„UMGANG MIT SOCIAL MEDIA IM ENGLISCHUNTERRICHT –

EINE PRAKTISCHE ANNÄHERUNG ANHAND VON DREI UNTERRICHTSBEISPIELEN“

Martin Bastkowski

Ziele

Martin Bastkowski

- Übersicht über die Relevanz des Themas für unsere Lerner geben

- Ideen und Impulse anbieten, wie das Thema „*social media*“ vielseitig und kommunikativ eingesetzt werden kann

- anhand von drei Unterrichtsbeispielen konkret und praktisch das Thema im Unterricht bearbeiten

http://startup-selbstaendig.de/wp-content/uploads/2012/06/Fotolia_42593591_XS.jpg

Kurze Vorstellung

http://rayaprolu.in/wp-content/uploads/2016/07/aboutme.jpg

Heutiger gemeinsamer Ablauf

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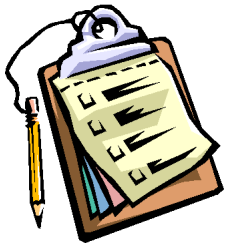

(1) Let‘s get into the topic: Swap-it cards

(2) Relevanz sozialer Medien im Schüleralltag

(3) Kommunikative Kompetenzen und soziale Medien

(4) kurze Vorstellung der Unterrichtsbeispiele (= Workshop)

http://www.animaatjes.de/bilder/a/agenda/animaatjes-agenda-94811.gif

1. Let's get into the topic

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1. Let's get into the topic

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Swap-it card

Where do you usually use the internet?	How many members of your family use a mobile or a smartphone?	How often do you log onto social media?
On a typical day, how many hours do you spend watching TV?	How many of your friends are currently using Twitter?	If you could use only one social media platform, which one would it be?
On a typical day, how often do you comment on other users' activities (photos, posts etc.)?	On a typical weekday, do you use the internet more for work or more for personal reasons?	On a typical day, how often do you add photos to your social media account?
What do you usually use your mobile/smartphone for?	Could you live without your mobile/smartphone for a week? Give a reason for your answer.	How often do you read books or newspapers?
Would you like to work for a TV channel one day? Give a reason for your answer.	On a typical day, how many hours do you spend on social media?	What do you usually use the internet for?
How much money do you spend on your mobile/smartphone every month?	What's your favorite TV show at the moment?	Do you play any computer games in your free time? What are they about?
What device do you usually use to go online?	Would you like to be involved in a casting show? Give a reason for your answer.	Do you enjoy watching movies? Where do you watch them?
What do you use Google for?	Which social media platform do you think is the most important one? Why?	What's your favorite TV series at the moment?
How many of your „friends" on social media have you met in person?	How often do you stream movies through an online service?	Which social media platform do you use the most and why?

Bastkowski, M. (2016). YouTube stars. Für einen Schülerwettbewerb YouTube-Videos analysieren und ein eigenes Video promoten. *Englisch 5-10*, 34, 16-19, Materialpaket: 17-19. Seelze: Friedrich Verlag.

2. Relevanz sozialer Medien im Schüleralltag

2. Relevanz sozialer Medien im Schüleralltag

Eckdaten zu sozialen Medien

https://de.toonpool.com/user/589/files/facebook_friends_983035.jpg

https://www.toonpool.com/user/589/files/imaginary_friends_1735305.jpg

2. Relevanz sozialer Medien im Schüleralltag

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Teilnehmer

An einer Veranstaltung teilnehmen

Um an der Veranstaltung teilzunehmen, geben Sie bitte hier die von Ihrem Redner zur Verfügung gestellte Session-ID ein.

Session-ID eingeben ... | Teilnehmen

Redner

Eine Veranstaltung erstellen

Als Redner kann hier eine neue Veranstaltung angelegt werden. Anschließend können sich die Teilnehmer bei der Veranstaltung anmelden und den Redner mit Echtzeit-Feedback versorgen.

