies.

Procedure:
Task 1. Vocabulary practice – recognizing unusual interests.
Discuss in pairs if you know what the hobbies presented in the list are, if you are not sure go online to check them. Present your findings.

A list of unusual hobbies:

1. ORIENTEERING
2. VEHICLE RESTORATION
3. FREESTYLE FOOTBALL
4. SPEED CUBING
5. GOECATCHING
6. TRAINSPOTTING
7. MARCHING BAND
8. QUILLING
9. PARKOUR
10. SKIMMING

Task 2. A dialogue. Pair work
You are two friends, one of you got really interested in an unusual hobby – see a list, the other is just not convinced it is a good idea and has a lot of questions. Write a dialogue between two friends.

Use a MakeBelievesComix to create this dialogue.

Follow-up activity:
Discuss in pairs and present your ideas.
Which of the following hobbies would you be ready to take up and why?
LESSON PLAN

School: Srednja šola Slovenj Gradec in Muta, Slovenia

Project topic: Free time activities
Lesson topic: Reasons for taking up a hobby

Target group: Secondary school, students at the age of 16-19
Language level: B1/B2
Time: 45 minutes

AIMS OF THE LESSON
  a) learning (language, content) aims
Learning new vocabulary related to the content
Learning the expressions for describing hobbies
Speaking and listening skills
Listening comprehension

  b) educational aims
Learning about hobbies and their advantages as well as spending free time in more creative way.

METHODS:
Peer to peer learning
Team work

MATERIALS:
Cell phones (with the internet connection)
PC, projection screen, internet connection, tablets or cell phones

RESOURCES
https://www.youtube.com/watch?time_continue=4&v=OFZBz3ZiQbk
LESSON STRUCTURE

Warm-up activity: 5 minutes
Ask students what they do in their free time. Try to elicit hobbies and verbs that go with hobbies, i.e. doing (boxing, judo), playing (football, basketball), going (jogging, swimming), etc. Ask why hobbies are important. *(you can meet people, build your self-esteem, they're a way of relieving stress, they can make you interesting, they present a point of connection with other people, they keep you youthful, they can also enrich your perspective – you see the world through refreshed eyes, thus they're great for character building, etc.)*

Procedure: approx. 40 minutes

Task 1 (10 - 15 minutes)
Tell the students they are going to watch a video titled 5 days of trying a new hobby (https://www.youtube.com/watch?v=v-ugc1G2U0mo). Ask them to listen very carefully and to note down the hobbies that are going to be described. They should choose the one they liked the most and explain why. After watching a video check what students have noted down: (1 knitting, 2 pottery making, 3 chocolate making, 4 playing drums, 5 working in a studio).

Task 2 (20 – 25 minutes)
Put the students in groups of 3 – 5 and tell them to go on the internet (they may use their cell phones or the computers) and find an unusual or an interesting hobby (not very well known). They should be prepared to tell about that hobby to the class as well as explain why they like it. Give them 10 minutes. When the groups are ready they present the hobbies they have chosen. After finishing decide which hobby presented is the most unusual and which one the most interesting.

Follow-up activity (homework)
Students write a description of their hobby in about 70 words.
LESSON PLAN

School: Istituto Maria Ausiliatrice Soverato (CZ)

Focus on the ICT tool for teachers: Youtube and musical.ly

Project topic: Free time and music passion

Lesson topic: 2 tools popular among young people also useful to teach and giving a possible employability to students

Target group: Secondary school, students at the age of 16-17

Language level: A2/B1

Time: 60 minutes

AIMS OF THE LESSON

a) learning (language, content) aims

Learn English through music
Enrich English vocabulary
Develop communication skills

b) educational aims

Develop creativity
Overcome shyness
Work in group and have fun at school

METHODS:

Team work
Integrate ICT in teaching
Critical thinking
Interaction between teachers and students

MATERIALS:

PC, projection screen, internet connection, tablets or cell phones

RESOURCES:

Youtube website
Google as research engine

LESSON STRUCTURE

1 session 20 minutes + 30 minutes team work and sharing

The teacher enters in the class and inform students that she decided to start to teach through music performances and start to imitate those youth using musical.ly which is very popular among students.
Erasmus+

Social media in formal education

Students look at her and don’t believe she uses. But she uses and she’s starting to sing for them…. She performs… “Do you want me to sing” or “Let’s compose a song and then we can sell it to musical.ly or upload in youtube?

