



LEARNING UNIT PLAN

DALFYS

DATA Literacy competences For Young students towards STEAM education
2020-1-IT02-KA226-SCH-095305

Title	Aspects of Modern Life in Social Media
Outcome	<ul style="list-style-type: none"> ➤ Collecting data on various aspects of modern living as they appear on social media. ➤ Moving from social media to everyday life reality. ➤ Generating new digital content in order to best inform/ help the school and local community and develop a sense of awareness among teenagers regarding on one hand the pitfalls of social media manipulation and on the other its positive aspects (creating a blog where everyday life, school and community issues are addressed).
Target (indicate the age of students)	16-18
Pre-requisites (indicate what students should know before starting this learning unit contents)	<ul style="list-style-type: none"> • Basic knowledge of how to operate a computer • Using the Internet to search for information • Using GoogleClassroom and Google forms • Basic vocabulary related to the topic • Functions: asking for personal views, expressing opinions • Basic notions of discursive writing
Period of application (indicate when you start and when you end the learning unit)	October 2022-November 2022
Assessment (how does this lesson relate to assignments/homework/readings)	Students will be assigned oral and writing tasks which will be assessed according to the requirements and deadlines established.
Goals of the unit	<ul style="list-style-type: none"> ➤ <i>Listen, read and talk about</i> <ul style="list-style-type: none"> • <i>modern lifestyles</i> • <i>modern trends and fads as reflected in the social media</i> ➤ <i>Write</i> <ul style="list-style-type: none"> • <i>articles/essays expressing opinions</i> • <i>articles/essays expressing the pros and cons of an</i>

	<p><i>issue</i></p> <ul style="list-style-type: none"> • <i>articles/essays offering solutions to problems</i> • <i>a piece of reflective writing</i> <ul style="list-style-type: none"> ➤ <i>Learn/ Revise how to</i> • <i>ask for and express personal views</i> • <i>express likes and dislikes</i> • <i>react to news (social media related)</i> <p style="text-align: center;">➤ <i>Practise and develop data literacy skills</i></p> <ul style="list-style-type: none"> • <i>Collecting and analysing data</i> • <i>Planning and designing data visualizations</i> • <i>Creating new digital content</i>
<p>Competence/s</p>	<p><i>Discipline-specific competencies (English)</i></p> <ul style="list-style-type: none"> • <i>Identifying the overall meaning of a message</i> • <i>Identifying key information from authentic texts</i> • <i>Identifying details of oral/written messages (authentic)</i> • <i>Selecting information from several sources for the purpose of carrying out a structured work task</i> • <i>Writing structured texts on a topic of interest</i> • <i>Formulating ideas/ opinions on topics of interest during a discussion</i> <p><i>DALFYS competences</i></p> <ul style="list-style-type: none"> • Digital content development <p><i>Knowledge:</i></p> <p>The learner...</p> <ul style="list-style-type: none"> • knows how to select digital content. • knows how to develop digital content. • data literacy and related competencies. • has a positive attitude towards copyright and licenses of digital content • knows how to integrate and re-elaborate digital content. • has knowledge of how copyright and licenses work. <p><i>Skills:</i></p> <p>The learner is able to deal with...</p> <ul style="list-style-type: none"> • media literacy. • Internet literacy • digital resources literacy • copyright and licenses literacy <p><i>Attitudes:</i></p> <p>The learner...</p> <ul style="list-style-type: none"> • is proactive and motivated to create and edit digital content in different formats. • is willing to critically analyze the information in order to determine its relevance, suitability and reliability.

values media

Teamwork: Collaboration

Knowledge:

The learner...

- knows that communication skills are needed in the digital environment, as in any other field.
- knows the importance of interactivity in the process of acquisition and development of data literacy skills.
- knows how to intermingle collaboration, research tools and critical thinking in order to get effective solutions to problems/ specific tasks in a creative online environment.
- knows how to transfer the most effective interactive problem-solving strategies to various other digital environment contexts.

Skills:

The learner is able to...

- create effective communication-based strategies for solving problems/ specific tasks involving data literacy skills.
- actively get involved in collaborative activities which require good communication and digital skills, as well as creativity, critical thinking and mastery of research tools in an online environment
- continuously enhance their data literacy skills level by perfecting their communicative digital work strategies.
- transfer these communication-based strategies to various school, work and life contexts.

Attitudes:

The learner...

- is open to the concept of communicative solving of data literacy tasks.
- is curious and interested in acquiring and enhancing communicative digital work strategies.
- is willing to transfer these strategies to various contexts.

Problem solving

Knowledge:

The learner...

