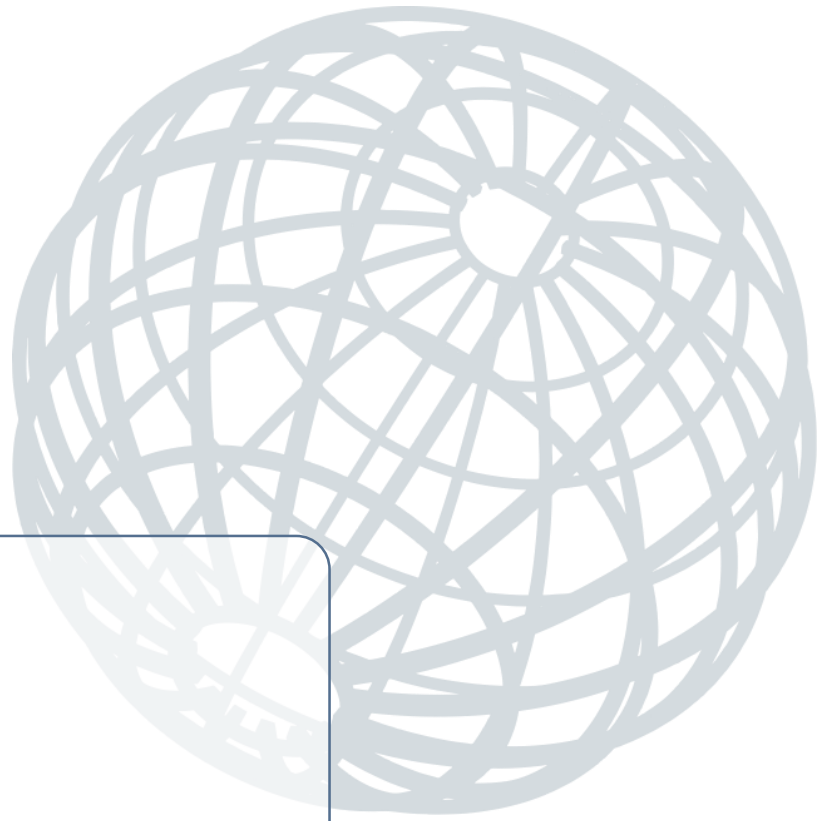# Handbook

Language Animation in Online Youth Meetings

Last updated: January 2022

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Introduction

The COVID-19 pandemic has meant that many youth meetings have not been able to take place as planned. As an alternative to face-to-face meetings, some providers of international youth work are testing virtual events in order to stay connected with young people and partner organisations. Virtual meetings are also considered an effective way of supplementing preparatory and follow-up events even when in-person meetings are possible again.

We would like to use this handbook to share some of the experiences we have gained over the last few months with interested youth organisations, and in this way encourage others to try out online Language Animation.

Why do we actually need online Language Animation?

Getting to know other participants and overcoming fears about interacting in front of a camera can be even more challenging in digital meetings than in real-life settings. Linguistic hurdles, too, can be more daunting in the virtual space. For example, participants can't ask the person sitting next to them for help when they haven't understood something in the foreign language, but are left to their own devices in front of their computer screen.

Language Animation aims to help people overcome inhibitions about communicating virtually and establish (natural) communication settings between participants. It is not about the structured (and assessed) learning of a foreign language - the way pupils learn languages at school - instead it is about having fun using the partner language. Moreover, the interactive character of Language Animation can foster group dynamics. These positive aspects can also be used for the virtual space.

In face-to-face meetings, Language Animation relies heavily on movement, contact, and also physical touch. Our task, therefore, is to adapt existing Language Animation games to virtual situations, incorporate alternative elements or come up with creative new ways to use screens, cameras and sound.

Tips and tricks for online Language Animation

Prerequisites

Digital Language Animation depends on **good technical conditions**. Ideally, a stable video conferencing tool should be available, allowing all participants to participate with cameras and microphones.
An important principle of Language Animation is the equal participation of all participants. We found that this is more difficult to achieve if individual persons do not appear on camera or cannot speak directly via a microphone, contributing only by means of the chat function, for example.
If technical conditions are inadequate, care should be taken to ensure that equal participation is not significantly compromised and that nobody is excluded. It may be necessary to modify the rules so that conditions are the same for everybody.

