

# ANEXO 1

UNIDAD DIDÁCTICA

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"BECOMING A YOUTUBER"

# **SESSION 1: "WHAT IS A YOUTUBER?"**

## **➤ WARM-UP ACTIVITY: "WHAT IS A YOUTUBER?"**

- **DESCRIPTION:** The students were asked "What is a Youtuber?" and were given clues in order to guess and infer the main topic of this Didactic Unit.
- **TIME:** 5 minutes
- **AIMS OF THE ACTIVITY:**
  - That the students guess and/or infer what the Didactic Unit is about.
  - That the students start to speak in a comfortable and relaxed atmosphere.
- **CLASSROOM LAYOUT:** in U-shape to facilitate communication and the listening of the other students.
- **GROUPING:** None.
- **MATERIALS:** Computer, visual aids (screen, overhead projector), previously designed PPP for the activity (to see an example of the pictures that will be shown in the PPP see Appendix 2).

## **➤ INTRODUCTORY ACTIVITY**

- **DESCRIPTION:** As our main objective was to show the students some alternative ways to learn English, they were shown some English speaking *Youtube* accounts and *Facebook* pages where they would be able to find these kind of videos and other funny pictures with English writings (see Appendix 3) *through which they can learn English in a relaxed, funny way.*
- **TIME:** 3 minutes.
- **AIMS OF THE ACTIVITY:**
  - To introduce the activity.

- To show the students different ways of learning English apart from the academic.
- That the students *realize* of the alternative ways of learning English.
- To augment and catch their interest to learn English.
- **CLASSROOM LAYOUT:** in U-shape.
- **GROUPING:** None.
- **MATERIALS:** Visual aids, computer, Internet connection, previously designed PPP for the activity (to see an example of the pictures that will be shown in the PPP see Appendix 3).

➤ **MAIN ACTIVITY 1: "LELE POLS"**

○ **DESCRIPTION:**

In this activity the students were introduced Lele Pols, a very famous American Youtuber.

This activity is **divided in three easy steps:**

- 1. Introduction of the girl+ brief speaking:** The Youtuber girl was introduced and after that the teacher asked some questions in order to do the students speak a bit. (Any of you know her? Have you ever watched her videos?, etc.)
- 2. Display of the video:** The video was displayed once. Before doing that, the teacher made strong emphasis in the importance of paying attention to the titles of each minivideo (the video is composed by many minivideos) and the their dialogues.
- 3. Speaking about the video:** After having watched the video, the teacher asked some questions: Did you liked it? Did you understand everything? Do you have any question about vocabulary?

- **TIME:** 15 minutes
- **AIMS OF THE ACTIVITY:**
  - To see one example of alternative source to learn English.
  - To practice their speaking, listening and reading skills in a different way.
  - To see an example for the video they will be doing/creating/filming.
  - To motivate the students.
- **CLASSROOM LAYOUT:** in U-shape.
- **GROUPING:** None. This activity will be done individually.
- **MATERIALS:** Computer, Internet connection, visual aids (screen, overhead projector), speakers, previously designed PPP for the activity (to see an example of the pictures that will be shown in the PPP see Appendix 4).

➤ **MAIN ACTIVITY 2: "LEENDA D PRODUCTIONS"**

In this activity the students were introduced Leenda D, another famous American Youtuber.

- **DESCRIPTION:**

This activity is **divided in 5 steps:**

1. **We introduced LeendaD**, the creator of the second video that we were going to display (see Appendix 5).
2. After that, **we displayed the video** «20 struggles every college student will understand» in the screen *twice*, which can be found in Youtube and referenced in the bibliographic references.

