

Language Panda Lesson Plan Worksheet

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| Title of your project | Social media for social learning | | |
| Keywords for your project: | German/Reading/Writing/ /social media/culture | | |
| Duration of project: | 14 weeks (but can also be done only once or twice) | | |
| Activity URL (if applicable) | Cluster.co or Instagram (or similar photo-sharing platform) | | |
| Brief description of activity: | Students use social media to share moments in their daily lives as they relate to class content. This project is intended to be carried out over the semester with a weekly lesson plan, but can also be used as much or as little as desired, depending on how intensely the instructor wants to integrate the project in class. On the Monday of each week the instructor posts a photo and a related question, which students then interpret and take inspiration from when responding to the question and interacting with each other's posts over the course of the week. | | |
| STANDARDS | LESSON OBJECTIVES | | |
| What are the communicative and cultural objectives for the lesson? | Communication and Cultures | <i>Which modes of communication will be addressed?</i> | <p>Learners will be able to:</p> <p>Interpret source materials from teacher as well as content submitted to fellow students, and interact with one another in the comments in a low-stakes environment focused on practicing rather than evaluating written skills.</p> <p>The weekly posts submitted by instructors should at times provide an insight into a new cultural practice or product from the culture studied. Examples can include something as simple as a weekly farmer's market to, taking public transport, or learning about holiday traditions like Christmas Markets.</p> |
| | | x Interpersonal | |
| | | x Interpretive | |
| | | X Presentational | |
| If applicable, indicate how this lesson connects to other standards and skills. | Connections | Given the weekly topic, personal connections can be made between students' goals or interests in the target language and culture as they relate to other courses or goals. For instance, when asked why a student is learning German, one student responded with a photo of several German car manufacturers and shared that they were studying business and German to one day work for a German company. | |
| | Comparisons | Students are encouraged to make cultural connections between the instructor posts about the target culture and their own by reflecting on how different cultural practices and products compare or contrast to their daily lives. For example, if the instructor posts about public transportation as an important part of German culture, students are encouraged to evaluate the role or lack thereof of public transportation in their own lives. | |
| | Communities | This social media project encourages growth and connection beyond the language classroom in order to build a great L2 community, be it between different sections of the same language course, or perhaps even between | |

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| | | different language programs at different universities. For example, I collaborated with another instructor so that students from both courses responded to the same weekly posts and were encouraged to interact with students outside their own section. | |
| | Other Standards and Skills | Due to the nature of the project, students practice different digital literacies based on the platform used to create and house the social media project. | |
| Lesson Sequence | Activity/Activities What will learners do? What does the teacher do? | Time* How many minutes will this segment take? | Materials/Resources/Technology What materials will you need? |
| Step 1: | In a MWF course, the instructor will post a photo and prompt before class, and will share the post with students during class. The post will be discussed and instructor can engage students in smaller activities such as a picture description. | 5-10 min | Internet connection and projector (or screen sharing on Zoom) |
| Step 2: | Students will then have until Wednesday before class to respond with their own prompt. Instructor is encouraged to interact with student posts, and do a brief check-in during class to look at some of the student posts. | 5-10 min | Internet connection and projector (or screen sharing on Zoom) |
| Step 3: | By Friday students should then have commented on or responded to other students' posts/comments, so that during class the weekly post and student discussions can be incorporated into the lesson plan. For example, in a lesson on health and healthy habits, student responses to how they stay healthy can be reflected on during an open discussion or partner activity. | *instructor choice | Internet connection and projector (or screen sharing on Zoom) Course textbook or materials if desired, and a chalk/whiteboard for gathering important information or vocabulary |
| Closure | Teacher should close out the weekly prompt by bringing common themes together, reminding students of important vocabulary, and potentially addressing any commonly made language errors in the students' posts for the week. | 5-10 min | Internet connection and projector (or screen sharing on Zoom) Chalk/whiteboard if desired. |
| Reflections | <ul style="list-style-type: none"> • What worked well? Why? • Was there anything that you discovered that you needed to tell your students? | | |

Modified from: ACTFL Lesson Plan Template