When playing Language Animation games, it often makes a difference whether participants use a computer/laptop or a mobile device. To be able to use the different tools and features, it's best if everyone participates with a computer or laptop. Experience has shown, however, that young people often join in with their smartphone or a tablet. This makes it difficult for them to switch between shared screen and gallery view, or between the video conferencing tool and another tool; they can't see all participants simultaneously and the chat is not immediately visible. Facilitators should bear this in mind when planning games. The rules of the game may have to be adapted to such situations.

It's best if the **group is no bigger** than the maximum number of participants that can be displayed on the screen at one time. For example, in Zoom that means a maximum of 25 persons can participate. (It is now possible to increase the number of participants to 49 in Zoom, but this only works with sufficient processor and camera capacities. Participants might not all fulfil these requirements.) This is only a recommendation, of course, and may help language animators keep an eye on the whole group and get a feel for the mood. Language Animation is also possible with bigger groups.

Using digital tools

Cameras can be used purposely and creatively: for example, they can be turned on or off as a form of response, or be used to show objects or parts of the body.

The **microphone** can be used to broadcast sounds which players have to guess.

By **sharing the screen,** words and phrases can be introduced and practised in the relevant languages, e.g., with a photo of a designed poster used in physical meetings or a PowerPoint presentation or PDF file.

The **chat function** is a useful way of saving these words or phrases. Participants can still see them once screensharing has been switched off.

Many video tools have a **whiteboard feature** which participants can draw or write on. External whiteboards opened via an internet browser can also be included.

Breakout sessions are an opportunity for participants to work on assignments in smaller groups.

Lots of other collaborative tools used in digital meetings also lend themselves to Language Animation.

Dynamics in the digital space

Language Animation often becomes really **dynamic** in physical meetings when there is movement in the room. It's a good idea to make up for fun elements that are not possible in front of a screen by creating alternative activities (e.g., using facial expressions and gestures).

When Language Animation games are introduced, the first step is usually to practise the required **words or phrases** in the different languages. A good approach is for the language animator to say the words/phrases twice and for the participants to repeat these twice with their microphones muted. This allows them to hear their own pronunciation. After the language animator has said the words or phrases a third time, the participants can unmute their microphones and repeat them out loud. This produces a cacophony of voices.

Language Animation games

Name and object

Objectives:
Ice-breaker, learning names

Participants:
5-25

Duration:
10-20 minutes, depending on the size of the group

Material:
The participants can be asked beforehand to find an object that is especially important to them or that relates to their hobby.

This game works best with cameras. However, it can be adapted in case not all participants have a camera.

Preparation:
If this is the group's first name-learning activity, participants can display their name in their respective camera window (thumbnail).

If participants have already learnt each other's names, they can be asked to remove their names from their thumbnail (this option depends on the chosen video conferencing tool).

Game description:
The language animator starts the game by saying their own name, holding up their object to the camera and naming it in their language. The next person says the name and object of the previous person, and then reveals their own name and object. A third person names the first and second persons and their objects, and then reveals their own name and object, and so on.

The order of play can be determined in different ways: either the participants decide themselves whose turn is next, or they go through the participants' list in the video conferencing tool. This list can also help participants memorise names. Alternatively, the language animator posts the order of play in the chat.

At the end of the game, each participant writes down their own name and object one after the other in the chat. After each person, the name of the object is translated into the partner language(s): this can be done by the language animator or the participants. Alternatively, the participants' names and their objects can be written on a whiteboard or using another collaborative tool.

Variations:
The game can be simplified and standardised for all players if they have to say only the name of one, two or three previous players.

The game can also be played if not everyone can use a camera. The participants will not then be able to put faces to names, but can still get to know each other through their names and personal objects.

If participants are able to use cameras, the game can also be played with gestures instead of objects.

Instead of an object, players can also choose an adjective that best describes them. Depending on their language skills, variations are possible. If everyone understands English well, the adjectives could be said in English in the first round so that everyone can memorise the words. In the second round, the participants could then say the adjective in their native language. To make it easier, participants could write their own adjective in their native language on a whiteboard. The adjectives are not written in any order, but are mixed up on the whiteboard.

Comments:
Playing the game without cameras requires much greater concentration on the part of the participants. Facilitators should bear this in mind when deciding on the size of the group.

