



Developed Learning Scenario

'Lithuanian Tales of Magic'

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School: Juozas Lukša Gymnasium, Kaunas

Language: Lithuanian and English

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1. Learning scenario title / Short description

The scenario is based on the recorded integrated lesson in two languages: Lithuanian and English which introduces Lithuanian tales of magic as the part of Lithuanian narrative folklore. The lesson incorporates the Lithuanian music and the narration of the tale 'The Twelve Brothers, Twelve Black Ravens' both in Lithuanian and English played by the students of the gymnasium.

2. Level of education / Students' age group

The current scenario can be used with students in Lower and Upper secondary schools and the aims may be adapted according to the students' age.

3. Subject Areas

Languages: Lithuanian and English (Oral and written expression), Drama, Music, ICT.

4. Web radio type

Recorded educational lesson.

5. Duration

The educational scenario requires two teaching hours.

6. Goal

Students gain knowledge on Lithuanian narrative folklore, the tales of magic and awareness of social, cultural and educational aspects of the source text and the target text, analyses and identification of the right values and ideas of the tales of magic and act by participating in the radio tribute.

7. Aims

a. Subject Knowledge Aims

In reference to the subjects Lithuanian and English languages, Drama, Music, and ITC students are expected to:

- familiarize themselves with the Lithuanian tales of magic;
- distinguish the tales of magic from the other types of tales in the Lithuanian narrative folklore;
- raise awareness of cultural, social and educational differences of the source text and the target text ;
- extend reading skills through the tale both in Lithuanian and English;
- extend artistic reading skills through the tale both in Lithuanian and English;
- extend reading skills through narrative in their radio tribute;
- select the appropriate music background for the radio show;
- learn the basic principles of web radio broadcast production.

b. Digital Skills Aims

Students are expected to:

- use ICT as tools and learning resources: search for information on the net;
- develop collaborative learning skills by creating the material through applications that allow sharing;
- record the texts and edit the recording using a recording software program.

c. Transversal Skills Aims

Students are expected to:

- develop their collaboration and interaction skills to achieve cognitive goals;
- develop their critical ability and creative thinking;
- express themselves through artistic creation;



- express themselves emotionally through the recording process and music and art activities;
- share their experience with students from other schools while listening to the broadcast and communicating.

8. Relevance to the School Curriculum

The proposed educational scenario is part of the Language (Lithuanian and English), Drama, Music and ICT curriculum.

Language: production of written and oral language both in Lithuanian and English, development of critical ability and creative thinking by comparing the two languages, translating from source text into the target text, by searching for new words and their meanings, practicing communication skills against the audience of students.

Drama: students practice acting the Lithuanian tale of magic both in Lithuanian and English in an appropriate tone, rhythm and stress.

Music: students choose the appropriate recorded folklore music played on the Lithuanian stringed musical instrument, performed by the student and incorporate it in the show.

ICT: recording and editing.

9. Prerequisites / Prior Skills and Knowledge

The students are able to work collaboratively in groups, familiar with new technologies, use a computer as a learning tool for searching information from different sources on the Internet, able to use a word processor in shared workspaces and work on recording software programs.

10. Brief description

The educational scenario relates to students' ability to understand and analyze the Lithuanian narrative folklore and its social, cultural and educational aspects as related to the tale of magic 'The Twelve Brothers, Twelve Black Ravens'. It aims at communication, reading-acting aloud in an appropriate style both in Lithuanian and English, communicating creatively with other students while working in groups. The collaborative work, sharing experiences related to knowledge, developing ideas, finding and constructing knowledge are fully exploited in the educational process within the work plan.

It is necessary to introduce Lithuanian narrative folklore and the tales of magic before presenting the tale 'The Twelve Brothers, Twelve Black Ravens' in Lithuanian and English. It is likely that different opinions will appear after the activity to point out the differences and similarities of the Lithuanian tale and its translated version. Other activities can be done in a group – collaborated method. Being involved in this lesson students are expected to develop motivation, knowledge and ability to formulate in Lithuanian and English 4-5 positive values as detected in the tale.

11. Assessment

Assessment of students' work is done by both students and teachers concerning the achievement of the aims and objectives in the way the group collaborate and show their different attitudes and emotions (satisfaction, difficulty, fun) during the training of the scenario.

The evaluation of students' work is fulfilled in three forms: initial, formative and summative.

A. Initial: distinguishes students' prior knowledge about Lithuanian narrative folklore, characteristic features of the tales of magic and the Lithuanian tale 'The Twelve Brothers, Twelve Black Ravens'.

B. Formative: takes place during the fulfillment of the activities by saving students' work in shared Google documents where students can return to complete and correct their writings. Therefore, the reviewing of the material and stating what is right and what is wrong contribute to students' correcting their oral skills both in Lithuanian and English.

