

# WORDS HAVE MEANING

## TEACHERS' NOTES

Teachers should read all the instructions intended for pupils but may find the following of further use. Overall we do not believe in prescriptive resources so each teacher is free to adapt the project to their needs and those of their pupils.

In order to benefit from the work of others and allow others to make use of your work, it is ideal if you can follow the majority of our suggestions in producing your project. Once we begin to upload the links to these projects, you will be able to use them as part of any learning programme you have.

The idea that others may be reading their work is a great motivation for pupils to carry out the projects.

## PARTICIPANTS

We suggest this project is done by students between the age of 11 and 15. This is an individual project and we feel it would be best done by individuals in a classroom situation.

## DURATION

An introductory lesson when either you, as teacher, will tell your pupils which piece of text to examine, or you will give them the opportunity to choose a piece of text. A second and maybe third lesson to think about and write their piece. A final lesson to sum up.

## LESSON GUIDELINES

You will first need to decide whether you are going to select the piece of text or give your pupils a free choice.

After that, I don't think you need any real guidance to run this session.

## GENERAL OUTCOMES

At the completion of this project the student will be able to:-

- understand, develop and communicate ideas and information
- give their opinion about a piece of written text.
- access, analyse, evaluate and use information from a variety of sources work to achieve a goal
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretative and critical
- understand the power of language to explore and express views
- understand the power of effective communication
- understand the independence gained from thinking imaginatively, interpretatively and critically
- use the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- recognise visual texts in a range of contexts
- use visual texts in a range of contexts
- read and respond to short written texts
- respond to increasingly complex written texts
- write short texts for everyday purposes
- compose increasingly complex written texts using language appropriately and effectively
- view and respond to a range of visual texts, media and multimedia
- communicate for a variety of purposes, in a range of contexts and with a range of audiences
- draw on background and experiences to respond to texts in ways that are imaginative, interpretative or critical
- express themselves
- explore social and cultural issues through texts