Flippin’ Literacy

English Department

Kwun Tong Government Secondary School

Reasons for our involvement in the project

Teachers' understanding of project focuses

- analyzing texts, written or visual, to see **if there is any bias** embedded in them by authors
- identifying **how authors are trying to position us**, i.e. identifying how they are trying to make us **think and feel**
- being able to see **whose voice is being heard** and more importantly **whose voice is not being heard** in a text
- being given the opportunity to **take action to address any injustices** that might be present in a text; to assist those who are marginalized.

History of Involvement

A book entitled “Billy Elliot”, based on the film of the same title

Roald Dahl’s Matilda

The poster of a film entitled “Fly Away Home”

COEQUAL CURRICULUM?
ENG

Girls perform better than boys in HKDSE?
YES.

Project overview

Planning

Identifying the topic	Should animals be kept in zoos/ theme parks?
Discussing principles & pedagogies to be adopted	• 4 Resources Model • Gradual Release of Responsibility • Multiple Readings/ Viewings • Collaborative Activities
Devising teaching & learning resources	• Lesson Plan • Texts/ Counter-texts/Cartoons/Videos/Poems • Survey • Worksheets • PowerPoint • Final Task & Assessment Rubrics

School-based Curriculum: Learning English through Movies

- Kwun Tong Government Secondary School
  S1 English Language
  Learning English through Movies

Name: _____( ) Class:_____

Design your own cover based on the movie Fly Away Home.

These are examples of students' good work:

1D Li Mei Sen 2013-2014

1D Lam Ho Yee 2013-2014

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Four Resources Model

Gradual Release of Responsibility

Pedagogy: Modelling

Unit Overview

- Multimodal texts

Teaching Schedule

Critical Literacy (Unit of Work: Fly Away Home)	
Focus Question	**Should animals be kept in zoos/theme parks?**
Text 1: Webpage **(1st lesson)**	**Lead in: Ocean Park Webpage** • Use 4RM for asking questions • Look for positive language only on the webpage • Ask ss how they feel about OP from this webpage
Text 2: Movie Clip **(2nd & 3rd lesson)** **Text 3: Cartoons**	**Game Warden Clipping the Geese's Wings Scene** • Multiple viewings of the clip • Look at the perspectives of the game warden and Amy respectively • Analyse the similarities and differences between the two characters • Role-play/Interview **A Shared Reading of Cartoon 1: In Prison? *(Counter Text)*** • Introduce 3-step approach to reading cartoons (ORQ) • Highlight elements to pay attention to in cartoons (captions/ language/ images/ colours/ statistics) • Whose voice is being heard/unheard?
(5th lesson)	**Independent Group Reading of Cartoon 2: Philadelphia Zoo Elephant *(Counter Text)*** • Recap and apply 3-step approach to reading cartoons (ORQ) • Whose voice is being heard/unheard?
Text 4: Poem **(6th – 7th lessons)**	**Animals in Captivity Poem** • Identify how language position readers • Determine the attitude of the poet to keeping animals in zoos/theme parks • Use given phrases to express ideas
End Product **(8th -10th lessons)**	**Pre-tasks of A Letter to Miss Chan** • Review Ocean Park webpage • Ask SS if there are any changes in their view of OP • Explain the final task • Guide SS to draft 3 questions for the interview with Miss Chan • Teach target vocabulary and sentence patterns • Ss representatives conduct the interview with Miss Chan after class • Ss representatives report the interview result to the rest of the class • Ss vote to collect different voices regarding whether they will go to OP in S2 • Ss writes a letter to Miss Chan to express their opinion

How did the writer/webpage designer/producer/characters/ cartoonists/poet influence your thoughts?

Sitting behind a cage all day
Wondering if all this waiting will soon pay
So many curious faces walk past me
All I really want is to be free
I miss my family and friends
I wish my happiness didn't have to end
These people just want to make money
Why do they think my life is funny?
If you were taken from everything you had
I'm sure you would feel just as sad

Katie Ward

Implementation

Survey about Ocean Park

1. **Have you been to Ocean Park?** Yes **(Go to Q3)** No **(Go to Q2)**

2. **If not, do you want to go and why? (End of the survey)**

Yes, I want to go there because _____

_____

_____

or

No, I don't want to go there because _____

_____

_____

3. **If you have, what did you like about it and what did you dislike?**

I liked _____

_____

_____

I didn't like _____

_____

_____

4. **Did you watch the dolphin show?** Yes **(Go to Q5)** No **(End of survey)**

5. **If yes, what did you think about it?**

_____

_____

Survey Results: Have you visited Ocean Park?

1A STUDENTS
WHO VISITED OCEAN PARK

1D STUDENTS
WHO VISITED OCEAN PARK

Survey Results: What did you like about Ocean Park?

I liked the pandas in the ocean, because the park are cute and friendly.

I liked the animals there. There are panda, dolphin, seatlion..... We can learn lots of things there.

I liked because there are a lot of animals. For example pandas, dolphins. He can learn by visiting.

Survey Results: What did you dislike about Ocean Park?