Erstellen

jhk

https://tweedback.de/

Eckdaten zu sozialen Medien

- *DAK-Studie*: Befragung von Kindern und Jugendlichen zwischen 12 und 17 Jahren:
  - 85% der 12- bis 17-Jährigen nutzen an **7 Tagen** der Woche soziale Medien
  - Bei den Mädchen und Jungen **steigt** die durchschnittliche **Nutzungshäufigkeit** mit zunehmenden Alter an
  - In der Altersgruppe der 16- bis 17-Jährigen nutzen nahezu alle Befragten soziale Medien **jeden Tag**

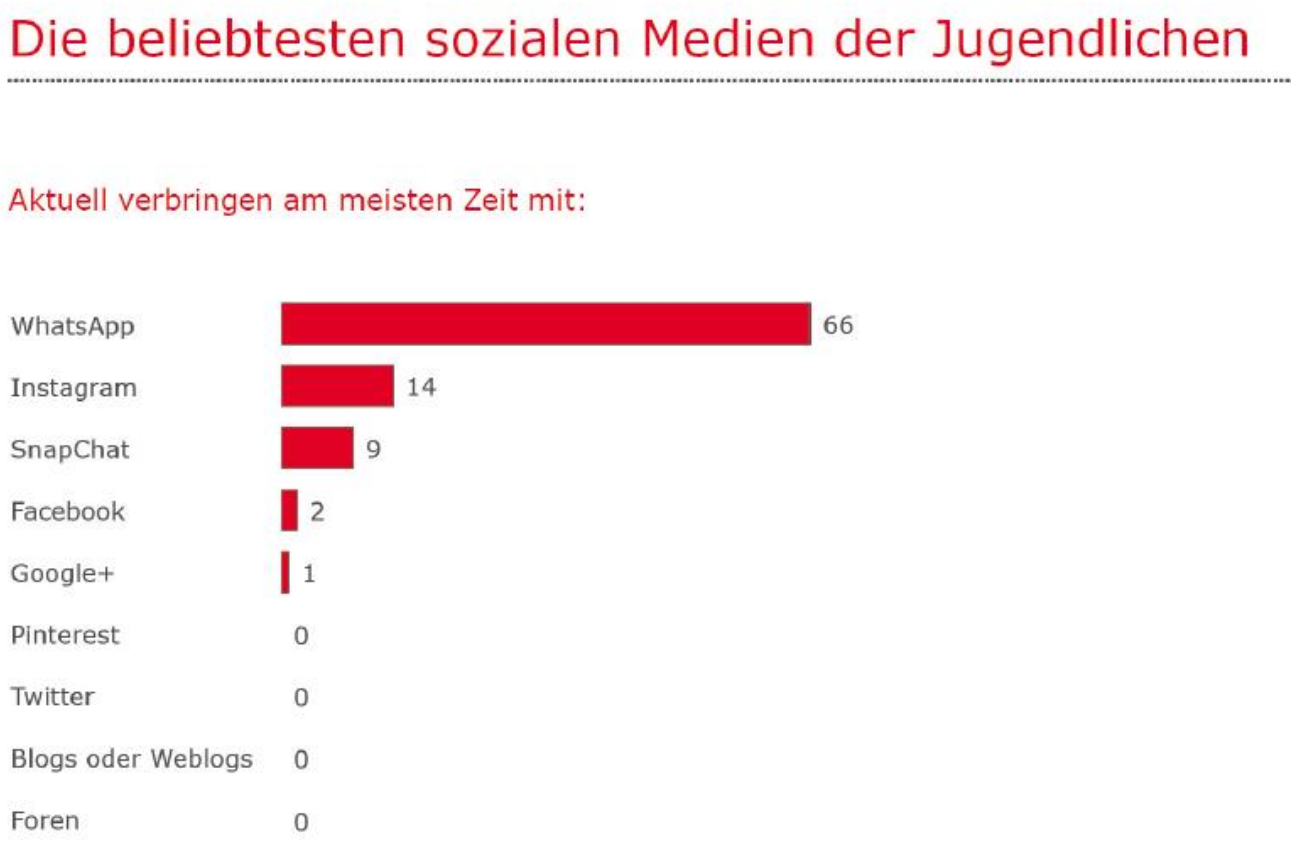
WhatsApp, Instagram und Co. – so süchtig macht Social Media. DAK-Studie, 2017

