

Representations of illiteracy: 4 silhouettes to speak about

Lire et Ecrire Communauté française

I. General information

Field :	Raising awareness towards illiteracy
Theme(s) addressed	Illiteracy: between generalities and specificities; making representations emerge and deconstruct them.
Target audience	Activity intended for trainers and future trainers but also for any person wishing to know more about illiteracy, i.e. teachers, civil servants, people working in the field of lifelong learning or socio-professional integration, culture, etc.
Pursued objectives	<ul style="list-style-type: none"> • Showing the diversity of profiles among illiterate people • Overcoming stereotypes.
Method(s) used	Intercultural approach, reflective practice, auto socio constructivism, development of critical thinking

II. Description

Practical modalities

Materials:

- 4 life-size 'silhouettes' (named A-B-C and D) of 4 different colours and coated with transparent plastic.
- White cardboard cards and coloured cardboard cards (1/3 of DINA4) in any possible colour (included the colours of the silhouettes).
- markers of every colour
- paperboard
- any other usual materials for a creative workshop (for instance cello tape)

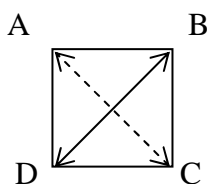
The activity is designed for 20 to 25 participants and it requires 4 leaders (2 at a minimum) and lasts 2.5 to 3 hours. The room should be big enough to enable participants to walk around.

Description of the main stage

Participative activity alternating individual work with work in small groups and work with the whole group.

The activity step by step

The 4 silhouettes (A-B-C-D) are arranged in the four corners of the room. Silhouettes A and C and silhouette B and D are placed crosswise opposite each other.



The participants are divided in 4 small groups. A silhouette is allocated to each small group and they place themselves to stand in front of that silhouette.

1- Each small group receive different instructions (all instructions are different and unknown to the other groups)

The instructions are the following ::

- a- visible characteristics of illiterate people (silhouette A)
- b-what an illiterate is able to do in daily life (silhouette B)
- c-invisible characteristics of illiterate people (silhouette C)
- d-what an illiterate is unable to do in daily life (silhouette D)

On a coloured card (1 colour/1silhouette), everyone writes elements that describe their silhouette according to the instructions received (one element by card and at least one element by person.) Then, exchanges within the small groups take place, WITHOUT judgement. When the time is up, all cards should be placed on the silhouette.

2-Each small group moves on to the next silhouette. After reading the cards on the silhouette, the group has to figure out what the original instructions were. From the hypothesis the group makes, everyone can write additional elements on white cards and tape them on the silhouette. It is forbidden to withdraw any elements.

3- Each small group repeats the procedure for each silhouette. It is essential to see all silhouettes and particularly the one that is the opposite of the silhouette the group began with (A<->C and B<->D).

4-Each small group goes back to its initial silhouette. The 'opposite' groups gather (A with C and B with D)

5-Exchanges aim at comparing, debating, wondering about the elements placed on the silhouette. A special attention will be paid to convergences and divergences that appeared on the opposite silhouettes. The results of those exchanges will be summarized on 2 big posters (1 for group AC and one for group BD). A spokesperson is designated to explain the poster to the other group.

6-The two groups share conclusions and thoughts. The productions are analysed and the necessary conclusions are drawn.

Remarks

This activity is to be found in the module 2 of a set of sheets organized in 3 modules.

Module 1 : Illiteracy in the world

Module 2 : Discovering literacy

Module 3 : Teaching methods in literacy

Those tools are to be used in training of trainers (beginners module).

III. Self-determination evidence

Based on reference documents, the leader of the activity encourages the group to practice a reflective approach on the mechanisms at stage in the construction of stereotypes and prejudices.

IV. Dissemination

Lire et Ecrire French speaking community of Belgium (see infos on the cover page)

Cécile Bulens

On demand, it is possible to organise a session in different places and for a different audience

V. Contact

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Status ASBL (Belgian Law of 1901)

Details

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