

REMIX LITERACY: A PICTURE IS WORTH A THOUSAND WORDS

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Target Audience: Intermediate

Time: 90 min

Class Location: regular classroom and/or computer room

Language / Skills Focus: writing, speaking

Linguistic learning objectives: by the end of the lesson, students have been able to:

- practise conditionals, especially 2nd conditional
- practise “used to” for past habits/regular activities


Non-linguistics learning objectives: by the end of the lesson, students will


- consider reasons for using visuals
- create a visual billboard
- become familiar with using visuals

Materials: Internet access, class forum/blog, polls, printer

Summary

This lesson will introduce the website *Photofunia* (<http://photofunia.com/>) as an excellent tool in terms of incorporating the 4Cc of 21st century learning. By using remix literacy, we are able to help our students become critical thinkers, communicators, collaborators and creators in a fun, engaging and motivating approach. *PhotoFunia* is a creative website where students can insert themselves into billboards using their own images. Example of effects are Valentine’s Day, Christmas, Billboards, Galleries, Celebrities, Professions, Movies, to only name a few. This creative website brings out a playful attitude in both teachers and students which is one of the essential characteristics of creativity, to think outside of the box, and is especially important teaching 21st century learners.

Stage	Procedure	Time	Interaction
Teacher Preparation (outside of class)	a) Go to PhotoFunia http://photofunia.com/ b) Browse through the different effects and choose one that will work with your students. c) Upload your photo and then click “Go”. d) Save your new image. e) Post your new image to the class Forum. f) Create a forum poll using built in function to your Forum or <i>Poll Everywhere/Google Forms, Kahoot, etc)</i> - <i>What ghastly deeds “I/Teacher” have done to deserve this treatment.</i> g) Write 3 paragraphs of <i>where “I/teacher” explains his innocence</i> and post them in the Forum. h) Alternatively: Print out the poster. <i>Example:</i> 	20 min	N/A
Warm –up / Introduction	Ask students to log on to the class Forum and read the greeting message (where the teacher outlines the aims and procedure for today’s lesson). a) Teacher also verbally explains the task displaying the poster. b) Ask students: <i>Why do we have wanted posters?</i> Elicit different reasons. c) Write the students’ suggestions on the board.	10-15 min	Whole class
Pre-Writing Stage 1	Ask students a) to examine the sample image and the corresponding paragraphs uploaded by their teacher (see teacher preparation) b) to answer the Forum poll <i>what ghastly deeds “I/Teacher” have done to deserve this treatment</i> c) to read 3 paragraphs <i>where “I/teacher” explains his innocence</i> d) to answer a Forum Poll asking which of the 3 paragraphs they think are the most persuasive and include a short answer why e) to visit <i>PhotoFunia</i> and look at the various Billboards to acquaint themselves with the website f) to use the <i>Breaking News</i> Billboard Alternatively: Distribute sample image and paragraph as a handout for a-d.	25 min	N/A
Pre-Writing Stage 2	Ask students: a) to explain their forum poll answers (display Forum Poll answer on the board) b) to explain which paragraph was the most persuasive	5 min	Student-teacher

	(display Forum Poll answer on the board) c) write the students' suggestions on the board Alternatively: Ask students to answer on <i>Paddle</i> or <i>Lino</i> .		
Pre-Writing Stage 3	Ask students: a) <i>Why are people on the News?</i> Elicit different reasons b) write the students' suggestions on the board Alternatively: Ask students to answer on <i>Paddle</i> or <i>Lino</i> .	5 min	Student-teacher
Writing Stage 1	Ask students a) to insert their own photo into the <i>Breaking News</i> Billboard and download the image b) to write a short paragraph (50 words) <i>what would "you" do if you won the lottery</i> or, <i>if "you" were on the news, what would you be famous for?</i>  c) to post their image and their paragraph on the class Forum.	20 min	Student (online)
Writing Stage 2	Ask students a) to browse and read their classmates postings b) to give peer feedback and correction c) to comment on 1 -2 Forum entries. Students should comment on the creative aspects of their peers writing. For example, <i>anything surprising, similar to theirs, something they haven't thought of</i> , etc. d) to award peers with stars/badges for the best creative writing Alternatively: Have students pass around their poster and write a paragraph on paper.	20 min	Student-student (online)
Follow-up 1 / Outside of Class	Teacher will a) write brief individual comments on each S's Forum entry in addition to a summary of today's activities on the class forum (Teacher will primarily focus on the language aspects of the writing). b) award stars/badges on the Forum for the most accurate and creative writing.	15 - 20 min	Teacher-student (online)
Follow-up 2 / Next Lesson	Ask students a) to read comments posted by their teacher b) revise their entries c) to give a 2-3 min presentation on their poster	20 min	Teacher-student (online)