



WORKSHEET ITA-6

Tips to increase creativity in teenagers through collaborative activities on books and ICT

Aims and objectives: improving reading and comprehending narrations and increasing creativity exploiting books

Target Students: 10-11 years old

Activity 1* Improving reading and comprehension through skimming and scanning activities

Book chosen: *Harry Potter and the Philosopher's stone*

This book is chosen because it is part of a successful teenagers' literature and because most of the students saw the movies, Harry Potter is a well-known character anyway. When a book is chosen to be exploited it is important to choose topics or characters as closers as possible to the teenagers' world.

Pre reading: Introducing the book by the Cover , Author, Title - The book is introduced , the students are invited to guess what kind of story and what the topic can be looking at the cover, they are introduced about the author, her biography , her books, when she wrote.

The book is read in class aloud first by the teacher then by the students but each student has his/her own copy for extra activities. After some pages each day the students will have to fill a chart in which find progressively as the reading goes on, the setting and the time of the story, the names and the main features of the main characters ,the type of narration (historical,



biographical fantastic etc.). Example of chart:

Main Character					
Gender	Name	Age	Physical Description	Nature	Main actions performed in the passage
Male	Dudley	Teenager		Fickle	Mocking and laughing about Harry
Male	Harry	Teenager			

Then at home, they have to read again the main parts of the passages to get through what they think about the nature and attitude of the characters, if they share them or if they would have changed them and their personal opinion on the main story. Students can fill a chart or a multiple choice test or post their comment on the class blog or write a report.

Example of multiple-choice test

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Harry Potter
Matching exercise

Match the items on the right to the items on the left.

[check](#)

Harry is	<input type="text"/>
Dudley is	<input type="text"/>
The boa	<input type="text"/>
The glass	<input type="text"/>
Harry doesn't know	<input type="text"/>

[check](#)

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In class, as following step, they will do a feedback activity exchanging opinions, both positive and negative on what they are reading, what they like most, or what is boring. This can be guided oral debates and can be useful fill a chart with likes and dislikes.

Activity 2* How to exploit the books creatively

At the end of the reading, they will be given some passages and using collaborative tools such as Titanpad, they will have to change some parts and elaborate those personally creating parallel stories or different endings. They could also enrich their alternative endings using images. They can work alone or in-group as in the Authors' chart is shown. Their work can be shared among all contributors and the teachers can check what they have done.

Examples from Titanpad

Titanpad is an application working also on the smartphones and so this involves students most.

The text is given on the pad

05/29/2016 16:37:34



Harry Potter extract

Version 202

Saved May 29, 2016

This extract is taken from "Harry Potter and the philosopher's stone". It tells about Harry going to visit the zoo and in particular the reptiles' house with his Uncle and his dull cousin. Read it through and then try to guess who made the glass vanished. Write an ending in which the truth about the glass is revealed.

After lunch they went to the reptile house. It was cool and dark in there, with lit windows all along the walls. Behind the glass, all sorts of lizards and snakes were crawling and slithering over bits of wood and stone. Dudley and Piers wanted to see huge, poisonous cobras and thick, man-crushing pythons. Dudley quickly found the largest snake in the place. It could have wrapped its body twice around Uncle Vernon's car and crushed it into a trash can - but at the moment it didn't look in the mood. In fact, it was fast asleep.

Dudley stood with his nose pressed against the glass, staring at the glistening brown coils.

"Make it move," he whined at his father. Uncle Vernon tapped on the glass, but the snake didn't budge.

"Do it again," Dudley ordered. Uncle Vernon rapped the glass smartly with his knuckles, but the snake just snoozed on.

"This is boring," Dudley moaned. He shuffled away.

Harry moved in front of the tank and looked intently at the snake. He wouldn't have been surprised if it had died of boredom itself - no company except stupid people drumming their fingers on the glass trying to disturb it all day long. It was worse than having a cupboard as a bedroom, where the only visitor was Aunt Petunia hammering on the door to wake you up; at least he got to visit the rest of the house.

The snake suddenly opened its beady eyes. Slowly, very slowly, it raised its head until its eyes were on a level with Harry's.