Eckdaten zu sozialen Medien

- *DAK-Studie*: Befragung von Kindern und Jugendlichen zwischen 12 und 17 Jahren:
  - Die durchschnittliche Nutzungsdauer pro Tag liegt bei knapp 3 Stunden (**166 Minuten**)
  - **Mädchen** nutzen soziale Medien **mehr** als Jungen
  - 12-bis 17-Jährigen mit einem höheren Schulabschluss (Abitur) nutzen soziale Medien weniger als Jugendliche mit einem mittleren oder niedrigeren Schulabschluss (149,2 min vs. 206,6 min pro Tag)

WhatsApp, Instagram und Co. – so süchtig macht Social Media. DAK-Studie, 2017

Eckdaten zu sozialen Medien



WhatsApp, Instagram und Co. – so süchtig macht Social Media. DAK-Studie, 2017

Eckdaten zu sozialen Medien

Daten spiegeln deutlich die **Alltagsrelevanz** der sozialen Medien im Leben unserer Lerner wider

https://d2zwr453kwsp40.cloudfront.net/media_assets/72/original1392806271.jpg?1392806271

Was sind eigentlich *Social Media*?

- Interaktivität
- kollobarotive Platt-formen (Wikipedia, Blogs, Twitter)
- Medien, um zu kommunizieren
- technische Strukturen = Software
- Communities (YouTube)
- virtuelle Gemeinde im Web 2.0
- kostengünstige Kommunikation
- soziale Netzwerke (Facebook, WhatsApp)
- Mitglieder einer Gesellschaft verbinden
- Mitmachmedien
- Vernetzung (#)
- Online-Spiele (World of Warcraft)

Harvard Business Manager, Was ist – Reihe, 2010

2. Relevanz sozialer Medien im Schüleralltag

Was sind eigentlich *Social Media*?

Definitionsansätze	Merkmale	Beispiele
virtuelle Gemeinde im Web 2.0	Interaktivität	kollobarotive Platt-formen (Wikipedia, Blogs, Twitter)
Medien, um zu kommunizieren	technische Strukturen = Software	Communities (YouTube)
Mitglieder einer Gesellschaft verbinden	kostengünstige Kommunikation	soziale Netzwerke (Facebook, WhatsApp)
	Mitmachmedien	Online-Spiele (World of Warcraft)
	Vernetzung (#)	

Harvard Business Manager, Was ist – Reihe, 2010

2. Relevanz sozialer Medien im Schüleralltag

Problematiken der sozialen Medien

43 % sind nur mit wenigen und 30% mit gar keinen Freunden ausschließlich über soziale Medien in Kontakt

Knapp jeder fünfte 12-bis 17-Jährige schläft wegen der sozialen Medien zu wenig

Streit mit den Eltern haben nur 6% sehr häufig.

Suchtgefahr, Ablenkung von schulischen Aufgaben, Cybermobbing

Wenn so problematisch, warum sollte das Thema dennoch im Unterricht behandelt werden?

WhatsApp, Instagram und Co. – so süchtig macht Social Media. DAK-Studie, 2017

2. Relevanz sozialer Medien im Schüleralltag

Soziale Medien im Unterricht

- **Themen** der sozialen Netzwerke (Hobbys, Familie, Interessen, …) umfassen auch Themen des Englisch-unterrichts
- **Identitätsentwicklung** durch soziale Netzwerke auch im Unterricht aufgreifen (94% haben ein Profil)
- **Critical Media Literacy** (critical thinking, reflection and ethical behaviour)
- **Digitalisierung** an Schulen + **Zeitgeist**

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3. Kommunikative Kompetenzen und soziale Medien

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https://www.bullguard.com/getmedia/d3b6d00d-4f77-471f-bd46-2d897220b391/kids-parental-control-dangers-internet.jpg?width=770&height=400&ext=.jpg

3. Kommunikative Kompetenzen und soziale Medien

https://www.bullguard.com/getmedia/d3b6d00d-4f77-471f-bd46-2d897220b391/kids-parental-control-dangers-internet.jpg?width=770&height=400&ext=.jpg

3. Kommunikative Kompetenzen und soziale Medien

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LISTENING / VIEWING	READING	SPEAKING	WRITING	TOPICS
analyzing YouTube videos	statistics	discussions	blogs, tweets	cyberbullying
	newspaper articles	talk shows	media diary	media role models
speeches (e.g. MeToo)	blogs, posts	presentations	creating a flyer	+/- of social networks
video clips, z.B. "Let's Fight It Together"	online articles	shooting a video	comments on statements	media at school/home
	online campaigns	provoking pictures	stating your own opinion	digital activism

