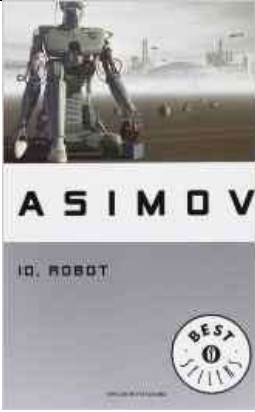


Title of Activity	Debating
<p>300-word description of educational activity (duration, pupils' age, organization of the class of pupils – pairs, groups, individual, etc., pupils' tasks, support materials, evaluation and assessment method, effect of the activity on RSP reading or RSP motivation for reading)</p>	<p>Duration: 2 hours.</p> <p>Pupils' age: 15-16.</p> <p>Organization of the class of pupils: group work.</p> <p>Pupil's tasks: students carefully study the texts in order to discuss the main topic of the text, at first, freely, and later, guided by specific questions asked by teachers .</p> <p>Support materials:articles and essays students find on the Internet.</p> <p>Evaluation and assessment method: this activity will be assessed by students themselves , while making comparisons . Students love exchanging opinions on what they have previously read on their own: they get involved when they compare their views/impressions and later, with the help of the teacher, they are led to reflect upon burning issues such as ,the unstoppable process of robots' replacing men in several workplaces or excessive and somewhat dangerous humanisation of machines .</p> <p>Effect of the activity on RSP reading: exchanging viewpoints on contemporary issues, while drawing on a book as a common heritage, surely helps and promotes love of reading</p>
<p>Connection to curriculum (grade, related objectives, KSC (Knowledge, Skills, Competencies) developed if the case)</p>	<p>Grade: 3rd year.</p> <p>Related objectives: discussing and difending personal ideas and opinions is one on the main objectives of the 3rd year (students also learn how to write an essay throughout the 3rd year).</p> <p>Knowledge: reading, understanding and developing personal opinions.</p> <p>Skills: working in groups, singling out/spotting the main information of a text.</p> <p>Competences: connecting fiction and reality, defending and supporting an opinion.</p>

<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</p> <p>of issue, small image of the cover</p>	 <p>Isaac Asimov, I, robot, Arnoldo Mondadori Editore, 2004, pp. 271, ISBN 88-04-53410-9.</p>
<p>Short description of digital sources (applications, games, webpages, FB pages etc.)</p>	<p>The 2004 filmed version of "I, robot". starring Will Smith is extremely renowned. Moreover, with regards to the topic of man's enslaving process to technology, it could be worth watching, Black Mirror, the TV series broadcast on Netflix.</p>
<p>Results/ What we learned</p>	<p>linking ideas and important issue, while reading texts. Making observations, reflecting and wondering about crucial matters</p>
<p>Recommendations (to be incorporated in O2 Handbook for RSP readers)</p>	<p>discussing and debating enable students to fully get engaged in reading, to realise how close it is to their daily lives and to arouse their curiosity and doubts. The teacher can evaluate what students have actually understood and achieved</p>