# B

*Going Mobile* is now ready to turn its attention to practical activities that you can carry out with your learners.

Here's how.

In designing these tasks, we have carefully structured them from the simpler to the more demanding, both in overall development – from Chapter One to Chapter Five – and within each chapter itself.

- Chapter One introduces the **topic** of mobile devices, and you and your learners don't need to use mobile devices at all to carry these out. This is a good place to start if you and/or your learners are new to using devices in class, or if the use of devices is not allowed in your classroom context. These activities consider mobile devices, their affordances (ie their features) and their potential application in teaching and learning. Going through them not only with learners, but also with colleagues and school managers, may help *everyone* get a bigger picture of mobile devices in education, and can work in your favour – in terms of devising policies of acceptable use, and revisiting any bans or restrictions you may have in place at work.

- Chapter Two includes activities that encourage learners to produce only **text** on their mobile devices. You will explore a variety of uses for text in a variety of genres, and try out a range of tools to either produce or consume text on mobile devices.

- Chapter Three bases the activities around the learners using their mobile devices to work with **image** as well as text. In these activities, we look at drawing, image annotation, image creation and sharing, presentations, collages and games.

- Chapter Four builds on this by introducing **audio**-based activities. We concentrate on both listening and speaking skills, with plenty of audio production. We also look at dictation activities, voice search, interviews, audio guides and more.

- Chapter Five introduces **video**-based activities, pulling together the three strands – of text, image and audio. In this final chapter, we bring together skills and apps from the previous chapters and look at how these can all be combined into more visually-rich multimedia experiences using video. The activities include video collages, voiceovers and subtitles, stop motion, video production and audio slideshows.

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By the end of this part of *Going Mobile*, we hope you will have a good general knowledge of how mobile devices work, what apps are available, and how best to combine devices and apps into rich learning experiences for your classes.

# The perfect phone

### My dream mobile

The learners design their perfect mobile phone.

## Run up

If you did the activity *Mobile me* on page 34, ensure that you have up on the wall the posters your learners made in the 'Run on' section. These posters will serve as a good starting point for this activity.

## Run

Tell the learners that they are going to design the mobile phone of their dreams.

Divide them into groups of four (A, B, C, D):
- If you have posters from the previous activity, encourage the learners to revisit them and take notes of the best features.
- If not, ask them to think about their own mobiles, and brainstorm a list of the best features for their ideal phone.

Tell them that their perfect phone can do anything they want. For example:
- It might help them with their homework.
- It might project data directly to glasses or contact lenses.
- It might play high-end video games.

They add the new features to their dream phone.

Regroup the learners into new groups of four (the As together, Bs together …) and ask them to tell each other about their new mobile phone:
- *What is it?*
- *What does it look like?*
- *What does it do?*

Each learner chooses one mobile phone to buy.

Conduct feedback as a whole class:
- *Which was the most popular phone?*
- *Why?*

Ask the learners to choose the 'top ten' features from the suggestions of the whole class and to combine them into one perfect phone.

Discuss the possible design, name, price, etc.

## Run on

Ask the learners to each prepare an advertisement for the phone they designed in the initial stages of the class:
- In low-tech environments, this can be done on paper.
- In high-tech classes with the necessary skills, it can be done using PowerPoint, or as a video advertisement with commentary and music.

Share the advertisements in class, and discuss which are the most persuasive.

# Addicted!

### Mobile phone addiction

The learners examine and discuss their reliance on their mobile phones.

## Run up

Write 'Addiction' on the board, and brainstorm with the learners what things people can be addicted to:

| | | |
|---|---|---|
| *drugs* | *power* | *alcohol* |
| *gambling* | *television* | *chocolate* |
| *coffee* | *shopping* | *computer games …* |

Ask them what 'unimportant' things *they* are addicted to.

## Run

Ask the learners if they think they are addicted to their mobile phones.

