

**Activity 3:** Teaching Language and Literature through the lens of critical literacy\_Theatrical Convention- 60 m. – LO 3

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
3.	60'	<ul style="list-style-type: none"> <li>- Divide students in groups of 4.</li> <li>- Assign to each group one of the following theatrical conventions:               <ul style="list-style-type: none"> <li>a) Role play;</li> <li>b) The mantle of the expert;</li> <li>c) The corridor of thought.</li> </ul> </li> <li>- Ask each group to prepare a classroom activity encompassing the theatrical convention they were assigned for the text selected during the previous activity of the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>- Each group prepares a classroom activity encompassing the theatrical convention they were assigned for the text selected during the previous activity of the workshop.</li> <li>- Each group performs or shows their activity to the whole classroom.</li> <li>- All students are engaged in a discussion of the developed activities with the whole classroom.</li> </ul>	3.
Preparatory tasks for Students (if they needed):	Read the section 'Theatrical conventions to be used when analysing texts to promote EDC/HRE and Intercultural Education' from the Session's Paper.			
Teacher's preparatory actions:	Find and project short videos on the 3 aforementioned theatrical conventions to use them as examples.			
Notes:	Explain to students that theatrical conventions are mostly used to pinpoint and highlight relations of power and oppression.			

