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GUIDELINES FOR TEACHERS

K.C.8_Cultural awareness and expression competence

CPIA Palermo 2

Three learning units, related to the eighth key competence, have been developed. They make up the module KAMISHIBAI and focus on an interesting “*form of visual and participatory storytelling, which combines the use of hand drawn visuals with the engaging narration of a live presenter*”.

LEARNING UNIT STRUCTURE

TITLE OF THE 1st UNIT	KAMISHIBAI - PROTAGONISTS/ANTAGONISTS		
INTERCULTURALITY ELEMENTS OF THE UNIT	<ul style="list-style-type: none"> • To become aware of the importance of communication and cooperation • To know different cultures • To learn that <i>diversity</i> fosters positive values. 		
TARGET GROUP	ADULT MIGRANT LEARNERS		
LEVEL	A2		
TEACHER/S	Language, History, Geography and Technology teachers.		
TIME (Specify: duration of the Learning Unit and number of lessons to be developed)	540 MINUTES – 2 LESSONS		
KEY COMPETENCES INVOLVED	Cultural awareness and expression competence <i>Literacy competence</i> <i>Digital competence</i> <i>Personal, social and learning to learn competence</i>		
PRE-REQUISITES	Reading/writing ability Ability in global/specific understanding of a text Basic digital competence		
	KNOWLEDGE	SKILLS	COMPETENCES

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<p>LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)</p>	<ul style="list-style-type: none"> • Main features of fairy-tale genre • Structure of fairy tales • Role of the characters in fairy-tales • Functions in traditional fairy-tales, according to Propp 	<ul style="list-style-type: none"> • To find similarities and differences between cultures • To use digital devices to get information • To place in diachronic order the acquired knowledge • To use “Kamishibai” properly • To understand narrated stories • To identify the fairy tale structure • To recognize the role of the protagonist, antagonist and other main characters • To recognize some functions, according to Propp’s theory • To identify the educational purpose of the story • To recognize the general characteristics of tales 	<ul style="list-style-type: none"> • To identify and use the most suitable means of communication to intervene in reference social and cultural contexts, both orally and in written form • To act autonomously and responsibly • To work in a cooperative way. • To acquire and use , effectively, any information coming from different sources
<p>LEARNING ENVIRONMENT</p>	<p>Educational setting organized to facilitate learning, with desks arranged in a U-shape; classroom walls decorated with learning materials; audio, visual and digital technologies at students’ disposal.</p>		
<p>METHODOLOGIES</p>			

	Brain storming, role-play, individual/pair/ group work, dynamic activities, problem solving, cooperative learning, peer tutoring, playful/active teaching.		
DIDACTIC TOOLS	IWB, computer, tablets and smartphones, cardboard theatre, worksheets and cards/hand-made visuals.		
	TIME	ACTIVITY PLAN LESSON 1 (Provide one activity plan for each lesson)	
SITUATION ANALYSIS	25 min.	<p>Brain storming phase. The teacher writes the word “<i>FAIRY TALE</i>” on the board and asks students to associate ideas or words with it. In order to make the understanding easier, the teacher adds the terms “story” and “story tale” on the board. S/he gradually develops the topic to be dealt with and, inviting learners to reflect on the most relevant points, s/he asks questions such as:</p> <p><i>“Do you know what a fairy tale is?”, “Have you ever been told a fairy tale?”.</i></p>	
MOTIVATIONAL PHASE/STEP	35 min.	<p>By using “Kamishibai” (a form of storytelling of Japanese origin), the teacher tells the tale of “_____” (teachers/educators can choose the tales they prefer). The teacher takes the cardboard theatre, in which s/he inserts some boards printed in both sides: drawings/illustrations on one side and the text to be read on the other one. Students listen to the story told through pictures, while the teacher reads it.</p> <p>Through questions, the teacher gathers information about the understanding of the story on the students’ part. S/he verifies that they have seized the correlation between “storytelling” and “images”, and helps them to go through the sequence of the story (FAIRY TALE NR.1).</p> <p>The teacher writes some key-words and sentences on the IWB; students are encouraged to explain them, in order to rebuild the sequences of the story told by the teacher.</p>	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	180 min.	<p>Step 1 Introductory phase 60 min.</p>	Using <i>cooperative learning technique</i> , the teacher divides students into two groups (A and B), and hands out some cards showing female and male fairy tale characters, coming from the tradition of different countries. The two groups decode the role and features of the visualized characters, with