- knows if there is a problem.
- knows different problem-solving techniques or knows who or what to address in case of a problem.
- knows how to transfer problem-solving knowledge to other situations and challenges
- knows which resources can be used to come to a solution

	<p>Skills: The learner is able to...</p> <ul style="list-style-type: none"> • define the concrete problem and its background. • analyze the problem situation • recognize when a problem has no immediate solution • plan and reason towards solutions to the problem • discover new, complex solutions by themselves • apply problem-solving techniques <p>Attitudes: The learner...</p> <ul style="list-style-type: none"> • feels that problem-solving competencies are valuable. • is eager to find good solutions • is autonomous and responsible <p>is intrinsically motivated to solve problems</p>	
Evaluation	<p>Process evaluation: projects, discursive writing, reflective writing, questionnaires Product evaluation: building a website</p>	
Description of the steps		
1st step		
<p>Name of the teacher: Gruzelda-Lăcrămioara NEACȘU Subject: English</p>		
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic vocabulary related to the topic • Language for asking for personal views, expressing opinions • How to work with Classroom and Google slides • How to find specific information on the Internet (social media) 	<ul style="list-style-type: none"> • Use appropriate language to talk about various aspects of modern living • Express personal views/opinions • Identify details in a video material on fads and trends • Identify examples of fads and trends presented in social media • Collaborate to make a presentation on modern fads and trends using Google slides 	<ul style="list-style-type: none"> • Showing flexibility and tolerance in exchanging ideas • Willingness to use language effectively to communicate • Willingness to cooperate and collaborate in order to accomplish their tasks
Content:	Modern fads and trends in social media – Lead-in, clarification, and background issues	

Description of the Activity:	<ul style="list-style-type: none"> ○ The teacher will use visual support to initiate a discussion on various aspects of modern life: beauty treatments, fast food restaurants, keeping fit, fashion and designer labels, body-altering procedures, etc. ○ Students identify the aspects presented and work in open pairs to ask for and give personal views. ○ Video activity: Students are shown two videos and are instructed to identify the meanings of “fads” and “trends” as they are explained in the materials. <p>You can watch the two videoshere and here.</p> <ul style="list-style-type: none"> ○ Students do their tasks and check in pairs. ○ The teacher checks with the whole class. ○ She also makes sure that everyone properly understands what “social media” refers to. ○ Teamwork: Students are divided into two teams. They are going to cooperate and collaborate in order to do their tasks. <p>Team 1 will produce a definition of fads and search social media for examples of fads (pictures, videos, advertisements).</p> <p>Team 2 will produce a definition of trends and search social media for examples of trends (pictures, videos, advertisements).</p> <p>In the end, they will share the content they produced in a Google slide show which will be presented in turns by a representative of each group. The slide show will also include three favourite fads and three favourite trends.</p> <ul style="list-style-type: none"> ○ Reflective writing on teamwork and social media. 	
Time (indicate how many hours of lessons are needed)	2 hours	
Used resources:	Internet, Google Classroom, Google slides	
Students accomplishment:	The slide show which will be saved in a special space on Google Classroom dedicated to this unit. Enhanced communicative and data literacy skills. Increased awareness of social media presence in our lives.	
Method	Interactive teaching, pair work and group work.	
Tools	phones/laptops, interactive board	
2nd step		
Name of the teacher:Gruzelda-Lăcrămioara NEACȘU Subject: English		
Knowledge <ul style="list-style-type: none"> ● Basic vocabulary and structures related to the topic ● How to find specific information on the Internet ● How to organize and store data 	Skills <ul style="list-style-type: none"> ● Identify the GIST of a written message ● Identify details in a written text ● Select relevant data from different sources in order to perform a task 	<ul style="list-style-type: none"> ● Willingness to use language effectively to communicate ● Willingness to cooperate and collaborate to accomplish their

