

How has online communication changed our social relationships?

To what extent do New Technologies impact on social integration?

Supports	Activités langagières	objectifs
I. New technologies and social connections		
<p>1. How Firechat is helping Hong Kong Protesters to stay in touch</p> <p>Skynews, Oct, the 1st, 2014 youtube video</p>	<p>CO PO</p>	<p><u>Watching activity:</u> anticipating the context of the Umbrella Revolution, describing pictures and making connections. Working in pairs, making guesses about the use of new technologies in demonstrations. Extracting and selecting information from breaking news, analyzing the context, describing mobile devices, understanding arguments -<u>Gram:</u> expressions of probabilities and possibilities How do mobile apps fuel political activism?</p>
<p>2. The Facebook effect: The inside story of the company that is connecting to the world</p> <p>Extract from novel, David Kirkpatrick (2010)</p> <p>Oral comprehension test</p>	<p>PE CE</p>	<p><u>writing activity:</u> writing an article in pairs from titles of newspapers; imagining the context, using grammatical structures to describe the situation, analyzing benefits and consequences on social relationships. Reporting in groups your findings and exchanging information. <u>Reading activity:</u> reading an extract from a novel, analyzing the context and what is at stake, working in groups and interacting with others to check for information, extracting arguments and concluding. -<u>Gram:</u> les clivées en "what" et "It"/ cleft sentences How do social networks connect the world?</p>
<p>Step 1: discover the world of social networking</p>	<p>CE POI</p>	<p>You participate to a conference about social media and networking in the world. With other participants, collect information and share your findings.</p>
II. New technologies, individuality and social isolation		
<p>3. Picture this: how the selfie has captured a mood and become a social phenomenon?</p> <p>article, Esther Addley, 8 March, 2014 The guardian</p>	<p>CE</p>	<p><u>Reading Activity:</u> reading an article, studying the specificities of the document, extracting information about the form used by the journalist, drawing conclusions. <u>Methodology:</u> Finding information about the structure of an article, analyzing points of view and personal opinion, rephrasing arguments and drawing conclusions. <u>Gram:</u> adverbial subordinate clauses in ING How do mobile apps promote individuality?</p>
<p>4. How I met Your mother "Mystery vs History"</p> <p>Extract from Season 7, Episode 6, 2011</p>	<p>CO POI</p>	<p><u>Listening activity:</u> watching an extract from a TV show, identifying the context and the characters, identifying the topic of the conversation, describing the characters' behavior, making comparisons between 2 scenes and drawing conclusions about the use of phones today. -Group work and oral interaction Do mobile devices impact on your social life?</p>
<p>Intermediary task Written expression assessment</p>	<p>PE</p>	<p>Write a short article with illustrations for your school newspapers and give an account of the impacts of smartphones on your social life.</p>
<p>Step 2: take part in a meeting and organize a campaign</p>	<p>CE POI</p>	<p>You are 4 students who have been asked to organize a prevention campaign video for your school website. Choose one social network for a sponsorship.</p>
<p>5. The Terrible Privacy of Maxwell Sim</p> <p>Novel, Jonathan Coe, 2011</p> <p>Written comprehension test</p>	<p>CE PE</p>	<p><u>Reading activity:</u> reading an extract from a novel, identifying the characters and the context, analyzing feelings and attitude, drawing conclusions. Finding arguments about traditional communication vs digital communication. -Writing the sequel, being in someone's shoes and respecting the story. How far have mobile phones broken social relationships?</p>
<p>6. Digital Detox Camp</p> <p>Video report, NBC news, June 2014 Digital Detox Campaign Prevention Video Campaign, 2014</p>	<p>CO PO</p>	<p><u>Watching activity:</u> watching a report, identifying the context and the main idea, drawing conclusions about the nature of the document. Looking for precise information, drawing conclusions about the specificities of the document. -Analyzing a prevention campaign video and identifying its message and aim through visual elements. Drawing conclusions. Do we need digital detox?</p>
<p>FINAL TASK Step 3: create a video for an awareness campaign Evaluation sommative</p>	<p>PO/POI</p>	<p>You want to organize a digital detox week in your highschool. Create a video campaign to promote your event on the school website and the social network you have selected on step 2.</p>

Plan de la séance 9 : STEP 2

Mission : You are 4 students who have been asked to organize a prevention campaign video for your school website. Listen to 3 members of different social networks, discuss and choose one for a sponsorship.