I didn't like the price of the food because it is very expensive

I didn't like there are so many people in there and the animals
don't
there didn't have freedom.

Survey Results: Did you watch dolphin show?

1A

1D

Survey Results: What did you think about the dolphin show?

The dolphin are very charismatic. and the dolphin show is upbeat.

I think the dolphins are cute and clever

The dolphin show is fun and the dolphin is adorable.

Text 1

Dolphin Encounter

Marine World I Summit

Experience Dolphins as you've never seen them before!

Ever felt like hugging a dolphin just like the dolphin trainers at Ocean Park? Get in the water to meet the Park's dolphins and even feed them. If you love dolphins as much as we do, this is your best chance to experience their cutest moments rarely seen by anyone else!

An excerpt from the Ocean Park promotionalbrochure

The Use of Positive Language & Purpose

Ocean Park Hong Kong 香港海洋公園

Dolphin Encounter (Title)

Marine World | Summit

Experience Dolphins as you've never seen them before! (Heading)

Ever felt like hugging a dolphin just like the dolphin trainers at Ocean Park? Get in the water to meet the Park's dolphins and even feed them. If you love dolphins as much as we do, this is your best chance to experience their cutest moments rarely seen by anyone else!

A Dolphin Encounter to remember! Third heading

Sleek 油亮的 and graceful 優雅的, dolphins are one of the most inspirational 鼓舞人心的 creatures known to man. Together with lots of other unforgettable dolphin memorabilia 紀念品. Don't miss this opportunity (choice) to get up close with one of the ocean's brightest and most beautiful animals today. It's an experience that's sure to make a splash*!

*Splash is a sound word. Can you remember what this is called?

Text 2A: Exploring Characters' Perspectives

Looking at Perspective

Fly Away Home Script: The Meeting

Thomas **think about what he means by 'nothing left'*	By destroying the marsh, they've accomplished their objective.....which is, there's *nothing left to save. It's a done deal. 制定好的計劃 And it's an outrage! 憤慨；暴行 There are laws against this. I want to know who amongst you is going to enforce 及物動詞 them?
	The Chair recognises Sam Tufts.
The Chair	Sir.....I'm proud to be one of the "they" you speak of. As a farmer, I don't have the luxury of an outside income. My land is part of the package because I can't make a living off it. If I don't sell, how will I send my kids to college?
The Chair	I wish you'd consider the fields and streams your children play in. The clean air, the clean water..... the general peace of mind. 心裏安寧 And let's not forget the animals. They're on the brink of 瀕於；在.....之邊緣 leaving here forever if this permit 許可證；許可 is passed...
Glen	

Do you approve or disapprove of Thomas and Glen's point of view? Why/Why not?

emotive

1. With your partner:

Now, let's look at the farmer's point of view? Do you approve or disapprove? Why/Why not?

What punctuation is used by both Glen and the farmer to get our attention/make us think about their perspective more closely? A_____

3. Now discuss and jot down some points about what the script/film tells us about Tom, Glen and Sam's attitude to the land.

Thomas/Glen	Sam, the farmer

4. Now let's summarise how Thomas and Glen are similar in regard to their attitude to the land and how Sam's attitude is different to theirs.

Useful Vocab:

5. Do you approve or disapprove of Thomas and Glen's point of view? Why/Why not?

Use some good connectives:

even though although but however

despite (*remember it's followed by a gerund*) so so that on the other hand

7. Let's summarise how we can be influenced!

Their language can position us through the use of e_____, p_____ and n_____ words.

Punctuation marks are also effective in trying to p_____ us.

Text 2B: Exploring Characters' Perspectives

Name:_____ Class:_____ ( ) Date:_____

Exploring Different Perspectives

Clipping the Geese's Wings Scene Interview Questions and Answers

Let's look at Glen's Perspective

Q1. What is your name?

A1. My name is

Q2. What is your job title?

A2. My job title is

Q3. Why did you go to Thomas's house?

A3. I went to Thomas's house

Q5. Why did you need to clip the gosling's wings?

A5. Because

Q4. What else did you in Thomas's house?

A4. I also tried

Adjectives to describe Glen:

Q6 What will you do if the geese fly?

A6. I will

Do you approve of Glen clipping the geese's wings? Why/ why not?

Looking at Amy's Perspective

Q1. What is your name?

A1.

Q2. How did you interact with the goslings??

A2.

Q3. Why did you take such good care of the goslings?

A3.

Q5. What do you think about Glen?

A5.

Adjectives to describe Amy:

Think of one question you want to ask Amy?

Q6.

A6

Q4. How did you react when Glen tried to clip the gosling's wings?

A4.

Do you approve of Amy keeping the geese as pets? Why/ why not?

Exploring Characters' Perspectives

Do you approve of Amy keeping the geese as pets? Why/ why not?

I approve/ disapprove of Amy keeping the geese as pets because they are wild animals, they can't live in house.

Do you approve of Amy keeping the geese as pets? Why/ why not?

I approve/ disapprove of Amy keeping the geese as pets because Amy's house is small. The geese need to have freedom to fly.

