

EFL LESSON PLAN

School Year 2026–2027

TEACHER:	Olga Michael	SCHOOL:	
CLASS:	B Lyceum	CEFR LEVEL:	B1+
DATE:		No OF STUDENTS:	20

THEME / UNIT / TOPIC: Life Online

LESSON DURATION: 45 mins

CEFR DESCRIPTOR(S) / CAN-DO STATEMENT(S)
Select the relevant CEFR descriptor(s): Overall oral production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. Informal discussion with friends: Can express their thoughts about abstract or cultural topics such as music or films. Can explain why something is a problem. Can give brief comments on the views of others. Explaining data (in graphs, diagrams, etc.): Can interpret and describe (in Language B) detailed information in diagrams in their fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.
LESSON ATTAINMENT TARGET(S)
What should learners be able to do by the end of the lesson? 1.1: Orally present and justify their opinions about how social media influences teens' feelings, attitudes and behaviours. 2.1: Discuss with their peers to propose solutions to combat FOMO (the fear of missing out) triggered by the wrong use of social media. 3.1: Mediate their interpretation of infographics and pictures relating to the harmful impact of social media to their peers
TEACHING TARGETS / CONTENT
What language, concepts, skills, strategies, values etc. will support achievement of the attainment target(s)? 1.1.1 Questions and discussion about the negative impact of social media on teens 2.1.1 Vocabulary related to harmful and healthy uses of social media 2.1.2 Collaborative tasks and use of technology for the identification and description of harmful uses of social media and proposed solutions 3.1.1 Strategies for the interpretation of infographics relating to the negative impact of social media
RESOURCES / MATERIALS / EQUIPMENT
PowerPoint presentation and Infographics about the negative impact of social media on one's sense of self Vocabulary: definitions of unknown words

Handout about FOMO
MentiMeter word cloud
Padlet wall
(other apps can also be used)

LEARNER CONTEXT & PRIOR LEARNING

Learner context: mixed-ability student cohort, students with migratory background, some shy students
Students already know/can: use language to talk about their own experiences and to describe images
Relevant language/vocabulary/structures: descriptive adjectives, present continuous to describe images, language related to digital literacy

PROCEDURE

Plan the lesson as a coherent sequence of learning stages leading towards the attainment target(s). Each stage may include one or more purposeful learning task(s). Add or remove development stages as appropriate.

STAGE & TIME (mins)	LEARNING TASK(S) / TEACHER & LEARNER ACTIONS ORGANISATION: W, P, G, I (<i>whole class; pairs; groups; individual</i>) DIFFERENTIATION: differentiation and support (<i>where applicable</i>) ASSESSMENT / EVIDENCE OF LEARNING (<i>Formative, Summative</i>)
INTRODUCTION / WARM-UP (5 mins)	Description: T explains that the topic of today's lesson will be "Myself and Social Media." T then asks who uses social media daily, and for more than 1 hour per day. Ss are shown the word 'FOMO' on the board, and T asks them to think and discuss in pairs about what it means. After 1 minute, T asks for Ss' responses and then shows the definition. Differentiation: material, type of questions (low cognitive demand) and organization (W, P) Formative assessment: Think-pair-share (peer assessment) and oral responses to teacher's questions
DEVELOPMENT – STAGE 1 (5 mins)	Description: T shows an infographic about FOMO and distributes a handout in class. T asks Ss if they have experienced this feeling what they did as a result. If the T realises that Ss are hesitant about providing information relating to themselves, s/he asks which behaviour or actions can result from FOMO. T then asks Ss to work in pairs for two minutes and to think of three actions/behaviours or feelings that can result from FOMO. T projects a MentiMeter Word Cloud on the board so that one person from each pair can register their answers. Differentiation: material, use of technology, types of questions (low and high cognitive demand, oral and written answers) and organization of student work (P, W) Formative assessment: oral responses to T's questions, think-pair-share (peer assessment), written responses to MentiMeter
DEVELOPMENT – STAGE 2 (15 mins)	Description: T asks Ss to put their phones away and divides them in groups of 4. T then asks them to come up with an acronym standing for the opposite of FOMO and to take notes about it in their notebooks. T walks around the classroom monitoring and scaffolding where appropriate. Ss are given 10 minutes for this task. T

