the digital methods ...
Home Stories

#1. Short description:

The digital method "Home Stories" is an opportunity for the participating groups to present to and learn about each other's homes and everyday lives. The students may present anything that is important to them: An impression of their everyday life in the city or village they live in, the most interesting buildings or landmarks, how they get to school, university or their community centre, what they typically do in their free time, and, if applicable, they can give a short insight on how they practice with their artistic group.

#2. Educational goals:

To achieve a better understanding of diverse cultures, it is very helpful to connect the getting to know each other with images and sounds. Often none or not all participants get the opportunity to travel to countries that far away. By getting an impression on the different life in a particular place in the world, the students can better comprehend the challenges and opportunities of the presented group. The production of such video is a creative and fun tool, but it also enhances self-awareness. The students may ask themselves what is the most significant about their individual living situation.

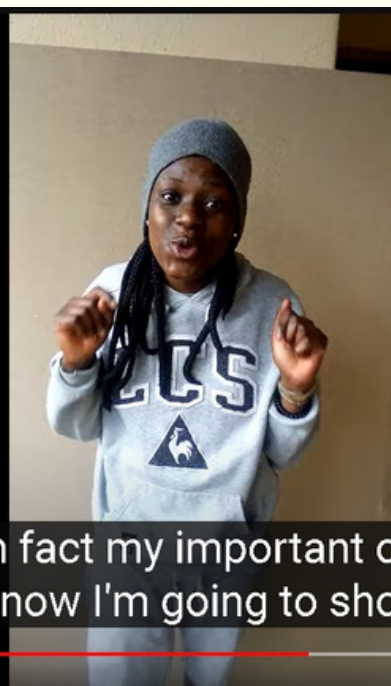Photo: MUKA Project, South Africa

#3. Implementation details:

Number of participants: 2 or more. The topics that are wished to be presented can be split into multiple groups.
Age of participants: 15+
Time: Multiple days
Attachments: none.
Tools: For production: Video camera or mobile phone, microphone if possible, editing software and laptop, computer, mobile phone, internet connection
For presenting: Projector, computer / laptop / phone, internet connection

object in fact my important object. So guys now I'm going to show you

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Implementation steps ...

Step 1 (60 minutes)

The students or artists collect every-thing they want to present in their home story. It's possible to split the groups to film different scenarios. Group A might film to give a general impression on the city or village they live in. Group B might film their way to school, university or the community centre. Group C might film the rehearsal of the artistic group. Roles for the necessary tasks include the filming person, the person who's in charge of the microphone and the narrator who is in the frame and presents the surroundings.

Step 2 (30-60 minutes)

Each group shortly scripts what they want to show. It makes the filming easier when the procedure is planned out.

In the whole group shortly inform that videos should be shot in landscape mode, it's best not to film against the sun and it's best to make sure for good lighting situations and less noisy backgrounds when the narrator speaks.

Also decide whether the narrator(s) will present in their native language or in English.

Step 3 (15 minutes)

Discuss in the group who can organize the necessary equipment: Camera or mobile phone, microphone, computer or laptop or phone with the required software for editing. If there is more than one group filming at the same time, more equipment is needed

Step 4 (1 hour or more)

Now it's time to do the filming. Make sure all needed equipment is fully charged and follow the script as much as possible.

Step 5 (1 hour or more)

Save all material to a computer or laptop (or phone). Thoroughly go through the material and pick the scenes you like best. In an editing software connect the videos from the different groups (A, B, C) and add an intro and outro if you like. Transcribe the narrator and, if recorded in the native language, translate into English. Add subtitles to the video.
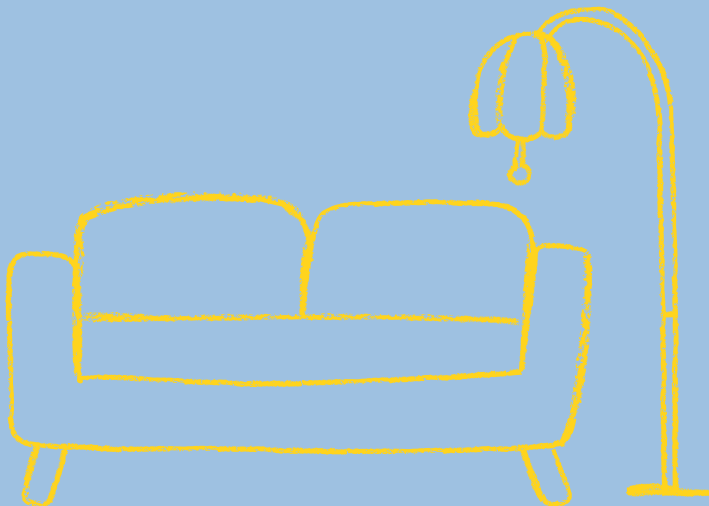
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Implementation steps ...

Photo: MUKA Project, South Africa

Info corner:

This digital method can be applied to both, the artistic groups from the Global South, as well as the students from the Global North. The best practice example by Dreamcatchers from India (see sources) is one way to do it. This activity can and should be adapted to the student's individual wishes and needs.

Further notes

Usage:
This activity fits under all categories (a), (b) and (c). (a)preparation / debrief; (b) development of the relationship; (c) learning about a topic.

Sources:
Here is an example from Dreamcatchers from India:
https://youtu.be/XYMMcCkoPok

Another example from M.U.K.A. from South Africa:
https://youtu.be/KgvG0LKDSB0

For more digital methods go to:
https://culpeer-digital.eu