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4. Kurze Vorstellung der Unterrichtsbeispiele

4. Kurze Vorstellung der Unterrichtsbeispiele

Annäherung anhand von 3 Unterrichtsbeispielen:

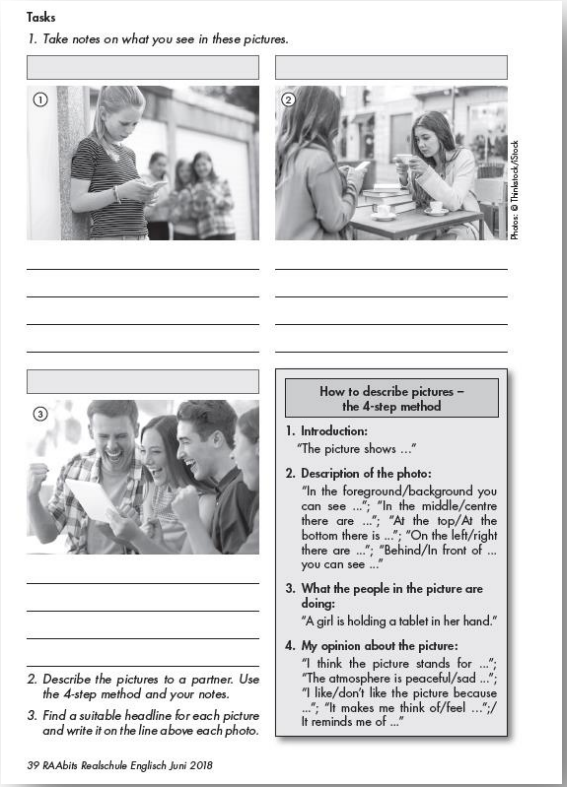
(1)Social networks – love them or hate them. Freie Meinungsäußerung trainieren (Klassen 9/10)

selected words	associations

working with a word cloud

+

talking about pictures



Tasks

1. Take notes on what you see in these pictures.

Photos: © Thinkstock/iStock

2. Describe the pictures to a partner. Use the 4-step method and your notes.

3. Find a suitable headline for each picture and write it on the line above each photo.

How to describe pictures – the 4-step method

1. **Introduction:**
   "The picture shows ..."
2. **Description of the photo:**
   "In the foreground/background you can see ...", "In the middle/centre there are ...", "At the top/At the bottom there is ...", "On the left/right there are ...", "Behind/In front of ... you can see ..."
3. **What the people in the picture are doing:**
   "A girl is holding a tablet in her hand."
4. **My opinion about the picture:**
   "I think the picture stands for ...", "The atmosphere is peaceful/sad ...", "I like/don't like the picture because ...", "It makes me think of/feel ...",/ It reminds me of ..."

