



## Book title

*Just let it move*

## Author

Davor Rostuhar



## Bibliographic information

Publisher: Klub za ekpedicionizam i kulturu  
2003., 2006., 2009.  
256 str.; 154 photos  
soft cover  
ISBN 953-99434-0-X

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

<http://ebook.arribadarlington.co.uk/7452940/by-ebook-arribadarlington-co-uk/samo-nek-se-kree.html>

<https://www.goodreads.com/book/show/7452940-samo-nek-se-kre-e>

<https://www.videoland.bid/?id=JoEGcqpgTYo>

[https://www.ngbuntovnici.hr/index.php/separatum-votum/izdvojeni-glas/692-uz-mjesec-hrvatske-knjige-knjizevne-preporuke?cookie\\_27803885cfd6a24a1a4d3c7723f4874d=accepted](https://www.ngbuntovnici.hr/index.php/separatum-votum/izdvojeni-glas/692-uz-mjesec-hrvatske-knjige-knjizevne-preporuke?cookie_27803885cfd6a24a1a4d3c7723f4874d=accepted)



## **Theme**

Two friends, a twenty year old named Davor, also known as the writer, and friend Vedran decide to travel the Mediterranean by bicycle, riding 8000 kilometers in 283 days, passing through 12 countries on 3 different continents.

## **Short summary**

Everyone dreams or has a dream already, someone dreams about new things, some dream about traveling. His childhood dream was shared with his childhood friend, and together at the age of twenty decided to go on a trip around the Mediterranean. That trip was a challenge in every aspect, but it brought them the ability to visit new places and countries, meet new people, cultures and traditions. Bicycling from Zagreb to Montenegro, Albania, Greece, Turkey, Syria, Lebanon, Israel, Jordan and Egypt, the author questions life, religion, relationships between man and woman, the good and bad in people and other universal questions with which people can be occupied by. On the trip he questions himself, his limits with meeting new people – from poor Bedouins, to odd people, and ascetic priests, as well as soldiers and rich people who all pass the valley of Ephrata, a dessert which continues up a mountain covered in snow, sleeping under the stars or small basement of abandoned buildings.

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

It shows adventure – a trip around the Mediterranean by bike from a twenty year old perspective.

- The readers can identify themselves with the writer who from first hand talks about how to organize a trip with a modest budget, how to manage and communicate in a culture totally different to the one they know, and that everything in life is possible and achievable
- The simple writing style is stimulating for the readers.

beneath the surface.

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

Traveling was never accessible for young people as much as it is today, for that reason this book offers a remarkable experience and pleasure of travelling by bicycle. It shows that traveling doesn't have to be to well-known places, staying in hotels and without getting to know the real world and culture of the local people – traveling offers coexistence, becoming independent as well as mature, as well as communication and interaction with indigenous areas and people.



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

Students can easily identify with the writer who's also around the same age, they come from the same or similar environment, and have interests and facts about realizing childhood dreams. The ease of reading this book comes from the simple and understandable language, as well as universal theme that promote getting to know the unknown and accepting the new.

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

Yes, during the ten month trip, the two young men faced and stayed in places that were unknown to them – the borders between East and West, division of Beirut in which they asked you to decide. Arab, Palestinians, justice and freedom or Israel, America, Jews, money, brutality and crime, encounter with migrants, peace activists, cooperating with ecologists etc.

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

Yes, the protagonists are getting in touch with new situations and are taking to consideration the differences even though they have different beliefs – the openly talk about religion, and reevaluate the patriarchal society as well as rethink about the cultural differences where they try to understand all of it. The two men do not accept the limits that can be created by the cultural and religious barriers, and thus accept the hospitality and society through every social status promoting multiculturalism and respect the environment they visit with its peculiarity.



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## **METHODOLOGY**

### **Title of Activity**

**Culture collisions**

### **Description of educational activity**

**Duration:** 2 x 45 minutes

**Student age:** 18 – 19 (senior year)

**Student class organization:** group work

### **Lecture goal:**

Shaping their own attitudes, explaining and proving them  
empathy development

### **Supporting materials**

- Internet
- Class leaflet

### **Highlights:**

- 4 texts
- sticky notes

### **Activity:**

reading, interpreting, and discussing the text

## **I. Activity before reading**



Provides motivation, allows students to share their own experiences/opinions, group cohesion

- The students are divided into groups of four. Each group gets one task.

Introductory text

INTRO (str. 5 – 8)

After common reading of the introductory text the students work in groups:

- a) Outline 3 thoughts from the text that are stimulating and explain why.
- b) Mention your childhood dreams and choose the ones that are achievable in the future.
- c) Apply the sentence in the context of personal challenges: In the past, the whole world was explored; the highest mountains were concurred and the farthest points were visited. I knew I wasn't doing something new, but for me, it was the start of discovering the world.
- d) Presentation of group results and short discussion.

## **II. Activities during and after reading in group.**

- The groups receive parts of the story and teaching leaflets (each group reads one part)

### **a) Syria: Driving along the Euphrates (page 63 - 64)**

Basic task: Describe the writers travel concerns and state the reasons. Explain how to reconcile their cultural heritage and cultural orientations of the new environment. Explain the possibility of intercultural understanding.

Analysis: male-female relations; gender equality; cultural differences; intercultural

### **b) Syria: In Bedouin tents (page 75 - 76)**

Basic task: Explain who the Bedouins are, how and what affects their nomadic way of life. Compare Bedouin's hospitality and their weak sense of ownership with Western culture.



Analysis: the impact of natural environment on people's lives; cultural differences

**c) Israel: For Peace! (pp. 162-164)**

Basic task: Describe the life of refugees. Explain their sense of helplessness sense of never getting a break.

Analysis: refugee status; meaninglessness of the war; (no) possibility of change

**III. Common activities after reading.**

Presenting group work results.

Discussion: Be an observer or participant. Actualization of issues and updates

Evaluation and Assessment Method:

Teacher Role - Prepare Materials and act as a Moderator

Evaluation of work in groups - questionnaire: evaluation and self-evaluation

Students are assessed on the basis of their abilities:

- Reading with understanding and shaping their own opinions and arguments
- Participation in a argued discussion
- presentation of group work - systematic and structured presentation

The Impact of Activity on Reading RSP:

Activities encourage intercultural understanding and development of students' empathy.

**Connection to curriculum**

Class: Senior year

Curriculum:

Language Expression - Discussion

History

Geography

Ethics

Knowledge:

- better understanding of yourself and the world around you
- Critical thinking about the world, society, religion
- Enjoyable reading experience

Skills:



**PROJECT No - 2016-1-HR01-KA201-022159**  
**Handbook for reluctant, struggling and poor readers**

Funded by the  
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- collection, selection and evaluation of information
- reading, interpreting and evaluating literary texts

**Competence:**

- communication competences
- intercultural competences
- ability to work in a team, and acceptance of someone different

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

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**Results**

Expected outcomes:

Students will be able to:

- clearly shape their attitudes and arguments
- actively listen to others
- use and accept etiquette communication

**Recommendations**

The work is appropriate thematically and its content is targeted to a group of readers. It also motivates to select other works by the same author or similar works of another author.