



### Book title

Incidences / Blue notebook no. 2

### Author

Daniil Kharms



### Bibliographic information

Serpent's Tail, London, 1993

### Links (adaptations, reviews, full texts etc.)

- <http://www.sevaj.dk/kharms/stories/noteb10.htm>
- <https://www.youtube.com/watch?v=Sx21o6GRAfw>

### Theme

Importance of a human being, expatriation from society

### Short summary

A metaphorical story about a man who does not have any human organs and the question is if he really exists

### Why is the story appropriate for the targeted groups of RSP readers?

It is short and simple, it reflects social themes, social diversities

### What are the distinguished readers interests reflected by this book/story?

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### Why is this story motivational for the pupils?

It is very short, simple and original. It deals with a human's importance and position in society which are important themes for every teenager. Follows the national curriculum - interpersonal relationships.



### **Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?**

There is a strong social context which can be interpreted in many different ways, also from political, multicultural or migrant point of view.

### **Is there a principle of inclusion reflected in this book/story and does it promotes understanding of cultural diversities and heritage?**

It deals with the importance of being accepted by society.

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## **METHODOLOGY**

### **Title of Activity**

The Redhead

### **Description of educational activity**

**Duration:** 90 minutes

**Pupils' age:** 15-19

**Organization of the class of pupils:** individual/pair work

**The aim of the lesson:** The aim of the lesson is to improve the reading literacy of the students. To be able to describe a character of a person and find possible reasons of ones' behaviour. The students will recognize the importance of social apprehension and every single individuality within society.

### **Support materials:**

1. Text of the story
2. The circle social diagram
3. The drawing of a person

### **Activities:**

1. The students complete the circle social diagram and discuss them in pairs. They speak about the importance of every circle.
2. Students in pairs discuss why, where, and how people meet new people. They write a short dialogue describing a first meeting of two people. The whole group discuss if it is possible to recognize the people who we can trust.
3. The students are asked what it means for them when we say that somebody is 'useful'.
4. The students read the story and complete the drawing of a person according to the description of the main character.
5. Each student introduces their image of the main character along with their personal feeling of the character.
6. The whole group discuss a possible relationship between the author and the main character and the character's personality and personal life.



7. Afterwards each pair thinks of people from different social circles living lonely lives and the reasons of that. The ideas are then shared.
8. The last topic to be discussed is wasting time. Everyone thinks of moments in their lives when they 'waste time' and why.

**Evaluation and assessment method:**

- Throughout the lesson, ensure that your students are backing up their choices with accurate supporting details.
- The teachers should encourage the students to express their opinions. Every idea is subjective, nothing is really correct or wrong.
- In order to evaluate and assess the effective impact, the activities should be subsequently completed by each student and each student should actively participate in the discussion.

**Effect of the activity on RSP reading:**

Finding that their comprehension is positively evaluated and their opinions discussed the students lose the previous resist towards reading and gain some confidence.

**Connection to curriculum**

**Grade:** 1 – 4 grade of secondary studies

**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.

**Knowledge:**

- Describing a character
- Develop reading fluency
- Improve reading comprehension
- Organise information in a specific way

**Skills:**

- Deduction, generalization, abstraction, interpretation
- Use illustrations
- Compare and contrast
- Summarize
- Work effectively in groups, respecting others

**Competences:**

- Make connections between fiction and real life or personal experiences
- Be able to visualise material read



- Follow specific instructions and conventions
- Evaluate evidence
- Support and justify an opinion

### **Bibliographic reference to be used during the activity**

Kharms Daniil

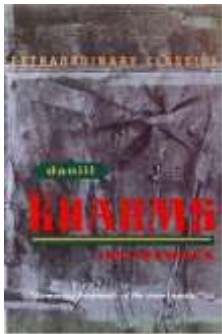
Incidences

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### **Digital resources**

The full text can be found on <http://danielcharms.com/charms/plays/play1.html> and a video on <https://www.youtube.com/watch?v=Sx21o6GRAfw>.

### **Results**

The expected outcomes of the lesson are:

- The students are able to work with their imagination.
- They are able to support their opinions with arguments.
- They are able to see the facts in context, speculate, interpret, and raise questions in response to different descriptions of the character.

### **Recommendations**

Both the teaching method and the text can help in increasing students' interest in reading. The character is a total loser and the students find it easy to feel for him. The teacher monitors the students to make sure they follow the activities and participate in the discussion.