



## Teacher's notes

# Managing digital distractions

## Summary

<b>Language level</b>	B1 to C1
<b>Age</b>	Secondary/Adult
<b>Length of lesson</b>	Lesson: 60 minutes for groups to prepare presentations Follow-up lesson: 10-12 minutes for each group to give their presentation, plus time for feedback

<b>Language objectives</b>	<ul style="list-style-type: none"><li>– to improve speaking fluency</li><li>– to use language for negotiating/agreeing/disagreeing</li></ul>
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<b>Additional objectives</b>	<ul style="list-style-type: none"><li>– to help learners manage digital distractions</li><li>– to involve learners in decision making</li><li>– to enhance learners' digital literacy skills</li></ul>
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## Rationale

Digital devices can enhance the learning experience, but they can also provide a quick route to distractions such as Facebook or Instagram. Learners are getting more and more distracted both during lessons and when they are doing homework. In this lesson, we raise learners' awareness of their own digital distractions and encourage them to discuss, research, identify solutions and establish a plan for managing distractions in class and the wider world.

## Materials

- Digital devices, e.g. laptops, smartphones, tablets (at least one in each group)
- Slide-creation tool, e.g. PowerPoint
- Internet access
- Student's handout [Managing digital distractions](#)

## Procedure

1. Write 'digital devices' on the board. Elicit examples of these from your learners (e.g. smartphone, laptop, tablet). Ask learners what they like using these devices for in their own lives (e.g. using social media, playing online games, watching videos, listening to music etc.). Make a list of learner responses on the board. Ask *Why do you like these activities?* Put some learner responses on the board.
2. Write this question on the board, *How has technology changed the way we learn and communicate?* Elicit a couple of ideas from learners then organise the class into groups, trying to ensure that in each group you have a mix of more and less proficient/regular users of digital devices. Ask groups to list more changes (you could ask them to write a certain number, e.g. 5, or give them a time limit, e.g. 5 minutes). Ask each group to share their list with the class and put some learner responses on the board.
3. Write this (or a similar) statement on the board: *It's OK to take breaks from work and play a game or check our social media updates. But technology can be a distraction and we can spend too much time using it.* Check that your learners understand *distraction*. Ask learners for their ideas about the statement on the board and go on to ask them, *When do you think digital distractions are a problem? Why?*
4. Tell learners they are going to create a group presentation on managing digital distractions. They are going to work in groups of three or four to:
  - discuss and take notes
  - do some research on the topic
  - create the slides in class and finalise them at home if they need more time
  - give their presentations in the next lesson to the whole class.
5. Give each learner a copy of the [handout](#) and ask them to look at Activity A. Go through the questions and make sure they understand them. Tell learners to work in their groups, to discuss each question and to make notes on their ideas and thoughts before moving on to the next question. Tell them they will be using their notes for their group presentation. Because learners will probably be talking about how they misuse technology in class and at home, tell them that they are free to



express themselves and that you will not be monitoring or sharing this information with anyone else. Allow 10 to 15 minutes for the discussion and note taking.

6. Ask learners to look at Activity B. Go through all the steps with them and check they know what to do. Explain what *cite* means (to mention the name of the author) and stress the importance of citing our sources. Discuss where these references go (at the bottom of the slides). Emphasise that even when we cite our sources it is good practice to use our own words instead of just copying what someone else said.
7. Tell your learners they are going to start working together on their group presentation. They will be sharing ideas and opinions and they won't always agree with each other. Elicit ways of negotiating, agreeing and disagreeing politely and write these phrases on the board.
8. Give learners at least 30 minutes to research and start creating their slides. If they are less experienced with group projects, you could allow more classroom time for this. More experienced learners could finish slides at home.
9. Monitor learners while they are working in groups and help when necessary. They may need assistance with their research, organisation of their presentation and/or slides.
10. Ask learners to allow time for Q & A at the end of their presentations, as this will create opportunities for further discussion and reflection on the issue of digital distractions.
11. Allow 5 minutes before the end of the lesson to:
  - a) confirm how long the presentation should last
  - b) confirm when groups are going to rehearse and give their presentations
  - c) check with each group that they have agreed how they are going to complete their presentation: who is going to do what, where and when
  - d) answer any questions.