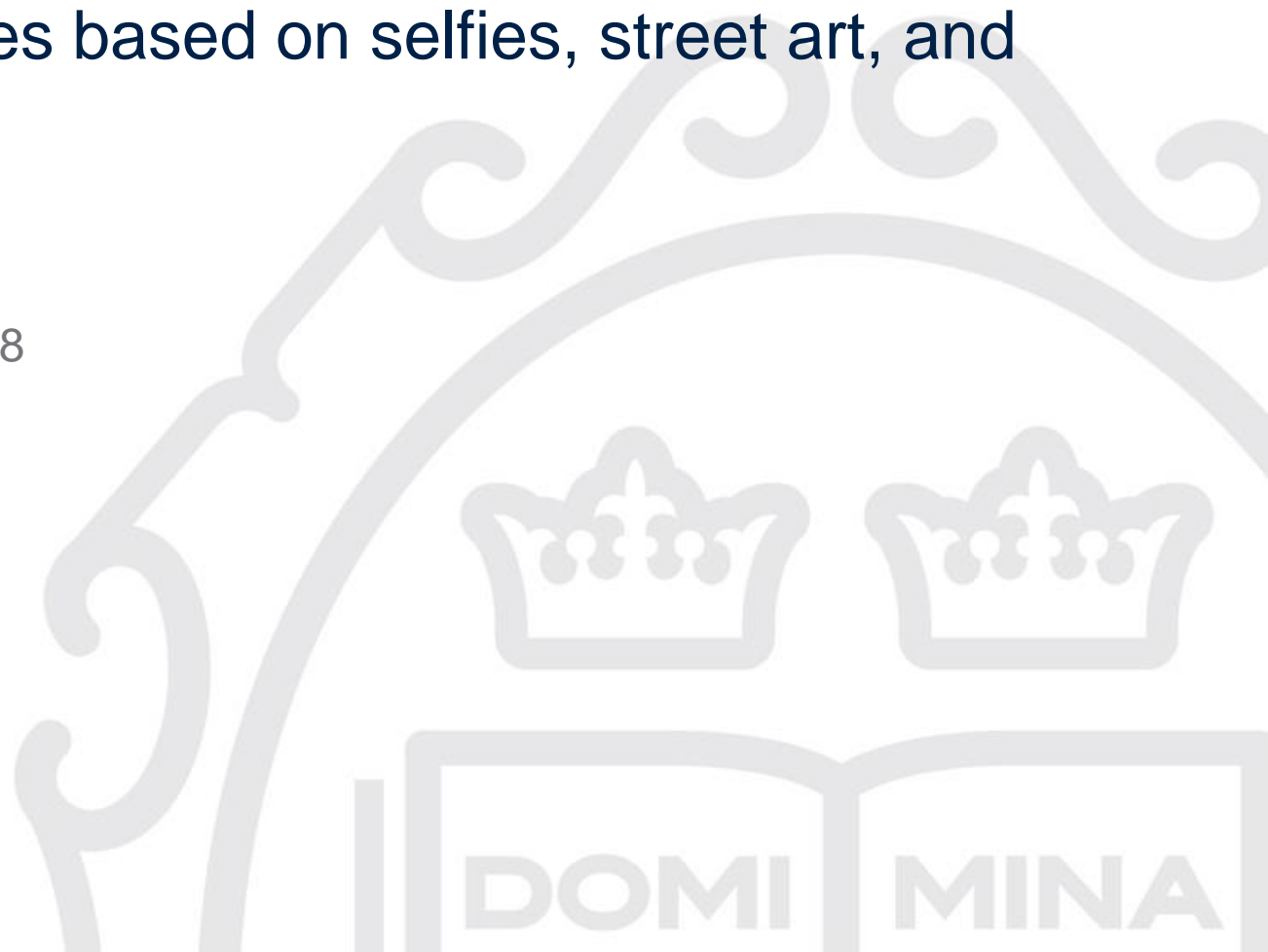


Designing activities based on selfies, street art, and internet memes

Edmund Dudley

Budapest, 22 August 2018



Selfies, street art and memes

What makes them good topics for teenagers?