Team work: 20 minutes

Task 1: students divided into groups have to make a research on the development of these kind of social media/app which are very popular and determining our lives, thoughts, friendships and habits. Which are the risks and the advantages?

What the internet says in these phenomenas created by people, especially young people, and spread into the web?

2nd session - from free time and popular apps to a possible employability action - developing creativity and entrepreneurship

The teachers introduces the link between the origins of many apps, social media and existing powerful companies and the world of “leisure time of young people” which is appealing and it’s an incredible economical sources.

The teacher prepare some slides of a powerpoint or a prezy on data and news about companies and the networks. Especially, underline numbers of nowadays phenomenas of popular social network or social networkers, “influencers” - you tubers - instagram VIPS etc…

Music and fashion are at the base. Many singers, especially raps are now like models and fashion bloggers or you tubers make a video for everything, posts in instagram their personal and social moments. They can become popular in a day thanks to our passions and “research of amusement” and some time they are really good models. But other times, they influence our lives detaching us from reality, especially, the poor and disadvantage local reality where we live.

Task 2: students have to continue the research using google and youtube but also other media to understand this phenomena and investigate on what there’s behind if there is something behind.

Discussion in classroom

Homework: A first homework is individual and each student is asked to identify our own life style, how do they see in the future, their passions and habits. They have to write and be able to share a simple letter focusing on him/her selves.

The second homework is a group work depending on what emerged from the previous steps.

Do they have some ideas for a new app, are there “creative future entrepreneurs in the field of social media, music, or youtube or any other job related”? Let’s make groups and work on ideas, look at logos for your companies and the social object?

Or there are “outsiders”, what they propose? What kind of life is better for them? What is positive and what is negative related to free time and passions of youth nowadays?
LESSON PLAN

School: Ahmet Kurttepeli Anadolu Lisesi Adana / TURKEY

Project topic: FreeTime and Hobbies
Lesson topic: What are the preferences of the students from different countries?

Target group: Secondary school, students at the age of 16-17
Language level: A2/B1
Time: 45 minutes

AIMS OF THE LESSON

a) learning (language, content) aims
Using modals and gerunds
Improving speaking, reading, listening and writing.
Learning new vocabulary related to the content

b) educational aims
Learning about different kinds of hobbies and interests
What are the preferences of the teenagers

METHODS:
Brainstorming
Peer to peer learning
Team work
Creative writing
Critical thinking

**MATERIALS:**
Worksheet for students
Dictionary
PC, projection screen, internet connection, smart boards, tablets or cell phones

**RESOURCES:**
https://www.mindmeister.com/118892110/free-time-activities
www.vocabulary.cl/Lists/FREE_TIME_ACTIVITIES.htm
https://en.islcollective.com/.../search_result?...Search%20fre.

**LESSON STRUCTURE**

**Warm-up activity: 5 minutes**

Questions: What do you do in your free time?
What do you like doing in your free time?
What are your favourite activities and hobbies?
How much free time do you have?

![Image of activities list]
Procedure: 35 minutes

Introduction: We all define “success” differently, but most 20-somethings associate it with happiness, good health, a strong social network, and a well-balanced life.

According to experts, how you spend your downtime plays a huge part in your ability to achieve these things.

“If you take time to recharge and pay attention to fitness and your diet, for example, after work or on weekends, you'll set the stage for great life habits that put you at the top of your game at the office,” says Lynn Taylor, a national workplace expert and author of “Tame Your Terrible Office Tyrant: How to Manage Childish Boss Behaviour and Thrive in Your Job.”

Task 1: TakingPart@culturegov.uk

Click on the Web Site above about the survey applied by “Department for Culture, Media and Sport”

Divide the classroom as groups of 5 students and ask the class what attracts their attentions most. And write down the findings of the groups after checking the sample sentences below.
Free time activities...
In the year to March 2014 the most popular free time activity was ‘watching TV’, with 90.4 per cent of respondents stating that they had done this. ‘Spending time with family and friends’ was another popular free time activity (89.1%) followed by ‘listening to music’ (78.9%) and ‘shopping’ (77.0%) (Figure 1).

Figure 1: Free time activities for adults, April 2013 to March 2014

Notes
(1) Confidence intervals, shown as error bars, range between +/-0.7 and +/-1.2. See page 7 for the definition of a confidence interval.

