

THE BEST IN TOWN

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SUMMARY

SHORT DESCRIPTION

In small groups, the students take pictures of places in their communities that have personal significance. The teachers choose a medium for the exchange and prepare everything there. The students give the pictures appropriate titles and descriptions.

They discuss their results with a group from the partner class.

All locations and people should have a personal relevance to the students. The students should get to know the partner class' communities from a perspective that could not be gained by simply looking at pictures or reading articles online.

GOALS

The students can bring their peers in the partner class closer to their communities and reflect on familiar and unfamiliar elements during discussion time.

LANGUAGE GOALS

The students can describe locations in their hometowns, discuss them, and give the pictures they took descriptive titles.

DURATION

1-2 weeks

LANGUAGE

English

MATERIALS

Worksheet for Students:
Exchange Task: THE BEST IN TOWN

DESCRIPTION

The students take pictures of important locations and people in their community. They write short descriptions of the pictures and give them descriptive titles. Afterwards, they discuss with students in the partner class, asking at least 2-3 questions about the pictures.

TEACHER PREPARATION

The teachers choose a medium for the exchange and prepare everything there. They discuss which 2-3 students from their own class will work together and which 4-5 students will exchange information during the cross-class presentation. Within the chosen medium, the teachers should create groups/forums and assign students to these accordingly. They compile students' contact information and ensure the groups are able to communicate with one another. They decide which group results will be visible to all students later.

Materials

See Document ONLINE TEACHING TOOLS

CLASS INTRODUCTION

The teachers explain the task and provide students with the contact information for the other students in their groups. They give the students access information for the chosen mediums.

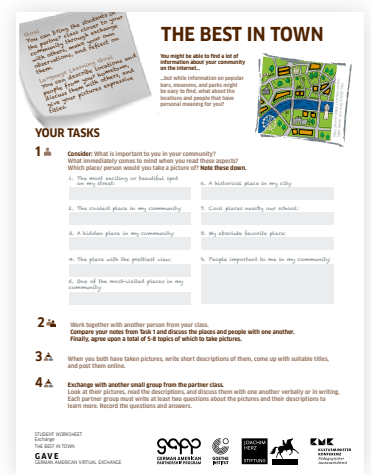
Materials

Worksheet for Students: Exchange Task THE BEST IN TOWN

EXCHANGE

The students note down locations and people in their communities that have personal and local importance. They think about the following aspects and decide which locations they would like to take pictures of later:

1. The most exciting or beautiful place on my street:
2. The coolest place in my community:
3. A hidden place in my community:
4. The location with the best view:
5. One of the most-visited places in my community:



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MEDIUMS

The teachers use the established communication channels between themselves and their students.

For exchanges in groups: Messenger Apps, social media, or Web 2.0 Application

Necessary Functions: Ability to work in groups, upload pictures and write texts.

For presenting the pictures, titles, and texts from each partner group: a digital bulletin board such as Padlet.

For Further Work: All group results should be made visible to all students

DIFFICULTY



EXCHANGE *Continued*

6. A historic place in my city:
7. Cool places around our school:
8. My absolute favorite place:
9. Important People:

In the next step, students will work together with 1-2 partners in their class. They will compare their notes and discuss the locations and people. They will choose 5-8 topics (a combination of locations and people) and make plans to take pictures of them. Afterwards, they will write short descriptions of them, pick out distinct titles for the pictures and post them online. Then, the exchange will take place with the assigned small groups from the partner school. The students will look at each other's pictures, read the descriptions and exchange with them in writing (and verbally, if possible). Each group must ask the partner group at least 2-3 questions about the pictures and descriptions to learn more.

REFLECTION

During online or in-person class, students reflect on what was familiar and unfamiliar to them about locations in other students' communities. For designing the activities in the classroom, see the activities in the attachment METHODS GLOSSARY.

NOTES