



SERIES OVERVIEW

Introduction

Although the GO for IT series was originally conceived for reluctant adolescent readers, all young people can relate to the issues covered in the stories. The easily accessible text also helps to engage all readers. The accompanying teaching guides and worksheets offer the further advantage of relieving teachers of the need to plan and prepare teaching resources.

The stories in the series can be used in a variety of ways.

1. **Whole class** (requiring a copy of 1 title for each student in the class): The teacher can plan a unit around the topics and issues covered in the story. For example, in *Rosh*, the trauma, conflict, and guilt that Luca has to deal with can help students understand and cope with any comparable experiences in their own lives.
2. **Student groups** (requiring a set of 5 to 8 copies of each chosen title): The teacher can plan a unit on topics and issues that are common to several books, and rotate the books and their associated activities around the class groups.
3. **Pairs** (requiring 2 copies of each chosen title): Students working together can work on one title and prepare a presentation for the class that “sells” the book, discusses the issues arising in the story and includes their research findings on related topics such as martial arts (as featured in *Rosh* and *The Man*).
4. **Individuals** (requiring 1 copy of each chosen title): A student can choose the story that appeals to them, complete the associated activities after reading the book, and then prepare a presentation covering what they have learned from reading the story and their review of the book.

Rosh or The Man (fiction)



Ideas for use in the classroom

The following programme can be adapted for:

1. whole class activities using a class set (1 copy per student)
2. group activities using 5–8 copies per group
3. individual or pairs using 1–2 copies.

Lesson 1: Pre-reading

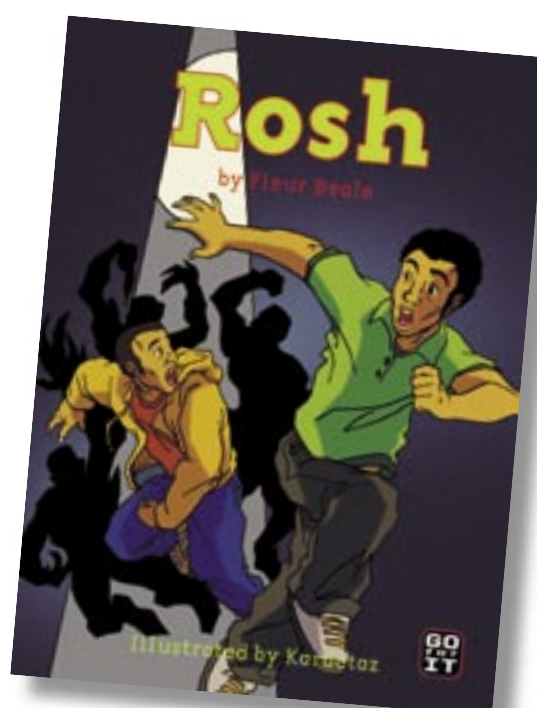
- Students brainstorm ideas about martial arts. (As prompts, use the questions in the Teacher's Guide under "Getting stuck in", p 2.)
- Post box activity: Students share any personal experiences of physical bullying (anonymously) by posting a written précis of the situation. Discuss each situation and appropriate ways of dealing with it.
- Distribute copies of the KWLH chart, on which students complete the first two columns.
- Research martial arts. Share findings.

Note: At this stage, it is important to "hook" the students into the book(s) so that they are keen to start reading!

Lesson 2: Reading

- Sustained silent reading (SSR): Students read their copy of *Rosh or The Man*.
- Copy the prompts (from the Teacher's Guide, pp 1–2), cut out each one separately and distribute them to individual students. Share and discuss their answers.
- Students write a personal response to the story, using prompts for exploring ideas and opinions from the Teacher's Guide (p 2), written on board.

Note: It is important for the teacher to read the book at the same time as the students, thus modelling silent reading behaviour.



Lesson 3: Three-level thinking guide

- Distribute a copy of Worksheet 1 (Teacher's Guide) to each student.
- Discuss the three levels of thinking: 1. reading *on* the lines; 2. reading *between* the lines; 3. reading *beyond* the lines.
- Explain that students need to decide whether they agree or disagree with each statement. There are to be no "maybes" and it is important that each student makes up their mind.
- Students complete their copy of the worksheet.
- In pairs or groups of three, students discuss their responses and justify their decisions.
- Where students have differed in their response to a statement, discuss the differences as a class.

Note: It is important that the students see this lesson as an activity to provoke discussion and critical thinking, not as a comprehension exercise.

Lesson 4: Vocabulary development

- Print Worksheet 3 from the Teacher's Guide. Cut out the words and their definitions separately.
- Students, working in groups, pairs, or individually, match the words with their definitions, referring to the text if needed. (This can be a cut-and-paste exercise.)
- Divide the class or group into two, giving Worksheet 4a to one half and Worksheet 4b to the other. In their group, students write the definition for each of the words on their worksheet then fold (or cut away) the words so they are out of sight. The two groups swap worksheets and have to use the definitions the other group has written to decide what the words are. When both groups have completed their answers, check their answers against the original words.
- Adding other words from the text can extend this activity.

Note: A "definition" need not be perfect (ie equivalent to the dictionary definition) but it should reflect what the word means in the context of the story.

Lesson 5: Sequencing activity

- Print off the statements from Worksheet 2 (Teacher's Guide), laminate them and cut them out individually.
- Use the statements in one of these ways.
 - **Class exercise:** Distribute the statements among the students in the class. Ask the students to arrange themselves into the correct story sequence. Then, taking turns based on this sequence, students read out their statements as a way of retelling the story.
 - **Group exercise:** Students, working as a group, arrange the statements into the correct story sequence.
 - **Individual exercise:** Put a set of the statements in an envelope, which the student pastes onto a sheet of paper in the correct story sequence.
- Allow students to refer to the story to check whether they are correct.

Note: The statements do not have to be *perfectly* in sequence: what matters is that the order makes sense and can be justified.

Lesson 6: Cloze activity

- Distribute a copy of Worksheet 5 (Teacher's Guide) to each student.
- Students complete this activity individually without reference to the text in the book.
- To fill the gaps, students need not choose the same words as those used in the original text. However, the words chosen should make sense in the context of the story.

Note: This exercise gives teachers an understanding of how well a student understands language structure, syntax, and meaning.

Lesson 7: Magazine

- Distribute the magazine associated with the book(s) to the students. (For example, *Stealth* is the magazine that goes with *Rosh*; *Capoeira Mundo* is the one that goes with *The Man* and its sequel, *The Man Decides*.)
- Students prepare a written review of the magazine, working either in pairs or individually.

Note: The magazines in the GO for IT series provide excellent information to stimulate further research on associated topics.



Lesson 8: Readers' Theatre

- Students read and prepare to perform the play associated with the book they have read.
- Students perform the play as a live performance.
- Students record the play for later presentation as a filmed performance.

Note: The plays in the GO for IT series provide the students with an excellent opportunity to identify with and vicariously experience the situations faced by the characters in the books.