

TEACHING OUTLINE: INSTAPOETRY**– Working with the Instagram and Instapoems by Rupi Kaur–****Goal of the learning scenario:**

The students encounter the genre of Instapoetry by reading and analysing Instapoems by famous Instapoets. A focus in the analysis is on the interplay of the different modes (visual/text/digital) and the poems of Rupi Kaur. Based on the analysis the students derive the genre characteristics which in turn serve their creative engagement in the writing and publishing process of the created products on the Instagram app.

Overview of the Lesson Design:

Phase / Teaching Activity / Impulse	Material
<p>Beforehand: critical and reflective treatment of the Instagram platform with the goal to develop clearly formulated, binding rules that set the etiquette for using smartphones and social media in class as well as during the activity</p> <ul style="list-style-type: none"> supplementary teaching sequence that goes beyond the following learning scenario: <p>B1: Sensitization to the examination of one's own personality and the desired/aspired representation on social media (reflection on self-portrayal), observing social media habits as well as accompanying risks and challenges</p> <p>B2: Sensitization to the protection of personal data and privacy on social media as well as dealing with risks such as cyber-mobbing, negative self-portrayal, and copyright issues</p> <ul style="list-style-type: none"> quick introduction aligned with the following learning scenario: <p>Jigsaw:</p> <ol style="list-style-type: none"> five expert groups working on one rule each. Exchange about assigned rule (impulse: which point is most important? Why? Do you already follow this rule? If no/yes, why?) new groups form, and the members from the different expert groups take turns to report about 'their' rule joint plenum discussion signing the collection of rules to create commitment (optional) <p>Goal: "5 Golden Rules" for using social media in the classroom</p>	<p>mobile device (throughout scenario)</p> <p>B1, B2</p> <p>A0</p>
<p>Introduction:</p> <ul style="list-style-type: none"> Determine current level of learning (<i>Lernausgangslage</i>) in relation to poetry, increase students' awareness of poetry, encourage personal engagement with poetry they should recognize that there is not only the classical canon of poetry and that poetry is constantly evolving → a whole genre with individual sub-genres, which includes Instapoetry key question: 'Is that poetry?' <p>Goal: curiosity and open-mindedness</p>	E1
<p>1. Building the context:</p> <ul style="list-style-type: none"> learners explore the social, cultural, and situational context of the genre 	A1

<ul style="list-style-type: none"> - they obtain first impressions and important information for the upcoming production, as well as the context in which it is published <p>Goal: connecting to content and discourse</p>	
<p>2. Modelling and deconstructing the text:</p> <ul style="list-style-type: none"> - dealing with the multimodality of texts; being able to understand the individual elements of an Instapoem and, above all, how they inform the content; first deeper analysis of/contact with the genre - studying several sample texts: working out structures and regularities → mind map as scaffold for analysis <p>Goal: finding the similarities; developing a template that summarizes the rules of the genre and translates them into a practical guide</p> <p>Note: these are only model structures: learners should become aware that, depending on the text, they will have to develop critical ways of reading and an independent way of identifying the genre → template as a guide!</p>	<p>A2 A2.1</p> <p>A3 + A4</p> <p>A5</p>
<p>3. Joint construction: internalization</p> <ul style="list-style-type: none"> - think phase: brainstorming (external stimuli can help, cf. <i>captions</i>) and collecting ideas - pair phase: focusing on content, clarifying own perspective, collecting ideas, and planning first draft - share phase: while crafting the first draft there should be a regular exchange between the learners and also with the teacher; comments in oral or written form on content or formal aspects can be helpful 	A5
<p>4a. Independent construction: externalization</p> <ul style="list-style-type: none"> - putting the text into its final, generic form using Instagram (or an alternative like Zeoob) - once a final product is created, an evaluation can be carried out using the transparent criteria of the template - feedback phase: A6 should be used for this purpose 	<p>A5</p> <p>A6</p>
<p>4b. Publishing:</p> <ul style="list-style-type: none"> - in creative writing publishing should be part of the writing process whereby actually uploading the contributions on Instagram as is usual for this genre adds to the student experience - uploading the contributions on the learning platform for those who do not use Instagram (comparability) - compilation of a "poetry volume" with all poems: digitally and analogue (similar to Rupi Kaur whose poems are also available in both forms) 	A5
<p>5. Linking to related texts:</p> <ul style="list-style-type: none"> - A7 and A8 can be used in this sequence but also individually or inversely, depending on the learning group and desired focus - learners relate their texts to other genres on the same topic or to other related genres - learners make references/draw back to the initial discourse (referring back to key question that can be answered) 	<p>A7 help-cards, headphones</p> <p>A8</p>