**Social Media, Day 4: YouTube (edit in process)**

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| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *search for videos on YouTube****Computer skill:*** *watch videos and manipulate settings on YouTube****Computer skill:*** *Add videos to a playlist to be shared****Literacy skill:*** *Categorize information using a Venn Diagram.* | **Make Student Copies*** **N/A**

**Props, Technology or Other Resources*** Projector
* Computer for every student
* Teacher computer
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| **Lesson Plan** | Vocabulary |
| **Review: LinkedIn vs. Facebook****Briefly have students summarize the differences between Facebook and LinkedIn using a Venn Diagram.****Activity 1: Intro to YouTube**Description: students will learn the difference between active and passive job search on LinkedIn and what to include on a LinkedIn profile. students will then run practice job searches on LinkedIn**Activity 2: Learning How to Use YouTube** Description: Students will learn how to search for and watch videos on YouTube.**Activity 3: Creating a Class Playlist**Description: Students will learn how to use playlists in YouTube, and then create a class playlist of short videos to watch as a class.**Activity 4: (optional) Independent Practice on YouTube**Description: If there is time remaining, students will learn about Liking and Commenting, Subscribing to Channels, and Settings and Privacy using the site GCF Learn Free. | * User generated content
* Parental controls
* Playlist
* Filter
* Like
* Comment
* Subscribe
* Annotation
* Privacy
 |

Teacher Directions: Review: Facebook vs. LinkedIn

Draw a Venn Diagram (two large intersecting circles) on the whiteboard. Label one circle ‘Facebook’ and one ‘LinkedIn.’ Elicit information from students about each social media platform. Help students decide: Is this something that both have in common? If so, it goes in the middle space between the two circles. If not, it goes in the outer part of the circle under the appropriate heading.

Examples:

—commonalities: both are social media platforms; both allow you to add connections with other people (friends in FB vs. connections in LinkedIn); both allow you to share articles, links, pictures, and videos; both allow you to ‘like’ and ‘comment’ on others’ activity; both allow you to join groups

—differences: FB is focused on social connections while LinkedIn is focused on career related connections; LinkedIn allows you to search for jobs while FB doesn’t; you may not share the same content on FB as you would on LinkedIn (i.e., cat videos are appropriate for FB but maybe not for LinkedIn.)

Briefly use the Venn Diagram to review and discuss the differences between LinkedIn and Facebook. Then explain to students that we will be covering a third, different social media site today: YouTube.

**Teacher Directions: Activity 1: Intro to YouTube**

Step 1: Background

Ask if students have ever watched a video online. What was the video about? What site did they use? Hopefully some students will mention YouTube. Tell students that YouTube is a type of social network based around sharing videos. Users can watch, create, and share videos with each other and interact with other users and video creators via comments.

Step 2: Intro to YouTube

 On the teacher computer, while projecting the lesson onto the board, navigate to http://www.gcflearnfree.org/youtube/what-is-youtube . Read through the text with learners and play the “Welcome to our YouTube tutorial” and “What do we like about YouTube?” videos for students. You will need a projector and speakers so all the students can hear. If you feel it’s necessary, feel free to play each video twice for better comprehension.

--Discuss the term “user generated content” with students. (Answer: it is defined as “any data or media that is contributed by individual users of a website” – reference.com) Have they heard of any other websites that rely on user generated content? (Examples: Wikipedia.com, a community encyclopedia; UrbanDictionary.com, a dictionary of slang contributed by users; Instagram, Flickr and other photo-sharing services, a bank of images submitted by users.)

--Ask students: from what they’ve seen so far, how does YouTube appear similar to, or different than, other social media sites we’ve covered so far (LinkedIn and Facebook)?

**Teacher Directions: Activity 2: Learning How to Use YouTube**

Step 1: As a class, navigate to <http://www.gcflearnfree.org/youtube/watching-youtube-videos>. Show students how to click on the ‘play’ button on the cowboy video to start the video playing. Then allow students to navigate to the page on their own computers and read through the text and practice with the interactive image.

Give students 5-10 minutes to read and practice with the information on the page. Then ask students:

* where do you click to start the video?
* where do you click to save a video to watch later?
* where do you click to make the video full screen?
* how do you turn on subtitles for a video?
* how can you adjust the volume of the video?
* how can you adjust the quality of the video?\*
* how can you skip an ad to get to the main video?
* what is an annotation and how can you close one when it pops up?

If students are unsure about any of these questions, practice them together as a class and allow students more time to practice with the interactive image tool.

Step 2: As a class, navigate to <http://www.gcflearnfree.org/youtube/searching-for-videos>. Read the text together and point out the key parts of searching to the students. (Skip the part on ‘filters’ if you think it is too advanced for your students.)

Step 3: Navigate to [youtube.com](http://youtube.com) as a class and do a practice search for ‘dogs on skateboards’ as in the GCF examples. Show students how to use the features they learned in step 1.

Step 4: Have students navigate to [youtube.com](http://youtube.com) and practice searching for a video they would like to watch, and practice using the features they learned in Step 1. As students practice, circulate around the room and make sure they are understanding how to do this.

## Teacher Directions: Activity 3: Creating a Class Playlist

Step 1: Navigate to <http://www.gcflearnfree.org/youtube/creating-playlists> as a class. Go through the information together, showing students how to add videos to a playlist.

Step 2: As a class, do another YouTube search on a topic that interests the class and choose a short (under 2 minute) video to add to a class playlist. (If you are not yet logged in, use the class account:

Username: comp.lit.opendoor@gmail.com

Password: Volunteer12

If you are at the Rondo site, use the ‘Open Door—Rondo’ playlist. If you are at the Lake Street site, use the ‘Open Door—Lake Street’ playlist. If you are at another site, go ahead and create your own playlist.

Step 3: Have students log in to YouTube (multiple people should be able to log in to the class account.) Have them search for another video that interests them (again, under 2 minutes). Instruct them to add it to the class playlist.

Step 4: As a class, navigate to the class playlist. Play the videos in order, having each student say why they chose the video.

Step 5: Ask if students have any questions about playlists in YouTube.

**Activity 4 (if time—optional): Independent Learning on YouTube**

Have students read through and watch the videos on GCF Learn Free’s Youtube Tutorial page for ‘Liking and Commenting’: <http://www.gcflearnfree.org/youtube/liking-and-commenting>

If students have questions, demonstrate liking and commenting on videos as a class. If they would like to, students can practice liking and commenting on videos assuming they are still logged into the class account.

If there is yet more time, students can practice with the GCF tutorials on the following subjects:

Subscribing to Channels: <http://www.gcflearnfree.org/youtube/subscribing-to-channels>

Settings and Privacy: <http://www.gcflearnfree.org/youtube/settings-and-privacy>