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LESSON PLAN **AGAINST ONLINE SLAVERY (2019-1-FI01-KA229-060725)**

Country + School:	Turkey, TED Ege College		
Teacher(-s)	Müge Altınçınar / Aslıhan Kayhan		
Subject / Course:	English		
Topic:	Facebook and Social Networking		
Age group:	13-17	Lesson Duration:	45 minutes

Lesson Objectives which the students acquire:
<ul style="list-style-type: none">• To help students talk about Facebook and other social networking websites• To develop students' reading skills• To develop students' question formation skills• To develop students' communication skills

Summary of Tasks / Actions:
<ol style="list-style-type: none">1. Give students the worksheet and direct them to task 1. Give them a time limit of two minutes to scan the text in task 1 and answer the question. (<i>Ivy Bean was famous for being the oldest Facebook user at the age of 102</i>)2. In task 2 students read the text again in more detail. They could work in pairs to underline the numbers and say each one refers to. You may need to explain the difference between <i>optimum</i> and <i>maximum</i>.3. Tell the students to imagine that they want to join an imaginary social networking website called Friendpage. Display Task 3 in the classroom (or copy it onto the board) and do an example profile as a class. Elicit or feed in useful language e.g. <i>Interested in: sports, languages, travel, music, films</i> <i>Personality: sporty, artistic, unconventional, chatty, studious, musical</i> <i>Right now I feel: Relaxed, stressed, bored, energetic, tired</i>4. Hand out the task 3 profiles and ask students to use their imagination to complete the profile. Set a time limit to keep things snappy5. Collect in the completed profiles and then redistribute them so that each student now has a different profile.6. Tell the students that they are going to use their profile information in a moment, but first they need to look at the FriendPage house rules in task 4. Ask students to complete the rules in pairs.7. Display or hand out task 5 and tell students they they have to listen carefully and follow your instructions. They shouldn't write anything yet. This task works like a game of 'consequences' and mimics a Facebook wall.8. Ask students to complete part 1 of task 5. They should introduce themselves using the information from the FriendPage profile (task 3) Demonstrate with an example if necessary – e.g. <i>Hi, I'm Ruby. I'm 14 and I'm a girl. I live in London, but my hometown is...</i>

9. When everyone has completed their introduction, ask students to fold over the paper on the dotted line and then write a question next to '2. Write a question.'
10. Now everyone passes their paper to the person on their left. If students can sit in a circle, that's great – if not, set up a figure of 8 passing system.
11. Students write a reply next to '3. Answer the question' and again, fold the paper. They now write another (different) question next to '4. Write a question'.
12. Everyone passes their paper to the person on their left.
13. Continue like this until finished. Students can now unfold their paper and read what's on their 'wall'. You could display the 'walls' in the classroom for everyone to read.
14. To follow up – collect some common errors from students' questions and answers for a class correction activity. Write up extracts containing errors on the board and have students correct them in pairs.

Materials / Equipment:

1. Facebook and social networking Student worksheet

References/ theories/ teaching methods used:**Evaluation of the objectives acquired:**

- It gives students chance to create an imaginary online "wall" where they can interact with each other.