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			<p>the aid of a worksheet containing specific indicators and questions about the portrayed characters' role.</p> <p>Group "A" analyses female characters, while group "B" focuses on the male ones.</p>
		<p>Step 2 Intermediate phase</p> <p>75 min.</p>	<p>The two groups exchange the cards previously received, and the activity continues as stated above.</p> <p>The teacher collects data from the two working groups, asking everyone to observe the answers given by group "A" and group "B", respectively.</p>
		<p>Step 3 conclusive phase</p> <p>45 min.</p>	<p>Circle time. Under the teacher' guide, students talk about male and female characters' general features. At a later time, they focus on the differences and similarities between the analysed figures, belonging to different cultures. Finally, supported by the teacher, students draw up a definition related to the role of the main character and write it on the back of the card, bearing the reference image.</p>
<p>META-COGNITIVE PHASE</p>	<p>30 min.</p>	<p>The teacher shows students further cards, portraying different types of typical protagonists of fairy tales such as kings, queens, princesses, princes, ordinary men and women. Moreover, s/he leads learners to reflect on their positive features and key roles in the story, introducing - with the aid of images - the presence of "helpers" in fairy tales.</p>	
<p>TIPS & SUGGESTIONS</p>			
	<p>TIME</p>	<p>ACTIVITY PLAN LESSON 2 (Provide an activity plan for each lesson)</p>	

MOTIVATIONAL PHASE/STEP	35 min.	The teacher inserts in the cardboard theatre some boards with drawings/illustrations, through which a new story will be told. Students listen to the story (FAIRY TALE NR.2). Afterwards, one of the students writes sentences and key words on the IWB, completing a useful summary. The other classmates explain and use the highlighted terms, with the aim of rebuilding the sequences of the story the teacher has just told.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	180 min.	Step 1 Introductory phase 60 min.	Divided into two groups (A and B), students work together, supporting each other. They are given cards, containing both physical and emotional descriptions of “antagonists”, belonging to other cultures’ fairy tale traditions. The two groups decode the different characters’ role and features, with the aid of a worksheet listing specific indicators and stimulus questions. Group “A” builds female characters’ <i>identikits</i> , while group “B” focuses on male ones’.
		Step 2 Intermediate phase 75 min.	The teacher hands out sheets, on which the already analysed characters have been partially drawn. S/he asks the two groups’ students to complete and colour one of the characters - of their choice - adding details, which may allow to connote/recognize the selected figure.
		Step 3 Conclusive phase 45 min.	Playful/active teaching. Making it sure that all students have completed the activity, the teacher invites the two groups’ components to exchange the cards, containing descriptions and drawings. After observing all the completed drawings, students have to associate the one they consider the best representative to the relative description of the “antagonist”.
META-COGNITIVE PHASE	20 min.	The teacher asks every single student to express her/his preference with respect to one of the protagonists/antagonists analysed, giving explanations for her/his choice. One of the students has to take note of all the preferences, inserting them in a grid (previously prepared by the teacher), in which the names of the fairy tale characters are listed.	