Watch the video about freetime activities and while watching write the gerunds (ing form) and infinitives (to) you hear.

1st sentence

2nd sentence
Social media in formal education

3rd sentence

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4th sentence

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5th sentence

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6th sentence

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Follow-up activity: 5 minutes

Task 3: Game: Give information about someone’s free time activities or hobbies and ask the class who you have talked about and take turns doing.
Homework: Go to the following website and do the survey for different classes at your school and prepare a Google Document showing the results in diagrams and share the results at your school Web Site.
Hobbies vocabulary matching worksheet

Look at the words in the list below and write them under the correct pictures:

- doing ballet
- riding a horse
- singing songs
- camping
- fishing
- reading books
- playing paintball
- scuba-diving
- riding a bike
- playing cards
- playing tennis
- taking photos
- playing the guitar
- playing checkers
- walking
- doing puzzles
- swimming
- playing hopscotch
- climbing
- playing pc games
- hiking
- watching TV
- flying a kite
- skipping rope
- ice skating

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Globalization

LESSON PLAN

School: Srednja šola Slovenj Gradec in Muta, Slovenia

Project topic: Globalization
Lesson topic: Recording a 'Sweded movie'

Target group: Secondary school, students at the age of 16-19
Language level: B1/B2
Time: 45 - 60 minutes

AIMS OF THE LESSON

 k) learning (language, content) aims
Learning new vocabulary related to the content
Writing, speaking and listening skills
Listening comprehension

 l) educational aims
Develop creativity and acting skills.
Making a short movie.

METHODS:
Peer to peer learning
Team work
MATERIALS:
Provide some paper, scissors and crayons for each group.
Cell phones (with the internet connection)
PC, projection screen, internet connection, tablets or cell phones

RESOURCES
https://www.youtube.com/watch?time_continue=4&v=OFZBz3ZiQbk

LESSON STRUCTURE

Warm-up activity: 5 minutes
Show students the movie
https://www.youtube.com/watch?time_continue=4&v=OFZBz3ZiQbk
Ask them in what ways the movie was different from the original movie Jurassic Park? Try to elicit: shorter, funny, with simple special effects, recorded with a simple video camera or even cell phone, actors were not professionals, etc. Explain what the so called Sweded movies are.

(Sweded Films are amateur recreations of famous films using limited resources and technology inspired by the 2008 comedy film Be Kind Rewind. The films are typically much shorter in length than their originals and use shoe-string budget props to mimic the source material.

The term “sweded” was coined in the 2008 Michel Gondry comedy film Be Kind Rewind, starring Jack Black and Mos Def. The film takes place in Passaic, New Jersey, where the declining VHS rental store “Be Kind Rewind” loses its entire video collection after being inadvertently magnetized. Mike (played by Mos Def) and Jerry (played by Jack Black) attempt to replace the store’s video collection by recreating films using a camcorder and claiming they are special editions from Sweden.)

Procedure: approx. 40 minutes

Task:
Put students in groups of 4-5 and tell them to do the following task. In groups they have to decide a famous movie they are going to swede. They have to
decide the roles (each student in a group should appear in the movie). Then they have to prepare the ‘scenario’ (also using the paper and crayons), choose the text for the characters, and sound effects (humming is very common for sweded movies). Give them 20 - 25 minutes. When they’re ready each group can start recording their movie with their cell phones (they can also leave the classroom). The movie shouldn’t be shorter than 2 minutes and longer than 5. Give them another 20 - 25 minutes. After they finish each group is supposed to present their movie to the class (using the computer and projector).
LESSON PLAN

**School:** Spojená škola Kollárova 17, Sečovce, Slovakia

**Project topic:** Globalization

**Lesson topic:** Brain drain

**Target group:** Secondary school, students at the age of 16-17

**Language level:** A2/B1

**Time:** 45 minutes

**AIMS OF THE LESSON**

a) **learning (language, content) aims**
Using modals, second conditional and gerunds.
Improving speaking, reading, listening and writing.
Learning new vocabulary related to the content.

b) **educational aims**
Understanding globalized world.
Develop responsibility and concern about the future of our planet and one´s own future.
Think globally, act locally.