Hello, how are you?

Objective: Initial contact, overcoming inhibitions, learning names, vocabulary

Material: PPT slide or prepared flipchart

Participants: 8-30

Time: 10 minutes

Game description: First of all, participants are introduced to the vocabulary. Useful aids are PPT slides (via shared screen) or prepared flipcharts (participants must then maximise the size of the presenter's video). One or several languages can be used. Participants practice the words/sentences together.

All the participants then switch to gallery view. The presentation is switched off or the flipchart is removed from the screen. It is helpful if the words/sentences are copied into the chat.

The participants are asked to turn on their microphones.

Person A now asks Person B: "Hello [first name], how are you?" If the game is played with several languages, Person A can decide which language to use. Person B chooses an answer in the same language. All participants act out Person B's answer in the form of a mime. Person B then asks Person C according to the same pattern.

Hello, how are you?	? ? ?
Fine	😀 👍
Alright	😐 👍 👎
Bad	🙁 👎

Variations:
Instead of allowing participants to choose a language themselves, the language animator can decide in which language the question is asked, for example:
- always the native language
- always the partner language
- always alternating

Animal sounds memory game

Objectives:
Overcoming inhibitions
Warm-up

Participants:
13-25 (if there is an even number of participants, the language animator does not join in)
Large groups could be split into smaller teams so that the game does not get too difficult or long.

Duration:
15 minutes

Preparation:
Before the game starts, the language animator collects animal noises that sound the same and those that sound different in the participating languages.
Beforehand, participants from different partner countries are divided into pairs.

Game description:
Two people are each asked to imitate an animal sound in their native language. To ensure that animals are not chosen more than once, the language animator can decide beforehand who is assigned which animal. They inform participants via private chat. Two participants who are prepared to take on the task become the memory players.

Like in the card memory game, the aim is to match up pairs. This game is about finding noise pairs that might sound the same, but can also be slightly different (e.g., a cockerel's crow: German "kikeriki", French "cocorico", English "cock-a-doodle-doo").

Player 1 picks a person who makes their animal noise. They then name a second person to make their animal noise. If the sound belongs to two different animals, it's Player 2's turn to pick two different people and try to remember the sounds in order to find pairs.

If the sound belongs to the same animal, the player scores a point (the language animator makes a note of scores) and is allowed to have another go. The participants whose animals have already been named turn off their camera so that it's easier to see who is still playing. The player with the highest score is the winner.

At the end of the game, all the names of the animals and the noises they make are written on the whiteboard or in the chat. Participants can discuss the different animal noises.

Variations:
The game can be played with other sounds that are the same or different in the different languages, e.g., German: hatschi, French: atchoum, English: atchoo or German: igitt, French: beurk, English: yuck.

The game is about sounds, so it can also be played if participants are not all able to use cameras. Instead of switching off the camera, players could consider other ways to remember which cards have already been drawn. For example, all names could be written down on a whiteboard. The names of the participants who have been drawn as a sound pair are marked.

Online memory games, of course, can also be played with other words, such as internationalisms, i.e., words that sound similar in the participating languages, or words that have already been introduced in previous games.

Comments:
The language animator can adapt the rules so that players change after two (or three) successful rounds, to make sure the game doesn't become too one-sided.

The guided pen

Objectives:
Consciously memorising words in the partner language

Participants:
5-25
(Note: depending on which version of the game is played, it might be better to break down the group into smaller groups)

Duration:

20 minutes

Material:
Ideal with a camera, but it can also be played if participants can't use a camera.

The participants also need pen and paper.

If not all the participants can use a camera, they must be able to upload or scan a picture.

Preparation:
Presentation of the words to be used (circle, triangle, square, line, right, left, top, bottom), e.g., a photo of a poster or a PDF document.

The language animator chooses words that are easy to draw. These can relate to the subject of the youth meeting (e.g. objects used in a joint workshop).

Game description:
The language animator starts by practising the words "circle, triangle, square, line, right, left, top, bottom" with the participants in their languages. To do this, they share their

own screen with a poster or a document on which all the words are written in both or all of the partner languages.

One player volunteers to give the drawing instructions. The language animator sends this person a word (in the person's native language) via private chat. The person now gives all the other participants step-by-step instructions on how to draw the picture. Only the words that have been introduced beforehand are used. The person giving the instructions might find it useful to draw the picture at the same time as the participants to keep track of progress.