39 RAAbits Realschule Englisch Juni 2018

4. Kurze Vorstellung der Unterrichtsbeispiele

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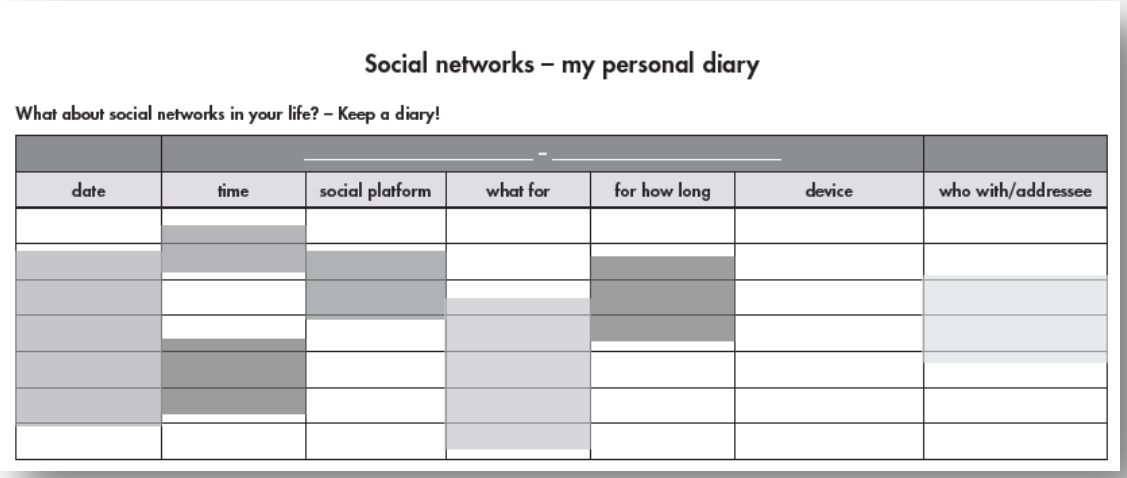
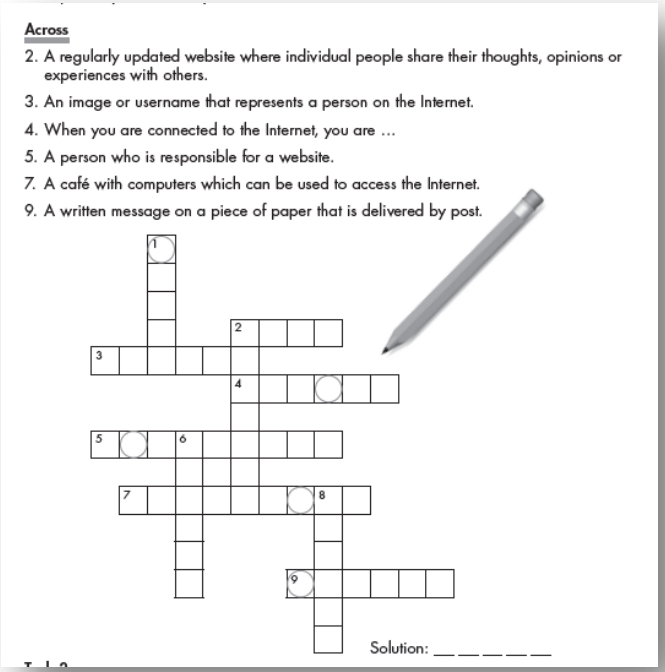


Social networks – my personal diary

What about social networks in your life? – Keep a diary!

	_____ – _____					
date	time	social platform	what for	for how long	device	who with/addressee



Across

2. A regularly updated website where individual people share their thoughts, opinions or experiences with others.
3. An image or username that represents a person on the Internet.
4. When you are connected to the Internet, you are …
5. A person who is responsible for a website.
7. A café with computers which can be used to access the Internet.
9. A written message on a piece of paper that is delivered by post.

Solution: _ _ _ _ _ _

diary + crossword puzzle

4. Kurze Vorstellung der Unterrichtsbeispiele

Annäherung anhand von 3 Unterrichtsbeispielen:

(1)Social networks – love them or hate them. Freie Meinungsäußerung trainieren (Klassen 9/10)

Milling around – social networks in my life

Let's find out what your classmates think about social networks!

Tasks

1. *Walk around the classroom and interview four different pupils about social networks. Take notes.*

	Partner 1:	Partner 2:	Partner 3:	Partner 4:	Myself:
Which social network do you use the most?					
Name three activities you do on social platforms.					
Name two advantages of social networks.					
Name two disadvantages of social networks.					
In what way are social networks helpful for school?					
Your own question:					

Milling around

+

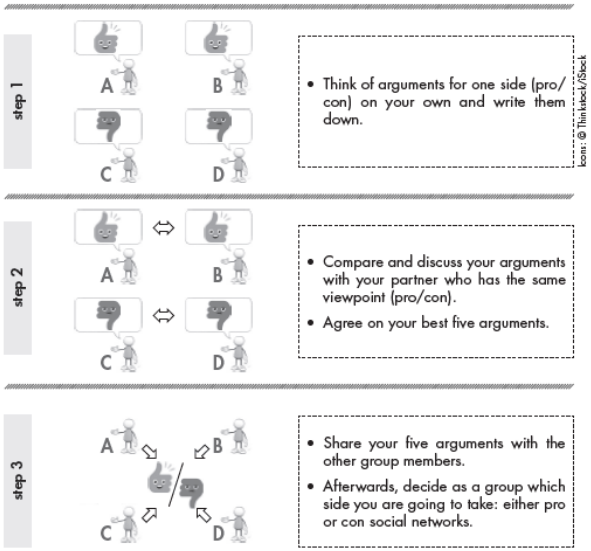
Partner puzzle (+/- of social networks)

Pros and cons of social networks – partner puzzle

Collect arguments for and against social networks.