**METHODS:**

Brainstorming
Peer to peer learning
Team work
Creative writing
Critical thinking
MATERIALS:
Worksheet for students
Dictionary
PC, projection screen, internet connection, tablets or cell phones

RESOURCES:
https://www.youtube.com/watch?v=i-eHj6bVU8w
https://www.youtube.com/watch?v=nNmmLK6HmDg

LESSON STRUCTURE

Warm-up activity: 5 minutes

Questions: What is the message of the picture below?
How do you understand the term „globalization“?
Does globalization have any effect on your life?
What are advantages and disadvantages of globalization?
How would we live without globalization?
Procedure: 35 minutes

Introduction:
Ask students to find definition of the term „globalization“ on the internet. Make them compare the definition with their ideas before.
https://www.youtube.com/watch?v=i-eHj6bVU8w
Watch the video about the advantages and disadvantages of globalization. Make the notes which you will discuss later on.

ADVANTAGES

DISADVANTAGES

A lot of people travel from one country to another because of different reasons – study, work, holiday. Nowadays it is very convenient and popular as well.
Questions to discuss: Would you like to study abroad. Why? Why not?
What are advantages and disadvantages of studying abroad?
Which are the countries where you would like to travel?
Where would you like to start your first job?
Can you imagine your life in a foreign country?
What is the hardest thing when living and working abroad?
Have you ever heard the term „brain drain“?
Do you know what does it refer to?

Watch the video about the brain drain, note down the questions and answer them discussing in groups.
https://www.youtube.com/watch?v=nNmmlK6HmDg

Follow-up activity: 5 minutes

Find out what is the percentage of Slovaks working abroad and in which countries they are working.

WORKSHEET 1

Project topic: Globalization
Lesson topic: Brain drain
Task:
Find definition of the term „globalization“ on the internet. Compare the definition with your ideas at the beginning of the lesson.
https://www.youtube.com/watch?v=i-eHj6bVU8w
Watch the video about the advantages and disadvantages of globalization. Make the notes which you will discuss later on.
ADVANTAGES
What do you consider to be the most important in the term of globalization?
Is it possible to stop the process of globalization?
What do you like about globalization?

WORKSHEET 2

Project topic: Globalization
Lesson topic: Brain drain

Introduction: A lot of people travel from one country to another because of different reasons – study, work, holiday. Nowadays it is very convenient and popular as well.

Questions to discuss: Would you like to study abroad. Why? Why not?

What are advantages and disadvantages of studying abroad?

Which are the countries where you would like to travel?
Social media in formal education
Where would you like to start your first job?
Can you imagine your life in a foreign country?
What is the hardest thing when living and working abroad?
Have you ever heard the term "brain drain"?
Do you know what does it refer to?

Watch the video about the brain drain, note down the questions and answer them discussing in groups.
https://www.youtube.com/watch?v=nNmmLK6HmDg
LESSON PLAN

School: Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej

Project topic: Globalization
Lesson topic: How global are you?

Target group: students from senior secondary school, aged 15 - 18
Language level: B2/C1
Time: 45 minutes

AIMS OF THE LESSON
a) learning (language, content)
Practising vocabulary connected with economy
Practising speaking skill - advertising
Practising listening skill
Practising creative writing

b) educational
Developing critical thinking and creativity
Rising awareness of being a global citizen
taking personal and social responsibility

METHODS:
pair work
group work
peer to peer learning
creative thinking
critical thinking

MATERIALS:
dictionaries
PC, interactive board, internet connection, mobile phones

RESOURCES:
https://www.youtube.com/watch?v=JJ0nFD19eT8
a Kahoot game on globalisation Made in China

LESSON STRUCTURE

Warm-up activity:
TASK 1. Pair/group work
Make a list of ten products or services that are globally popular.
Explain what they are.

Procedure:
TASK 1. Pair work
Answer the following questions:
1. What is globalization?
2. How new is globalization?
3. What has led to an increased globalization?
4. What are some positive effects of globalization?
5. What are some negative effects of globalization?
TASK 2.
Watch a movie: *Globalization easily explained* and complete your answers.

TASK 3
Play a Kahoot game on globalization called *MADE IN CHINA*.

**Follow-up activity:**

Task (pair work): Are you for or against globalization? Present your point of view.

**Homework:**
Make an advert, commercial promoting a great quality product that deserves to be global.
LESSON PLAN

School: Ahmet Kurttepeli Anatolian High School  Adana / TURKEY
Project topic: Globalization
Lesson topic: Work and Travel Programme

Target group: Secondary school, students at the age of 17-18
Language level: B2/C1
Time: 60 minutes

AIMS OF THE LESSON

a) learning (language, content) aims
Using active and passive voice
Improving speaking, reading, listening and writing.
Learning new vocabulary related to the content

b) educational aims
Understanding what we know about work and travel programme
What are the benefits of this programme?