C. Summative: summary and feedback to evaluate the achievement of the objectives. Students write a reflection in Lithuanian and English related to four or five positive values and ideas of the tale. At the end of the integrated lesson a discussion follows on what students like, what they did not like, what they found difficult and what else they would

like to include (teacher-student reflection on the learning process). A questionnaire with close- and open-ended questions to record students' opinions can be useful.

12. Technical Infrastructure

The script can be implemented in a classroom with a mobile laboratory or in a computer class. Computers should have the access to the internet and should be updated with various generic software programs, such as open word-processing and presentation (Google Drive), Audacity recording software program, interactive communication tools, e.g., Skype. All of the above software programs are open source and can be installed without any charge.

The classroom should be equipped with laptops, printer, scanner and projector to present, microphone, speakers and web-camera.

13. Classroom organisation

The layout of the desks facilitates the group-collaborative teaching method and the roles in each activity are distributed at group level.

The class is organized according to working in groups and working as a whole class.

The teacher's role is to coordinate and encourage the groups, guide when necessary, intervene as group assistant upon students' request and support the learning process. The teacher prepares and studies the websites that students will investigate, creates the worksheets for the groups and ensures the laboratory is working properly and smoothly.

14. Description of Activities

Discussion (Critical thinking activity):

Students are invited to discuss the following questions after the narration of the tale both in Lithuanian and English:

- Palyginkite, kokio ilgumo sakiniai vyrauja lietuviškame ir angliškame pasakos variantuose?
- Kaip kalba veikia pasakos ritmą?
- Ar išversta į anglų kalbą lietuvių liaudies pasaka nepraranda kultūrinio aspekto?

The assignment is overall supervised by the teacher.

Activity 1:

Description

Students are divided into groups to answer and write down the response of Activity 1. They work in the shared Google Doc and write down the serial number of their group. They are asked to insert the sentence in bold they see on the worksheet for the activity in the paragraph taken from the tale in English. Students fill in the response in the shared folder on Google Drive.

The assignment is overall supervised by the teacher.

Activity 2:

Description

Students are divided into groups to answer and write down the response of Activity 2. They work in the shared Google Doc and write down the serial number of their group. Students are asked to translate the passage from the Lithuanian tale of magic 'Dvylika brolių juodvarniais lakstančių' into English.

Additionally, students may consult on line dictionaries. The translation of the passage is downloaded in the Google Drive shared folder.

The assignment is overall supervised by the teacher.



Activity 3:

Description

Students are divided into groups to write down their comments on 3-5 functions of the tale 'The Twelve Brothers, Twelve Black Ravens'. They work in the shared Google Doc and write down the serial number of their group. The activity can be performed in both languages: Lithuanian or English. The analysis is done according to Vladimir Propp's method of functions in folktales.

The assignment is overall supervised by the teacher.

Activity 4:

Description

'Reflection'

The teacher, through guided questions, elicits from the students the pedagogical benefit of the process. Next, students individually write down a final evaluation of the tale by formulating 4-5 positive ideas and comment on the integrated lesson of the Radio Show.

15. Material and Resources

SOURCES

1. Recording preparation

Dumčiuvienė V., Dulevičienė V. Literatūra 9 klasei. K., 2016

<https://www.bing.com/search?q=pasaka+dvylika+broli%C5%B3+juodvarniais+lakstan%C4%8Di%C5%B3+analiz%C4%97&qsn=&form=QBRE&sp=-1&pq=pasaka+dvylika+broli%C5%B3+juodvarniais+lakstan%C4%8Di%C5%B3&sc=0-45&sk=&cvid=B15011E1DA874652A9603EC3BD1129B7>

<http://www.fairy-tales.parnas.info/en/lithunian/twelve-brothers.html>

<http://www.15min.lt/naujiena/aktualu/lietuva/profesore-grazina-kazlauskiene-ko-troksta-herojai-ii-56-649387>

Sauka L. Lietuvių tautosaka. K., 1999

http://www.xn--altiniai-4wb.info/files/literatura/LA00/Donatas_Sauka_Pasakos_su_heroje_moterim.LA0900B.pdf

<http://www.bernardinai.lt/straipsnis/2016-07-01-ko-troksta-pasaku-herojai-ii/146167>

TEACHING MATERIAL

1. WORKSHEET FOR ACTIVITY 1
2. WORKSHEET FOR ACTIVITY 2
3. WORKSHEET FOR ACTIVITY 3

16. Products

In this section attach or give links to the products and artefacts of the learning scenario, such as the web radio broadcast, radio scenarios, interviews questions and results, photos etc.

This section will be completed after the implementation of the learning scenario.

1. THE RADIO SPOT

2. POSTING THE LOGO:

3. THE SHOW:

