# Teachers Notes:

**Level:**  Upper Intermediate – B2  

**Topic:** Digital Tattoos – In this lesson students will watch a TED talk about digital tattoos and face recognition software. Students will have the opportunity to practise micro-writing skills, listening for gist and debating.

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**Lesson Aim:** 
- Listening for gist.
- Writing to learn.
- Giving opinions during a debate.

**CEFR Student Learning Outcomes:**

- **Listening**
  I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.

- **Spoken Interaction**
  I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion.
  I can sustain my opinions in discussion by providing relevant explanations, arguments and comments.

- **Spoken Production**
  I can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.

- **Writing**
  I can write clear, detailed descriptions on a variety of subjects

**Lexical Aim:**
- Digital tattoo, face recognition.

**Interaction Patterns:**
- Individual
- Group work
- Whole Class

**Preparation:**
- Have access to internet and projector/IWB to play clips.

**Task Time:**
- 90 minutes approx
Lesson:

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| In groups students discuss the questions about tattoos. You can use the picture to elicit adjectives and vocabulary on the subject. If some students in the class have tattoos, encourage them to explain the significance of the tattoo to the class (If they are comfortable doing so).

Ask students to discuss the quote: 'Your online life, permanent as a tattoo.'
What do they think it means?

Students are going to watch the Ted talk below until 3 mins 14 secs: [https://www.ted.com/talks/juan_enriquez_how_to_think_about_digital_tattoos#t-184459](https://www.ted.com/talks/juan_enriquez_how_to_think_about_digital_tattoos#t-184459)

Ask them to write down bullet points summarizing the most important ideas expressed during the clip. Students then get into groups and compare and discuss the ideas they wrote down.

Play the clip again and ask students to review their bullet points. Some examples of points might be: The photos, tweets etc. we post online follow us around for the rest of our lives. People can use face recognition software to access detailed information about us.

Finally give the students about 10 minutes to combine their bullet points in order to create a short paragraph explaining the overall gist of the talk. This is a micro-writing task and will encourage students to use critical thinking skills to create the paragraph. You will also get a good idea of how well the students understood the clip.

Monitor during the task and help with any grammatical/lexical issues. Note down any key issues to go through with the class at a later stage.

During the writing task, students will have had a chance to think more deeply about the topic. In groups of 2-4, ask students to discuss the questions in the 'Discussion' section of the worksheet. Monitor and write down any errors students make.

Go through any errors with the whole class in an error correction slot.

Students now watch a short clip: [https://www.youtube.com/watch?v=BHnpSGdIGAI](https://www.youtube.com/watch?v=BHnpSGdIGAI)
The clip shows an example of face recognition software in action.

Students briefly discuss the clip and how it was used in advertising.

Finally, students take part in a debate on the subject of face recognition software. Split the students into groups who must agree or disagree with the statement ‘face recognition software should be banned’. Before starting the debate, give students a few minutes to think of some points. You could also go through language for giving opinions, agreeing/disagreeing if necessary. If you have a large class, split the students into smaller groups. Make notes of any errors to correct afterwards.