3. **The students were given a sheet with 20 illustrative images of the video previously seen** (see Appendix 6). Underneath some images there are the titles of the parts of the video, but there are some missing (see Appendix 6).
  4. The video was displayed once again and **the students had to fill the missing parts** (see Appendix 6).
  5. **The activity was corrected. How?** 2 people were in the blackboard writing the solutions (one answer each) and the teacher was asking for volunteers to say aloud the solutions. The 2 people in the blackboard copied what their partners say. Then, the spelling was corrected.
- **TIME:** 18 minutes
  - **AIMS OF THE ACTIVITY:**
    - To see another example of alternative source to learn English.
    - To practice their listening, reading and speaking skills in a relaxed atmosphere and with a topic they feel comfortable.
    - To show the students an example of the video they will have to create as a final project.
    - To boost the interest of the students.
  - **CLASSROOM LAYOUT:** in U-shape in order to facilitate communication.
  - **GROUPING:** None. This activity will be done individually.
  - **MATERIALS:** Computer, Internet connection, visual aids (screen, overhead projector), video «20 struggles every college student will understand», speakers, Appendix 6 (one per student), previously designed PPP for the activity (to see an example of the pictures that will be shown in the PPP see Appendix 5).

➤ **CLOSING ACTIVITY: DISCUSSION: "WHICH ARE YOU?"**

- **DESCRIPTION:** After having watched the video and having reflected about the situations with which they feel identified, the students shared their ideas and opinions with the rest of their group and a debate followed. The students had to answer **the final question of the video which says "Which one are you?"** by selecting 5 -10 situations with which they feel identified.
- **TIME:** 15 minutes
- **AIMS OF THE ACTIVITY:**
  - That the students speak and share their ideas.
  - To practice and fix the expressions and vocabulary already seen in the previous video.
  - To practice the speaking skill.
- **CLASSROOM LAYOUT:** in U-shape to facilitate communication and the listening of the other students, as well the interaction between them.
- **GROUPING:** in groups of 3 and later with the whole class.
- **MATERIALS:** Appendix 6.

## **SESSION 2: "CREATING THE SCRIPT"**

### **➤ INTRODUCTORY ACTIVITY: "EXPLANATION OF THE PROJECT"**

- **DESCRIPTION:** Because of the the lack of time, we had to focus on the final project very soon, so **we devoted the third session to explain the students the final project and gave them the rest of the class to organize their ideas, to come up with an idea and to start writing and script.**

In this introductory activity, we explained the students the project and gave them the necessary guidelines to do it properly. **The students were also given a summary information brochure** (appendix 7) in which all the information was well-explained just in case they forgot something and needed to refresh some information.

- **TIME:** 15 minutes.
- **AIMS OF THE ACTIVITY:**
  - To introduce and explain the final project.
  - To give the students the necessary guidelines to create the project properly.
  - To split the class into the work groups.
  - To explain them the deadlines.
  - To augment the students' creativity.
    - To give them the necessary materials [I prepared an summary information brochure, so that if they had any doubt, they just had to had a look at it]
    - To give them advice.
- **CLASSROOM LAYOUT:** doesn't matter.
- **GROUPING:** none.

- **MATERIALS:** Computer, Internet connection, visual aids (screen, overhead projector), previously designed PPP for the activity (to see an example of the pictures that will be shown in the PPP see Appendix 9), summary information brochure (Appendix 7).

➤ **MAIN ACTIVITY: "CAUGHT RED-HANDED!"**

- **DESCRIPTION:** The students **started to work in the project** by thinking in ideas for the video and by writing the script in their groups. I helped them and solved any doubt they could have.
- **TIME:** 40 minutes
- **AIMS OF THE ACTIVITY:**
  - To organize as a group.
  - To think the main ideas of the video.
  - To start writing the script of the video.
  - To learn how work with a group.
- **CLASSROOM LAYOUT:** the desks will be grouped in fives.
- **GROUPING:** in groups of 4-5 (the groups had already been done by the teacher).
- **MATERIALS:** paper and computers with Internet connection (to make research).

## **SESSION 3: CREATING THE SCRIPT**

We also devoted the whole class to the creation of the script.

➤ **MAIN ACTIVITY: "CREATION OF THE SCRIPT"**

- **DESCRIPTION:** The students **will write the script of the video they are going to record.**
- **TIME:** The whole class (55 minutes).



- **AIMS OF THE ACTIVITY:**
  - To think the main ideas of the video.
  - To create the script of the video.
- **CLASSROOM LAYOUT:** the desks will be grouped in fives.
- **GROUPING:** in groups of 4-5 (the groups had already been done by the teacher).
- **MATERIALS:** paper and computers.

