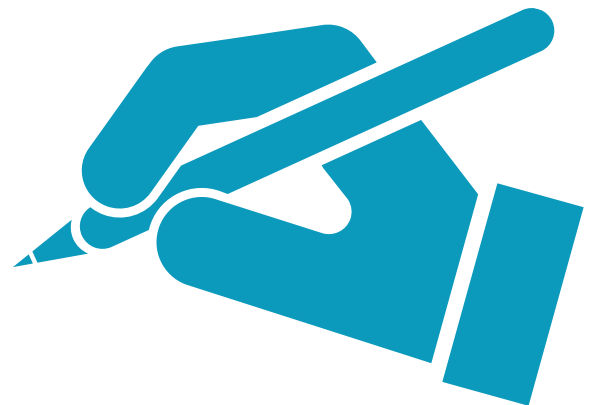


PRESENT

# How can you put your world into words?

## WHAT IS THE ISSUE HERE?

Our perception of the world is shaped by personal experiences and there are many ways to express feelings and to communicate these to others. We look for our own words, introduce them into the spoken language and use the comparative analysis of a text with a special linguistic form.



IN TOTAL 60 MINUTES



THE EXERCISE CONSISTS OF  
THREE PARTS



THREE PERSONS OR MORE



WORD ASSOCIATION,  
CREATIVE WRITING,  
TEXT ANALYSIS



EQUALITY OF OPPORTUNITIES,  
FREEDOM, IDENTITY

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# How do you find words?

## HOW IS IT DONE?

All participants receive Activity Sheets A-C and deal with these separately and consecutively. Finally, Activity Sheet C provides a guide for writing a text on the base of the previously collected words. After all their texts have been written, they are presented to the entire group.



## GOAL

- Introduction into the topic through a playful collection of words
- Finding meaningful connections
- Creative writing of a text

## EVALUATION

All participants present their text to the entire group. The form of presentation is correspondingly diverse. It can be rapped, sung, read or performed!

In doing so it is important that all participants and the group leader listen carefully to the presenter. Subsequently the presenter may decide him/herself whether there should be feedback on the text or not.

Attention: Since the texts can be a very personal expression of feelings, care must be taken that all feedback should be justified with reference to the form, design and choice of words. A description of the effect is equally meaningful. All participants should avoid unfounded judgements.



ABOUT 20 MINUTES



THREE PERSONS OR MORE



PAPER, WALL, ACTIVITY SHEETS  
A-C, PENS, CRAYONS, TABLES OR  
WRITING PADS

# What are others writing?

# A B C

## TO CONTINUE

Following the short introduction into your own world of thoughts and their forms of expression, now a comparison of a text which has already been published will be contemplated and carefully analysed.

## HOW IS IT DONE?

The group splits into pairs or into small groups.

All participants receive Activity Sheets D and E. Together the text My Dream by Leila el-Amaire will be read. The Activity Sheets provide suggestions for a thorough appraisal of content and form. During the conversation respective ideas will be exchanged in the small groups.

Following a first exchange round in the small group, the Information sheet about the author will be read.

## GOAL

Recognise and describe linguistic expressions and contents

## EVALUATION

The small teams shall present their results to the entire group. Consistent findings shall be collected, questions and uncertainties can be discussed together again.



ABOUT 30 MINUTES



THREE PERSONS OR MORE



PENS, ACTIVITY SHEETS D AND E, BLACKBOARD OR WALL, TAPE, TABLES OR WRITING PADS



# How can you put your world into words?



## HOW EVERYTHING FALLS INTO PLACE

Firstly, you have tried to find your own words for your dreams and then introduce them to one another. Next you have thoroughly analysed the printed dream of another. Now you may compare and continue to think.

## HOW IS IT DONE?

All participants meet again in the entire group. Activity Sheet F will be read out once and then handed round in a circle. Whoever is holding the sheet, makes a personal statement to one of the following questions:

How do you see Leila's dream and your dream in comparison?

*Are there matches?*

*What are the differences?*

*Was it hard to put your world into words?*

*What do you think about writing now?*

*Would you like to say something else as well?*

### GOAL

- The group reflects the exercise together
- Ensuring the result

### TIPS FOR FURTHER THINKING

Do you still wish to present your own texts to others?

Find a place, time and a frame for it:

Create an exhibition or a lecture evening in the community.



5-10 MINUTES



THREE PERSONS OR MORE



ACTIVITY SHEET F