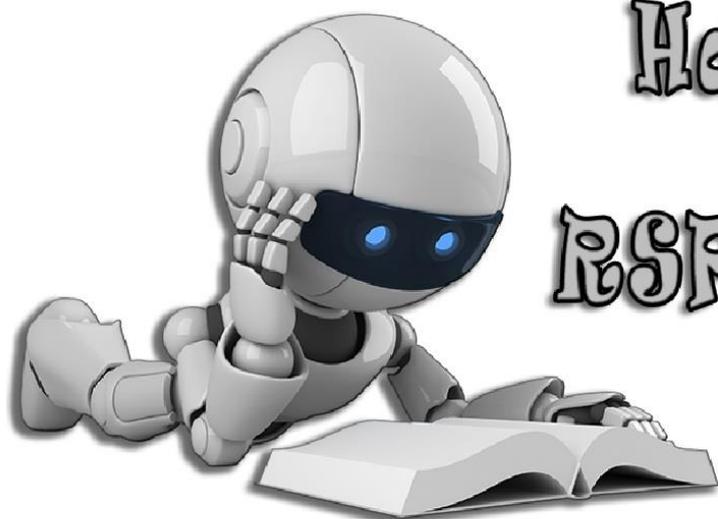


Syllabus



Handbook 4 RSP readers

Střední škola designu a umění,
knižní kultury a ekonomiky
Náhorní, Praha



Funded by the
Erasmus+ Programme
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X. GIMNAZIJA „IVAN SUPEK“

Agencija za odgoj i obrazovanje
Liceo Scientifico Statale Seguenza
Gymnázium Pavla Jozefa Šafárika
Střední škola Náhorní
Aquilonis d.o.o.



Handbook for reluctant, struggling and poor readers

(project no. - 2016-1-HR01-KA201-022159)

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TABLE OF CONTENTS

1. Introduction
 - 1.1. Letter to the Student
 - 1.2. Letter to the Teacher
2. Purpose of the course
3. Description of the course
4. Aims
5. Objectives
6. Assessment/Evaluation
7. Operational plan
8. Methods
9. Outcomes

1. INTRODUCTION

1.1 LETTER TO THE STUDENT

Dear Student,

Reading is fun! Reading opens doors to new worlds, takes you to wonderful places, give you a chance to meet interesting, funny or strange guys and experience fascinating stories. Don't you believe us? Just try our activities and you will see!

With us, reading is not just sitting alone in a quiet place. It's a game, it's a fight, it's drama, it's art, it's action! Just join your team and have fun! You will have a good time inventing new ideas, solving puzzles, creating cool stuff. You will also get an opportunity to learn a lot of new things and form your own opinions on many aspects of public life and the world around, share and discuss them with your friends or teachers.

You may get to know more about the others, you may get to know more about yourself!

1.2 LETTER TO THE TEACHER

Dear Teacher,

sometimes it is hard to find new motivation when you can't see the results of your work reflected in your students. Perhaps, with some students, you will never see them. However, that doesn't mean your effort is necessarily a waste of time.

A vast majority of teachers can't imagine their job without tests, exams and grading. How could school work without that? Try to imagine. The teachers start a new lesson; the kids are listening to them interested in every word they are saying, looking forward to completing new tasks. In a minute, everything breaks out. The kids get in groups, begin to discuss their ideas, create stuff, ask questions etc. Why would they do that? The answer is simple: they like it.

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Do you think this concept is too naive? Yes, of course it is. At least at the moment. At least at most schools. Anyway, wouldn't it be nice to work in such conditions? The question arising here is how to get closer to them. Threaten the students with tests or bad marks? Probably not. Ask them what they like and include it in our lesson plans? Sounds better. The teachers don't need to be scary to win some respect, they need to be clever to find a way to motivate the kids to follow their ideas. The only way is to make the activities and the goals attractive. Think about it as it was a kind of a game. Sometimes you win, sometimes not, but, in any case, you have nothing to lose.

2. PURPOSE OF THE COURSE

The main purpose of the course is to increase reading literacy and critical thinking of young people and to motivate them to read in general. During the past few decades, with the growth of the Internet and digitalization of the medias, the world around has become much more complicated regarding the amount of information sources trying to persuade us to be trusted and followed. In fact, the aim of many of them is to manipulate people to win some points either politically or financially.

It is necessary to be able to find reliable sources of information, sort them out, analyze, compare, verify and also discuss. We have to be able to carry out this process quickly and properly. Unfortunately, there is a huge mass of people who cannot do that which puts them into a risk – risk of being manipulated, deceived or abused.

This course focuses on young people between 15 and 19 years, particularly the reluctant, struggling and poor readers (RSP readers); and aims to guide them how to work with texts and information and to motivate them positively to become active citizens with an interest in the world around.

Last but not least, the course targets at teachers and their approach towards teaching reading. We should all be aware that the reality of recent world has moved on and we cannot stay trapped in the old approaches, methods and techniques which may have worked a few years ago but have become rather irrelevant today. If the teacher does not reflect on the reality with regard on the texts, sources, methods, techniques or tools, the students hardly find the point of the process of learning. Therefore we consider this course as a kind of inspiration for all the teachers to motivate them and help them create something even better and more innovative, something that suits them and their students perfectly in the first place.