## **SESSION 4: "THE AWARDS CEREMONY"**

- **WARM UP ACTIVITY: "WELCOME TO THE AWARDS CEREMONY"**
  - **DESCRIPTION:** The teacher introduced the activity. For this, I used a background picture. I explained the agenda for that session (what we were doing that day), the prizes they could win, etc.
  - **TIME:** 10 minutes
  - **AIMS OF THE ACTIVITY:**
    - To introduce the activity.
    - To explain the agenda of the day.
    - To break the ice.
    - To create expectation.
  - **CLASSROOM LAYOUT:** doesn't matter.
  - **GROUPING:** doesn't matter.
  - **MATERIALS:** Computer, visual aids (screen, overhead projector), nice background picture and the prizes.

➤ **INTRODUCTORY ACTIVITY: "AND THE NOMINEES ARE..."**

- **DESCRIPTION:** The groups were told to introduce themselves to the rest of the class as a group and to tell briefly what the video was about.
- **TIME:** 10 minutes.
- **AIMS OF THE ACTIVITY:**
  - To practice the speaking and listening skills.
  - To break the ice.
  - To lower the affective filter.
- **CLASSROOM LAYOUT:** the desks will be grouped in fives.
- **GROUPING:** in work groups.
- **MATERIALS:** none.

➤ **MAIN ACTIVITY: "LIGHTS, CAMERA, ACTION!"**

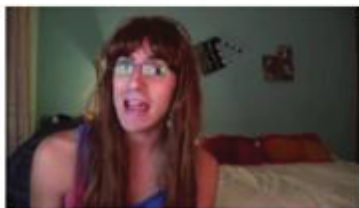
- **DESCRIPTION:** The videos of the students were shown to the rest of the class.
- **TIME:** 20 minutes.
- **AIMS OF THE ACTIVITY:**
  - To practice the students' listening skills using an alternative source.
  - To catch the students' attention.
- **CLASSROOM LAYOUT:** doesn't matter.
- **GROUPING:** doesn't matter.
- **MATERIALS:** Computer, visual aids (screen, overhead projector), speakers, and student's project videos.

➤ **CLOSING ACTIVITY: "AWARDS CEREMONY"**

- **DESCRIPTION:** The prizes were given to the students. There were two prizes: for the best video and for the second best video. The jury took into account the originality of the video, the fluency in English language of the actors and actresses, the grammar and vocabulary they used, etc. Once the prizes were given, the two winner groups had to give a small acceptance speech to deliver in front of the class.
- **TIME:** 15 min
- **AIMS OF THE ACTIVITY:**
  - To practice the students' listening skills having fun.
  - To motivate students.
- **CLASSROOM LAYOUT:** in U-shape to facilitate communication and the listening of the other students, as well the interaction between them.
- **GROUPING:** in their work groups.
- **MATERIALS:** Computer, visual aids (screen, overhead projector), nice background picture and the prizes.

# ANEXO 2

What is a YouTuber?



# ANEXO 3

Facebook profile for **Lele Pons**. The cover photo features the text "THE NEW BOOK BY **Lele Pons** Animador". The profile picture shows Lele Pons holding a camera. The page includes a search bar, navigation tabs (Inicio, Lau, Compartir), and a main post area with a video player and a text post that says "30 days left till my book comes out! pre-order it now! link: http://leleponsbook.com GlitterMagRocks.com".

Facebook profile for **Someecards**. The cover photo features a cartoon illustration of a man in a suit pointing, with the text "Like this page or we'll fire the person who runs it." and "Someecards Sitio web de entretenimiento". The profile picture shows a cartoon illustration of a man with a beard pointing. The page includes a search bar, navigation tabs (Inicio, Lau, Compartir), and a main post area with a video player and a text post that says "The wife's explanation is as cute as the little kid's response.".



YouTube channel page for **LeendaDProductions**. The channel banner features a woman holding a camera and the text "If you don't have a smile, I'll give you one of mine." and "www.LeendaDProductions.com". The page includes a search bar, navigation tabs (Inicio, Videos, Listas de reproducción, Canales, Comentarios, Más información), and a main video player showing a woman holding a camera. The page also features a "Suscripciones" section with a list of channels and a "My Homies" section with a list of channels.



