

Titel: The Heart and the Bottle

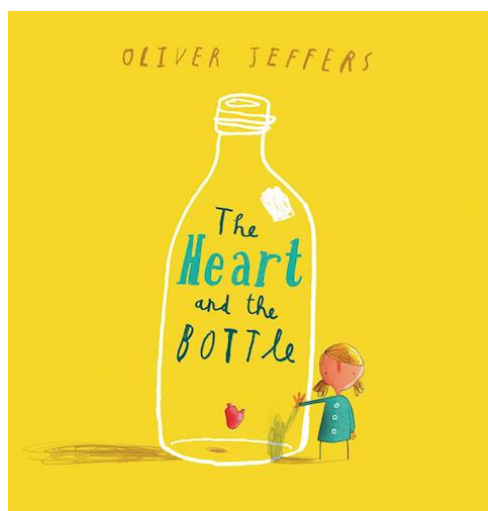
Tema: Growing up, relations, love

Fag: Engelsk

Målgruppe: 6.-8. klasse

Data om læremidlet:

Bog: Oliver Jeffers, Philomel Books, 2010



I den pædagogiske vejledning er vægten lagt på fortolkning, samtale og evt. præsentation. Det er arbejdet i forlængelse af tekstlæsningen og samtaler om illustrationerne, der er fokus på ift. at udfordre eleverne fagligt. Selve teksten er let og danner afsæt for at kunne have samtaler om værket og dets temaer. Opgaverne kan i de fleste tilfælde bruges direkte til eleverne og er formuleret med kursiv og på engelsk.

Faglig relevans/kompetenceområder

The Heart and the Bottle kan danne afsæt for at arbejde med flere af engelskfagets områder og faser. Ideer og oplæg i denne vejledning vil bl.a. skabe mulighed for at fokusere på samtale og præsentation herunder ordforråd inden for mundtlig kommunikation. Der vil også kunne sættes mål inden for kompetenceområdet skriftlig kommunikation både i form af receptive færdigheder i relation til tekstforståelse samt genrebevidsthed i relation til fiktive tekster. Også mål inden for produktion af egne skriftlige tekster med bevidsthed om den sproglige form og brugen af AI kan komme i spil.

Ideer til undervisningen

Before reading

Look at the title, the inside cover, and the cover of the book. What do you think the story is about?

Reading

The text is rather easy. The most interesting thing about it is the interpretation, but it's important that the learners understand the text in detail. Let them read with a partner or two. If necessary, they can stop

while reading and talk with the partner about the plot.

After reading

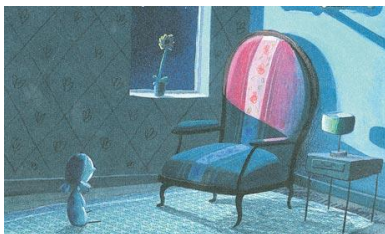
You can pick the exercises that relates to your goals and to the learners' level.

The chair – vocabulary and interpretation



Picture: <http://campariandsofa.com>

- *How would you describe the colour of this chair, is it a warm or a dark colour? Does it look comfortable? Would you like to sit on it? Why/why not?*
- *What kind of person would sit in such a chair?*
- *Who is the person we see on all the pictures in the beginning of the book?*
- *How would you describe the mood in the room where the chair is?*
- *How has the moonlight changed the colour of the chair? What does it mean?*
- *What does the 'empty chair' represent in the story?*



Picture: <http://www.theguardian.com>

The girl - vocabulary and interpretation

- *Make a list of words / phrases that describe how the girl feels at the **beginning** of the story, in the **middle** when she finds the empty chair, and at the **end** of the story.*
- *If you could ask her how she was feeling, what do you think she would say?*

Oral work – interpretation

The girl's head is filled with 'all the curiosities of the world'. Talk in class about what a curiosity is.

- *Make a list of all the 'curiosities of the world' from the girl's point of view.*

- *What does it mean to be curious from your point of view? What things are you curious about? How could you find out more about them?*



Picture: <http://www.oliverjeffers.com>

Use AI

The learners can integrate AI working with the suggested exercises. Use the AI which is available at your school. Let the learners take steps asking the same question, asking the question in different ways and maybe also ask different AI-generators.

The aim could also be to have a dialogue with the AI based on 'Socratic prompting' that focuses on encouraging deeper thinking and reflection. The point is that the student can use the 'answers' from the conversation to draw their own insights, illuminate ideas and stimulate critical thinking.

The questions could be: could it be other things than already mentioned? * could other aspects be relevant? *how could it be even clearer/more specific? *what could opposite perceptions look like? *could the answer be connected to cultural or geographical origin or to age?

Summarize on the results in class.

- *What can an AI say about "curiosities of the world"? Work in groups of three and ask the question the class has agreed on. Share the answers with learners from other groups. Why might the answers not be the same?*
- *Put 'the same' question, but in a slightly different way. Do you get the same answer? What are the differences?*
- *You might also put your questions to another AI than you used in the first place. Does it have an impact on the answer?*
- *You can choose to re-prompt and engage in some kind of conversation with the AI (Socratic prompting)*
- *What do you think of the answers compared to your own thoughts of 'curiosities of the world'?*

Oral work – interpretation

- *What is it that makes the little girl put her heart in the bottle and why is it so difficult for her to get it out of the bottle after it has been in there for all those years?*
- *Why is the little girl able to get the heart out of the bottle when the person who owned the heart couldn't?*

- *Tell the story of 'The Heart in the Bottle' in your own words explaining the things that happened, and why.*

Writing and conversation/presentation

If you want the students to work beyond the book integrating written work or presentation, you can use the ideas in this section.

- Watch [this video](https://www.youtube.com/watch?v=w-8ydwV45no) (<https://www.youtube.com/watch?v=w-8ydwV45no>) about the author. Which impression do you get of him? Can you think of questions that you might like to ask him?
- Talk to a partner about your questions. Why are they important to ask?
- You might make a role play one being Oliver Jeffers and one being an interviewer using your planned questions.
- The girl takes delight in finding new things. Plan an activity /trip in which you would be able to find out new things about a topic you are curious about. What will you need? Where might you go? Who would come with you? Share a presentation of the trip.

New version – writing or telling

- Use the first line of the story ('Once there was a girl, much like any other') to start your own story. How will it be similar / different to the original?
- Retell the story from the girl's point of view.