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# My Place

by JFF

- Institut für Medienpädagogik  
in Forschung und Praxis

The workshop MyPlace was conducted with 20 students in cooperation with Schlau-Schule München, a school for young refugees, by the JFF – Institut für Medienpädagogik in February 2019.

The objectives of the workshop were to lose language barriers and expand the vocabulary of the refugees. Equipped with tablets, the young refugees visited their favourite places near the school and took photos of things, they did not know the words yet. Back in the school, they create collages to explain the terms. At the end, they showed the results each other.



# GENERAL DESCRIPTION

SHORT SUMMARY	The participants get to know places and vocabulary according to them. By making photos and greenscreen videos they internalize the vocabulary.
TARGET GROUP	10 people about 16-26 years, low literated, experienced in digital literacies.
TIME	1 unit, 6hrs
FORM	External workshop which can be integrated in regular class.
SPACE	One room for group works and possibility to go and see other places of daily routine.
TOPICS COVERED	Daily routines, interactive vocabulary trainers.
TOOLS	<ul style="list-style-type: none"><li>• Tablet-PCs</li><li>• Stopmotion Studio [full version]</li><li>• learningapps.org</li><li>• Greenscreen</li><li>• notebooks</li><li>• projector</li><li>• tripod with adapter for tablet-PC</li><li>• WIFI</li></ul>
OBJECTIVES	<ul style="list-style-type: none"><li>• Losing language barriers</li><li>• Expanding vocabulary</li><li>• Creating movies and interactive puzzles</li></ul>
LINGUISTIC SKILLS	<ul style="list-style-type: none"><li>• Oral fluency</li><li>• Vocabulary</li><li>• Routines</li><li>• Writing</li></ul>
DIGITAL/MEDIA LITERACY REFERENCE	<ul style="list-style-type: none"><li>• Taking photos of details and longshots</li><li>• Turning greenscreen movies</li><li>• Using software to create puzzles</li></ul>

# STEP BY STEP DESCRIPTION

## STEP 1

**Time**

30 min.

**Objective**

Learning names, knowing the vocabulary about emotions, using symbols for communication