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<p>AUTHENTIC TASK (It is required at the end of the Learning Unit and not necessarily at the end of each lesson)</p>	<p>35 min.</p>	<p>Playful/active teaching. The teacher writes the words “PROTAGONIST” and “ANTAGONIST” on the board. Divided into two groups, “A” and “B”, students have to propose - in five minutes - as many words as possible to be associated with the highlighted characters. Afterwards, the teacher lists all the words on the board, inserting them in the <i>team reference</i> COLUMN (“A” or “B”). The winner is the team, whose members have succeeded in writing the highest number of proper terms, within the set time limit.</p>	
<p>TIPS & SUGGESTIONS</p>			
<p>TITLE OF THE 2nd UNIT</p>	<p>KAMISHIBAI - HELPERS & MAGICAL OBJECTS</p>		
<p>TIME (Specify: duration of the Learning Unit and number of lessons to be developed)</p>	<p>540 MINUTES – 2 LESSONS</p>		
	<p>TIME</p>	<p>ACTIVITY PLAN LESSON 1 (Provide an activity plan for each lesson)</p>	
<p>MOTIVATIONAL PHASE/STEP</p>	<p>40 min.</p>	<p>Playful teaching: “A story in bulk” After forming groups of two/three students, the teacher (at her/his discretion) hands out some cards with sentences related to four different fairy tales. Students have to rebuild the fairy tale structure pasting the sentences, in sequential order, on A4 papers of different colours (one for each fairy tale to be rebuilt).</p>	
<p>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>	<p>230 min.</p>	<p>Step 1 Introductory phase 90 min.</p>	<p>After collecting the rebuilt stories, the teacher asks students to recognize the figures of <i>helpers/donors</i> in each of them. Individual work. Since in many fairy tales an “ally” appears, who gets the protagonist off of trouble or helps her/him in her/his feats, students have to search online for the ally/helper of famous fairy tales such as “Kirikù” or “The Seven Dwarfs”, creating proper reference files.</p>

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		<p>Step 2 Intermediate phase 80 min.</p>	<p>Circle time. Under the teacher’s guide, students make reference to the saved images, talking about the general features of the most representative helpers/donors.</p>
		<p>Step 3 Conclusive phase 60 min.</p>	<p>Playful teaching. Students, divided into two teams, have to revise the already studied names and roles, playing the “<i>Hangman game</i>”.</p>
TIPS & SUGGESTIONS			
	TIME	<p>ACTIVITY PLAN LESSON 2 (Provide an activity plan for each lesson)</p>	
MOTIVATIONAL PHASE/STEP	30 min.	<p>Guided discussion starting from stimulus questions. The teacher asks students such questions as:</p> <ol style="list-style-type: none"> 1. If you could have magic powers, which ones would you choose? Why? 2. If you could, what would you turn into a magical object? Why? 3. What would you do with a magical object? Why? 	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	170 min.	<p>Step 1 Introductory phase 75 min.</p>	<p>The teacher draws students’attention to the four previously analysed fairy tales. Students have to recognize any magical objects in the rebuilt tales. Individual work. Since a magical object (or something essential for the protagonist) appears in many fairy tales, students have to carry out an online search and identify the magical object of renowned fairy tales, further saving the found results in a file.</p>

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		<p>Step 2 Intermediate phase 60 min.</p>	<p>Circle time. Under the teacher’s guide, students talk about the general characteristics of magical objects, starting from the saved images of the most representative reference figures.</p>
		<p>Step 3 Conclusive phase 35 min.</p>	<p>With the aid of a <i>power point presentation</i>, the teacher makes a summary of what students have learnt. (flipped classroom).</p>
<p>AUTHENTIC TASK (It is required at the end of the Learning Unit and not necessarily at the end of each lesson)</p>	<p>70 min.</p>	<p>Playful teaching: “Guess who?” In order to revise the main roles of fairy tale characters, students have to match said roles with the proper definitions, and guess the character’s name a brief description refers to. The teacher gives learners quiz-cards and, setting a time limit, s/he asks them to work in pair and complete the assigned task. The fastest couple will write the guessed terms on the board. e.g.: The _____ supports the protagonist (=helper).</p>	
TIPS & SUGGESTIONS			
TITLE OF THE 3rd UNIT	LET’S GIVE WINGS TO IMAGINATION		
TIME (Specify: duration of the Learning Unit and number of lessons to be developed)	540 MINUTES – 3 LESSONS		
	TIME	<p>ACTIVITY PLAN LESSON 1 (Provide an activity plan for each lesson)</p>	

