

GO for IT Trilogy Novels

Teacher Support

A practical guide for using the Trilogy Novels series in the classroom.

Giltedge Publishing

Guide for teachers

The following is a generic guide for each book in the GO for IT Trilogy Novel series. Each book contains three novellas or short stories relating to a specific genre or topic, such as:

- adventure
- science fiction
- fantasy
- historical events
- relationships
- cars
- crime.

The activities suggested in this guide can be used with one or more of the books.

Because some of the stories deal with important but sensitive issues that are facing many of our young people today, it is important for teachers to read the stories themselves before using them in a class study. The teacher may decide to use one of the books as a base for a class study of the issues covered in the stories in that book or use several of the books with the students focusing on a variety of the issues covered in the stories.

For a whole class, sets of five copies of each book would be needed to allow students to work in groups, with each group focusing on one book. The following suggested activities could also be adapted for an individual student to study one or more of the books.

Pre-reading

Students choose one of the above genres or topics that they are interested in and, working in groups of three to five, brainstorm all that they know about that genre or topic. Guide with questions such as the following.

- What is likely to be the setting and theme of the stories?
- What might the characters be like?
- What other stories relating to this topic (or in this genre) have you read?

Reading

Distribute copies of the book relating to their chosen genre or topic and ask each student to choose one of the stories to read.

As they read the story ask them to think about how they might answer these questions.

- Is the story "real"?
- Can you identify with the character(s)?
- Does the writing style enhance or detract from the story?
- Is the language appropriate?

Follow-up activities

When the students have finished reading the story, ask them to think about the following and then come up with a response with their group.

- 1 Identify the issues covered in the story.
- 2 Relate these issues to a personal experience if possible. Share these experiences with each other, covering the following points:
 - What happened?
 - How was the situation dealt with?
 - What were the outcomes?

Reviews

Ask each student to prepare a brief review of the story they have read. Their aim is to write it so that other students can decide whether they want to read the story themselves. Ask them to think about the following as points for their review:

- the writing style
- the language used
- the story outcome - climax and solution
- recommendations - who would enjoy this story?

Students share their review with those reading the other stories in the same book. Then encourage the students to read the other stories in the book.

Individual students can also share their reviews with the class as a whole. Ask the students to read the books in the Trilogy Novel series that they have not yet read in their group.

Writing

Ask students to write an account of their personal experiences relating to issues covered in one of the stories they have read (see "Follow-up activities" above).

They can then develop these accounts into a short story or novella with chapters. Ask students to choose one of the stories and study the structure of that story, with reference to the following questions.

- How many chapters are there?
- Does each chapter cover a different "happening" in the story?
- How many paragraphs are in each chapter?
- How is each paragraph differentiated?

Ask students to relate their understanding of story structure to their written personal account as they develop it into a story or novella.

Other activities

Interviews

Ask students to find a partner who has read the same story and together write an interview with one of the characters in that story. One student takes the role of the interviewer and writes the interview questions. The other takes the role of the character and writes the responses to the interviewer's questions. Choose a few pairs to present their interview to the class.

Plays

Working in groups of three to five, students develop a play relating to one of the stories they have read. To do so, they think about each of the characters in the story and develop a dialogue for that character that clearly identifies him or her. They may adjust or change some of the events in the story but they must keep the essence of each character conveyed in the story.

Each group could dramatise their play for presentation to the class.

Art work

The students study the illustration on the cover of the book and those throughout the book. In their group they discuss the following questions.

- Do the illustrations appeal? Why or why not?
- Do the illustrations encourage the reader to read the stories? Why or why not?
- Could the original cover be improved? How?

Working individually or in pairs, students choose one of the Trilogy Novel books and design their own cover for it.

Values exercise

The following activity relates to *3 in the Scene*. It could be adapted for use with several of the other books in the Trilogy Novels series by developing statements (either as a teacher or student exercise) similar to those used in this activity but that relate to the issues covered in the stories in the other book.

Set up a values line within the classroom, placing "Agree" at one end, "Neutral" in the middle and "Disagree" at the other end.

Put the following statements to the group. Each student places themselves on the line according to their view of the statement. Encourage students to follow their own beliefs in making their decision.

When everyone has taken a place along the line, ask individual students to justify their position.

***3 in the Scene* values statements**

- Drinking alcoholic drinks at a party helps people relax and socialise more easily.
- A significant quantity of alcohol releases a person's true character in their behaviour.
- A "drunk" person should have to deal with the consequences of their actions when under the influence of alcohol.
- A "best friend" is always completely honest with you.
- A person has control over all aspects of their life.
- Self-pity is a destructive emotion.
- One should always obey one's parents.
- Parents must set ground rules and always stick to them.
- People learn more from experiencing the consequences to their actions.

Follow-up questions

- 1 Did you want to change your position when you heard the justifications that others gave for their position?
- 2 Did you honestly follow your own beliefs or were you swayed by the choices that others were making?
- 3 Did your response to any of the statements change as you progressed through the activity?

The value in the above activity lies in the discussion that follows the presentation of each statement. It is important to encourage students to think for themselves and identify their own beliefs about important issues. It is also very important that they understand and appreciate the views of other students and have the opportunity to share the reasons why their beliefs may differ.

Issues covered in individual Trilogy Novels

3 Spokes

- **Drags on Croydon** - Coping with awkward situations
- **The Challenge** - Facing consequences; saying "No!"
- **Impounded!** - What is fair?

3 at the Edge

- **Camping at Hillend** - Things aren't always what you expect!
- **Kuri Island** - Conquering fear
- **Yours and Mine** - Don't panic, keep calm

3 Days of Destruction

- **Deadly Harbour** - Wahine disaster, a personal account
- **Train to Terror** - Tangiwai disaster, a personal account
- **Death from Below** - Napier Earthquake, a personal account

3 Out of the Zone

- **Too Much Traffic** - Who's in control?
- **Real People** - Abnormal behaviour
- **Dream Car** - Out of control!

Tri Sci Fi

- **Defending the Empire** - Meeting a physical challenge
- **Farewell to Xylo** - Returning home
- **A Change of Course** - Authority and consequences

3 Strikes and You're Out

- **Finders Keepers?** - Finding lost property, what to do?
- **Only a Joke** - Peer pressure
- **"Please Stop on Request"** - Guilty conscience

3 in the Scene

- **Living it Up** - Drinking at parties
- **Freak Out Year** - Anorexia
- **Wild Ride** - Defiance and consequences

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