METHODS:
Brainstorming
Peer to peer learning
Team work
Critical thinking

MATERIALS:
Worksheet for students
Dictionary
PC, projection screen, interactive white board, internet connection, tablets or cell phones
RESOURCES:
https://j1visa.state.gov/programs/summer-work-travel/
https://www.interexchange.org/work-travel/

LESSON STRUCTURE

Warm-up activity: 15 minutes
Prepare a cover page using Canva application like the following.
Questions: What is Work and Travel Programme?
       Do you know who can join the programme?
       Would you like to join it too? Why, Why not?

Procedure: 35 minutes
Introduction:

PROGRAM DETAILS

Summer Work and Travel USA program is a cultural exchange program exclusively for students. The program has been approved and supported by the American government and it enables students to work in the USA during the summer break within a period of 4 months and after that, if they want, to use the fifth month for traveling. The aim of the program is to gain great experience, improve English language, meet the culture, customs and lifestyle, as well as, to get new friends.

Students are offered an extraordinary opportunity to spend an unforgettable summer in the USA, meet a new culture, travel and visit the cities which they could see only on TV, get new friends, earn some money, gain priceless experience for their future careers, improve their knowledge of English language and work on exclusive locations in prestigious hotels and restaurants.

Summer Work and Travel Program is a complex program. Therefore, it is important that you have safety and all the program segments organized.

Work and Travel GROUP is the only one in the region who succeeded to fulfill all the services and the complete support to the students during their stay in the USA in cooperation with the companies and partners in the USA.

| Safe job – interviews with the employers |
| Organization of your departure and arrival to the USA |
| Transport to the location of the employer or accommodation |
| Organization and help with getting SSN number in the USA which you cannot work without! |
| Continuous support during your stay in the USA! |

Meeting the representative of the sponsor companies in the USA authorized by the State Department before departure to the USA.

Task 1: https://padlet.com/teachercihan/2hvnI76awndc
Check the padlet application I prepared for this subject below and , Sign in ,“ Padlet application“ and download all the videos,text, photos and animations here.
Task 2:
Watch the same video and read the text and write down the Sentences in passive you see and hear.
Follow-up activity: 10 minutes

Task 3:
Create a Cram account going to the following page and search for ‘work and travel’ and there are 2 games prepared to practise the vocabulary about work and travel and learn their Turkish meanings.

http://www.cram.com/dashboard-flashcards

Homework:
Prepare an interview with someone who had joined the work and travel programme before and share it with your friends and decide the best one and publish it at school newspaper.

Worksheet: see next page
Let's talk about TOURISM

Take nothing but photos, leave nothing but footprints.

1. **How often do you go on holiday? Where have you been?**
2. **What are the most popular tourist attractions in your country?**
3. **Describe a sightseeing trip you have taken.**

4. **Which museums have you visited? Which did you enjoy most? Why?**
5. **City trip or beach holiday? Which do you prefer? Why?**
6. **What are the benefits of tourism for a country? Explain.**

7. **What are possible disadvantages of tourism for a country? Explain.**
8. **What kind of jobs are there in the tourism industry? Would like to do one?**
9. **What makes a good tour guide? Explain.**

10. **For tourists, what is the most convenient way to get around in your country?**
11. **Have you flown? Was it short or long haul? Did you suffer from jet lag?**
12. **Have you taken a long distance bus trip? How many hours were you on the bus?**

13. **Which of the 7 new world wonders do you know? Where are they located?**
14. **Which city or country would you like to visit most? Explain why.**
15. **Name some landmarks from your city or country. Describe them.**

16. **Which countries are the most popular destinations? Discuss. Do online research.**
17. **Which cities or countries have you visited? What's your top 3?**
18. **Does your country benefit from tourism? In what way?**

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**Landmarks**

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<thead>
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<td>Tower Bridge</td>
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**Match**

1. go  
2. book  
3. board  
4. check  
5. do  
6. visit  
7. fill in  
8. pass  
9. go through  
10. respect

a. immigration  
b. a museum  
c. some research  
d. an arrival card  
e. customs  
f. on a trip  
g. local customs  
h. into a hotel  
i. a plane  
j. a plane ticket
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