It winked.

Harry stared. Then he looked quickly around to see if anyone was watching. They weren't. He looked back at the snake and winked, too.

The snake jerked its head toward Uncle Vernon and Dudley, then raised its eyes to the ceiling. It gave Harry a look that said quite plainly: I get that all the time.

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Authors

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The boa constrictor jabbed its tail at the sign again and Harry read on: This specimen was bred in the zoo. "Oh, I see - so you've never been to Brazil?"

As the snake shook its head, a deafening shout behind Harry made both of them jump. "DUDLEY! MR. DURSLEY! COME AND LOOK AT THIS SNAKE! YOU WON'T BELIEVE WHAT IT'S DOING!"

Dudley came waddling toward them as fast as he could.

"Out of the way, you," he said, punching Harry in the ribs. Caught by surprise, Harry fell hard on the concrete floor. What came next happened so fast no one saw how it happened - one second, Piers and Dudley were leaning right up close to the glass, the next, they had leapt back with howls of horror.

Harry sat up and gasped; the glass front of the boa constrictor's tank had vanished. The great snake was uncoiling itself rapidly, slithering out onto the floor. People throughout the reptile house screamed and started running for the exits.

As the snake slid swiftly past him, Harry could have sworn a low, hissing voice said, "Brazil, here I come. . . . Thanksss, amigo."

The keeper of the reptile house was in shock.

"But the glass," he kept saying, "where did the glass go?"

The students add their parts and share them. Each of them use a colour and put a virtual sign on what he/she is writing. The teacher can correct mistakes.

Harry noticed that the glass had been broken and removed the remaining pieces. MR Dudley so he tried to talk to the snake but nothing: the animal would not hear. Harry then asked the buoy if he had seen anything or anyone suspicious but to no avail. After a while Uncle Vernon nodded to his friend to “proceed with the plan” and even the snake was scoparso. So according Harry explains the disappearance of the glass of the cage and the buoy have also confirmed Uncle Vernon that for a moment of madness broke the glass to capture the snake “talking”.

The young wizard saw the shards of glass on the floor. Immediately he made them disappear, hiding them. He asked, then , the big snake Boa if he knew who had broken, and received no answer . To solve the problem he thought Uncle Vernon in a moment of rage, trying to catch the snake, he broke the glass.

The glass was disappeared because Harry Potter, to punish the cousin who had driven him had made a magic, that do to get rid the glass to fall him in the water. After a time, Petunia searched some help to save her son Dodley and get him out the water.

The glass disappeared because Harry is a little wizard and He don't know to control his powers. In his head he wanted to help the snake.

Harry didn't know to be a wizard, but in his life he had already happened similar things.

Inside the zoo Uncle Vernon hit the glass to move the snake who was behind it. The cousin of Harry said “it's boring” and he went with uncle watching other animals.

Harry went to the snake and he realized he could speak with him!

The snake told him his life, he said he had never been free.





The cousin of Harry ran toward the snake, throwing Harry at the ground.

Harry thought as he fell to the serpent, for that, when he opened his eyes, Harry noticed that the glass was disappeared.










To make the window disappear was Harry, involuntarily. Suddenly the glass is closed; Dudley and Piers were locked in the Boa case. They spent a few hours. Uncle Vernon broke the glass and brought out the two boys. They returned at home and began Uncle Vernon in Harry punishment for having put his cousin in danger. And that was how Harry found that he was a magician.

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Authors

 Elettra
 Martina
 Gemma
 Giada
 Elettra
 cardinale...
 alessandra...
 simona...
 Emanuela L...
...and 1 unnamed author

They can also collaborate to complete the story or they can do alone providing several alternative endings.

