

“Simple Peter’s Mirror”

About this set of materials...

This set of materials is based on the experience of SKH Tang Shiu Kin Secondary School. It shows how teachers can make use of the fairy tale, “Simple Peter’s Mirror”, to encourage creativity, imagination and critical thinking, as well as reinforce ethics and morals to learners while maintaining a fun learning environment for them.

Texts and materials used in this exemplar



Simple Peter’s
Mirror



Worksheets

Strand Targets

- To converse and exchange points of view about feelings, ideas and experiences (ISb, KS3)
- To understand how different texts are organised and expressed and apply this understanding to one’s learning and use of the language (KSf, KS3)
- To respond to characters, events, issues and themes in imaginative texts through oral, written and performative means (ESb, KS3) such as:
 - making predictions and inferences
 - making evaluative comments
 - explaining one’s feelings towards characters and events
 - relating to one’s experiences
 - putting oneself in the imaginary roles and situations in the story
 - participating in dramatic presentations
- To give expression to imaginative ideas through oral, written and performative means (ESc, KS4) such as:
 - writing stories with a clear awareness of purpose and some development of plot and character
 - providing oral and written descriptions interpreting a situation, object or character

Learning Targets/ Objectives

- **Text-type:** fairy tale
- **Language feature:** similes (animal similes using ‘as’)
- **Language skills:**
 - Listening:**
Listen for intended meanings, feelings and attitudes
 - Understand and interpret spoken texts
 - Establish and infer meanings from clues
 - Reading:**
Understand, interpret and analyse different written texts
 - Acquire, extract and organise information relevant to specific tasks
 - Understand different feelings, views and attitudes

- Use contextual clues and general knowledge to determine the meaning of the written texts
- Identify implied meanings through inferencing

Speaking:

Present information, ideas and feelings clearly and coherently

- Convey ideas and information in conversations or discussions
- Use words and expressions appropriate to the context

Participate effectively in an oral interaction

- Make a balanced contribution without either dominating the discussion or being too reticent
- Express, elicit and respond to ideas, opinions and feelings in a discussion

Writing:

Present information, ideas and feelings clearly and coherently

- Plan and produce coherent and structured texts
- Use appropriate linguistic and structural devices to achieve desired purposes

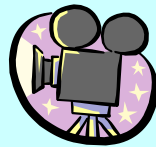
• **Generic skills:**

- Creativity
- Critical thinking skills
- Communication skills

• **Values and Attitudes:** simplicity, honesty, self-acceptance, and sincerity

Learning and Teaching Process

1. The teacher invited six learners to dramatise a few episodes of the fairy tale “Simple Peter’s Mirror”, playing the roles of the narrator, Peter, the farmer, the blacksmith, the woodcutter and the dragon.



2. The teacher asked the learners a question on what the magic mirror showed after each episode had been performed. Learners then wrote down the answer on paper. These questions helped predict what was going to happen in the next part of the story. Learners then checked if their predictions were correct when watching the mini-drama.

1. After the old woman had given Peter the mirror, what did Peter see?
2. After the blacksmith had said that a reflection could not run away from somebody, what did Peter see?
3. When the dragon leapt behind the rock, what did the dragon see?
4. After Peter had saved the king and the princess, what did Peter see?
5. When the princess looked in the mirror, what did she see?
6. On the day of wedding, what did Peter see?

Impact on Learning

Learners

- ✓ *develop interests in the story and become motivated through involving in dramatic activities*
- ✓ *Dramatise the text by adding emotion and using appropriate intonation and rhythm*



- ✓ *develop strategies for predicting and confirming the development of the story*



- ✓ *become engaged in reading through anticipation*

Learning and Teaching Process

3. Having watched part of the fairy tale “Simple Peter’s Mirror” in the mini-drama, the teacher asked the learners to read the story to find out more about it.

4. The teachers asked the learners to complete Worksheet 1, which required learners to extract relevant information from the text and find out whether there was a difference between how the characters in the story saw themselves and how other people saw them. Learners were required to give reasons for their answers.



Worksheet 1

5. The teacher guided the learners to present their answers and discuss them.

6. The teacher asked the learners what they thought ‘goose’, ‘lion’ and the reflections of Peter from the mirror represented in the story, and what animal they saw themselves as. Learners were required to justify their choice.

7. The teacher introduced similes using the word ‘as’. The learners were required to complete Worksheet 2 on animal similes. The teacher then led them to discuss their answers.



Worksheet 2

Impact on Learning

Learners



- ✓ *develop strategies of scanning for specific information*
- ✓ *develop their critical thinking skills by responding and giving comments to the events and different perspectives of the characters in the story*



- ✓ *develop an understanding of figurative language and metaphorical meanings included in the story through making connections between animals and one’s personality*
- ✓ *understand the use of similes and how to make comparisons*

Learning and Teaching Process

8. The teacher introduced the learners to the elements of a short story, including the setting, time, characters and the use of dialogues.



9. The teacher asked the learners to think about whether the way they saw themselves was different from the way others saw them. Then, they were invited to write on paper two adjectives to describe themselves and two to describe their neighbours. They were reminded that they had to justify their choices with reasons.

10. Learners then exchanged the piece of paper with their neighbours. They were encouraged to think about why the descriptions were the same as or different from how they saw themselves. They were then invited to share their views.

Impact on Learning

Learners

- ✓ *identify the key elements of the story and consolidate their understanding of how a story is structured generally*

Time: One morning

Setting: Beside a road

Characters: Simple Peter, Old Woman
Farmer, Blacksmith...

Narration:...

Dialogues:...

- ✓ *develop their critical thinking skills by forming judgments based on their observations about themselves and their peers*

- ✓ *gain the opportunity for self-reflection and come to a better understanding of how others see them*

Learning and Teaching Process

11. The teacher divided the learners into groups of four and encouraged them to see a person in different perspectives and share their views with others.

- How may **Osama bin Laden** see himself?
- How may his followers and/or other Muslim countries see him?
- How may the western countries, e.g. the US see him?
- How may you see him?

- How may **President George Bush of the US** see himself?
- How may the Americans see him?
- How may Laden's followers and/or other Muslim countries see him?
- How may you see him?

- The teacher asked the learners to complete Worksheet 3, in which they are required to write a short story based on a given context. She encouraged them to make use of their knowledge about the elements of a short story.

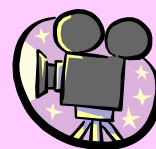


Worksheet 3

Impact on Learning

Learners

- ✓ *develop critical thinking skills and creativity as well as empathy as they examine others' ideas, feelings and points of views*



- ✓ *practise writing a short story and apply their knowledge about the elements of a story*



Learner work sample