



HOLLY'S HEROES

TEACHER'S GUIDE

Holly's Heroes

– Teacher's guide

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A. Purpose:

Holly's Heroes gives students a chance to practice their listening comprehension. It also helps students developing their level of understanding when it comes to "living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used." The topics are easy to rely to which means that the programme is an excellent way of dealing with subjects familiar to the students.

A. About Holly's Heroes

When 14-year-old New Zealander Holly McKenzie arrives in the Australian seaside town of Woolich, her dreams of playing basketball with the RAMS, one of the best junior basketball teams in the district, are quickly shattered. Determined to prove her ability, Holly forms her own team—the OUTLAWS. With basketball as a backdrop, Holly's Heroes is a story about being the new kid on the block, the importance of friendship, the value of teamwork, first love, and the rewards that come from participation and the simple love of sport. Holly learns that the feeling of belonging she achieves with her team is far more important than simply winning.

B. Suggestion on work procedure

Before the programme (pre-understanding)

Introduce the program by asking the students if anyone has been to Australia or New Zealand. Use a map to visualize where you find these countries. Talk about what you know about these two countries. Use the whiteboard to draw a mind map of the two countries according to what your students suggest. Save this yourself or let your students write it down for later use. (Lgr11 realia)

Watching the programme

Depending on your students' level of understanding you might want to prepare a wordlist. This can be used as a support and move focus from understanding words to focusing on the plot. You can make a pause whenever you feel that your students need an explanation. If you want to focus on vocabulary give your students a worksheet where they can write down words that they don't understand. Look it up afterwards. (Lgr11 – strategies to understand details and context in spoken language).

After the programme:

Topics:

These topics are being touched by in the episodes. Ways of working with them can be in oral or written production (or both). Since Lgr11 stresses that "In order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests" one should always begin a new topic by asking the students what they associate/think of when they hear the subject .

Topics: the numbers after each topic represents the episode that they're in.

- Being new in a class; challenges and advantages (1,2)
- Family issues; what happens when a parent favour one sibling of another? (1,2)
- Sports; do you have something you are really interested in? What and why? Go pro early – for or against? (all episodes)
- Friendship; protect each other
- Worrying about being to “nerdy”? The right to be as you are (3)
- “Taking a change take guts” (4)
- Motivation – believe in yourself, how do you do that? What makes you motivated? (7)
- “Step outside your comfort zone” what does it take for you to step outside it? (10)
- Mistakes; make one and you're out? True or false? (12)
- Winning – at any price? (13)
- Meeting old friends (15)
- Can parents do anything to protect their child? (17)
- Team spirit (19) How is it in your class? Make your own rules
- Being honest against friends and family (21)
- Game not important – the people you play with (26).

Ways to work with the programme

- **One-minute talk** – choose a subject and make the students talk for one minute about that. Suggest some words that they can use. Explain that it is speaking itself and not grammar that's focus in this exercise.
- **Group discussions** – divide the class into groups of four. Make sure that you take point from the episode you just have seen so that the students have something to

take a stand from. Have someone who takes notes in each group. When the groups are done you might want to gather the class again so that the different groups can present what they have been talking about. If a student worries about talking in front of the whole class encourage them to use their notes.

- **Debate** – Divide the group in two and choose a chairman and secretary. One group is “I agree” and the other one is “I don't agree”. Present the topic from the episode you have seen recently and make the groups prepare arguments. Stress that they have to prepare counter-arguments as well.
- **Power point** – You can do this in several ways; two ways of doing this is presented here. First; choose a subject where you want your students to associate and present their own thoughts and opinions. Second; choose a subject where the students can do research about. This exercise can be done individually or in smaller groups.
- **Essay** – practice your students' writing skills by choosing a topic to write about. One page is suitable. Practice your students' abilities to use grammar and vocabulary.
- **Posters** – Give your students a big paper, pens and crayons. Illustrate and write down your feelings and thoughts about one of the topics.
- **Dialogues** – write a dialogue based on one of the topics below. “Imagine that you are a...” This is a good way to practice speaking and writing in a more basic way. Write it down and read it out loud/ dramatize it.

Things to do later on/Extras:

- Realia: Learn more about Australia and New Zealand. Do posters, power points or a magazine.
- Crosswords – make your own crossword
- Interview other people what they think of the topics. Present in a magazine, movie or a poster.

D. Lgr11 and Holly's Heroes

In years 7–9

Parts of Lgr11 is being touched by Holly's Heroes and presented

Content of communication

Current and subject areas familiar to the pupils.

Interests, daily situations, activities, sequences of events, relations and ethical questions.

Views, experiences, feelings and future plans.

Living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used.

Listening and reading – reception

Spoken English with some regional and social variants.

Different types of conversations, dialogues, interviews and oral communications.

Strategies to understand details and context in spoken language and texts, such as adapting listening and reading to the type of communication, contents and

purpose.

Speaking, writing and discussing – production and interaction

Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.

Oral and written narratives, descriptions and instructions.

Conversations, discussions and argumentation.