3. DESCRIPTION OF THE COURSE

The course contains 40 lesson plans, each based on a different source of reading. The authors have tried to approach the methodology from, perhaps, a little bit unusual point of view. The lesson plans are supposed to be innovative and cool either for the students or the teachers; they combine a wide range of methods and techniques (e.g. drama, art, music, puzzles) in order to provide a chance to all the students to match reading, which they supposedly do not like, with their favourite activity from another field. Some activities also use modern technologies like smart phones for taking

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pictures or videos. These tools always make the activities much more attractive to the teenagers today and the authors recommend using that even though it is not involved in the lesson plan. The technologies belong to the every-day life and we cannot pretend they do not. If you tell the students to create a living picture, they will follow your instruction; however, if you tell them to take a photo of the living picture, develop it using a photo filter and then you screen it, they will probably carry out the task with much more enthusiasm.

Most of the lesson plans also involve various social, political or cultural aspects of the life and force the students to think about the issues of every-day reality in the European and the world's contexts.

4. AIMS

- to develop the reading literacy and critical thinking of teenage students
- to motivate RSP readers to read in their free time
- to motivate teachers to find and create new and innovative approaches

5. OBJECTIVES

- to analyse the needs and problems of RSP readers
- to find motivating texts
- to find original, amusing and effective methods and techniques
- to create a package of 40 innovative lesson plans

6. ASSESSMENT/EVALUATION

What we should not forget is that the process itself – the participation in completing tasks, is more important in this course than the final results. We are mainly working with RSP readers who do not like reading, writing and other activities having anything to do with text. If we are able to motivate them, for example, to write a short dialogue, we should appreciate they even create something in the first place. We cannot expect the dialogue will match the highest requirements and with that in our mind we have to approach the evaluation.

We should always find something positive about the completed task and not to try to pick on the flaws. The students do not like reading because they think they are bad at it. We need to show them that they also may be successful because this is the only way to help them like it, which is the best way to force them to participate in the classes even more and work harder on improving their skills.

Of course, we cannot leave the flaws without any notice, however, instead of pointing at them directly, we may give the students some advice for the future, tell them the dialogue is not bad but might sound more interesting using wider range of adjectives instead of the word 'good' being repeated ten times.

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The problem for some teachers may arise when it comes to grading. These activities have been composed as highly motivating ones which presumes the students will complete all the tasks based on their interest and actual level of their intellectual and social abilities. It will definitely take more time for some students to start participating actively in discussions, formulate and express their opinions etc. If we start giving them bad marks, we will just create a bigger block in their minds and the whole project will bring more harm than benefits. Therefore, it is recommended to forget marks and school for a moment, there will come many more opportunities to test and grade the students' knowledge and skills.

7. OPERATIONAL PLAN

7.1. Departures

An experimental story of five refugees from different war conflicts of the 20th and 21st century. Each character is described giving just a list of the possessions they had packed before they left their countries. A story full of mysteries and hidden stories that are waiting for the readers to reveal them based on their imagination.

Learning goals and outcomes:

- students think in historical context about life or personal experience of different people, they are able to link the historical events with the events of their current lives
- students learn about some important historical movements of the 20th and 21st century from the point of view of ordinary people
- students develop their social understanding
- students support and justify their opinion
- students develop their imagination creating the stories of the heroes and writing their diaries

Methods and techniques:

- group work
- discussion
- living pictures
- writing diaries

Duration: 135 minutes

Age: 15 – 19

7.2. Fat and Thin

A minimalistic story of meeting two old friends after a long time and changes in their behaviour. Questions of career and real friendship. Is it possible to recognize a true friend who you

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can rely on? How to reach success and what does it actually mean? What are we expecting from the future anyway?

Learning goals and outcomes:

- students are able to identify characters, their behaviour, and their visible and hidden intentions
- students understand and describe characters
- students make connections between fiction and real life or personal experience
- students think about their own future and make prediction
- students know what the social ladder means and why it is important
- students support and justify their opinions

Methods and techniques:

- group work
- discussion
- living pictures
- drama

Duration: 135 minutes

Age: 15 – 19

7.3. Federigo Falcon

A story of a true love and a bad luck of a young man. You can buy everything for money except love and good health they say and this story just proves it. What is possible to sacrifice for love? Money, possessions, your dignity... The question remains the same: is it worth it?

Learning goals and outcomes:

- students are able to say what is important in one's life
- appreciate other people and what they get from them
- students think of how they can be useful for the others and that it is very important to help the others
- students think in social context about life or personal experience of different people
- students are aware of the value of money

Methods and techniques:

- group work
- discussion
- writing the end of the story

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Duration: 135 minutes

Age: 15 – 19

7.4. Of Waves and Men

A poetic story painting a picture of the sea and its various shapes. A fierce and uneven fight of the man and one of the natural elements.