	then asks for one member of each group to post their idea on a Padlet wall (at a later stage, T provides a copy of the Padlet wall to the Ss to keep in their records). Ss are then called to vote for the best acronym by show of hands and to explain their decision. • Differentiation: Organization of students' work, use of technology, independent and peer-assisted learning. • Formative assessment: peer-assessment, oral and written responses to T's questions with the use of technology.
DEVELOPMENT – STAGE 3 (5 mins)	• Description: T projects an image of the acronym JOMO on the board and if Ss have not already discussed this, s/he asks them what it means and what kinds of attitudes it represents. In this way, s/he provides opportunities for students who have not participated in previous tasks to do so given that they are now familiar with relevant information. • Differentiation: scaffolding provided through the projected material, less-cognitively demanding questions. • Formative assessment: interpretation of visual/verbal data, oral responses to T's questions.
DEVELOPMENT – STAGE 3 (10 mins)	• Description: T projects an image in an Instagram post showing a girl's social media life versus her life in reality. T asks Ss if they have any unknown words and then requests that students describe some of the differences between the two versions. • Differentiation: more cognitively demanding questions and material used. • Formative assessment: interpretation of visual data and oral responses to T's questions.
CLOSURE / REVIEW (5 mins)	• Description: T asks Ss to work individually and to consider their own lives as represented in social media Vs as they are in reality. T then asks Ss to explain in two sentences in their notebooks if they are going to change anything in how they use of social media. • Differentiation: material used (visual data), independent S work, type of question (demanding critical and reflective thinking). • Formative assessment: self-reflective responses to T's questions orally and in writing.
HOMEWORK/FOLLOW-UP LEARNING (optional)	
Ss are given a QR code to their Padlet answers (see handout) and are asked to write an email to a friend who feels too anxious because of FOMO, giving them advice on how to overcome this problem.	

NOTE: This lesson plan can be adapted for class A Lyceum (CEFR level B1)

APPENDIX: 1



FOMO definition from: <https://thunderword.highline.edu/2024/05/23/fomo-how-this-slang-term-encapsulates-the-young-adult-experience/>
FACTS about FOMO: Adapted via ChatGPT from: <https://wlhspawprint.com/9853/spotlight/social-media-apps-are-preying-on-teen-fomo/#modal-photo>

PowerPoint Presentation: Fear of Missing Out (FOMO)

Facts About FOMO

Fear of Missing Out

56 percent of social media users experience FOMO.



FOMO can lead to depression, anxiety, and problematic phone usage.



Younger people are much more likely to experience FOMO than older people.

60 percent of young adults made purchases due to FOMO.



Approximately 75 percent of young adults struggle with FOMO.

Statistics from Holistic SEO



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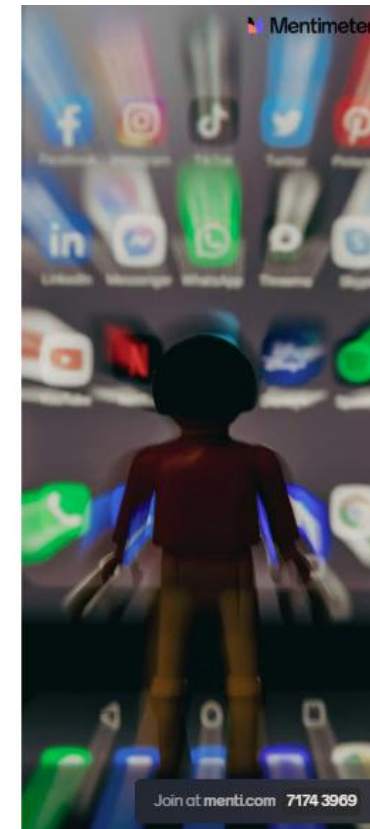
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APPENDIX 3: Menti word cloud:

Three (3) actions/behaviours or feelings caused by FOMO

bold fast
creative inspiration
leader focus
transpiration



APPENDIX 4: PADLET WALL: FOMO'S OPPOSITES

Padlet

🔍

▶ Slideshow

↗ Share

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↺

⋮



olgamichael86 • 2m

FOMO'S OPPOSITE ACRONYMS

Think of an acronym that stands for the opposite of FOMO. Note down what each letter means.

+ Post



APPENDIX 6: Handout (homework)

TASK1:

Your British friend has sent you an email explaining that they feel too anxious because they can't keep up with what their friends post on social media and he/she is asking for your advice.

In your email you should:

- describe your own feelings about social media
- make suggestions about how your friend can overcome his/her anxiety
- explain what the results of your suggestions will be

You can get ideas from your Padlet posts by scanning the QR code to it.

Your email should be about 150 words long.

[illegible]