Text 3A: Cartoon 1 **In Prisons?**

A Counter Text

Understanding Author's Intention

3. What is the purpose of this cartoon? How does the cartoonist want you to think and feel? Therefore, what does the cartoonist want the reader to think about animals in captivity?

·The cartoonist wants us to think about animals in captivity.

·The cartoonist makes me to feel sorry for the creatures in the tank because they have no freedom They can only swim in the tank, which has limited space.

·The cartoonist want us to disapprove with animals in captivity

Text 3B: Cartoon 2 Philadelphia Zoo Elephant

A Counter Text

Understanding Author's Intention

1. What is the cartoonist's attitude?

· The cartoonist attitude is negative towards Philadelphia zoo elephant /animals in captivity.

· The cartoonist disapproves animal in captivity.

2. What is the purpose of the cartoon?

The cartoonist want us to think about animals in captivity.

The cartoonist want us to feel sorry to them.

Text 4: Multiple Readings of a Poem

A Counter Text

Sitting behind a cage all day
Wondering if all this waiting will soon pay
So many curious faces walk past me
All I really want is to be free
I miss my family and friends
I wish my happiness didn't have to end
These people just want to make money
Why do they think my life is funny?
If you were taken from everything you had
I'm sure you would feel just as sad

Katie Ward

The use of language

- rhyming words
- alliteration
- Repetition
  Compare & Contrast
- Question
- If-clause /
  Conditional Sentence

Determining How the Poet Positions Readers

(a) Highlight the following words in the first two lines of the poem.

all day waiting wondering soon

(b) Can you think of two adjectives to describe the feeling created by the words. (i) bored (ii) impatient

(c) Do you think these are positive or negative feelings?

negative

(d) Look at line 2. What poetic device has the poet used?

alliteration

(e) Therefore, do you think the poet wants us to approve or disapprove of the animal's living environment?

How did the writer/producer/ author/ cartoonist influence your thoughts?

_____

...ind a cage all day
Wondering if all this waiting will soon pay
So many curious faces walk past me
All I really want is to be free
I miss my family and friends
I wish my happiness didn't have to end
These people just want to make money
Why do they think my life is funny?
If you were taken from everything you had
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Katie Ward

Final Task:

to influence the reader with the use of appropriate language

After learning more about animals captivity from different perspectives, you are to write a letter to Miss Chan, the coordinator of your Picnic Day visits, expressing your opinions regarding visiting Ocean Park in Secondary 2. You can approve or disapprove of her choice of Ocean Park as a Picnic Day visit for KTGSS S2 students. Make sure you give at least 2 reasons to support your stance.

KWUN TONG GOVERNMENT SECONDARY SCHOOL
觀 塘 官 立 中 學

Tel.: 2343 6220 (Office)
Fax: 2304 4671

9, Shun Chi Street,
Shun Lee Estate,
Kwun Tong, Kowloon.

各位中二級學生家長：

學生發展日

本校定於二零一八年十二月二十日（星期四）舉行學生發展日，是日為上課日，學生必須出席活動。活動詳情如下：

班別	2A 2D	2B 2C
目的地	海洋公園	
活動性質	生態保育學習活動	
集合地點	各班課室	
集合時間	上午八時四十五分	
回程時間	下午四時正	
解散地點	學校 (約下午四時四十五分)	
服飾	整齊冬季運動服及長牛仔褲（如天氣寒冷，可加校褸或學校風褸禦寒）	
車費	$25	
入場費	入場費由學校撥款資助	入場費由教育局校本學習支援計劃撥款資助。
協辦機構	香港海洋公園學院	香港青少年輔導協會
備註	學生必須得到家長同意方可參與機動遊戲。 按海洋公園規定入場人士均不可攜帶食物及飲品進入公園。 入場時必須出示有效學生證明文件以便核對身份。	

Pre-Writing Task

- 2 students from 1A and 2 from 1D will Interview Miss Chan about her rationale for choosing Ocean Park as a KTGSS Picnic Day visit.
- Class brainstorms 3-4 questions.
- These students will report back to the rest of S1. 2 Students from 1A report to 1B and 2 students from 1D report to 1C.
- On an individual basis, decide whether you want to visit Ocean Park as your S2 KTGSS Picnic Day visit.

Writing Task (Your stance)

Do you approve or disapprove of Miss Chan's choice of having Ocean Park as a Picnic Day visit for KTGSS S2 students?

approve

Letter of Appreciation

disapprove

Letter of Persuasion

Positives

- more aware of the information we receive every day
- more aware of authors' intentions
- introducing authentic learning materials
- providing an authentic context for students to use the language

Challenges

Time constraints

- difficulty in coming up with a focus question and final task
- linking it to the existing curriculum
- taking up 12 lessons
- trying to integrate critical literacy elements into daily lessons
- getting the students to understand that CL doesn't necessarily involve finding the RIGHT answer. We want them to think about <u>many</u> answers.

Way forward

- to elevate S3 students’ level
- to see progression of skills / language
- to incorporate more complex texts
- to use more challenging language
- linking skills to the senior curriculum

A poster of the film “Slumdog Millionaire"

Q
&
A