



Literacy KS 3

Myth Mixer

Learning Objectives

Organise and present information, selecting and synthesising appropriate material and guiding the reader clearly through the text.

Make different types of contributions to groups, adapting their speech to their listeners and the activity.

Use a variety of dramatic techniques to explore ideas, issues texts and meanings.

Develop an imaginative or unusual treatment of familiar material or established conventions.

Use ICT to enhance their learning and the quality of their work.

Resources

Worksheet 1

Worksheet 2 [This may be used to extend the lesson or be a homework task]

Introduction [Whole class]

Reference to the game: Myth Mixer section. This part of the game could be included as part of the whole class discussion.

What does it mean to gain a reputation?

Are some reputations 'fed' by stereotypical expectations e.g. the bully, the bimbo, the boff, the cool dude etc.

What might it mean for a school to have a reputation?

What perceptions of the school could alter its reputation positively and negatively? [academic performance, behaviour of students and staff, un/welcoming environment]

How do we gauge if a school is performing well and if the image is as positive as it could be?

What are the advantages/disadvantages of comparisons with other schools?

Activities for Individual and Group Work

Worksheet 1: Activities 1 and 2 could be organised as follow up to the whole class introduction as paired or small group activities.

Worksheet 1: Activity 3 could be an individual activity with the web page presented by each individual, negotiated within the group or teacher directed from the draft work completed.

Worksheet 2: Activities 1 and 2 are alternative follow up activities to the class discussion or they could be extension activities.

Plenary

Review material collected from surveys.

View and discuss the development of performance work.

Learning Outcomes and Assessment Opportunities

Identify some of the reasons why an individual or a school's image or performance may be viewed positively or negatively.

Ability to collaborate in the presentation of performances which explore character, relationships and issues.

Ability to consider how information found and developed using ICT should be interpreted and presented in forms that are sensitive to the needs of particular audiences, fit for purpose and suit the information content.