Activity three*

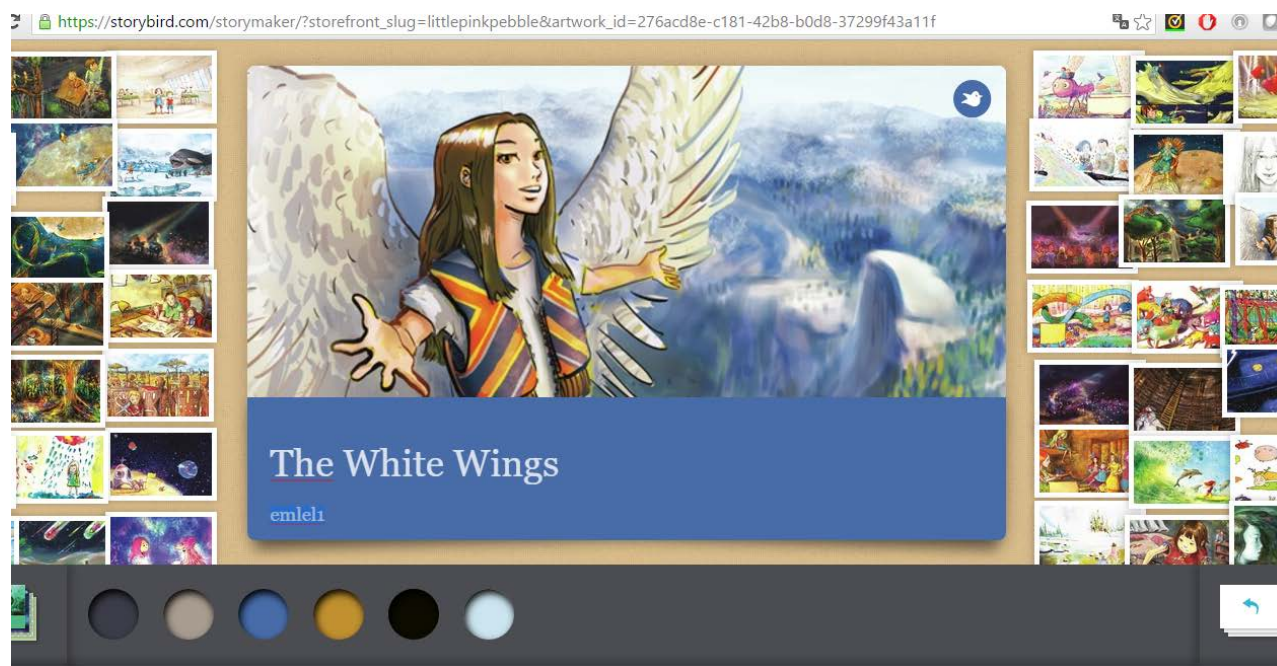
The students are helped by the teachers to make personal choices of books to be read based upon what they liked mostly to read in the previous activities, for topic, for types and for authors. Books are to be chosen from teenagers’ contemporary literature according to what in the previous activities they seemed to appreciate most.

They have two weeks to read it and then they have to select the main passages with the help of the teachers and using Storybird building up a visual summary of what they read using the images the platform provides. Storybird is a really interesting tool as it gives not only the chance to summarize in a visual effective way a story, a book the students read, but it gives also the opportunity to build up a new story using images which can give tips for their creativity .



Moreover it has in its platform several ready books made by people using it that can help younger reader to increase their curiosity towards reading and writing.

Examples of the way to create a story using Storybird tools



The story book is made up of pages with images and narrative parts , it can be composed of different pages and can have different lay outs.It is made up for each user but in particular for educators and provides a virtual class group to work in it collaboratively.Each student can contribute to create a group story or can produce his/her own personal one, At the end of the work they will have an online storybook made by themselves.They can exchange and read each other’s story but they can also show it as slides and use it as a support for reading in a narrative way or they can print the pages and use it as support for reading it aloud to their schoolmates. Moreover they will have the chance to share on the net platform their products and read different titles published in it comparing what they did to what is already at their disposal. This tool works on the main smartphones too and in this way, they can have a basic library along with them made also by themselves. Images are inspirational and students are better disposed to take time to read or write as well as they know they can do it also on their mobiles.

****The Activities for the Pilot Course are to be planned in Native Language. The examples and exercises have been taken from activities carried on in English as a foreign language with students aged 12-13 level A1 (QCER) attending last two years of low secondary school.***

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