When the description is finished, the participants hold up their drawings to the camera. Alternatively, the drawings can be photographed and uploaded (either directly to the video tool chat or via an additional tool such as Padlet), if, for example, participants can't use a camera. The participants can now guess which word they have drawn. Whoever guesses it first is allowed to give the drawing instructions in the next round. The word and translation(s) in the partner language(s) are written in the chat for everyone to see.

Variations:
The drawing can also be produced jointly. Instead of drawing their own pictures on a piece of paper, the participants use the video conferencing tool's whiteboard function. They take it in turns to do part of the drawing. The order can be based on the participants' list in the video conferencing tool. This version works well if the group is not too large, otherwise breaks become too long and participants have to wait until it's their turn. The game could also be played in smaller groups (breakout sessions).

Comments:
The language animator should make sure that descriptions are given in alternating partner languages.

What's that?

Objectives:
Ice-breaker

Participants:
Partner work/small group work

Duration:
15 minutes

Material:
Camera

Preparation:
Breakout sessions, digital whiteboard

Game description:
The group is divided into groups of two or three persons, each with participants from both or all participating countries. In these breakout groups, the participants show each other objects. They ask "What's that?", referring to the item which was introduced beforehand in the participating languages, and they name the object in their respective native language. The co-player answers by naming the object in the partner language. Both memorise or make a note of the word in the respective partner language. The players take it in turns to show objects and exchange names.
After the breakout sessions, each small group can show one to three objects to everyone in the main group and name the objects in the partner language. The words can be recorded in two languages on a digital whiteboard for all to see or in the chat.

Variations:
There can be a set theme for the objects that are shown (such as everyday objects, fruit and vegetables, etc.), but this is not a must. The breakout groups of two or three can also be used more systematically as get-to-know-you sessions where participants introduce themselves.

Number hunt

Objectives:
Learning the numbers 1-10
Movement

Duration:
10-15 minutes

Material:
Whiteboard or a prepared document with the numbers 1-10 in the partner languages and with phonetic spelling

Game description:
The language animator introduces the numbers 1 to 10 in both languages using a shared document. If possible, all participants have their cameras turned on. After the numbers have been introduced, the shared screen can be disabled and the numbers copied into the chat. The language animator starts the game by choosing one of the numbers. The participants then look around their environment for an object in the given number – for example, for the number 5, one participant finds five forks, another finds five envelopes, and so on.

When the time's up, all the participants hold their objects up to the camera and then name the objects in both languages one after the other. The language animator can write down the words in both languages in the chat. The first participant to find the right number of objects then picks a number in the next round.

The participants should not be allowed to show the same object more than once if they are playing several rounds.

A screenshot can be taken of all the participants as they hold up the objects to the camera.

Variations:
The game can be played with colours instead of numbers. The participants start by learning colours in the partner languages, then they have to look for objects in a certain colour.
Or they have to look for objects that start with a certain letter (in their own or the partner language). The participants then write down the names of the objects in the chat (or on a whiteboard) and the other participants add the names in the other language(s).

Clink Clank

Objective:
Recognising sounds and writing them in own language, multilingual

Participants:
Small and large groups

Material:
Digital whiteboard. A whiteboard on which participants can be assigned their own colour (such as www.twiddla.com) works well.

Time:
15 minutes

Game description:
The participants start by turning off their cameras and microphones, because this game is all about recognising sounds or noises without being able to see anything. The game leader makes a sound, for example, by stirring coffee in a cup with a spoon or turning the pages of a newspaper. The noise is repeated several times and the language animator makes sure all participants can hear it clearly. The participants then write down what they have heard on a whiteboard in their own language. They can write the word in all the languages they know. The first player to correctly guess the word is the next to make a noise. The language animator should be generous, i.e., if a spoon is being used to stir coffee in a cup, the word "coffee" can be considered a correct answer. The participants can be given one minute to write down the word. After one minute, everyone should stop writing and the sound is revealed. During this minute, no one is allowed to talk.

Alternatively, participants can write down the objects in the chat. It's easy to work out who guessed the word first.