		tasks <ul style="list-style-type: none"> Eagerness to find good solutions to problems
Content:	Collecting, storing, and analysing data with a view to creating new digital content Practising listening and speaking skills	
Description of the Activity:	<p>Students will explore online resources (videos, articles) in order to observe and understand how various aspects of modern life are reflected by social media, as well as the effects of social media on young people's development.</p> <p>Here are some topics and resources that the teacher may use to engage students:</p> <ul style="list-style-type: none"> Social media and beauty standards/ self-esteem/ mental health; Selfie dysmorphia Insta lies Cyberbullying Online marketing techniques: avatars, etc. <p>https://www.irreverentgent.com/social-media-and-self-esteem-statistics/ https://www.rsph.org.uk/about-us/news/instagram-ranked-worst-for-young-people-s-mental-health.html https://www.youtube.com/watch?v=DoDzwM0gybg https://www.youtube.com/watch?v=5PBs7RqPTrI https://www.youtube.com/watch?v=FfrbNZUtlvk https://www.youtube.com/watch?v=tRfpuEXrJqQ https://www.youtube.com/watch?v=0EFHbruKEmw https://www.youtube.com/watch?v=rSux3fD3OA</p> <p>However, students will also be invited to contribute with materials collected from different sources. They will work in small groups, each being assigned a task.</p> <p>Students will cooperate to do their tasks. The teacher will monitor and support them. The data will be stored on Google Classroom.</p>	
Time (indicate how many hours of lessons are needed)	2 hours	
Used resources:	Internet	
Students accomplishment:	Students will achieve a database which will be the starting point for the next stages.	
Method	Interactive teaching Discovery-based learning	
Tools	Smartphones, laptops, interactive board	
3rd step		

Name of the teacher:Gruzelda-Lăcrămioara NEACȘU; Elena CHIRILOI		
Subject: English/ ICT		
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Knows how to select digital content according to some criteria • Has knowledge of data literacy and the related competencies 	<p>Can deal with:</p> <ul style="list-style-type: none"> • media literacy • Internet literacy • digital resources literacy • are able to collaborate, share and analyse data according to the relevance of its content and source 	<ul style="list-style-type: none"> • Willingness to critically analyze the information to determine its relevance, suitability and reliability. • Willingness to use language effectively to communicate • Willingness to cooperate and collaborate to accomplish their tasks • Eagerness to find good solutions to problems
Content:	<p>Working with data Creating new digital content/ practising writing skills Presenting data/ working with graphs</p>	
Description of the Activity:	<p>The teacher explains to students that the information they collected is in fact data. To be reliable, data has to be selected according to some criteria (such as reliability of the source) and cleaned or disambiguated if necessary. Then it is analysed, stored and prepared for visualization. Finally, new digital content will be generated.</p> <p>This theoretical knowledge will be delivered by the teacher using a schematic PPT presentation based on the DALFYS data literacy slide course. The content will be adapted to students' age and level of competence. The presentation will be interactive. Students will be challenged to contribute to this material so that finally they will get a useful data literacy guide.</p> <p>Next, students will come back to their initial groups and each group will try to process the data they collected on the given topic according to the new standards.</p> <p>The results will be reported in the form of essays, reflective paragraphs and even posters.</p> <ul style="list-style-type: none"> ➤ Starting from the cyberbullying material, students will be given the opportunity to 	

	<p>analyse the presence of this phenomenon (and of any kind of violence issues) in their school and community.</p> <ul style="list-style-type: none"> ➤ Students will have access to some data on violence in Romania published by World Health Organization Office for Romania Facebook. ➤ They can process this data in the form of graphs/diagrams. ➤ It would be interesting for students to make their own surveys on (cyber)violence in their school/ community and compare their data with national statistics, then try to find causes and solutions. <p>Follow-up: projects militating against all kinds of violence. The content generated will be stored on Google Classroom.</p>	
Time (indicate how many hours of lessons are needed)	4 hours	
Used resources:	Internet, social media resources, Google Classroom, Google forms (for surveys)	
Students accomplishment:	Data literacy guidelines, creating new digital content	
Method	Interactive teaching, experiential learning.	
Tools	Smartphones, laptops, interactive board	
4th step		
Name of the teacher:Gruzelda-Lăcrămioara NEACȘU; Elena CHIRILOI		
Subject:English/ ICT		
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • How to create a blog • Elements of persuasive discourse 	<p>Can deal with:</p> <ul style="list-style-type: none"> • media literacy • Internet literacy • digital resources literacy <p>Can talk about issues relevant to their school and community (debate, present viewpoints)</p>	<ul style="list-style-type: none"> • Willingness to use language effectively to communicate • Willingness to cooperate and collaborate to accomplish their tasks • Eagerness to find good solutions to problems
Content:	Creating a blog Developing new digital content	
Description of the Activity:	Students will create a blog to stay connected to the realities of the school/ local community and try to make a difference. They will have webinars once/twice a month (via Google Meet) where they will discuss important matters and will try to find suitable solutions. They can also invite the school psychologist for more delicate matters.	

Time (indicate how many hours of lessons are needed)	4 hours to elaborate initial content and create the blog/ permanently administered after
Used resources:	Internet, social media resources, Google Meet
Students accomplishment:	The blog they created
Method	Interactive teaching, experiential learning
Tools	Laptops, smartphones, interactive board