

Title of Activity	Departures
<p>300-word description of educational activity (duration, pupils' age, organization of the class of pupils – pairs, groups, individual, etc., pupils' tasks, support materials, evaluation and assessment method, effect of the activity on RSP reading or RSP motivation for reading)</p>	<p>Duration: 90 minutes Pupils' age: 15-19 Organization of the class of pupils: whole class/group work The aim of the lesson: The aim of the lesson is to improve the reading literacy of the students. The students gain some basic knowledge about the 20th century. Another goal is to make the pupils develop their skill of using the appropriate language structures to express their opinions. Students can read between the lines, imagine what is hidden behind the text. Support materials: The text of the story. 5 newspaper articles describing the conflicts. Activities: 1. Game: 2 groups. Members of one group are standing in a line. Members of the other group have to get behind them individually. The first group (the line) is trying to stop them. 2. Discussion: What possible reasons could someone have to get 'to the other side'? Why? The students create definitions of the word <i>home</i> and what they need to feel somewhere home. They illustrate their definitions creating living pictures. Discussions over the living pictures. 3. The students make a list of things they would pack for a 10-day holiday. They discuss their ideas in groups then the whole groups compare their preferences. 4. The students make a list of things they would pack in case of leaving their homes forever. They discuss their ideas in groups then the whole groups compare their preferences. 5. Discussion of the whole group: Why would anybody leave their home forever? 6. Reading the story. How many characters appear in the story? Do they have anything in common? What? Why are they packing? 7. 5 newspaper articles describing the conflicts. Students match the articles to the situations in the story. 8. Every group describes one of the characters. Discussion, introducing the characters. 9. Every group writes three entries from the person's diary – a week before the day, on the day, a week after the day. Reading, discussion. 10. Discussion: Which country would you choose if you had to emigrate? Why? What would you miss most from your country? What would you miss least? Why? Evaluation and assessment method: Throughout the lesson, ensure that your students are backing up their choices with accurate supporting details. Teacher's observations of students' participation in group activities and discussions. The students are asked to write a fictive diary. Effect of the activity on RSP reading: Practices that support students' choice, collaboration, and shared control of learning outcomes can be linked to self-expressed interest in reading and engaged reading behaviour.</p>

Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies) developed if the case)	<p>Grade: 1 – 4 grade of secondary studies</p> <p>Curriculum: The study of literature is focused on reading and comprehending literary texts of historical and cultural importance and relevancy either in the world or Czech literature. Students are taught to work with texts and information in different ways, to adopt the processes of analysis, synthesis, induction, deduction, generalization, abstraction, specification, comparison, organization, selection. The students should be able to interpret, summarize and evaluate the texts.</p> <p>Knowledge: Understand the stages of development of a hero Learn about history Improve reading comprehension Organise information in a specific way</p> <p>Skills: Make predictions, deductions Compare and contrast Summarize Work effectively in groups, respecting others</p> <p>Competences: Think in historical context about life or personal experience of different people Be able to visualise material read Follow specific instructions and conventions Evaluate evidence Support and justify an opinion</p>
Bibliographic reference to be used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of pages, year of issue, small image of the cover	<p>Pech Hynek Publisher: <i>not published</i> ISBN: Page count: Year of issue:</p>
Short description of digital sources (applications, games, webpages, FB pages etc.)	
Results/ What we learned	<p>The expected outcomes of the lesson are: The students will be able to understand different life situations in historical and social context. To connect ideas and themes across texts. To offer observations, make connections, speculate, interpret, and raise questions in response to the story.</p>
Recommendations (to be incorporated in O2 Handbook for RSP readers)	<p>Both the teaching method and the text can help in increasing students' interest in reading. This text promotes different characters described in different historical moments. The teacher monitors the students so as to make sure they cooperate effectively.</p>

