

migrant  
*literacies*



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I will tell you  
about me

by Polis

This workshop concentrate on the topic of self presentation and online image. Using active methods and technology participants have a chance to increase both: language and media competences. Participants prepare their self presentation using various media, reflect about various factors of online image (for example my choices and dependence of others, privacy etc).



## GENERAL DESCRIPTION

TARGET GROUP	Maximum of 25 participants, 18+ Not digital literacy requirements
TIME	2 units of 1,5 hours and 1 unit of 3 hours
FORM	Project work
SPACE	You can realize this workshop wherever you want, but you need devices for participants (ask them to bring themselves phones or tablets), Internet connection, computer for you and projector to show results of activities.
TOPICS COVERED	Online image, Identity, Creative usage of media, Social media, Photographic skills
TOOLS	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Whiteboard and Markers</li> <li>• Phones or tablets for participants (they can bring by themselves)</li> <li>• Computer, projector and screen</li> </ul>
OBJECTIVES	<ul style="list-style-type: none"> <li>• Developing competencies related to selfpresentation (also without knowing the language of a place where I am)</li> <li>• Getting knowledge about "media-" and "online image",</li> <li>• Developing language and photo skills.</li> </ul>
LINGUISTIC SKILLS	<ul style="list-style-type: none"> <li>• Self presentation</li> <li>• Picture description</li> <li>• Knowledge of vocabulary and language terms related to visual media</li> </ul>
DIGITAL/ MEDIA LITERACY REFERENCE	Participants learn the opportunities and threats resulting from building their own image on the web. They are aware that other people can look for information about them. Participants learn how to create and modify their image on the Internet depending on their needs - for example, share only some of their data on social networking sites. Developing skills in the fields of photography and digital image processing and editing.

# STEP BY STEP DESCRIPTION

## STEP 1

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### Time

60 min.

### Objective

- Getting knowledge of workshop's aims
- Introduction of the trainer along with workshop subject
- Integration of participants
- Setting the rules of workshop

### Material

- Big white paper
- Markers
- Computer, screen and projector

### Activity description

Show your own presentation about yourself or ask them to analyze your (or other trainers) profile on social media. Ask participants what they know about you thanks to it? What can we say about other people based on their online image?

Talk to them about it and explain the aims of the workshop.

After you introduced yourself/ other trainers you should integrate group and collect expectations of participants.

You could use exercises like

1. Princess, Dragon and The Knight – In this exercise, participants are playing game similar to rock/paper/scissors but with given above roles/ characters. The main aim of this game is to defeat the opponent by choosing stronger character (Knight defeats Dragon; Dragon defeats Princess but Princess defeats Knight). Participants however ought to play that game in teams – they have to choose the right character and show it to the other team together. Both teams show chosen characters simultaneously. Trainers should choose appropriate and funny gesture to each character, that participants will be performing against each other (Like in the game (rock, paper, scissors)).

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2. Inter-Net - In this exercise trainers use a yarn. First trainer wraps the yarn around his finger and throws it to participant whose name he remembers. He says the name loud. The yarn should unwind as he throws it. A person that caught the yard is now wrapping the yarn around his finger and throwing it to another person along saying name of that person. Each participant does that until all participants are connected by unwinded yarn.

Comments:

Before the workshop prepare your own creative presentation (for example you can use some apps you will use during the workshop: canva, snapped or ...)

When everyone is connected with a yarn, the trainers asks what has emerged from the unwinded yarn. Trainers are looking for answers like "network", and then explain the subject of the workshop - What does the internet knows about me. At this point, the trainers can also use the symbolism of the yarn to:

- talk about the workshop plan and the workshop method (involving the participants in activities).
- set common rules for the workshop.

All the participants and the trainer set up rules, which everybody agree to obey during the workshop. Flipchart with the rules should be placed so can everybody can see it.

## STEP 2

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### Time

40 min.

### Objective

Broadening migrants' awareness of the tools they use on a daily basis. Finding uses of online photo publishing and threats connected with it.