Tasks

1. *Get into groups of four and pick one social network, e.g. Facebook, YouTube, Instagram, Snapchat, Twitter etc.*
2. *Decide which two members of your group are going to collect arguments for (pro) or against (con) social networks. Follow the steps of the partner puzzle.*



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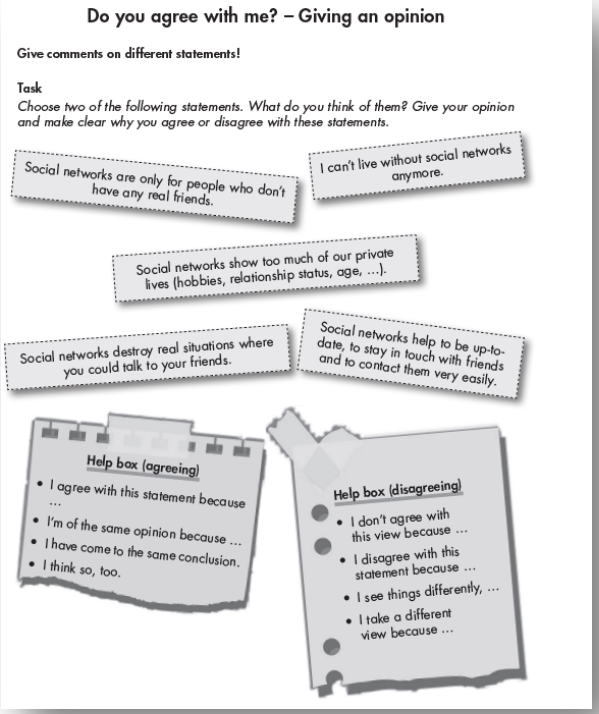

Do you agree with me? – Giving an opinion

Give comments on different statements!

Task
Choose two of the following statements. What do you think of them? Give your opinion and make clear why you agree or disagree with these statements.

- Social networks are only for people who don't have any real friends.
- I can't live without social networks anymore.
- Social networks show too much of our private lives (hobbies, relationship status, age, ...).
- Social networks destroy real situations where you could talk to your friends.
- Social networks help to be up-to-date, to stay in touch with friends and to contact them very easily.

Help box (agreeing)
- I agree with this statement because ...
- I'm of the same opinion because ...
- I have come to the same conclusion.
- I think so, too.

Help box (disagreeing)
- I don't agree with this view because ...
- I disagree with this statement because ...
- I see things differently, ...
- I take a different view because ...

Discussing statements

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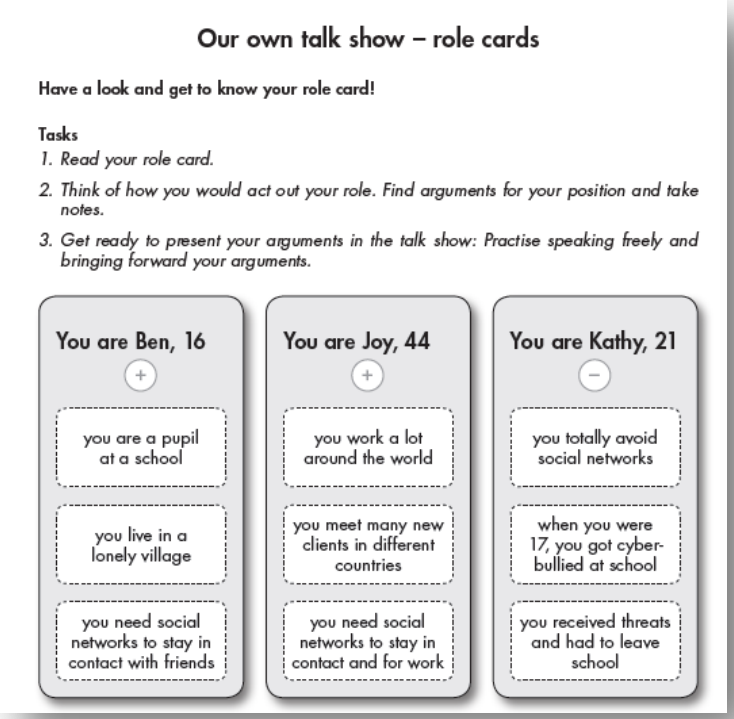
Talk show



Our own talk show – role cards

Have a look and get to know your role card!

