

# Study of Prose Fiction: Orientation in Space and Time

by Mattie Jackson

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> <li>• Systems Iceberg</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> <li>• Identity</li> </ul> <p><b>Overview:</b> Students have a better understanding of who they are, how they speak about themselves and how they can reframe their thinking for a positive outcome. This ultimately impacts how they approach their academic studies and service work.</p>
<b>Context of lesson/case study:</b>	<p>Mother Tongue Language &amp; Literature Study of Prose Fiction (novel, short stories)</p> <p>Global Context: Orientation in Space and Time</p>
<b>Participants (# and description):</b>	MYP Mother Tongue Language and Literature lessons (multiple languages in one group)
<b>Topic, Theme, or Key Understanding of unit/project:</b>	Key Concept: Connections Related Concepts: Character, Self-expression, Identity
<b>Length of unit/project:</b>	n/a
<b>Resources/materials &amp; setting required:</b>	-

## Lesson Plan/Description of the Project:

**The Sustainability Compass** tool is used to organise and encourage discussions about the literature studied in a middle school Language & Literature unit. Students use the Compass as a tool for guiding discussions about the individual novels they are reading in their Mother Tongue lessons. Students meet with their Mother Tongue tutors after school in their respective language groups. They come together twice per week to discuss the literature in English and learn literary analysis skills. They are more empowered to share their own culture ideals and beliefs conveyed in the individual novels they are studying through reflecting on the guiding points on the Compass. It brings the students together, using a common language, to better understand and appreciate each other's cultural differences. Students look for and can see connections between their own culture and that of their peers. The characters in the literature are discussed in connection with their environment and community and also what the students know from their own experiences.

**The Iceberg** tool is used to aide middle school students in identifying how they express themselves and the behaviour that follows. Fixed mind-sets result in negative thoughts and behaviour. Reframing what they say is important to encourage a positive outcome and to feel better about their own identity, thus encouraging a growth mind-set. Students with a positive mind-set will have positive experiences at school and adapt better to whatever environment they find themselves in. Having confidence will help them transfer skills from mother tongue lessons to other subjects. Using the 'Iceberg for I Am Change', they recognise what triggers their behaviour and how they react. They learn to change their mind-set and become proactive in their acceptance of themselves and their ability to succeed. The Iceberg tool can also be used to guide literary discussions and

analysis. Above the surface are the characters, setting and plot. Below the surface are the bigger ideas, which require a more in depth analysis. Such as themes, literary devices and writing styles.

- Each language is working with an external tutor in the target language. The novels are individual to the target language and selected by the MT tutor.
- The two lessons per week are with the MT coordinator. These lessons are used to generate discussions about the literature and share cultural traditions and beliefs. Especially those illustrated in the novel. The themes found in the literature are discussed and compared in context of the student's own experience and cultural beliefs.
- The Sustainability Compass is a good tool to use to organise discussions linking the novel to the four points on the Compass.
- From these discussions, students learn about other cultures and are able to empathise with their peers and better appreciate their differences. We can tap into elements of International Mindedness through this.
- The Systems Iceberg tool is used to help students identify and improve the language they use to think and speak about themselves. Often students are not aware of the way they negatively speak about themselves or their culture. When students are given the opportunity to look closely at what they believe to be true and what they say about themselves, they soon realise there is a gap. Correcting this leads to a more productive, positive outlook, creating a Growth Mind-set.

**Teaching tips/ideas:**

- Discuss the four points in advance before linking it to discussions around the novels studied.
- Allow students to share their own personal experiences linked to the four points of the Compass.

**Reflection**

**Plusses:**

- Common language used
- Guides literary discussions
- Beginning the academic year with an identity unit linked to literature

**Challenges:**

Some students are reluctant to speak in English. While the Compass tool provides a common language, time needs to be given to English language learners to process first before speaking.

**Suggestions for other practitioners and educators:**

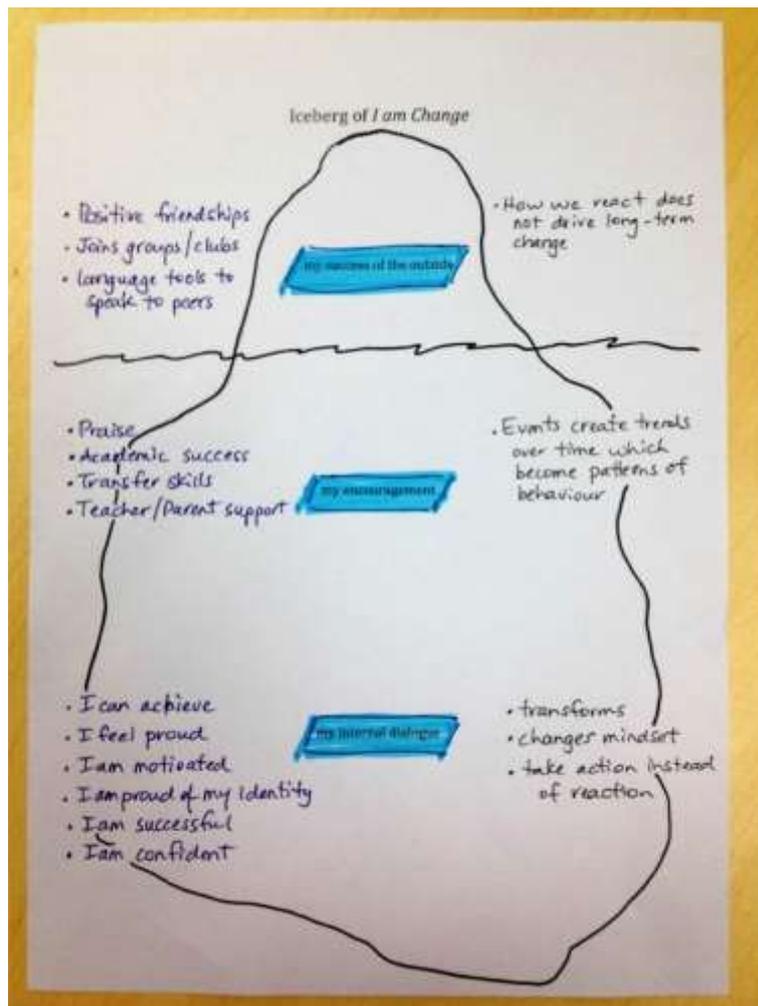
Students feel empowered to help others when they first feel safe and valued as an individual. These first steps come from learning and accepting who they are and where they come from. Language is linked to identity. When young people have built up a linguistic data bank they are then better equipped to service the needs of others. They use and practice their language skills in the various appropriate groups they are members of. English language learners need to develop and practice skills that give them confidence to work alongside their peers. Allowing students to first think and create in their mother tongue language will help them to better understand concepts expected from them in using the English language.

**Evidence and Resources:**

See next page



Compass Group Discussion



Iceberg of I am Changed

Compass Education

- Empower & Connect Learning Communities to Educate & Act for a Sustainable Future -



*Submitted by: Mattie Jackson, 2017, Mother Tongue Coordinator and EAL Specialist, Chatsworth International School, Singapore*