

## Teaching Scenario

### *GPS Hunt*

<b>Main Goals:</b>	Application and repetition of receptive and productive skills as well as vocabulary (i.e. chunks) which the students have already acquired
<b>Time:</b>	A minimum of 2 periods, preferably a whole day (as part of a project week)
<b>Learning Focus:</b>	Vocabulary, speaking, media competence
<b>Preparation:</b>	Decide on the topics, skills, chunks, and vocabulary which the students will have to illustrate during the GPS Hunt. Installation of applications. Introduction of usage (esp. All-In-One Offline Maps). Preparation of spots: providing markers, posters, instructions, and chargers. Game rules and role cards with instructions. Divide students into groups of 3 to 5, depending on the number of available spots, exercises, and devices.
<b>Requirements:</b>	At least one mobile device (smartphone/tablet) per group, ideally 4 with access to the internet on one device and the applications listed below Posters, markers, chargers for the mobile devices

**Recommended Application(s)/Tool(s):****All-In-One Offline Maps**

OfflineMaps is an application for Android devices that allows the user to access maps from their phones or tablets without internet access. The maps are very detailed and display the roads and buildings with names and numbers and even small pathways. The tool uses the device's GPS signal to show the user's position on the map as well as the distance to chosen targets in feet and their coordinates in different grid reference systems. Its only active function the students will use is the setting of landmarks so they can save their target spots to the map by entering the given coordinates.

<https://www.offline-maps.net/>

*It is possible to use a different map application if it has the sufficient amount of details necessary for finding one's way around the school and the ability to process coordinates.*

**Camera Application**

Any pre-installed camera application that can record videos and take pictures.

**Diktiergerät**

Diktiergerät or any other voice recording application.

**Uhr**

Uhr or any pre-installed application offering the possibility to set a timer to a specific time. This is used to make sure that the students only work on each task for the given amount of time to ensure the groups do not work at the same spots.

**Internet Browser**

The students can use [www.kiddle.co](http://www.kiddle.co) on an internet browser application to look up unknown words.

Before starting the GPS hunt, the teacher needs to decide on the skills, chunks, and vocabulary which the students will have to visualise during the GPS Hunt. The game may serve as a repetition of the content learned throughout the whole school year or focus on a specific unit or topic. Using several different types of media (i.e. pictures, video and audio clips), the students create a collection of words they have learned or revised and present it to the other groups later on. The game may also be used to illustrate the complexity and controversy of a topic as the students are asked to consider the topic from multiple perspectives. As a meeting of several groups in one spot should be avoided, it is necessary to make a circular plan of the spots in advance, check the coordinates of the spots, and add them to the spots' instruction sheets. Depending on the school regulations and the size of the area in which the game will take place, it may be necessary to ask other teachers or parents to help with the supervision of the students.

**Time:**

**8 minutes** The students receive the first instruction sheet and their role card. Each group has a navigator, a time keeper, a web searcher, and a media expert. Then, all students read the instructions and can ask questions anything is still unclear to them. The teacher has to emphasize that sticking to the exact time frames is of utmost importance for the successful completion of the game. Otherwise there might be that danger of groups running into one another if they stayed longer or left the spots earlier.

**5 minutes** Each student group walks to the first spot assigned to their group (GPS hunt work sheet). They are given five minutes instead of three to find the first spot.

**8 minutes** The groups work on their first exercise and save the product on their mobile device.

**3 minutes** After eight minutes of working on the task, the groups proceed to the next spot.

**8 minutes** The groups work on their second exercise and save the product on their mobile device.

**3 minutes** After eight minutes of working on the task, the groups proceed to the next spot.

. . .

**40 minutes** In the end the students share their results in class in a World Café format. Each group is assigned their own table and chairs in the World Café. The students form presentation groups according to their designated role cards. Each presentation group sits down at one of the tables and presents their group's results to the others. After 5 minutes, the groups rotate clockwise to the next table.

Date: \_\_\_\_\_

## GPS hunt

Your group will start at spot \_\_\_\_\_.

Use OfflineMaps to locate its position and go to the spot. You will find a card with instructions there.

Your time keeper tells you how much time you have for the exercise.

Do the exercise and go to the next spot when the time is up.

→ Don't stay longer or shorter at the spot!

→ Your media expert will take pictures, record audio files, or make videos.

Follow the instructions at the next spot and move on when the time is up.

***Remember to only speak English!***

***Make sure you save all of the files!***

Return to the classroom at \_\_\_\_\_.

Date: \_\_\_\_\_

## GPS hunt

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Use OfflineMaps to locate its position and go to the spot. You will find a card with instructions there.

Your time keeper tells you how much time you have for the exercise.

Do the exercise and go to the next spot when the time is up.

→ Don't stay longer or shorter at the spot!

→ Your media expert will take pictures, record audio files, or make videos.

Follow the instructions at the next spot and move on to the next one when the time is up.

***Remember to only speak English!***

***Make sure you save all of the files!***

Return to the classroom at \_\_\_\_\_.

*role card*

## **navigator**

You are the navigator of the group. You will use OfflineMaps to search for the new spot and give your group directions on how to get there. Put a landmark on your location at each spot.

*role card*

## **time keeper**

You are the time keeper of the group. You will use the clock application to set a timer to the exact number of minutes in the instructions. Remind your team members when the time is running out and when you should start recording.

You have 5 minutes to find and go to your first spot.

*role card*

## **web searcher**

You are the web searcher of the group. You will use [www.kiddle.co](http://www.kiddle.co) in the internet browser application to look up words that your group doesn't know.

Only use it when you really need it!

*role card*

## **media expert**

You are the media expert of the group. You will use the voice recording application to record audio files and the camera application to take pictures and record videos.

Don't cover the microphone when you are recording! Listen to your recording and check if it is easy to understand.

### Instructions Spot A

10 minutes!

Discuss the following topic in your group. Create a freeze frame that illustrates

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and take a picture of that!

When the time is up, go to \_\_\_\_\_.

### Instructions Spot B

10 minutes!

Use the pens and papers to draw a mind map with these words! Use arrows (→) between the words and label the arrows! Take a picture of your mind map!

Take the mind-map with you and go to \_\_\_\_\_.

### Instructions Spot C

10 minutes!

You are a group of people protesting in a demonstration against \_\_\_\_\_.

Collect arguments for your side and decide what you want to say. Use the pens and papers to draw signs for the demonstration.

Record a video of your demonstration!

After 10 minutes, go to \_\_\_\_\_.

### Instructions Spot D

10 minutes!

Chose an interviewer and an interviewee in your group. The interviewer is a BBC reporter and the interviewee is a politician in the federal government. Talk about the following topics:

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Record the audio with your mobile device.

Take the mind-map with you and go to \_\_\_\_\_.

Instructions Spot A

10 minutes!

Take pictures that explain these words. Take one picture for each word!

When 10 minutes are over, go to \_\_\_\_\_.

Instructions Spot B

10 minutes!

Use the pens and papers to draw a mind map with these words.

Take a picture of your mind map!

Take the mind map with you and go to \_\_\_\_\_.

Instructions Spot C

10 minutes!

Introduce all members of your group.

What are their names? What do they like to do in their free time? How many brothers and sisters do they have? What job do they want to do when they grow up?

Record a video!

When 10 minutes are over, go to \_\_\_\_\_.

Instructions Spot D

10 minutes!

Find the member of your group with the longest way to school. Record a voice message: describe the way they have to walk/bike/take the bus/take the train.

When 10 minutes are over, go to \_\_\_\_\_.

Instructions Spot E

10 minutes!

Check the pronunciation of the following words. Record a video that shows how you pronounce these words!

When 10 minutes are over, go to \_\_\_\_\_.