



## Book title

Trash

## Author

Andy Mulligan



## Bibliographic information

Publisher: Algoritam  
Translated: Vedrana Zupanić  
05/2013.  
172 pg., hardcopy  
ISBN 9789533164106

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

<https://www.mvinfo.hr/knjiga/9133/smece>

movie TRASH , 2014., Great Britain, Brasil, 104 min.

<https://mojtv.hr/film/38955/smece.aspx>

## Theme

Honest and warm story about kids who live on a landfill

## Short summary

In an unnamed third world country, not so far from the future, three boys live on a landfill and survive by digging up the mountains of trash in search for anything they could sell. One day, Raphael finds something very unique and mysterious – a leather bag with



unusual content inside. He decides to keep it even though the police have offered a reward for whoever finds it.

However, the consequences of their decision can be scary and the three boys need to run for their lives and find out the true story behind the bag. Raphael, Gardo and Rat – boys with no education, parents, a home or money – will solve the mystery and amend justice.

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

- It refers to children of the lower social class (identifying one with the Roman national minority)
- Promotes voluntary work
- Promotes thoughts about abandoned and abused children.

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

- Elements of a detective book
- Challenge the reality of facing real adult life
- Brave quest for the truth and justice

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

It brings up different controversy's and levels of the book – problem of corruption, change of narrator, problem of violence among children, identifying oneself with peers, question of identity – Who am I and who are my friends? What is our status in the society?

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

Our society is still not on the edge to poverty. It recognizes the questions of social justice, faith in institutions, problems of corruption, the question of neoliberalism ideology – Who is stronger, oppresses?



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

Inclusion is presented indirectly - the children are isolated, not included in the activities of the real world. Why doesn't the government do something for them to integrate them to the system, why aren't they included?

Comparison with inclusion in the Republic of Croatia is visible – are the poor ones isolated here, how and where do they live, what do people know about these problems?



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## METHODOLOGY

### **Title of Activity**

**I fell in love**

### **Description of educational activity**

**Duration:** 2 x 45 minutes

**Student age:** 16 - 17

**Student class organization:** group work

### **Lecture goal:**

- to recognize the problem of violence against children and the problem of corruption, the development of empathy, to analyze the narrator's position, to interpret the relationship between literary characters

### Supporting materials

- Internet
- Magazines with everyday topics

### Highlights:

- 3 texts
- sticky notes

### Activity:

reading, interpreting, and discussing the text

#### **I. Activity before reading**

Provide motivation and background information to facilitate reading and put text in a broader, non-literary and literary context



Thematic Approach: Who Is Andy Mulligan? - Explore all about the author and his published works.

Thematic approach: Do clothes make you a man? - the influence of the consumer spirit - the purchase of branded clothing that is burdened by today's society, the symbolic value of goods, the strengthening of self-confidence.

Thematic approach: Volunteering - whether we are volunteering, whether there is a volunteer association in our neighborhood, what it deals with and in what way.

## **2. Reading activity**

groups get assignment papers, and will read:

- the text in which the narrator is Olivia Weston (Part 3, Chapter 1) - students will analyze the relationship between her and Rat that becomes interpersonal (1st is "sister" and then "mother");
- explore the symbol of the names of Rat, Gardo and Dante
- find resemblance with the Roma national minority - a village that gathers for an individual;
- a short paragraph about violence against children - narrator Raphael (part 2), students dramatize the fragment (within the group they share roles and perform it as a reportage from the field);
- a short section on corruption - narrator is Rat (part 3), students need to detect the elements of the detective story through different tasks, shape the interview with the gardener, analyze the Annex of the book as proof of corruption.

## **3. Activity after reading**

Talking about the events, does it remind us of some real life events? Do the characters remind us of some real life people?

Discussion about the end of the story - Did the boys do well? What could they do differently? Did you expect a different ending?



Comparison with the 2014 film of the same name (similarities and differences).

### **Connection to curriculum**

#### Evaluation and Assessment Method:

Teacher Role - Prepare materials and act as a moderator

Evaluation – with the insert method, the students will mark what they are clear about, what they did not understand or expected and what should be further clarified.

#### Students are assessed on the basis of their ability to demonstrate:

- knowledge on the content and forms of literary text from different regions and cultures
- engagement with writers' ideas and dealing with topics
- Recognizing the ways in which texts relate to broader contexts
- recognition and appreciation of how writers create and shape meanings and effect empathy, through the re-creation of the voice and thoughts of the exalted character

#### The Impact of Activity on Reading RSP:

Practices initiate the process of thinking in students minds leading to what may be called greater cultural sensitivity, increased awareness of cultural differences and cultural communities - not only for race but also gender, social classes, etc.

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

<https://www.mvinfo.hr/knjiga/9133/smece>

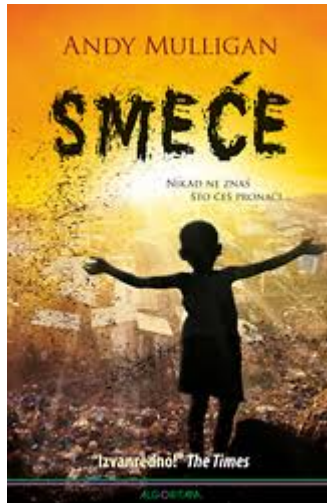
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### Short description of digital sources

This paper uses books, films and book reviews from web pages.

### Results

Students will be able to:

- Understand the importance of accepting others
- analyze the views that arise from the texts
- interpret the intention of the author
- Make a lot of well-chosen references to text

### Recommendations

Such forms of text work will increase students' interest in reading as well as understanding the role of language in the text and will form their own reading style.