Tasks
1. *Read your role card.*
2. *Think of how you would act out your role. Find arguments for your position and take notes.*
3. *Get ready to present your arguments in the talk show: Practise speaking freely and bringing forward your arguments.*

You are Ben, 16 (+)	You are Joy, 44 (+)	You are Kathy, 21 (–)
you are a pupil at a school	you work a lot around the world	you totally avoid social networks
you live in a lonely village	you meet many new clients in different countries	when you were 17, you got cyber-bullied at school
you need social networks to stay in contact with friends	you need social networks to stay in contact and for work	you received threats and had to leave school

4. Kurze Vorstellung der Unterrichtsbeispiele

Annäherung anhand von 3 Unterrichtsbeispielen:

(2) YouTube stars. Für einen Schulwettbewerb YouTube-videos analysieren und ein eigenes video promoten (Klassen 9/10)

Where do you usually use the internet?	How many members of your family use a mobile or a smartphone?	How often do you log onto social media?
On a typical day, how many hours do you spend watching TV?	How many of your friends are currently using Twitter?	If you could use only one social media platform, which one would it be?
On a typical day, how often do you comment on other users' activities (photos, posts etc.)?	On a typical weekday, do you use the internet more for work or more for personal reasons?	On a typical day, how often do you add photos to your social media account?
What do you usually use your mobile/smartphone for?	Could you live without your mobile/smartphone for a week? Give a reason for your answer.	How often do you read books or newspapers?
Would you like to work for a TV channel one day? Give a reason for your answer.	On a typical day, how many hours do you spend on social media?	What do you usually use the internet for?
How much money do you spend on your mobile/smartphone every month?	What's your favorite TV show at the moment?	Do you play any computer games in your free time? What are they about?

Swap-it cards

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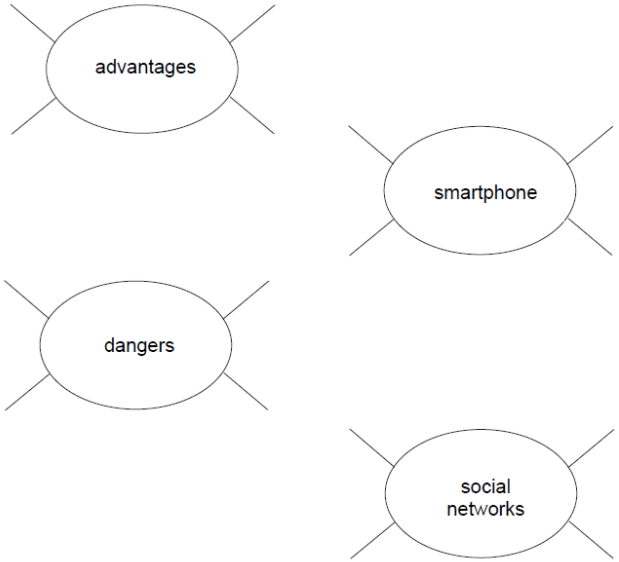
Buzz groups

Buzz groups – the media

In your buzz group, look at the following media keywords and note down all the information you can think of.
Add another keyword that might be important for the media.



4. Kurze Vorstellung der Unterrichtsbeispiele

Annäherung anhand von 3 Unterrichtsbeispielen:

(2) YouTube stars. Für einen Schulwettbewerb YouTube-videos analysieren und ein eigenes video promoten (Klassen 9/10)

What YouTube stars talk about

Your school is having a competition for the best idea for a YouTube channel about your class. The best videos will be put up on the school website.