Dictate the following questions (or put them on the board, or hand them out):
- *Do you check your messages first thing in the morning?*
- *Do you check your phone before going to sleep?*
- *Do you check your phone regularly with no reason?*
- *Do you feel you must read a message as soon as you receive it?*
- *Do you check your phone or send text messages in social situations, eg at dinner or while talking to friends?*
- *Do you check your phone more than 30 times a day?*
- *Do you always check or use your phone during 'dead' time, such as waiting for a bus or an appointment?*
- *Do you often want to check your phone or send text messages while driving?*
- *Do you worry about losing your phone?*
- *Do you worry about being addicted to your phone?*

Ask the learners to ask and answer the questions in pairs. With lower levels, highlight the use of the auxiliary 'do' in short responses: *Yes, I do./No, I don't.*

Say that if they answered 'yes' to more than six questions, they are probably addicted to their phones!

Ask them to rate their own mobile phone addiction by placing an 'x' on a simple scale:

**Not addicted** ——————x—————— **Very addicted**

With a small class, you can put the scale on the board and ask the learners to come up and place 'x' (or their names) on the scale.

Discuss who is the most (and least) addicted.

## Run on

Challenge all the learners to give up using their phones for one day – before doing the next activity: *Cold turkey*.

# Twitter celebrities

### Tweeting the famous

The learners follow international and
local celebrities on Twitter.

C   M

## Run up

Sign up for Twitter, if you don't already have an account.

In your Twitter account, choose a few international (and
local) celebrities to follow:
- We don't recommend here specific individuals for you to
  follow – fame can be fleeting, and today's popular singer
  or sports personality may be an unknown tomorrow!
- We do suggest you ask the learners to choose celebrities
  *they* are interested in following.

Instead of individuals, you could propose these categories –
to help the learners search for celebrities on Twitter:
- *Singers*
- *Bands*
- *Actors*
- *Sports personalities*
- *TV personalities*
- *Popular scientists*
- *Authors*
- *Politicians*
- *Business leaders*

## Run

Introduce the topic by showing a few pictures of celebrities,
including both international and local celebrities.
- *Do your learners recognise them?*
- *Do they follow any celebrities on Twitter?*

Put this (invented) example tweet on the board:

Excited abtgiving concert tonite in Seattle! @ladygaga doing
a guest appearance w me 2 support #WWF charity

Ask the learners:
- *What is this?* (a 'tweet' – a Twitter message)
- *Is this tweet from an actor, singer or politician?* (a singer)
- *What is this singer doing tonight?* (a concert in Seattle)
- *Who is also going to sing?* (Lady Gaga – a famous singer)
- *What is the concert for?* (to raise money for charity)

Elicit and highlight the following characteristics of the tweet:
- It is short (tweets have a maximum of 140 characters).
- There are abbreviations and 'textspeak' spellings –
  *w* for *with*, *abt* for *about*, *tonite* for *tonight* – although
  tweets are also sometimes written in standard English.
- There are numbers for words (*2* for *to*).
- @ladygaga is Lady Gaga's Twitter name (the @ symbol
  shows this).
- # is a hashtag – a way to label and search for tweets by
  key word or topic.
  (#WWF is the hashtag used to label information about
  the World Wildlife Fund.)

Ask the learners to download the Twitter app onto their
devices, and to sign up for a Twitter account if they don't
already have one.

If the learners are new to Twitter, and/or they are reluctant
to open accounts:
- Open a single class account.
- Give everyone the username and password.

Ask the learners to search for four or five international
and/or local celebrities to follow.

Put them into pairs, and ask them to choose one of the
celebrities they are now following:
- They look at the last few tweets from this celebrity.
- They try to understand them.

You help them, as necessary.

Tell the learners to choose a recent tweet from their celebrity,
and to 'retweet' it.

Before the lesson ends, ask the learners to share their own
Twitter names, and to follow you and each other.

## Run on

Extend this activity, by encouraging the learners to use their
Twitter accounts outside of class to practise their English.
- Ask them to check their Twitter accounts daily over the
  next week, and to retweet any celebrity tweets that they
  enjoy or find interesting.
- Tell them they can also create and send their own tweets,
  using standard English.
- Make sure that *you* do the same during the week!

