

Read, Reap, Write

Facilitator's Guide

Name of Package	: Hatchet
Objective(s)	: Through a range of group and individual activities, students will answer thought-provoking questions about choices and hope when faced with life-threatening situations.
Target Audience	: Secondary 1 - 2
Recommended Duration	: 1 hour
Materials Required	: Sheets of mahjong paper, markers, A4 paper
Room Setup	: Tables and chairs in groups of four to six
Book Title	: Hatchet
Book Author	: Gary Paulsen
Call Number	: Y PAU

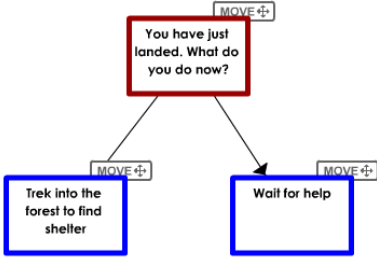
Notes to Facilitator

- Remember to take photos during the activity.
- **For DIY workshops**, a report must be submitted to your Read@School librarian. Please refer to Appendix A for a report template.

Time	Item	Materials Required
5 min	Introduction <ul style="list-style-type: none"> - Introduce the objectives of the workshop. 	
10 min	Reading the Extract <ul style="list-style-type: none"> - Give them the following background information: <p>Brian has crash-landed in the middle of the forests of North America. The forests are beautiful, uninhabited, and mostly untouched by mankind. They are also full of mosquitoes, hungry wolves, angry skunks, and large bears that will attack without any provocation. Brian has nothing with him, except the hatchet (a small axe) that his mother made him tie onto his belt before his plane took off. No friends, no modern technology and no way out. How will he survive in the wilderness?</p>	Extract

15 min	<p>Discussion Questions</p> <ul style="list-style-type: none"> - This section may be conducted with the entire class. Facilitators may also choose to separate students into discussion groups to answer different sets of questions. Students are to write down the key points discussed in their worksheets. - Note that starred (*) questions should be used for students who are able to handle more mature topics. Be aware of students who may be experiencing similar losses in their lives. <ol style="list-style-type: none"> 1. How do you think Brian is feeling right now? How would you feel? 2. Have you ever been or felt completely and utterly alone? What did you do then? What do you think Brian should do? (Use this question as a nudge/hint if students have problems answering Question 1.) 3. How do you motivate yourself when faced with an impossible situation? 4. What are the best ways to increase your chances of survival in a challenging situation? 5. What is the most challenging task you have ever faced? Did you finish it? 6. What attribute(s) do you think is (are) important for overcoming the challenges in life? 7. * Brian says later in the novel that he is full of "tough love". What do you think "tough love" is? Is it good, or useful? Why? 8. * We often think of heroes as people who show great resilience. Can you think of anybody in history, anyone famous, or even anyone you know who has shown great resilience in the face of great challenges? 9. * What are your greatest strengths? How might these strengths help you succeed in life? 	Activity Worksheet
30 min	<p>Activity 1: Write Your Own Survival Story</p> <ol style="list-style-type: none"> 1. Divide the class into groups of four to six. 2. Students will be asked to paint a scenario for another survival adventure of their own. 3. Guide students to use the following points to create an original and creative story outline, writing it out on a sheet of mahjong paper. <ol style="list-style-type: none"> a) Character: _____ Age: ____ b) Personality: _____ c) Previous experiences and survival instinct: _____ 	<ul style="list-style-type: none"> - Mahjong paper (One for each group of four to six students) - Markers