<p>MOTIVATIONAL PHASE/STEP</p>	<p>30 min.</p>	<p>A guided discussion starts, based on stimulus questions asked by the teacher:</p> <ol style="list-style-type: none"> 1. Have you ever received an order to be respected? 2. Have you always followed the received orders? 3. What do you mean by “departure/absentation”? 4. Have you ever been helped by someone, in difficult moments? 5. Have you ever faced more or less difficult trials? 6. Have you ever felt damaged by someone/something? 7. Do you identify yourself with the <i>good</i> or the <i>bad</i> characters of fairy tales? Or perhaps you prefer the role of the <i>helper/donor</i>? 	
<p>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>	<p>150 min.</p>	<p>Step 1 Introductory phase 55 min.</p>	<p>Group Investigation. Students freely form groups and receive both the coloured sheets containing the four reordered fairy tales and the cards with the main sequences of the two fairy tales told by the teacher. They have to complete a worksheet containing guide questions, which allows them to compare two tales at a time, besides recognizing the protagonist’s and the antagonist’s actions. Their task is structured as follows:</p> <ol style="list-style-type: none"> a) analyzing the tales, individually b) sharing the analyses, by working in pair c) gathering observations. <p>The teacher explains students how the activity has to be carried out: they are asked to analyse the tales, specifically the protagonist’s and the antagonist’s actions, within 10 minutes.</p>
		<p>Step 2 Intermediate phase 45 min.</p>	<p>Work presentation and guided discussion. Students present their work and take part in a discussion, under the teacher’s guide. They are asked to note key functions (to be decoded during the activity), on the cards previously prepared by the teacher.</p>

		Step 3 Conclusive phase 50 min.	Cooperative learning. By using a semi-structured map, students have to make a synthesis of all the roles and important functions analysed (the focus is on “protagonists”, “antagonists”, “helpers” and “magical objects”).
TIPS & SUGGESTIONS			
	TIME	ACTIVITY PLAN LESSON 2 (Provide an activity plan for each lesson)	
MOTIVATIONAL PHASE/STEP	30 min.	Role Playing. Students form two teams and elect their leader/spokesman. At the suggestion of the teacher, each student has to mime a role, a function or a character to the players of the other team, who have to guess. If a student finds a word particularly difficult to mime, s/he will pass the hand to another team-mate. The winning team is the one that first scores 5 points.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	150 min.	Step 1 Introductory phase 15 min.	The teacher explains the Game of the Goose rules and provides the cards containing the already studied roles/functions.
		Step 2 Intermediate phase 60 min.	Students are asked to use their imagination and cooperate in creating a fairy tale, while playing the Game of the Goose. After rolling - in turns - the dice, they move around the gameboard and enrich the story begun by the first player, using the fairy tale characters displayed on the squares.
		Step 3 Conclusive Phase 75 min.	By using “ <i>Kamishibai</i> ” - with the aid of the cards at disposal - two volunteers tell the fairy tale invented, while the game of the Goose was being played. Afterwards, the other students talk about the structure and the common thread of the told fairy tale.

	TIME	ACTIVITY PLAN LESSON 3 (Provide an activity plan for each lesson)	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	140 min.	Step 1 Introductory phase 40 min.	The teacher provides students with all the previously built cards. Working in pair, they choose any significant characters, useful for creating a fairy tale to be told in the classroom.
		Step 2 Intermediate phase 70 min.	Students make a draft of their fairy tale, giving it a title and taking as a reference all the features contained in the summary sheet/concept map. Then, they endow the fairy tale with proper images, choosing from the ones at their disposal (previously drawn, downloaded by Internet or found in magazines).
		Step 3 Conclusive phase 30 min.	Writing and revising the fairy tale.
AUTHENTIC TASK (It is required at the end of the Learning Unit and not necessarily at the end of each lesson)	40 min.	By using “Kamishibai”, students read/tell - in turns - a fairy tale to their classmates, who listen to the story told through images. Circle time. At the end of the activity, students express their preference on the told fairy tales, declaring the most beautiful/original one the winner.	
TIPS & SUGGESTIONS			



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