

**Activity 2:** Teaching Language and Literature through the lens of critical literacy\_3  
texts of children’s literature - 60 m. – LO 2

Students’ activity	Timing	Teacher’s Actions	Students’ Actions	Related to Session’s ILO
2.	60’	<ul style="list-style-type: none"> <li>- Divide students in groups of 4.</li> <li>- Give to the groups a selection of 3 relatively short texts of children’s literature (1-1.5 page each).</li> <li>- Ask each group to select one text that they believe that is more appropriate to be used in teaching to convey the goals of EDC/HRE and/or Intercultural Education.</li> <li>-Discuss with the whole classroom which text is the most appropriate and why it should be selected.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the 3 texts of children’s literature.</li> <li>- Discuss the characteristics of each text in your group.</li> <li>- Examine with your group the characteristics of each text vis-à-vis the criteria for the selection of appropriate texts to promote EDC/HRE and/or Intercultural Education. The checklist provided in the appendices will facilitate your discussion.</li> <li>- Select with your group the most appropriate text.</li> </ul>	2.
Preparatory tasks for Students( if they needed):	Read the section ‘Children’s literature for EDC/HRE and Intercultural Education’ from the Session’s Paper.			
Teacher’s preparatory actions:	Find and prepare the 3 texts of children’s literature to be used for the selection. Use the criteria for selection to include a text that is appropriate and 2 other texts that are not (that) appropriate.			
Notes:	You may choose a single type of texts of children’s literature (i.e. tales).			