**Material**

- Flag- and emoji-cards

**Literacy skills**

Interpret emojis | use language routines | compare languages

**Activity description**

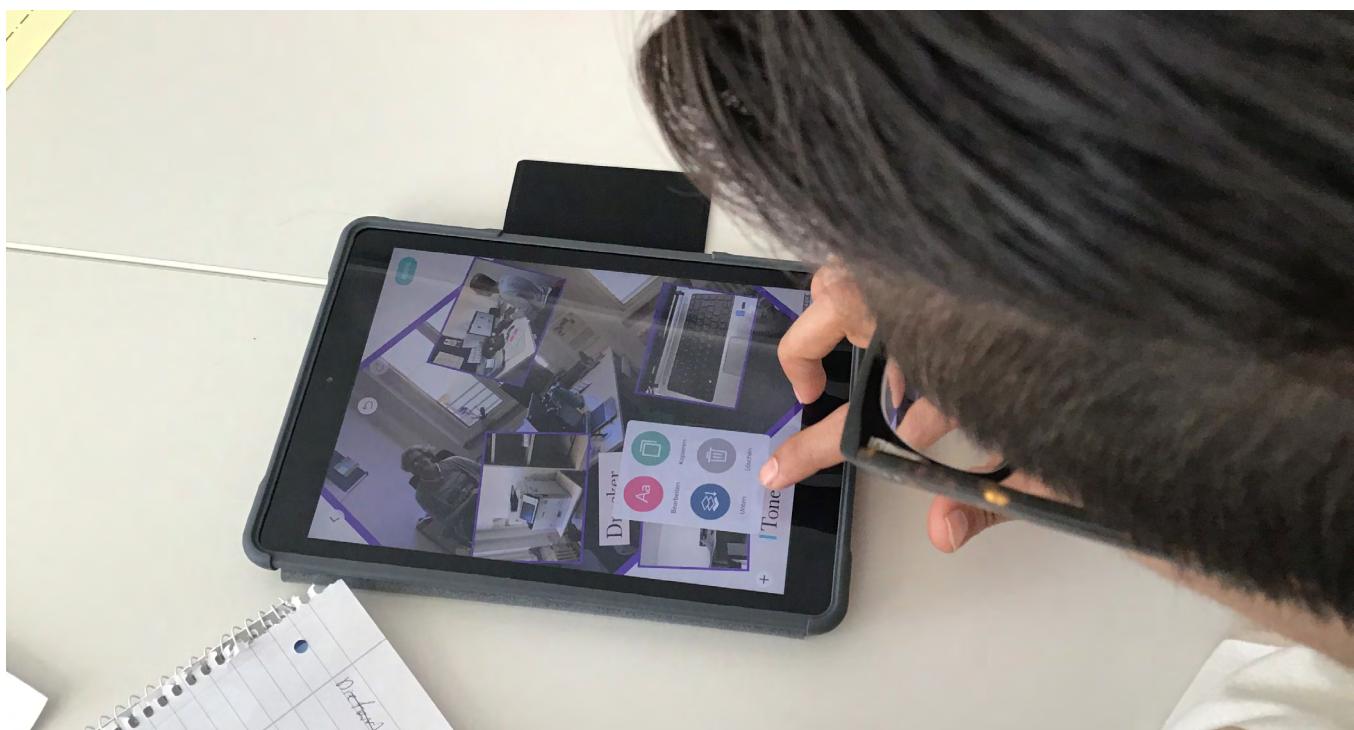
Welcome

Introduction

The participants choose one of the emoji-cards (and the flag of their origin) and present themselves by justifying their decision. Though emotions and emoticons can be estimated differently it can be interesting to talk about them and to compare languages.

**Comments:**

Helpful in this case is the website: <https://emojipedia.org/>



## STEP 2

**Time**

120 min.

**Objective**

Motivation by competition,  
Reflecting and learning location-  
related vocabulary Working in a  
team.

**Material**

- Word-cards

**Literacy skills**

Read | understand and relate terms

**Activity description**

*Introduction in "my place"*

The participants are separated into smaller groups. Each group receives a bundle of location-related words which they must sort after their size. The first group to finish this exercise reads its order to everybody. The other groups compare their results and correct if necessary. Ambiguities are to be discussed.

**Comments:**

Examples für word-cards: street, place, country, room, house, chamber, building, city. There is no right order to those terms which encourages to discuss.

**Objective**

Internalize location-related vocabulary, Provoke language production.

**Material**

- Blackboard or sth.

**Literacy skills**

Defining places | active participation for all language levels.

**Activity description**

*Collection*

The participants add examples to the places they just put in order. The examples are to be written so that everyone can see them. The group is asked to name especially places which are nearby.

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**Objective**

Taking photos with different frames, Recognizing vocabulary gaps

**Material**

- Tablet-PC

**Literacy skills**

Taking photos | working on vocabulary

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**Activity description****Visit**

The participants choose one of the collected places and visit it. In situ they photograph an overview of the place. After that they take more detailed photos of things they do not know the vocabulary.

**Objective**

Exploring vocabulary, Developing strategies to find and/or translate unknown words.

**Material**

- Tablet-PC
- Wifi

**Literacy skills**

Working on vocabulary | giving and receiving feedback | working with a digital tool | playing and

**Activity description****Interactive puzzle**

By the use of learningapps.org and the photos they took, the participants create interactive puzzles or quizzes. At the same time they research on the meaning of the unknown things. The developed games are presented to the group everyone can try them to learn about the places of the other groups.

**Comments:**

If there is no possibility to collect to WIFI the participants may equally produce photo-collages. Learningapps.org may be used on a computer as well.

## STEP 3

<b>Time</b> 180 min.	<b>Activity description</b> <i>Inventing a story</i> Separated in small groups, the participants invent the content for a short movie which contains the vocabulary about one of the places.
<b>Objective</b> Finding ideas	
<b>Literacy skills</b> Writing   discussing ideas	

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<b>Objective</b> Handicraft work and construction.	<b>Activity description</b> <i>Preparation</i> The background for the movies are the overview-photos of the places. If necessary they have time to create other requisites.
<b>Material</b> • Handicraft materials	
<b>Literacy skills</b> Work and discuss in a team.	

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<b>Objective</b> Introduction in the technique, Turning an idea into a media product.	<b>Activity description</b> <i>Animation</i> The tablet-PCs are fixed on a tripod. By using the mobile application "stopmotion studio" in the greenscreen-mode the requisites can easily be animated. As soon as everybody has understood how the technique works, the group(s) animate their complete movies frame by frame.
<b>Material</b> • Tablet-PCs • tripod • adapter	
<b>Literacy skills</b> Work and discuss in a team   use language routines   use stop motion and greenscreen technique	

## STEP 4

### Time

30 min.

### Objective

Gaining self- confidence-

### Material

- Tablet PCs
- projector

### Literacy skills

Understanding media content |  
speaking in front of an audience |  
giving and receiving feedback

### Activity description

#### Presentation

The participants present their finished movies to the group.

#### Comments:

While working with a small number of participants it is possible to do the presentation just on the Tablet-screen.  
If there is more people it is necessary to use a projector.