### Material

- phones or tablets of participants

### Literacy skills

- Participants learn how to create and modify their image on the Internet depending on their needs - for example, share only some of their data on social networking sites.
- Participants learn the opportunities and threats resulting from building their own image on the web. They are aware that other people can look for information about them.

### Activity description

Ask participants which applications they use on their phone. Group them. Then ask about applications and social media where they publish photos. Ask why they publish, what photos do they modify?



### STEP 3

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#### Time

60 min.

#### Objective

1. Practice vocabulary related to the description of the picture.
2. Group integration (talking about yourself).

#### Material

- Phone

#### Literacy skills

- Learning new vocabulary (trainers should circle new / difficult words appearing in the article and be ready to explain them).
- Self presentation skills.

#### Activity description

Ask participants to take one picture that describes them. The author cannot be seen in the picture. Then everyone describes their photo. They say why this picture describes them.

### STEP 4

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#### Time

60 min.

#### Objective

1. Practice vocabulary related to the description the past,
2. Further integration of participants,
3. Learning about other cultures and places of origin of participants.

#### Material

- Participants smartphones.

#### Literacy skills

- Learning new vocabulary (trainers should circle new / difficult words appearing in the article and be ready to explain them).
- Self presentation skills.

#### Activity description

Ask participants to find on their phone one photo they would like to tell the rest of the group. (The picture must be taken in the past) Each participant talks about the photo, the circumstances of taking the photo, the people present there. They can also refer to their hobbies present in the picture.

## STEP 5

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### Time

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### Objective

1. Expanding knowledge about the storage and privacy of content on the internet.

### Material

- Flipchart or whiteboard

### Literacy skills

- Learning basic information about security and data access.
- Developing skills related to protection of our privacy in the internet.

### Activity description

Ask participants how they are protecting photos important for them: are they backing up, maybe keeping them in the online cloud? How do they protect the privacy of their photos? Can anyone see them on social media? How do they send photos? Why can someone use our photos?

## STEP 6

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### Time

40 min.

### Objective

1. Understanding definition and different meaning of the word "image".
2. Understanding different contexts in which this word is used (for example social media).

### Material

- Whiteboard and markers

### Literacy skills

- Learning new vocabulary (trainers should circle new / difficult words appearing in the article and be ready to explain them),
- Learning basic information about internet media.

### Activity description

Ask participants to work individually and write down as many collocations and associations with the word „image“ as they can. Collect all results and write them down on the board in the form of mind map or vocabulary tree. Try to sum up the activity answering (together with participants) the questions:

- What is the image?
- Which are parts of image?
- How is the image created?

## STEP 7

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### Time

60 min.

### Objective

1. Developing photo skills,
2. Better understanding of visual language in today's media.

### Material

- Post it notes
- Markers
- Phones or tablets of participants
- Projector, screen
- Pens/markers

### Literacy skills

- Creative use of media.
- Developing photo skills.
- Learning new vocabulary (trainers should circle new / difficult words appearing in the article and be ready to explain them).
- Better understanding of visual language and media in today's world.

### Activity description

Photographic challenge - Group participants in teams or in pairs. Their task is to create photos that will describe human emotions using only visual methods. Each group gets minimum one post-it note with written emotion that they need to photograph and present without using words or sounds.

Groups have about 40 minutes for making a photo and 20 minutes for presentation. During presentation, other groups will try to guess/name emotions presented in the pictures.

The groups should take minimum one and maximum three photos for each emotion given them on post it notes. Teams can also use different programs and photo editors to improve their pictures.

Trainers can make that task even more difficult by adding another rule, which states that the picture should not present any human, but only objects (for example pen or marker). In that version, participants can't use mimic or gestures.

## STEP 8

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### Time

15 min.

### Objective

1. Evaluation of the workshop

### Material

- Post it notes,
- Flipchart.

### Activity description

Evaluation of the workshop  
Participants during the evaluation round talk about their feelings about training. In the next step, they write on the post-it notes positive elements of the training, elements that should be improved, as well as their negative feelings. These cards are glued to three flipcharts: positives, negatives and things to improve. Additionally, the evaluation form created in the project will be distributed or sent by e-mail.