In the next lesson, the learners share their experience
of using Twitter:
- *How often did they check their Twitter account on their
  mobile device during the week?*
- *What did they learn about the celebrities they follow?*
- *How many celebrity tweets did they retweet?*
- *What did they retweet?*
- *Did they send any original tweets, and if so, what?*
- *If not, would they like to try tweeting?*
- *Where did they use Twitter during the week (at home, work,
  school, on the move …)?*
- *Do they think Twitter can help them improve their English?
  Why/Why not?*

Using their Twitter accounts outside of class can give the
learners extra exposure to authentic English, and following
celebrities they are interested in can be very motivating.

# Time will tell

### Photo collages

The learners create a collage of photos of objects for a time capsule.

C  M

## Run up

Make a collage of photos for your own time capsule before the lesson, using a photo collage app. See Gavin's collage opposite.

Alternatively, create the collage as a single slide, using a presentation app.

Explain the concept of a time capsule to the learners, and ask them to come to class with some photos of objects for their own capsule:

- Show them your example, to give them some ideas.
- Help them to download a photo collage app.

They take the photos when they are out and about before the following lesson.

## Run

Project your photo collage, or share it with the learners as a printed handout:

- Explain that these are the objects *you* would put in a time capsule – to be buried for future generations.
- Explain to the learners that they have to find out why you've chosen these items for your time capsule – by asking questions about the photos.

Put the learners into small groups, and ask them to look at the photos and brainstorm some questions for you.

- When they are ready, conduct a whole-class 'question and answer' session, giving them more information about the objects you chose – and why you chose them.

Show the learners how you created your collage, and ask them to do the same with the photos they have brought to class.

- When they are ready, pair them and ask them to interview each other about their photographs.

As the learners conduct their interviews:

- They can take notes in a note taking app.
- Alternatively, they can record the interview, using an audio or video recorder on their device.

Regroup the pairs, and ask them to tell their new partner what they have learnt about the time capsule of their interviewee.

## Run on

Ask the learners to choose the most important photo from their collage and prepare a 'show and tell' presentation for a future lesson. This can be done using a presentation app.

In future lessons, give each learner some time to share their presentation and to answer questions from the class.

If you are short of time in class to share presentations, you may want to investigate the Pecha Kucha format:

- It limits presentations to a maximum of 20 slides.
- Each slide is timed to run for 20 seconds.

You can find out more about Pecha Kucha from the official website: *http://www.pechakucha.org/*

See also *Show and tell* on page 90 for a Pecha Kucha activity.

## Follow me!

### An audio treasure hunt

The learners follow audio instructions
as a series of clues.

C M

### Run up

Prepare a set of audio clues, using an audio recording app (the example below uses Audioboo).

Ensure that your learners have an audio recording app installed.

Note:
- All your clues will have long URLs. For example:
  *http://audioboo.fm/boos/1690403-clue-1*
  You might want to shorten them, using something like Google URL Shortener, which gives much shorter links:
  *http://goo.gl*
- To do this, paste your long link into the box and click on the 'Shorten URL' button to get a short link. The audio file above converts to:
  *http://goo.gl/K6jx7L*
  This is then much easier for your learners to type into their browsers.

Print the short URLs of your audio files and put them in strategic places, in the school to create a treasure hunt.

### Run

Tell the learners that they are going to go on a treasure hunt around the school – all the clues are audio clues:
- They can listen to the clues by using the short URLs at each destination.
- The clues all give an instruction, which they should follow.

Review the language for giving directions, if necessary:
- *Turn left/right.*
- *Keep to the left/right.*
- *Go straight ahead.*
- *Double back.*
- *Head straight on …*

You can use language that is more, or less, complex for giving directions – depending on the level of the learners. With beginners or elementary learners, you can keep the language in the audio clues very simple indeed!

Tell them that the first clue is on the wall in the classroom:
- All they need to do is type the short address into their web browser. For example:
  *http://goo.gl/K6jx7L*
- They will be taken directly to the audio file:
  *'Go out of the class and turn right. Head straight on through Reception to the Canteen and find the next clue by the coffee machine.'*

Make sure that your last clue brings them back to class!