1. **Watch three YouTube videos to get some ideas for your own videos.**
2. **Fill in the basic information for each video.**
3. **Fill in any additional information for each category.**

	Categories	Video 1	Video 2	Video 3
Basic information	Name			
	Clicks			
	Likes / dislikes			
	Followers			
Additional information	Headline of the video			
	Topics addressed in the video			
	Equipment used			
	Design of the video			

Analyzing YouTube videos

+

Poster für ein Video

Our YouTube video

In your group make a poster for your competition video. Include reasons why your class is the best.

Headline here

about us:

How we can help each other

our plans to support our school

Why we are a team

Our class slogan or symbol:

special teachers

Classmates who deserve a special mention

activities we've done so far

equipment we would like to use

our classroom

4. Kurze Vorstellung der Unterrichtsbeispiele

Annäherung anhand von 3 Unterrichtsbeispielen:

(3) How to cope with social networks. Ein Video erstellen zum Umgang in und mit sozialen Netzwerken (Klassen 9/10)

M 1 | Question cards: Social networks

In this lesson, you are going to talk about the dangers the use of social networks can bring about.
In groups, create a short film of your findings.

Tasks:

1. *Take turns drawing a card and reading out the questions. In your group, answer the questions.*

1. What social media do you know? Which one is the best? Give reasons.	2. What subjects do you like to post on social networks? Name at least eight examples.
3. What do you usually read on other people's profiles? Give some examples.	4. How often, where and when do you check social networks?
5. What would you never post on social networks? Give reasons.	6. Name five things you can use social networks for.
7. Name and explain three disadvantages of social networks.	8. What will social networks be like in 20 years? Name four changes.
9. Which do you prefer: personal contact or digital friendships? Give reasons.	10. What are things you would like to change or add to social networks?

M 2 | Graffiti method: Social networks

Tasks:

1. *Walk around the classroom. In your group, brainstorm ideas and information for the questions on each of the graffiti posters. Add your ideas to the respective poster.*
2. *When you are back at the graffiti poster you started at, read what the other groups added.*
3. *Decide on the TOP 10 pieces of information and highlight them on the poster.*
4. *Present the poster in class.*
5. *Put all the posters up on the wall so that everybody can use the information while creating their videos.*

M 3 | Graffiti topics

1. Name typical and well-known social networks and what you can use them for.
2. Note down what kind of information you can post on social networks.
3. What should you be aware of when posting personal information?
4. What should you be aware of when setting up a new account or new profile in a social network?
5. What should you be aware of when sharing pictures with others on social networks?
6. What can you do if you don't want others to post information about you or pictures of you?
7. What can you do if somebody has already posted false information about you on a social network?

Question cards + Graffiti method

4. Kurze Vorstellung der Unterrichtsbeispiele

Annäherung anhand von 3 Unterrichtsbeispielen:

(3) How to cope with social networks. Ein Video erstellen zum Umgang in und mit sozialen Netzwerken (Klassen 9/10)

M 4 | Shooting your video

Tasks:

1. *Imagine you are planning to take part in a school project competition.*
   Every class has to shoot a video about how to best cope with social networks.
   The best video will be awarded a prize.
2. *Get into new groups. Outline your structure and content, and then shoot your video using a camera or your mobile phone. Use the following checklist:*

To do	Check ( )
1) Find a title or slogan for your video.	☐
2) Decide on the content and structure.	☐
a) Name typical and well-known social networks and what you can use them for.	☐
b) Talk about which information you can post on social networks.	☐
c) Your video should include tips, help and ideas on what you should be aware of or do when: – posting personal information. – setting up a new account or creating a new profile. – sharing pictures with others. – you don't want others to post information about you or pictures of you. – somebody has already posted false information about you.	☐
3) Restate your ideas by giving your TOP 5 ideas and strategies on how to cope with social networks.	☐
4) Give a final statement and say goodbye.	☐

Shooting a video

FRAGEN/ERGÄNZUNGEN

https://assets.entrepreneur.com

Martin Bastkowski

Herzlichen Dank

http://cdn.iag.me/assets/thank-you-540x358.jpg

RÜCKMELDUNG/KONTAKT

- Feedback, Nachfragen, Ideen und Optimierungsvorschläge gerne unter:
  - **Bastkowski.Schule@googlemail.com**
  - **www.Bastkowski.de**

QUELLENANGABEN

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