	<p>d) Survival situation: _____ (natural disaster, shipwreck, or other scenarios – add description)</p> <p>e) How does the character survive the life-threatening situation?</p> <p>4. Group presentation: At the end of the activity, have the students present their story outline in groups.</p>	
20 min	<p>Activity 2: Ours!</p> <ol style="list-style-type: none"> 1. Divide the class into groups of four to six. 2. Students will be given a survival scenario and must come to an agreement as a group on what to do. 3. To emphasise individual versus group decision making, split the session into two parts. <ul style="list-style-type: none"> - Individuals make their own selection first, on paper (5 to 10 min). - Groups then discuss and decide as a group. <p>Scenario:</p> <p>In the story <i>Hatchet</i>, Brian only has a hatchet for survival after his plane crashes. Imagine you are Brian and your plane has just crashed in the wilderness. Your group can only have one item to help you survive. What would you choose?</p> <p>Students may improvise unusual items such as survival packs (containing survival items), or choose an individual like survival expert Bear Grylls from the National Geographic series <i>Man Vs Wild</i>, or pick more ordinary items such as bows and arrows or a canoe.</p> <ol style="list-style-type: none"> 4. Group presentation: At the end of the activity, have the students share their decisions in groups. 5. (Optional) Here are some questions to ask them: <ul style="list-style-type: none"> - How was the decision made? - Who influenced the decision and how? - How could better decisions have been made? - Did people listen to each other? If not, why not? - Were there conflicts? How were they managed? - What kind of behaviour helped or hindered the group? 6. (Optional) Students can make their own Create Your Own Adventure story using the online tool to create a flow chart with various 	<ul style="list-style-type: none"> - A4 paper, pencils (provided by students) - <u>Optional resources:</u> <ol style="list-style-type: none"> 1. Survival lessons from Hatchet - http://www.artofmanliness.com/2010/03/11/10-wilderness-survival-lessons-from-hatchet/ (last accessed on 25 November 2014) 2. (Video – 4min 17sec) Bear Grylls Building a Shelter – http://youtu.be/c07X_UkU8wQ (last accessed on 25 November 2015) 3. Create Your Own Adventure Webbing Tool (Online): http://rwtinteractives.ncte.org/viaw_interactive.aspx?id=127 (Last accessed on 25 November 2014)

	<p>plot points: ReadWriteThink Webbing Tool http://rwtinteractives.ncte.org/view_interactive.aspx?id=127 (Last accessed on 25 November 2014)</p> <p>For example:</p> 	
<p>20 min</p>	<p>Optional Activity: Message in a Bottle</p> <ol style="list-style-type: none"> 1. Show students YouTube video of the movie trailer for Cast Away (starring Tom Hanks). (https://www.youtube.com/watch?v=PJvosb4UCLs) Find out if anyone has seen the movie. <p>For those who have not, tell them that the movie tells the story of a FedEx employee stranded on an uninhabited island after his plane crashes in the South Pacific.</p> <ol style="list-style-type: none"> 2. Ask students to imagine that they are stranded on a deserted island. Set up a scenario in which they have found some paper and pencil from the remnants of the crash. Ask them to write a message to their mother / father / best friend / loved one, to be put into a bottle. They are to include their feelings and thoughts about the experience in their letter. 3. When they are done, put all the messages in bottles and display them. Now get the students to walk around, read the messages in the bottles, and vote for the most well-written message. 	<ul style="list-style-type: none"> - A4 paper, pencils - Cast Away trailer (Video - 2min 32sec): https://www.youtube.com/watch?v=PJvosb4UCLs
	<p>Conclusion</p> <ul style="list-style-type: none"> - Summarise what the students have learnt during the workshop. - Distribute feedback forms (for workshops run by Read@School librarians). - Promote discoverReads. 	

Appendix A

Report on Read, Reap, Write

Fill out the following template and submit the report via email to your Read@School librarian.

Remember to include at least three photographs of the reading activity.

You may also submit the creative products that your students have produced.

Name of package	:	Hatchet
Date of activity	:	
School	:	
Class(es)	:	
No. of participants	:	

Description of Activity		
What went well during the activity?	:	
What part of the activity could be improved?	:	

Feedback from the Participants		
<i>*For each piece of feedback, please include the name of the student/teacher/parent and the relevant class.</i>		
Verbal Feedback	:	
Written Feedback	:	