It's important in this game that participants take time after each round to look at the words written down in all the languages and to discuss them. The language animator can encourage them to do this. They can also ask the participants to read out the words in their language to everyone again. The participants can discuss which words sound similar, etc.

Guess the sound

Objective: Language learning

Material: Sounds and noises

Game description: The language animator makes noises relating to a subject (e.g., kitchen: clinking glasses, water being poured into a glass, a plate dropping, someone eating biscuits...). The noises could be collected and later made available to everyone in a tool such as Padlet. The language animator plays the sounds relating to the subject one after the other and the participants have to guess what they are. Either they call out their answers in the group or they write down their suggestions in the chat. Once the

sound has been guessed, the answer is given in the different languages and repeated by all participants together. It's useful to decide beforehand whether the participants are looking for groups of words, nouns or verbs.

Variations:
The participants don't have to guess the sound themselves, but can pick the sound from possible answers.

The sounds are played to the participants beforehand. This means they already know whether they are looking for groups of words, nouns or verbs.

The collection of sounds on a theme could be extended or other themes added (animal sounds, sounds of my city, etc.) during the meeting, e.g. by the participants themselves.

Clapping rhythm – Hello, how are you?

Objective:
Language learning, rhythm

Material:
Visualisation of words, e.g., PDF or photo of a poster

Participants:
No restriction on number of players

Time:
10-20 minutes (depending on number of languages)

Game description:
The participants learn to clap a rhythm together. This rhythm is based on four beats. The level of difficulty of this "body percussion" game can be adapted to the group. The easiest version is to clap hands on legs twice and clap hands together twice. Another variation is to clap left leg with left hand for the first beat, and then clap right leg with right hand for the second, snap the fingers of the left hand for the third beat, and snap the fingers of the right hand for the fourth. Other creative variations are possible. If participants' language skills are still limited, it's best to choose an easy body percussion.

The language animator shares a document with the words in the participating languages. Beats 1 and 2 have no words, then beats 3 and 4 are each followed by a word or part of a word (e.g., beat 3: Hel-, beat 4: -lo). The next set of beats incorporates the next question or answer, in this case "How are you?" In some languages, the question or answer may consist of more than two syllables. In those cases, the text can either be shortened (e.g., "I am good" becomes "I'm good"), or two or more syllables can be spoken per beat (e.g., in English "How are" is spoken on beat 3, "you" on beat 4).

Examples:

In Greek, the answer "I am good" /"I am well" has four syllables: πολύ καλά [polí kalá]. Here, the full phrase could be shortened to καλά [kalá] (good/well), so "ka" on beat 3 and "lá" on beat 4.

In English, the question "How are you" has three syllables. The first (How) could be spoken on beat 3, the next two (are you) on beat 4, so "How - are you?".

Hal - lo!	Hel – lo!	Sa – lut!	Γεια – σου! [ja – ssu]
Wie - geht's?	How – are you?	Ça – va?	Τι – κάνις; [ti – kánis?]
Sehr - gut	Very – good	Très – bien	κα – λά [ka – lá]
Dan – ke	Thank – you	Mer – ci	Ευχαρι – στώ [efchari – stó]

Unfortunately, it's not possible for everyone to perfectly repeat a rhythm together in video conferences when microphones are turned on because the sound arrives with a short delay due to latencies. In hybrid events, however, a small group of participants who are physically present can create a joint rhythm. Alternatively, the language animator can repeat a rhythm with individual participants. Or participants actually use the delays and repeat a roughly equal rhythm with their microphones enabled. This works too and can promote team-building.

By repeating the short dialogue according to a rhythm, words are easier to memorise.

Variations:

Rather than introducing lots of languages at once, the game can be played every day, with a new language added every time. Languages other than the official partner languages can be included to take into account the participants' multilingualism.

Leading the blind

Objective: Teamwork, language learning

Material: Cue cards that give directions in the respective languages / PPT slide; prepared labyrinths (e.g., www.wordwall.net); breakout sessions

Time: 20-30 minutes

Game description: Participants start by practicing the vocabulary. Useful aids are moderation cards with direction arrows that can be held up to the camera. A PPT slide can also be used:

- up
- down
- right
- left
- and

The words are written in the chat so that participants can refer back to them during the exercise.