In pairs, send the learners off on the treasure hunt.
- You might want to have them collect objects, as they follow and find the clues.
- You might ask them to take a photo of each place.
- You might offer a prize at the end.

Give the learners time to complete the treasure hunt, then conduct feedback as a whole class.

Now show them:
- How to set up an account at Audioboo.
- How to create their first recording.
- How to create the short *goo.gl* link for it.

Put them into small groups, to plan their own short treasure hunt around the school.

Once they have their treasure hunt ready, the groups exchange 'start points' and complete each other's hunts.

### Run on

Why don't you get your learners to prepare a treasure hunt for *you* to do?

These treasure hunts become even more motivating when they take the action outside the school and into the local town or city.

This activity combines well with the use of QR codes as prompts to the audio files.

The following code will take you to our example clue:



To read the code, you will need a QR code reader app. The camera on your device will read the code and open the linked resource – in this case, the audio file.

We will be looking at QR codes in detail later in the book – see the 'QR codes' section in Part C on page 97.

## Silent movies

### House tours

The learners create a silent video tour.

C M

### Run up

Ask the learners to create a two-minute silent video 'tour' of their house/flat and bring it to class.

Do the same yourself, and prepare 5–10 questions about your video (see below for some examples).

### Run

In class, show your movie tour, describing the rooms and furniture as they appear on the screen. Ensure that you describe the items you will be asking questions about later:
- The learners listen and watch closely.
- They try to remember as much detail as possible.

Ask the learners questions, to see how much detail they remember from your silent movie. For example:
- *What is the second room in the video?*
- *What is the last room?*
- *What colour is the tablecloth on the dining room table?*
- *How many cushions are there on the sofa?*
- *What is on the living room table?*

Ask them to individually review *their own* silent movies.
- Learners at lower levels note down the key words they will need to describe their movies aloud.

Ask them to prepare five questions about the rooms and items in their videos.
- Learners who haven't brought a movie to class are paired with a learner who has – they will be working together.

In pairs, the learners show each other their movies, while providing a running commentary:
- They ask their partners the questions they prepared.
- They award a point for every question answered correctly.

Round up by asking:
- *Did anyone manage to score five points, by answering all five of their partner's questions correctly?*

### Run on

Ask the learners to record their commentaries over their silent movies:
- They use an audio voiceover app.
- They upload the finished videos to a class blog or wiki page.

In this way, they can view and comment on each other's videos.

**Acknowledgement:** Thank you Lindsay Clandfield for the idea for this activity.

## On the vine

### A six-second video

The learners create very short videos on anything they like.

C M

### Run up

Explore Vine (*https://vine.co/*) – a video collage app that enables you to create six-second videos with different scenes stitched together and then played in a loop.
- Note that Vine requires users to be over 17 years of age, so for younger learners, use a different video collage app.

### Run

Ask the learners if they know Vine.

Using the class projector connected to your mobile device, show them four or five recent Vines from the app homepage.

Elicit the learners' reactions by asking:
- *Which Vine videos did they like best? Why?*
- *What makes an effective Vine video?*
- *What makes some of these videos so creative?*

Tell the learners they will each record a Vine in the school:
- In pairs, give them five minutes to think about and discuss possible locations and subjects. (Giving the learners free rein in their choice of topic/location will encourage them to be much more creative.)
- In pairs or individually, tell them they can now record their Vine videos.

Give them a clear time limit (eg 10 minutes) to go around the school and to create their six-second Vines.

Back in class, connect the learners' devices to the projector and watch the Vines.

After showing each one:
- Ask the learners to explain why they chose that particular subject matter.
- Ask the rest of the class for feedback on the video.

### Run on

Ask the learners to each create a new Vine outside of class – either in the street or at home.

In the next lesson, show some of the videos and ask for class feedback:
- *Which places did they choose for their new Vines?*
- *What 'mood' did each of these Vines create?*

Ask them:
- *Did they enjoy the creative process behind making these very short videos?*

If they did, invite them to make more Vines in the future.