

# Background Information Sheet

Name	Class	Date	Lesson Type	Length
AJ	220_TH WK	05/08/2021	speaking	20 mins

Lesson	
<b>Topic</b>	Social media brings more harm than good? (Debate)
<b>Main Aim</b>	To express your intellectual logic, develop your speaking and to progress the theory regarding about the topic.
<b>Secondary Aim</b>	To address and hand a solution to a topic.
Materials and References	
YouTube video: <a href="https://www.youtube.com/watch?v=jQ8J3IHhn8A">https://www.youtube.com/watch?v=jQ8J3IHhn8A</a> pictures;	

Student Profile			
Level	Advanced		
Age		Number of Students	4
Detail	These students have ability to use language in any occasions with minimal errors. They have goals to working towards with their language skills.		
Assumptions about student’s knowledge as required for this lesson:			
Students have to give their personal opinion and theory with greater knowledge about the topic.			

Anticipated Difficulties and their Solutions:
Unable to access internet: ready an audio equipment and ppt or pictures that related to the topic.

My Personal Aim
My personal aim is to find a more convincing opinion between two teams, with the critical thinking about the primary issues of the given topic.

**Stage Name:** Pre-task

**Purpose of this stage:** create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given communicative task e.g. discuss, arrange/sort, create a list, etc. The aim is to relax students, activate their background information and gather useful ideas for the lesson.

**Materials:** video or the pictures.

Time	Interaction	Procedure
5mins	T-S	<p>“Ok guys good day, before our debate lets watch a short video clip, that give little information about our main topic, the topic is “social media brings harm than good?”</p> <p>After watching a video discuss about the good and bad effect of social media to people, you can also ask about the students personal experienced on how they deal the pros and cons of exposing in social media.</p>

**Stage Name:** Task preparation

**Purpose of this stage:** This is student centered stage, to give students time to prepare and practice a speaking task which they will perform in task realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepare materials may be provided to assist their preparation. Monitor and offer brief tips if necessary.

**Materials:** sheet of paper and pen to write down some note.

Time	Interaction	Procedure
2mins	S-S	<p>At this stage divide the students into 2 group and give them a task for the topic. They need to write some note to prepare for the debate.</p> <p>Teacher should monitor from the distance.</p>

**Stage Name:** Task realization

**Purpose of this stage:** This is a very student-centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here.

**Materials:** no materials needed.

Time	Interaction	Procedure
10mins	S-S	<p>This stage is the start of the debate. Students from different side of group should have opposing arguments that related to the topic. Base on videos also need to support the opinion of both teams.</p>

**Stage Name:** Post Task

**Purpose of this stage:** To end the lesson with a final student-centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies.

**Materials:** no materials needed.

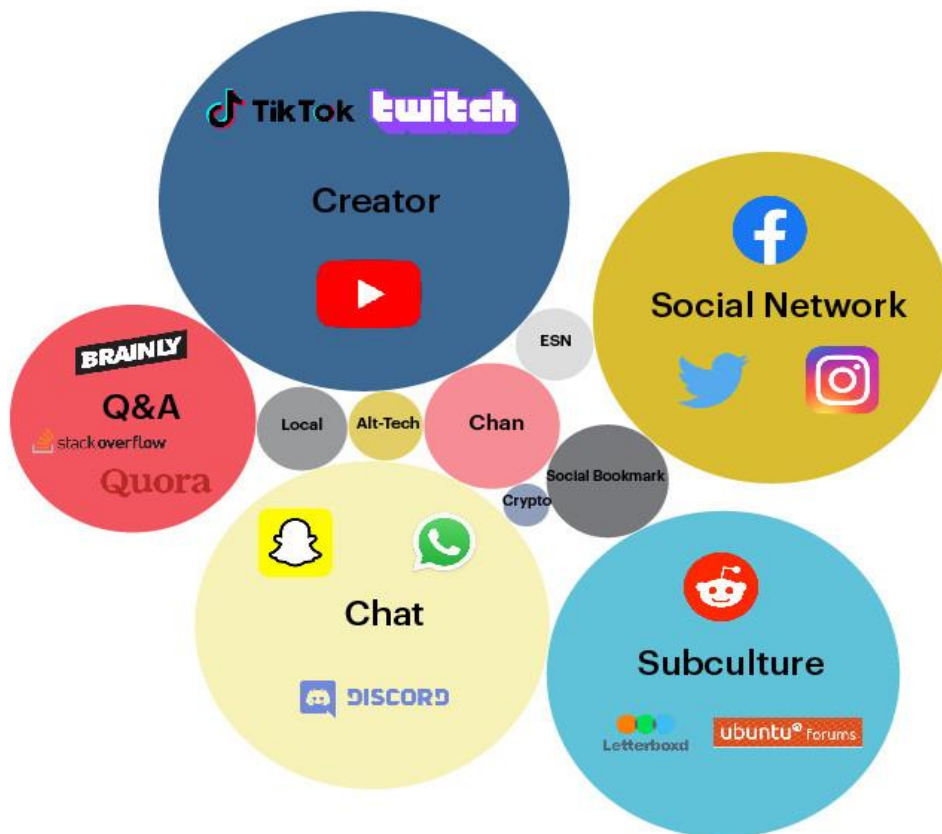
Time	Interaction	Procedure
3mins	<b>S-S</b>	After ending of the debate students should have discussion who has the most believable explanation. Teacher also needs to decide.
	<b>T-S</b>	<p>“Ok guys! Base on your arguments I prefer to believe the group (chosen group) ...is the winner on this debate. They used enough more evidence to opposed the other team and give more logical answer”.</p> <p><b>Feedback.</b></p> <p>“I’m proud of the way you worked today guys, keep it up for the next activities”.</p> <p><b>Dismiss.</b></p>