# ANEXO 4

# LELE PONS



# ANEXO 5



YouTube ES 20 college problems

Subir

A continuación Reproducción automática

- Awkward Moments Every Girl Understands  
LeendaDProductions  
798.936 visualizaciones  
2:12
- Mix - 20 Struggles Every College Student Will Understand - #CollegeProblems  
YouTube  
50+ videos  
#COLLEGE P  
(-)
- 15 Types Of Students in College Classrooms  
LeendaDProductions  
1.215.689 visualizaciones  
2:44
- 11 Types of Friends at Restaurants  
LeendaDProductions  
273.826 visualizaciones  
3:43
- 20 Types Of People On The Skytrain  
LeendaDProductions  
247.236 visualizaciones  
The Drank Crew  
2:30
- HACIENDO DEPORTE CON NATALIPA  
El Rincón De Giorgio  
Recomendado para ti NUEVO
- My Boyfriend is Better Than Your Boyfriend  
HanyDoyTV

20 Struggles Every College Student Will Understand - #CollegeProblems  
LeendaDProductions

# ANEXO 6

## COLLEGE PROBLEMS





**6000 WORD ESSAY**  
Essay Writing Evaluation Rubric

Evaluation Criteria	Exceeds Expectations	Meets Expectations	Almost Meets Expectations	Does Not Meet Expectations	Score
Word Choice	Selects a range of words/phrases which create an image of the setting and an appropriate mood throughout the piece, and writes with fluency.	Selects a range of words/phrases which create an image of the setting and an appropriate mood throughout the piece.	Selects few words/phrases which create an image of the setting.	Selects very few or no words/phrases which create an image of the setting.	
Plot	Develops and characterizes a well-developed narrative that captures a moment in time.	Develops and characterizes a well-developed narrative that captures a moment in time.	Has some understanding of the components of a narrative piece of writing.	Narrative piece of writing does not flow and does not capture a moment in time.	



11. NO POWER OUTLETS



13. NO MONEY



14. TRYING TO STAY HEALTHY



16. PHONE DYING AT LUNCH BREAK





# ANEXO 7: VIDEO PROJECT: INSTRUCTIONS

- The main objective is to **record a video**. Each **group** will have to create one.



- Each video will be handed in **mp4 format** and won't be longer than **5 minutes**.
- It is **mandatory** that every student fill in the **question paper given** at the beginning of the activity. That student that does not fill in won't be able to take part in the activity.

- The project is divided in **2 easy steps**:
  1. **Create the script**. Once you have it written, hand it to the teacher to get it corrected.



2. **Record the video** and hand it to the teacher in a **memory stick** (in **mp4 format**, don't



- **The last day all the videos will be watched in class**.
- The **best group** will be **given a prize** (originality, grammatical and pronunciation accuracy, fluency will be taken into account).
- Your group might win the prize and you might have to pick up the prize. Just in case, **have prepared an acceptance speech to deliver in front of the class**.




## ***Important dates:***

- ***Question paper:*** March, 31
- ***Script:*** April, 6
- ***Video:*** April, 11
- ***Showing of the videos and prizes for the best video:*** April, 18

# THE CREATIVE PROCESS



LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO	DOM.
	<p>Work Begins</p> <p>Footposter For Dinner.com</p>		<p>31</p> <p><b>QUESTION PAPER MANDATORY!</b></p>	<p>1</p> <p><b>SCRIPT DEADLINE</b></p> <ul style="list-style-type: none"> <li>• Word</li> <li>• Pendrive</li> </ul>	2	3
4	5	6	7	8	9	10
11	12	13	14	<p>15</p> <p><b>VIDEO DEADLINE</b></p> <ul style="list-style-type: none"> <li>• mp4 format</li> <li>• Pendrive</li> </ul>	16	17
18	<p><b>SHOWING OF THE VIDEOS</b></p> <p>+ <b>VOTING</b></p> <p>+ <b>PRIZES FOR THE BEST VIDEO</b></p> 					

# ANEXO 10

## *BEST VIDEO GIFT CERTIFICATE*

*VALUE: 10 euros*

*Holder's:*

*Valladolid April 18th, 2016*