The language animator opens a labyrinth created in www.wordwall.net and shares their screen (switching off sound and selecting full screen). It's important that the language animator explains:

- where the labyrinth exit is,
- how the cursor keys work,
- that players should not encounter the little monsters.
- The language animator then closes their eyes and lets the participants guide them out of the labyrinth (all microphones should be switched on).
- Both the full screen and screen share function are then disabled.

The participants are then divided into small groups (preferably pairs). Breakout rooms are created according to the number of small groups. These end automatically after 10 minutes. Everyone should be authorised to share the screen.

The language animator explains the procedure in the breakout rooms and also posts this information in the chat so that everyone can refer back to it.

- First decide who will play which role.
- The first person to be the blind player in the labyrinth clicks on the link and then shares their screen (bottom centre and then select the browser in which the link has been opened).
- Turn off the sound at the top right, then switch to full screen and START.
- The leader now gives directions in one of the languages.
- After the game, disable the full screen mode by clicking on the bottom right or using the Esc key.
- Now change roles.
- Please return to the main meeting,

Note/addition: The participants can be divided into smaller groups in different ways:

- The participants are assigned to breakout rooms (manually by the language animator or automatically by Zoom).

- With the help of a website (e.g., https://www.ultimatesolver.com/en/random-groups)

- The participants form their own small groups by signing up to a group on a prepared slide (using the "Annotate" function in screen share).

Variations:
Instead of using the labyrinth, participants walk around their real environment with a tablet or mobile phone, guided by the other person (who obviously has their eyes open).

5-4-3-2-1 methods

Objective: Energiser

Material: Depiction of the numbers 1 to 5 in the participating languages

Time: 5-10 minutes

Game description: The language animator introduces the numbers 1 to 5 in one or several languages. To help the participants, the pronunciation of the numbers can be written down in the chat or shared in a document. Now the players shake individual parts of their body (left arm, right arm, left leg, right leg) one after the other. In the first round, they count down each body part from the number five (with all microphones activated). In the next round, they count down from the number four. In the last round, they count down from 1, shaking all parts of the body one time only. If the energiser game is played in several languages, the languages can be used alternately or each body part is assigned a language.

Pantomime

Goal: Overcoming inhibitions, demonstrating the potential of facial expressions and gestures and training these

Material: Sentences/expressions that are copied into the chat, waiting room

Participants: At least 6

Time: 15-30 minutes

Game description: In this exercise, the group mimes a word or phrase, and two or three volunteers have to guess it. The volunteers are briefly sent to the Zoom waiting room (or a separate room in other tools. Alternatively, the word or phrase could be posted in the chat for the other participants, but this takes longer). During this time, the word or phrase is revealed to the other participants and written in the chat for them to read. The volunteers are then brought out of the waiting room and the game begins. The group should be muted; the volunteers have their microphones on. After the word/phrase has been guessed, new volunteers are invited to guess the next phrase, and so the game continues.

Note: If it's difficult to find volunteers, a random name picker can be used (e.g., https://www.ultimatesolver.com/en/random-groups). A list of first names should be prepared before the game.

We recommend using sentences or short phrases that are of practical relevance to the participants. For example:

- Congratulations!
- How much does it cost?
- Shall we play a round of online Scribblio (for example)?
- My microphone isn't working.

Variations:

The game can also be played with idioms. Participants can look at differences between languages. Many idioms can be translated literally, but some use different linguistic images.

The game can be played in small competing teams. The team that guesses the expression scores a point.

Using mime to tell stories – Little Green Riding Hood

Objective: Language learning, recognising the immersive potential of listening and miming

Material: Bilingual (or multilingual) text to read out loud, visualisation of words, breakout sessions

Participants: 12-50

Time: 20-30 minutes

Procedure: A bilingual (or multilingual) text is read out containing a selection of words that occur frequently. An appropriate number of words for the size of the group is selected and practised. The fairy-tale Little Green Riding Hood has a maximum of six terms:

- Little Green Riding Hood - Zielony Kapturek
- Grandma - Babcia
- Wolf - Wilk
- Organic wine - Ekowino
- Forest - Las
- Green apples - Zielone jabłka

All the members of the group practice pronouncing the words in all relevant languages. Small groups are then formed and each is assigned a word.

The task of the small groups: Think of a theatrical movement and a special and appropriate way to pronounce the word (in both/all languages).