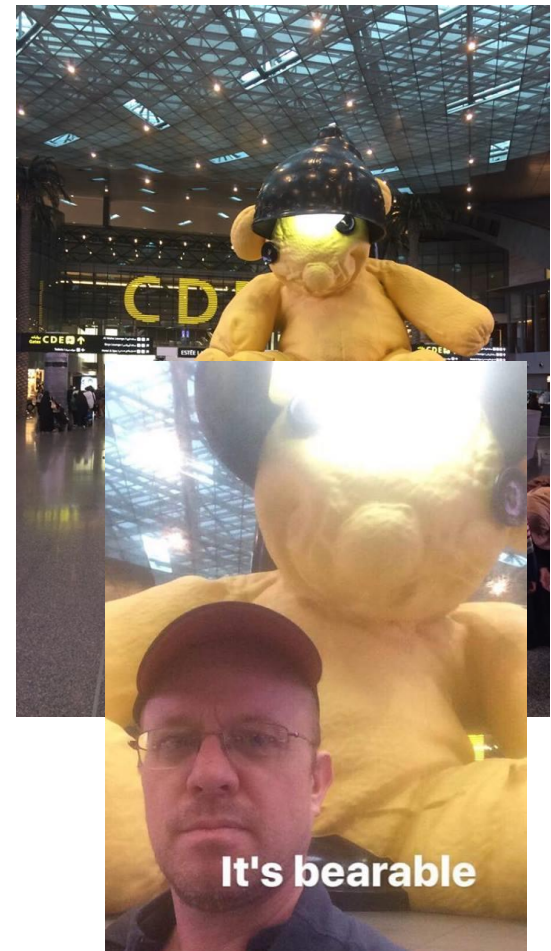
In this session

1. Selfie theme words
2. Selfie spot-the-difference
3. Selfie speech bubbles
4. Selfie prompts
5. Graffiti back stories
6. Graffiti mind maps
7. Controversial street art
8. Explaining memes
9. Meme contests
10. Story-telling with memes

Where are you?

Doha airport. My flight is
in nine hours

Oh no! How's the
airport?



1. Selfie theme words

- Give students a theme word, e.g. *Summer*
 - They take a selfie outside class to demonstrate the word's meaning – or to show an association they have with the word
 - Collect and comment
- Work in pairs. Take a selfie to illustrate the phrase ***back to school***
- Compare and comment

2. Selfie spot-the-difference

- Students find a selfie on their phones which was taken at school
- In class they try to recreate that selfie as accurately as possible
- Compare the two images side-by-side
- Write down as many differences as they can



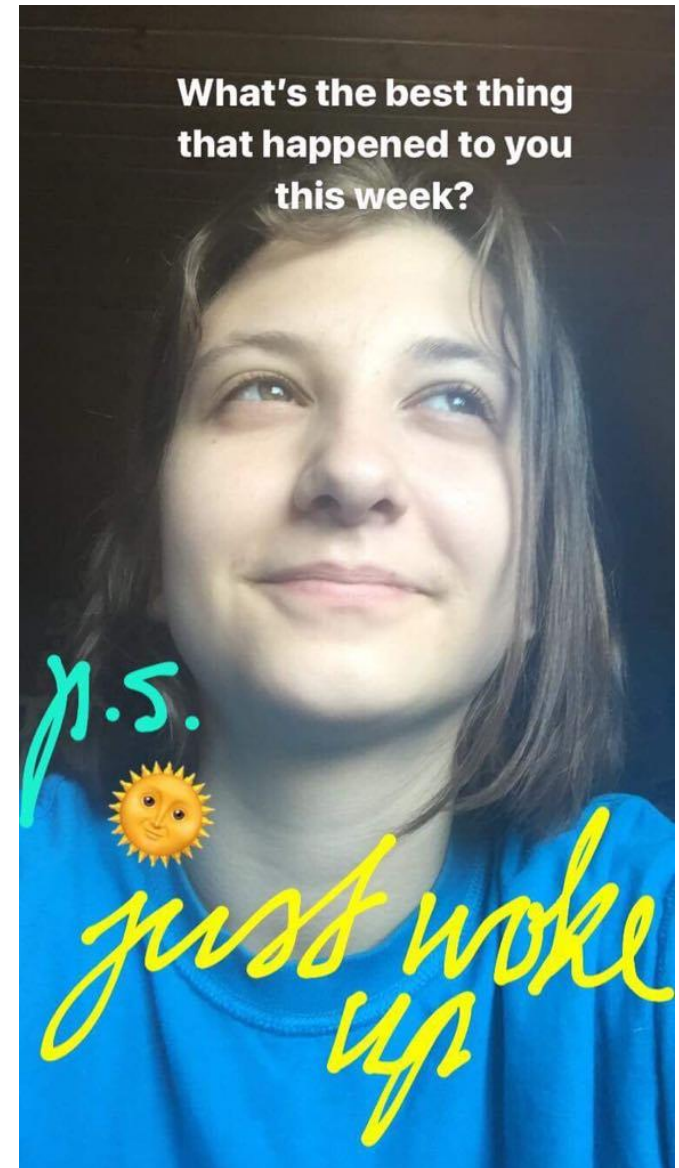
3. Group-selfie speech bubbles

- Select an area of language to focus on, e.g. *Asking questions with 'can'*
- In small groups, students take a group selfie
- Get them to add appropriate text and share



4. Selfie prompts

- Get each student to think of a survey question, e.g. *What's the best thing that happened to you this week?*
- Ask them to take a selfie with the question added
- Invite others to respond in writing – use a notebook to collect the answers or get them to send a selfie back



5. Graffiti back stories

- Get students to take a photo of some street art
- Ask them to invent a remarkable back story for each picture. Ask:
Who was the artist?
What is it about?
Why did they do it? / Who is it for?
What happened as a result?



Display and compare ideas

6. Graffiti mind maps

Graffiti: art or vandalism?

- Compare all the images used in activity 5
- Ask students to categorise each image: art or vandalism?
- Discuss in pairs
- In groups, students work on mindmaps:

Graffiti = ART

Or

Graffiti = VANDALISM



7. Controversial street art

- Students research street artists and find an image to share
- Get them to discuss by making mobile video recordings



Banksy



Pawel
Kuczynski



Blu

8. Explaining memes

Student presentations

- Select a meme
- Provide relevant background info and explain usage
- Make a presentation containing examples



8. Explaining memes

Example: *Success Kid*

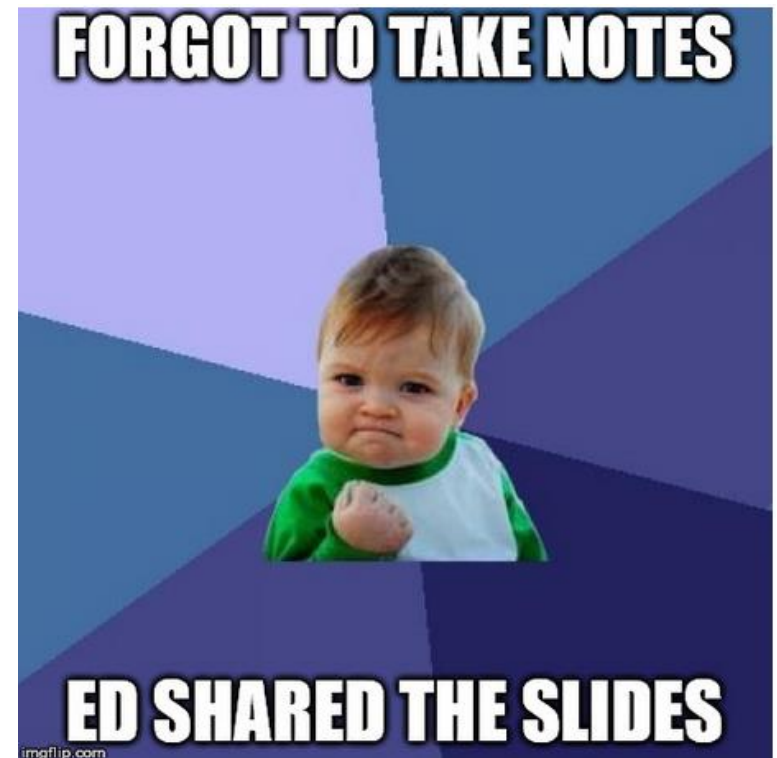


- Background (knowyourmeme.com):
 - adorable image of a kid (Sammy) with a fistful of sand; first appeared in 2008; popularity peaked in 2012
- Usage:
 - To celebrate life's small, sweet, personal victories
- Examples:



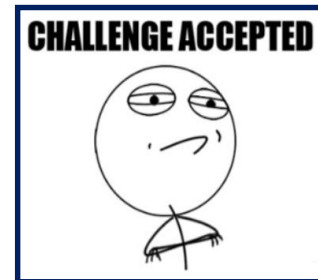
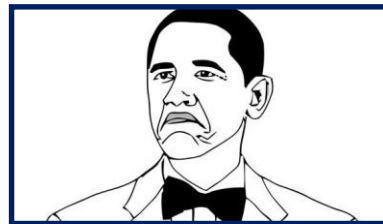
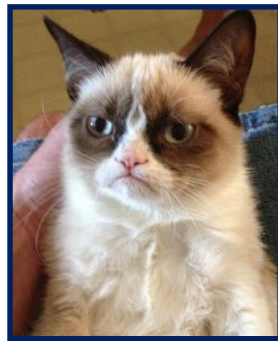
9. Meme contests

- Students use a meme generator (e.g. imgflip.com/memegenerator) to create their own version of memes
- Meme content should refer to your class or studied materials
- Create a gallery and vote for favourites



10. Story-telling with memes

- Create a set of slides containing five different meme templates (e.g. Unhelpful High School Teacher, Grumpy Cat, Not Bad, Challenge Accepted, Success Kid)

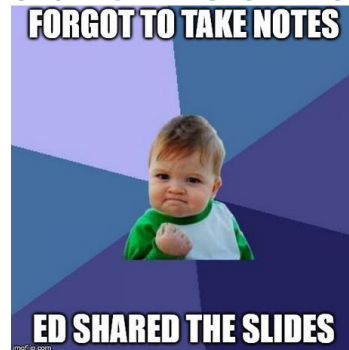


- Students create a story incorporating all five memes
- Tell the story as a slide presentation
- Use the meme slides to emphasise key events

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Slides here:

legyened.edublogs.org



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