

CHILDREN IN THE
WILDERNESS



International Literacy Day Lesson Plan



*“The more that you read, the more things
you’ll know. The more that you learn, the
more places you’ll go” - Dr Seuss*

INTRODUCTION

World **Literacy** Day is celebrated every year (annually) on the 8th of September. The aim of World Literacy Day is to highlight the importance of literacy to individuals, communities and societies.

Use your Eco-Club lesson in the week of the 8th of September to remind children about why reading is so important. Keep it fun and light, and **encourage** them to leave that day with a library book from your school library.

LESSON PLAN

Read through the lesson plan in order to organise your Eco-Club session. Make use of the vocabulary list at the end of this lesson plan. Any word that is **bolded in red** in the lesson, will be in the vocabulary list. Thereafter, follow the numbered steps in order to conduct your lesson.

If you have a library centre at school, perhaps conduct part of the lesson outside under the trees, and the other half in the library.

Try and encourage the children to take a book home with them during the week of International Literacy Day.

Note: A clever way of making sure the children choose a book that is right for their reading level, is to do the five finger test. They should open the book on the first page, and start reading. Every time they don't understand a word, or can't **pronounce** it, they should put up a finger. If they have all five fingers up after reading the first two pages, they know that the book is too difficult for them.

Note: You can choose reading books in English, or in the children's home language.

**“You can find magic
wherever you look.
Sit back and relax,
all you need is a book.”**

- Dr. Seuss



STAGE 1 – ENERGISER



ACTIVITY

Broken Telephone

Time: 15mins

Activity relevance to the topic: Practising speaking and listening skills

This is a little game to help children with their speaking and listening skills and it develops pronunciation (saying a word correctly) awareness.

Have the children sit in a circle. Decide which way around the circle the message should be passed (clockwise or counter clockwise). The Eco-Mentor whispers a sentence to one person in the group, which he or she must then memorise and pass on to the next person in the circle, by whispering what they heard into the next person's ear.

For example, the Eco-Mentor could say: ***The excited elephant eats eighty eggs.*** Children cannot ask the person to repeat the message – they have to pass on what they've heard. That's the fun part of the game 😊

The next person will pass the sentence on to the person next to them in the circle, and that person will pass it to the next person in the circle so on until it finally gets to the last person in the circle. The last person will then have to stand up and say what they heard.

Eco-Mentors can construct sentences with words that may sound similar to others, like working (walking), lazy (lady), grass (glass) and so on. It's really funny hearing the sentence at the end because it is often a mad distortion of the original. The children often have a good time laughing at how silly it all became in the end, and more importantly, realise the value of proper pronunciation.

Debrief: Talk to the children about how important it is to speak slowly and clearly, and to pronounce words properly, to make sure that people have heard what you said.



STAGE 2 – THEORETICAL LESSON



OBJECTIVES

To realise the importance of reading. To read together as a class.



DISCUSSION

Discussion – Why should I learn to read?

Time – 15mins

Location – Under the trees

1. Talk to the children about why it so important to read – ask them to share their ideas with you, and then discuss the points below:
 - It teaches you things you may not have known
 - It teaches you new words
 - It enhances your **imagination** – for example, reading about a country you've never been to before can make you feel like you have been there before, like you know what that country is like because you've learnt about it in your book
 - It is a form of entertainment – it is fun to read!
 - It improves your writing skills
 - It helps you speak better by teaching your basic sentence structures and grammar
 - It improves your communication skills
 - Nearly every job you do will require that you can read and write
2. Now, choose a book that is age appropriate for the children, and read it out loud to them. This can be in English, or your home language.

Show them the pictures as you read, and explain any words which they do not understand. Try and choose a book that is short enough to finish so that the children can complete the next step in the lesson plan.



STAGE 3 – DIRECT EXPERIENCE

OBJECTIVES

To practise the important skill of writing.

ACTIVITY

Activity – Write a letter

Time – 20mins

Materials – Pens/pencils; Paper

Location – Outside (if they have something to press on), otherwise inside the classroom at a desk

1. Have the children write a letter to one of the characters in the book you have just read together.
2. They should write to the character of the story, and ask them questions about the story or more about the character. They could also propose a new ending to the story.
3. Their writing should be a page long. Collect the letters at the end of the lesson, just so that they children put in effort for this activity.



STAGE 4 – DEBRIEF

Round the lesson off by asking the children to sit in pairs and talk to their friend about the best book they have ever read. They should talk about the characters, where the book took place and anything else that made the book so special.

If they haven't yet read a book, they can talk to their partners about the book you read as a class.



EXTRA BITS AND PIECES

If you have access to the internet, you can have a look at these two websites, where you can find short stories written in both English and other African languages.

Use these two websites during your normal lessons at school and during Eco-Clubs, as there are many short stories written on topics that are relevant to these lessons:

<http://nalibali.org/>

<http://www.africanstorybook.org/#>

VOCABULARY

- **Literacy** – the ability to read and write
- **Encourage** – to give support, confidence, or hope
- **Pronounce** - make the sound of (a word or part of a word) in the correct way; to say something correctly, the way it should be said
- **Imagination** - the ability to come up with mental images of something that is not real or to come up with new and creative ideas; to see something in your mind, without having seen it before in real life

REFERENCES

You might like to read up more on International Literacy Day yourself, before you conduct this lesson:

- https://en.wikipedia.org/wiki/International_Literacy_Day
- <http://www.ampkids.com/blog/celebrate-international-literacy-day>
- <http://www.educatall.com/page/946/Appreciating-books.html>
- <http://www.readingbyphonics.com/early-start/why-should-children-read.html#.WZrTTz4jHIU>

