

# QuaMMELoT



## Book or Comic Book

### Learning goal:

This activity aims at engaging the pupils' collaborative learning and creative expression by creating a book. The pupils will, through practice get an understanding of the process of writing book i.e inspiration- stage, writing style, structure and set-up. The pupils will practice their social competences by working together in teams in the process of creating a book. They will all have a personal responsibility for a good cooperation in the team and for a good final product.

Books come in many genres, sizes and presentations. It is expected that the pupils will have a common understanding of what a book is, and general knowledge of several literary genres. However, there might be different understandings of what you are supposed to write in books. History shows that several writers have been exiled from their countries of origin for writing books with a political or religious message. The teacher can choose to encourage a dialogue on this in the first session.

The pupils are expected to get a greater understanding of a specific literary genre. They are expected to work with their creative skills in the development of a story line and the creation of illustrations that complements the story. The pupils are supposed to develop a playful attitude towards the written language, working with the "voice" of the storyteller and the different characters in the story.

Furthermore, the pupils will activate their digital skills, as they will edit the book through digital programmes.

The activity of creating a book can both be used in relation to subjects in first language classes such Danish, Italian, Spanish, Greek or in second and third language classes i.e. English, French or German.

## Preparation:

- Firstly, the teacher decides if she/he will introduce a specific genre to the pupils.
  - o The activity could be continuation of the teacher's introduction to a literary genre i.e. fairy tales, poetry, novels etc.
  - o The activity could also focus on comics as a genre, emphasizing on the combination of pictures and few sentences. It might be easier for newly arrived bilingual pupils to participate fully in the production of comics.
  
- The teacher decides upon the length of the book or comic book – how many pages?
  
- The teacher decides whether he/she wants the pupils to develop the book/ comic book online, in programmes such as Book Creator (for developing an e-book) or Strip Designer. If so, the teacher might need to add time to present the programmes.
  
- The teacher has prepared the groups, consisting of 3-4 pupils, taking especially into consideration who the newly arrived bilingual pupil should be working with. Should he or she be in a group where one of the pupils speak the same mother tongue? Does he or she have a good friend it could be relevant to group her/him with? Etc.
  
- The teacher consider the possibility of exhibiting the books in the school's library or the local library in town.
  
- It will be relevant to consider whether there will be any words in the presentation of literary genres that will need further explanation. Might there be words that none of the pupils actually know the meaning of? Might there be words that will need translation into other languages? The teacher can discuss the complicated words in class, letting the pupils explain how they understand it.
  - o Furthermore, in relation to language, the teacher should prepare for a dialogue on the writing style in relation to the genre, what are the lingual indicators of the genre?

## Equipment/ practicalities:

Computers, Ipads, Comic Apps or pen and paper.

Useful programmes for online book productions:

Book Creator (for e-book), see tutorial movie on: <https://bookcreator.com/>

Strip Designer (for Comic Books), see tutorial movie on:

<https://www.youtube.com/watch?v=3CH269jvAyw>

More information:

<https://www.emu.dk/modul/brug-tegneserier-i-din-undervisning>

Session:

## Step 1: INTRODUCTION

Time indication: 2x45 minutes

The teacher introduces the activity; that the pupils will work with the book as a media. If the teacher has decided to work with comic books, it should be introduced instead, and the following discussion should take it points of departure in comic books. The teacher can encourage a discussion on the importance of books, starting from what the pupils have read, why and whether it has touched them, to a greater discussion on the possibilities and limits the book as a media to influence/ or have a voice in national and international debates. The discussion can focus on important present and/or historical books.

Then, the teacher introduces the genre that the pupils will work with.

The teacher will repeat the narrative structure of the literary genre, and present how it can be reflected in the writing style. (For instance fairy tales begin with: "Once upon a time...", common numbers are 3, 7, 9, 12 og 13, the characters in the story are quite simple some are good and some are bad, it often ends with: "... and they lived happily ever after" etc.).

The pupils will be divided into teams of 3-4 people and they will brainstorm over a story line. The pupils have to decide on a theme and to develop a rough story line before the end of the session.

In the teams, the pupils will be asked to reflect upon:

- What a good story is and what features does a good story contain?
- What kind of individual characters are important for the story and why?
- Is the location and environment important for the story?

## Step 2: THE WRITING PROCESS

Time indication: 2 x 45 minutes x 2 (maybe more or part of the production is homework)

If the teacher has decided to work with Book Creator or Strip Designer, the pupils will be introduced to these programmes, if they do not already know them.

In the teams, the pupils finish the draft of the story line and decide who will write the story to a complete text and who will take photos or draw pictures to support the story theme. The team decide what part of the text that will be illustrated.

While the pupils, who are writing the story, begin this process, the pupils who will take photos or draw pictures will reflect on:

- How do you take a good photo/paint a good picture– how do you decide that a photo is good?
- How do you make the "mean" people or a dangerous situation appear so?
- How do you make people appear good and a situation appear comfortable? (do you need specific colors, locations etc.).

After the reflections, the pupils begin to take photos/ draw pictures to add into the book.

If the teacher has chosen to focus on comic books, the team need to be in a constant dialogue on the text and pictures in order to ensure coherence between the two elements.

### Step 3: SETTING UP

Time indication: 3 x 45 minutes

The pupils develop the set-up of the book. If they are writing a book, it is suggested that the pupils do so in Book Creator.

Alternatively, the book is written in Word and pictures are added in this document.

If the pupils create a comic book, it is suggested that they set it up and work directly in Strip Designer.

In the teams, the pupils will look the story through, and check that it is ready for the book launch.

### Step 4: BOOK LAUNCH

Time indication: 2 x 45 minutes

The pupils present their stories by reading them aloud for their classmates, showing pictures etc.

The pupils will discuss the final result; what worked well, how does the story match the genre, they have been working with, and how do the pictures complement the story?

The books will be exhibited at the Schools library or the local library in town for a short period, thereafter, the pupils can bring the book home and present it to their families.