

## How to use DIST videos as material for teaching integration

Dear teachers,

We want to offer you two suggestions on how to use student videos that were created as part of the 'DIST- Digital Integration Storytelling' project and deal with the integration theme as teaching material in various contexts. This is not about developing videos with the students yourself - you will find extensive written instructions for this elsewhere on our website. <http://www.dist-stories.eu/dist-manual/>

The work with the pupils within the framework of DIST has shown that they understand and implement the topic of integration in a complex and versatile way. Most of them have found a forward-looking solution to deal with this sensitive and sometimes very personal subject.

As part of the project, many videos on various aspects of integration have been produced at various schools in the Freiburg area and by our international partners. The majority - especially the German pupils - unfortunately did not want to see their videos published - but this also shows the seriousness with which they have productively dealt with their experiences.

The reflection of one's own experiences can thus also form the core of a receptive or another less technically complex examination of the videos. The DIST method allowed the students to artistically implement their own experiences. However, we assume that even without this method, similar results can be expected in class if the existing videos are used as material. It is important that the classroom is a secure space in which one feels safe and valued.

## How to teach integration in combination with friendship

Friendship is an important aspect of integration for young people. This issue was often linked to other issues such as bullying or illness. However, the theme of friendship is characterised above all by the fact that it was used by the young authors with a view to a positive change towards successful integration and a feeling of belonging. Some examples of videos about friendship can be found through the DIST YouTube channel, specifically in the playlist titled "Friendship".

<https://www.youtube.com/watch?v=sJw2a38d-kc&list=PLUnb1QTRvns3uUXGQ5Sc39bHjQjwfgdG6>



You will find both videos in English and in other languages. These can be used in foreign language classes but also through the usage of the subtitles YouTube offers.

A typical teaching organisation, when there are materials that deal with the same subject in different ways, is a group work phase.

Thus, an introduction to the topic and the course of instruction in the plenum is followed by the group work phase, in which the individual groups work on a video - possibly also 2 - with a similar question. In a further plenary phase, the group results will be gathered, differences in the individual videos will be discussed and the own experiences will be reflected upon. Depending on how much time is available for the teaching unit, it can be completed here or a productive task can be connected - be it in group or individual work or also as homework.

For example, the main questions for the analysis of the videos in the group and plenary phases could be:

- What role does friendship play in the video?
- Which problems of integration and belonging are discussed in the video?
- How does the video describe these problems?
- To what extent do theme, text and image fit together?
- Do you know similar stories?
- Have you had similar experiences yourself?
- How would you implement this story or experience?

A possible follow-up productive task would build on this last question about one's own understanding of the topic: there are various creative formats available - e.g. painting a picture, designing a storyboard, putting together a collage, writing a retelling or a dialogue and, if necessary, performing it.

## How to teach integration in combination with language

Language is an important aspect of integration for young people. This topic often arose in connection with other topics such as migration or as well as language intercultural or even family contacts. The main feature of the language topic, however, is that it is interesting for classes that do not predominantly consist of German native speakers.

Some examples of videos about integration and language can be found through the DIST YouTube channel in the playlist "Language".

<https://www.youtube.com/watch?v=WRb2I4cDjA&list=PLUnb1QTRvns0RI-eE3-YPAt3aE0ppiJ1>

In order to ensure an exciting or varied course of lessons, it seems sensible not to show all the selected videos at once. If the classes are not too large for a continuous plenary form, an iterative procedure can be chosen. The advantage of the iteration is that the developed categories can be concretized and refined by the repeated application or this analysis process can be practiced systematically.

An introduction to the topic and the course of the lesson is followed by a presentation of one or two videos. Whether one or two depends on how teacher-centred the analysis categories are to be developed. When starting with one video this can be done very systematically, with two this results rather from spontaneous comparisons.

Questions relevant to the development of categories for the videos are for example:

- At which point do language problems appear - at which do they not or are they not mentioned?
- How are language problems solved if necessary?
- What attitude to the 'new' and to the mother tongue is conveyed in the video?
- What visual means are used to illustrate the linguistic problems?

This phase, consisting of video show and comparative analysis, can then be repeated at will.

It is advisable to record the results on the blackboard, e.g. with cards or in a suitable table, and to discuss the resulting structure with the pupils at the end.

Furthermore, the pupils' own experiences of language communication problems and their solution can be discussed. This can be followed by a productive task in which these experiences can be creatively implemented.

Of course you don't have to stick to the videos we suggest, but you are welcome to use others, for example to deal with more intercultural aspects or to better integrate pupils with other native languages. YouTube usually also offers automatic subtitles and even their translation. Some of our videos are also available in different languages.

With this teaching proposal both social and media skills can be promoted.

Have fun trying out this method!!

Your PH Freiburg Team



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## Lesson plan Integration and Friendship

	Action	Social form
Introduction	Introduction to the topic and the course of lessons	plenary
Work phase	<p>Groups receive different videos for analysis tasks, e.g:</p> <ul style="list-style-type: none"> <li>- What role does friendship play in the video?</li> <li>Which problems of integration and belonging are discussed in the video?</li> <li>- How does the video describe these problems?</li> <li>- To what extent do theme, text and image fit together?</li> <li>- Do you know similar stories?</li> <li>- Have you had similar experiences yourself?</li> <li>- How would you implement this story or experience?</li> </ul>	small groups
Report 1	<p>Depending on the selected task, the plenary session will include</p> <ul style="list-style-type: none"> <li>- the group results,</li> <li>- Differences in the individual videos are the subject of discussion</li> </ul> <p>reflects SuS's own experiences</p>	plenary
Practice 2	Based on own stories and experiences a creative task should be carried out - picture, storyboard, collage, retelling, dialogue, ...	individual work group work homework as- signment ...

## Lesson plan Integration and Language

	Action
Introduction	Introduction to the topic and the course of lessons
Work phase 1	<p>Demonstration of one or two videos about language and integration (Comparative) analysis of the video(s)</p> <p>Questions about the development of analysis categories can be, for example:</p> <ul style="list-style-type: none"> <li>- At which point do language problems appear - at which do they not or are they not mentioned?</li> <li>- How are language problems solved if necessary?</li> <li>- What attitude to the 'new' and to the mother tongue is conveyed in the video?</li> <li>- What visual means are used to illustrate the linguistic problems?</li> </ul> <p>Development of panel paintings, e.g. tables or cards</p>
Work phase 2 and following	<p>Demonstration of another video</p> <p>Comparative analysis of the video based on existing analysis categories</p> <p>Extension and refinement of the analysis categories</p>
Report 1	Discuss and transmit (analogue or digital) the panel picture
Analysis 2	SuS report on own experiences with linguistic (integration) problems if necessary, deepening through the task of creatively implementing this experience