Learning goals and outcomes:

- improve fantasy and imagination
- guess the meaning of the words from the context and according to their sound
- explore the onomatopoeic level of the language
- learn how the sound of the language can improve the effect of the text
- learn how to express themselves using the minimum words

Methods and techniques:

- role-play
- reading aloud
- writing a short poetic description
- writing a 101-word story
- discussion

Duration: 90 minutes

Age: 15 – 19

7.5. One Entry Per Person

An experimental story demanding the reader's imagination and reading between the lines. What can you find back home after leaving it for some time? Does it say anything about your personality or your life? What? And does it make you happy?

Learning goals and outcomes:

- improve fantasy and imagination
- improve the vocabulary
- explore the onomatopoeic level of the language
- reflect on their life and habits
- reflect on the real world in contrast to the world of their fantasy

Methods and techniques:

- group work

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- role-play
- making predictions
- describing pictures
- discussion

Duration: 90 minutes

Age: 15 – 19

7.6. Project Billy

What is going on behind the walls of the school toilets? Care for a look? Just get online and stay tuned, the stream is on! A story describing an unusual medical experiment. You call it bullying? Who cares?!

Learning goals and outcomes:

- see the difference between the real world and the world of the Internet and social networks
- recognize the fact and the fiction
- describe the characters
- create dialogues
- analyse and discuss the reasons people escape from the reality to the virtuality

Methods and techniques:

- group work
- writing monologues and dialogues
- living pictures
- role-play
- discussion

Duration: 135 minutes

Age: 15 – 19

7.7. The Aged Mother

A classic Japanese tale telling a story of an old mother and her loving son who denies to obey a stupid and cruel law of the governor and saves his mother's life instead of leaving her to die. The story reminds us that we don't necessarily need to obey every single rule; sometimes it is better to listen to our heart and follow the common sense.

Learning goals and outcomes:

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- revise their opinions of the elder people and their relationships with them
- gain some basic knowledge of typical features of Japanese folk tales
- develop their imagination and express themselves using metaphorical language and different art activities
- learn about their citizenship rights and how to express their disagreement with a law or a rule

Methods and techniques:

- group work
- living pictures, role-play, pantomime
- drawing pictures, creating dialogues, creating songs
- composing a petition
- discussion

Duration: 180 minutes

Age: 15 – 19

7.8. The Brave Tin Soldier

If you really desire to gain something you have to stand up and fight; sometimes for the rest of your life. The world is for those who never give up, however, the success is never guaranteed. A story of love, fate and a great adventure.

Learning goals and outcomes:

- cooperate and help each other when solving various tasks in teams
- learn that success and happiness in life requires hard work and is never guaranteed
- learn what it is like to be physically disabled
- are able to understand the problems of disabled people

Methods and techniques:

- group work
- solving various tasks (riddles, puzzles, origami, maths)
- living pictures
- discussion

Duration: 90 minutes

Age: 15 – 19

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7.9. The Redhead

Do you sometimes feel that nobody is listening to you? Do you sometimes feel that nobody cares about you? Do you sometimes feel like invisible? Perhaps you are the Redhead – a hero of this short surrealistic story. The lesson plan explores the importance of social relationships and the importance of every single human being.

Learning goals and outcomes:

- are able to describe a character of a person and find possible reasons of ones' behaviour
- recognize the importance of social apprehension and every single individuality within society
- improve their fantasy and imagination
- explores the author's possible reasons for writing the story and his relationship with the hero

Methods and techniques:

- group work
- art activity
- discussion

Duration: 90 minutes

Age: 15 – 19

7.10. The Selfish Giant

A lot of people dream of purchasing a lovely piece of land, building a high wall with a barb wire around and enjoy the peace and quiet. The question is how long it can last until you get bored and start missing your friends or people in general. A lesson plan about loneliness and putting up walls around us.

Learning goals and outcomes:

- improve their fantasy and imagination
- recognize the main features of the three genres – horror, sci-fi, love story
- identify the problems between groups of people in different parts of the world and think about their reasons
- knows about some famous walls from the history (the Iron Curtain, the Berlin Wall)

Methods and techniques:

- dictogloss
- rewriting a part of the text in different genres

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- group work
- sorting out the parts of the text
- discussion

Duration: 90 minutes

Age: 15 – 19

8. METHODS

- group work
- discussion
- living pictures
- role-play
- describing pictures, situations
- creating characters
- describing characters
- creating dialogues
- writing diaries
- finishing a story
- completing diagrams
- drawing pictures
- creating songs
- filming videos
- solving puzzles
- stage reading

9. OUTCOMES

Upon completion of the course, the students should be able to:

- analyse the text from different points of view
- compare the text to the texts they have read before
- describe the hero and his/her intentions
- apply the text on real situations
- see the purpose of the text and the intentions of the author
- create and share their opinion of the text supported with relevant arguments
- express and describe their emotions from reading the text
- discuss their experience from reading and their opinions with the others
- think about different opinions of other people
- understand people in different social and life situations and their possible problems and needs