# Instructor's Comments and Assessment

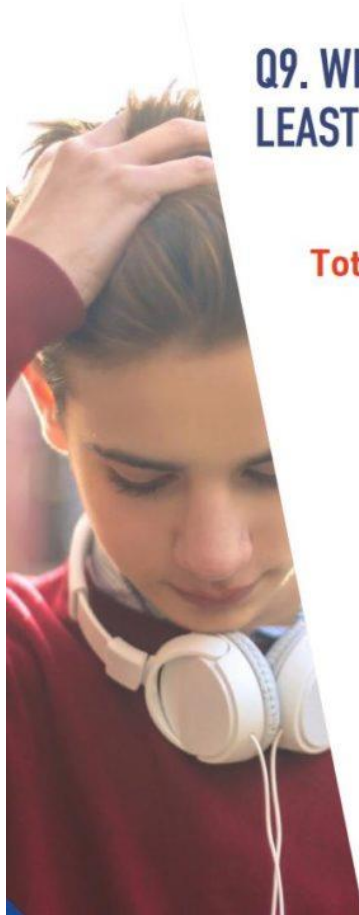
<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
<b>Above Standard 85%-100%</b>	<b>Standard 70%-84%</b>	<b>Below Standard 69%-0%</b>
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		

# Negative Effects of Social Media

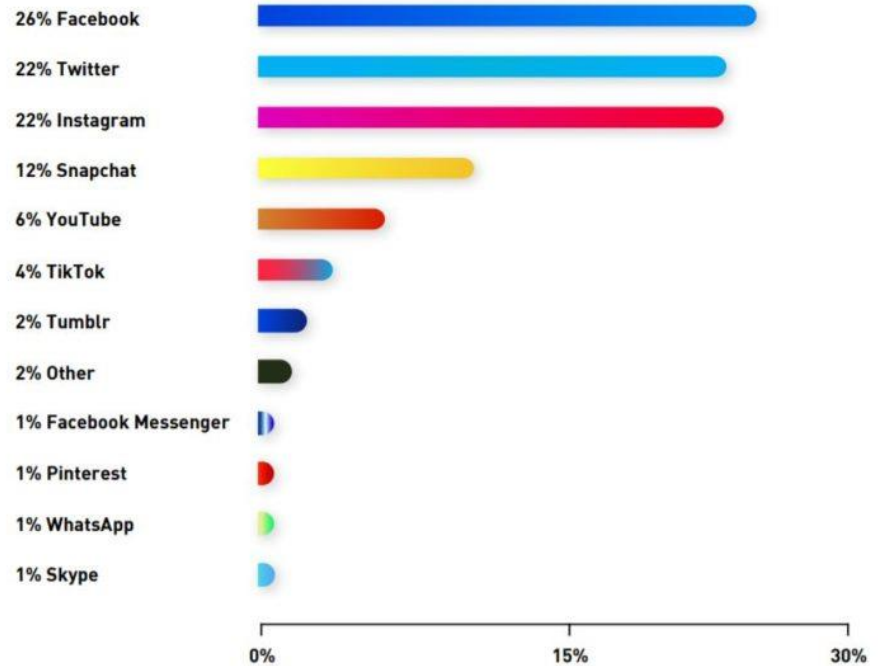
- A false sense of connection
- Mental health effects
- Encourages poor grammar, usage, and spelling
- Exposing children to online predators
- Isolation/Loneliness
- Broken relationships, infidelity and torn families
- Harm to ones reputation
- Exposure to cyber bullying
- Suicide

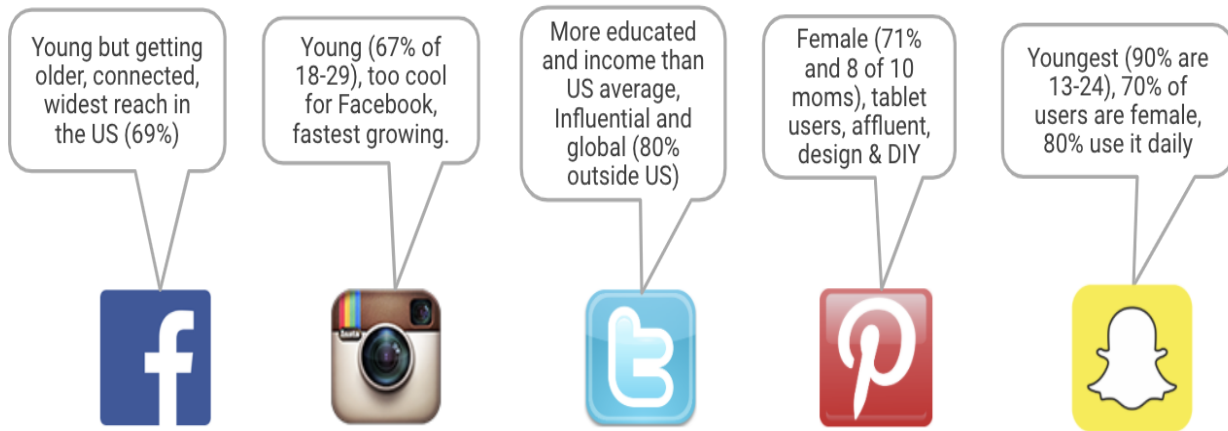


## Q9. WHICH SOCIAL MEDIA PLATFORM DO YOU FEEL THE LEAST SAFE USING WHEN IT COMES TO CYBERBULLYING?



### Total





1. Develop a strong presence across platforms relevant to your audience
2. Customize content for each platform, reflecting formats, audience, and usage

