

# LET'S GO OFFLINE

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## SUMMARY

### SHORT DESCRIPTION

The students discuss the effects of the Covid-19 pandemic on their lives with one another.

The students create videos (live action or animated) with tips for offline activities in times of shelter-in-place, online schooling, and social distancing.

### GOALS

The students can reflect on the effects that digitalization has had on their own lives in exchange with the partner class.

### LANGUAGE GOALS

The students can describe activities and explain how they are performed.

### DURATION

2 Weeks

### LANGUAGE

English

### MATERIALS

Worksheet for students:  
Exchange Task LET'S GO OFFLINE

### MEDIUMS

Teachers utilize the established communication channels between themselves and their students.

The students choose their own communication channels for their partner work.

For creating the videos, the students have the choice of either recording themselves or creating a video with animations, using an app such as Powtoon.

For posting and commenting on the videos: messenger apps, social media, closed network or Web 2.0 application.

Necessary Functions: capability to post video files and comments.

### DIFFICULTY



## DESCRIPTION

The students create live action or animated videos with tips for offline activities during these times of virtual schooling and social distancing.

## TEACHER PREPARATION

Teachers choose the medium for publishing the videos and prepare everything there. Teachers compile a few suitable applications for the creation of live action or animated videos. They split the students into cross-class pairs and compile contact information.

### Material

See the document OVERVIEW ABOUT APPS AND APPLICATIONS

## CLASS INTRODUCTION

Teachers explain the task to their students and make their partners' contact information available. They give the students the access information for the medium where the students will post the videos.

### Material

Worksheet for Students: Exchange Task LET'S GO OFFLINE

## EXCHANGE

Students record the non-digital activities that have kept them entertained during times of self-quarantine and social distancing. They contact their partner and choose between three and five of the most original activities. Working together, they plan and produce a video demonstrating the activities. They publish the video through the medium chosen for this task.

## REFLECTION

Online or in the classroom, the students report on which activities they tried out and the experiences they had while doing so. They reflect on the consequences that digitalization has had on their lives and the impact offline activities could have. They also discuss the similarities and differences between the classes.

See the document: METHODS GLOSSARY.

For this reflection, there are key questions available.

See the document REFLECTION QUESTIONS FOR STUDENTS.