OBJECTIFS

Objectif culturel :

Nouvelles technologies et réseaux sociaux

Objectif grammatical :

-modaux du conseil et de la capacité

-expression de la possibilité

-présent simple

-clivées en WHAT ou IT

Objectif lexical :

Lexique lié aux nouvelles technologies, réseaux sociaux, à internet et à la communication

SUPPORTS	ACL	ACTIVITES		timing
Powerpoint mission	PO	1) introduction to the mission : un élève lit la consigne générale		5mn
		ROLE MEMBER SOCIAL NETWORK	ROLE STUDENT	
Worksheet -roles for members of social networks (Facebook, twitter,youtube) -roles for students	CE PE	2) Reading activity and methodology : Chaque élève lit sa mission et remplit la méthodologie qu'il/elle utilisera durant le meeting	2) Reading activity and methodology : Chaque élève lit sa mission et remplit la méthodologie qu'il/elle utilisera durant le meeting	5mn
Sets of documents facebook A2- Webpage/ Facebook US B1- article/ the guardian UK B1+-Article/the Globe and Mail Canada Twitter B1- Webpage /twitter US B1+- article/ the guardian UK B2-Article/ queensland gov Australia Youtube A2- webpage/ youtube UK B1- Article- Google Blog US B2- Article/ The Economic times India	CE PE	3) Reading and writing activity : Chaque élève lit le document mis à sa disposition et complète sa fiche avec des note sur les arguments trouvés	3) Reading and writing activity : Chaque élève anticipe les critères qu'il/elle juge importants pour le choix d'un réseau social pour une campagne de prévention	10mn
	POI	4) Collaborative exchange : Pour chaque réseau social, l'élève échange ses arguments avec les autres élèves et complète sa fiche	4) Collaborative exchange : Chaque élève réfléchit aux questions qu'il/elle veut poser sur chaque réseau social et prépare des notes	10mn
Worksheets role for students and members		5) Get ready for the commission: Chaque élève et chaque membre d'un réseau social remplit et relit les notes pour le meeting		2mn
	POI	6) Oral interaction L'étudiant ouvre le meeting, doit poser des questions, écouter les arguments et débattre sur le choix du réseau social avec les élèves présents.		15mn
Worksheets role for students and members	PE	7) Writing activity: individual feedback: Chaque membre d'un réseau social remplit la dernière partie de sa fiche en expliquant son ressenti sur sa mission	7) Writing activity: individual feedback: Chaque élève remplit la dernière partie de sa fiche en faisant figurer le choix du réseau social et les informations entendues qu'il/elle a jugées pertinentes et convaincantes	5mn
	POC	8) Oral feedback Chaque étudiant rend compte brièvement à l'oral de son choix en justifiant avec quelques arguments		2mn

Role	Niveau	Sources	Focus
Member of facebook company	A2	About -Facebook webpage https://www.facebook.com/facebook/info?tab=page_info	US
Member of facebook company	B1 (2)	Article- the Guardian Facebook: 10 Years of Social Networking in Numbers www.theguardian.com/news/datablog/2014/feb/04/facebook-in-numbers-statistics	UK
Member of facebook company	B1+	Article -The Globe and Mail 10 Million Canadians Use Facebook on Mobile Daily http://www.theglobeandmail.com/technology/10-million-canadians-use-facebook-on-mobile-daily/article16976434/	Canada
Member of Twitter company	B1 (2)	Home page – twitter website www.twitter.com	US
Member of Twitter company	B1+	Article – the guardian More Than One Fifth of Britons Will Use Twitter This Year http://www.theguardian.com/technology/2014/feb/20/twitter-uk-active-users-2014	UK
Member of Twitter company	B2	Article- Business page Queensland government How Twitter Works http://www.qld.gov.au/	Australia
Member of Youtube company	A2 (2)	About – youtube UK webpage http://www.youtube.com/yt/about	UK
Member of Youtube company	B1	Article- Google official blog Digital activism onYoutube http://googleblog.blogspot.fr/2009/07/digital-activism-on-youtube.html	US
Member of Youtube company	B1+/B2	Article- TheEconomictimes website Youtube Popular Venue for Social Activism http://articles.economictimes.indiatimes.com/2013-10-30/news/43528943_1_youtube-videos-activism-print-media	India