Each group's words (in all relevant languages) are also written in the chat. The group work now begins in the prepared breakout sessions (approximately 2-3 minutes long).

After working in the small groups, everyone returns to the main meeting and the small groups briefly present what they have come up with. Now, everyone switches on their microphones. The language animator begins to read out the text in two or more languages (not as a translation but as a continuous story, alternating between the participating languages). Whenever one of the words is mentioned, the respective group makes an appearance with its gesture and special pronunciation. In this way, the expressions are always repeated in the language in which they appear in the text.

Depending on the group's language skills and motivation, the text can be read out once again, this time reading out the sentences/paragraphs in a different language.

Note/addition: The participants can be divided into smaller groups in different ways:

- The participants are assigned to breakout rooms (manually by the game leader or automatically by Zoom).

- With the help of a website (e.g., https://www.ultimatesolver.com/en/random-groups)

- The participants form their own small groups (using the "Annotate" function in screen share).

The text of the described fairy-tale Little Green Riding Hood is available in the German-Polish Youth Office's (DPJW) method collection ALIBI – BINGO – CHAOS; the name of the exercise is "Grünkäppchen".

Variations:

Participants can use this method to write personal reviews of a youth meeting they have been involved in. It's important that all words occur frequently and about the same number of times. They must not be replaced by pronouns, even if this does not correspond to the normal flow of the language.

Face yoga

Objective: Energiser

Material: Camera

Participants: No restrictions. In very large groups, only some of the participants introduce a movement.

Time: 10-15 minutes

Procedure: The language animator asks participants to enable gallery view and switch on microphones. Optionally, relaxing music can be played in the background (share computer sound). Before the exercise starts, the language animator shares a list of names in the chat indicating the order of play.

The language animator starts by choosing part of their face (e.g., ears), which all participants now massage simultaneously. At the beginning, the selected part of the face is named in the foreign language and repeated by all the participants. Then it's the turn of the next person in the list to choose and name another part of the face. The participants repeat the word and massage this part of the face. This continues until all participants have had a go. If the group is big, other parts of the body (e.g., upper body, arms, hands, etc.) can also be used for the exercise.

Further information

Feedback is welcome!

The games were developed and tested at IJAB meetings. We would like to thank all the creative minds behind these activities. We welcome feedback about how these exercises have worked in other groups and any suggestions you may have about how they could be changed. We are also interested to hear about other tried-and-tested games so that we can expand this tool and make lots of different ideas available to a wide range of people. Please send your feedback to wissing@ijab.de

Possible tools that can be used in online Language Animation

Wordwall (e.g., Labyrinth, Wheel of Names to pick out participants)

https://wordwall.net/

Random generator to determine order of play

https://zufallsgenerator.org/namen

https://www.ultimatesolver.com/en/random-groups

Online games based on Pictionary-type games

https://garticphone.com/

https://skribbl.io/

Links to online Language Animation and online youth meetings

- Online Language Animation (Interkulturelles Netzwerk e.V. et al.)
- Scenarios for online exchange projects (DPJW) [German only]
- Meet – join – connect! Digital tools for international youth work practice (IJAB)
- Handbook on organising virtual international youth meetings (IJAB) [German only]
- Activities for online meetings (Tandem) [German only]
- DINA.international – A digital meet-up platform for international youth work

- Handbook "Interpreting at Online Events" (IJAB)

- Youth Work Translator (online glossary of terms relating to child and youth services/international youth work in German, Chinese, English, French, Greek, Japanese, Russian)

- Protestant Youth in Bavaria: notes for virtual international meetings: https://www.ejb.de/aktuelles/internationale-jugendbegegnungen-online [German only]

- Clémence Bosselut, Frederike von Geisau and Christian Pfliegel: Manual for digital education formats: https://zukunftfueralle.jetzt/wp-content/uploads/2020/08/Handbuch-digitale-Bildungsformate.pdf [German only]

- ICJA: "Globital? – Globales Lernen Digital": https://www.icja.de/fileadmin/Daten/Servicebereich/Downloads/ICJA_Leitfaden_Globital_Globales_Lernen_Digital_2021.pdf [German only]

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Legal section

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Last updated: 17 January 2022

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Available online at: https://ijab.de/angebote-fuer-die-praxis/kompetenzstelle-sprache

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