

RTÉ RADIO 1



SUPERDOG



ENGLISH CLASSROOM RESOURCES IN ASSOCIATION
WITH RTÉ LEARNING AND DEVELOPMENT AND JUNIOR CYCLE FOR TEACHERS
WWW.RTE.IE/DOCONONE WWW.JUNIORCYCLE.IE



RTÉ

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Supported by

RTÉ Radio 1 Documentary on One in association with **RTÉ Learning and Development** www.rte.ie/doconone and Junior Cycle for Teachers www.juniorcycle.ie

RTÉ Radio 1, 'Documentary on One - Superdog'.

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RTÉ RADIO 1



Documentary on One

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers

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Introduction

Every radio documentary is accompanied by a set of teaching and learning resources. The resources begin with a suggested plan for a unit of work using the learning outcomes from the Junior Cycle English specification. Worksheets are indicated by codes which include the name of the documentary, the worksheet (WS) reference number and the page where it can be found e.g. **(Superdog WS 2.1 -Pg. 11)**

Appendices containing additional resources (i.e. printable worksheets for students) can be found at the end of each unit of work.

This unit is organised as follows:

Pre-listening resources which encourage students to think around the central theme of the unit.

Active listening resources to promote careful listening.

Post-listening resources which are linked directly to the documentary content.

Resources for a summative assessment which focus on measuring the learning achieved by students in the unit.

In addition there are further reflective/ creative resources which could be used to support learning, teaching and assessment in the unit.

Teachers who choose to use these reflective/ creative resources can refer to the structure outlined in the Planning section and to the model used in the Summative Assessment section.





Rich Learning Experiences with RTÉ Radio 1's Documentary On One - Superdog

While this unit could be seen to address a number of Learning Outcomes in the English Specification the key outcomes addressed here are **OL 1, OL5** and **W3, W5***. The summative assessment tasks at the end of the unit facilitate the assessment of these learning outcomes. It is inevitable that other learning outcomes will be encountered but these are not the main focus of the unit.

* See Appendix for details of learning outcomes

Planning

As the diagram indicates, it is during the planning stage that the teacher will select the learning outcomes and design the teaching and learning around these learning outcomes.

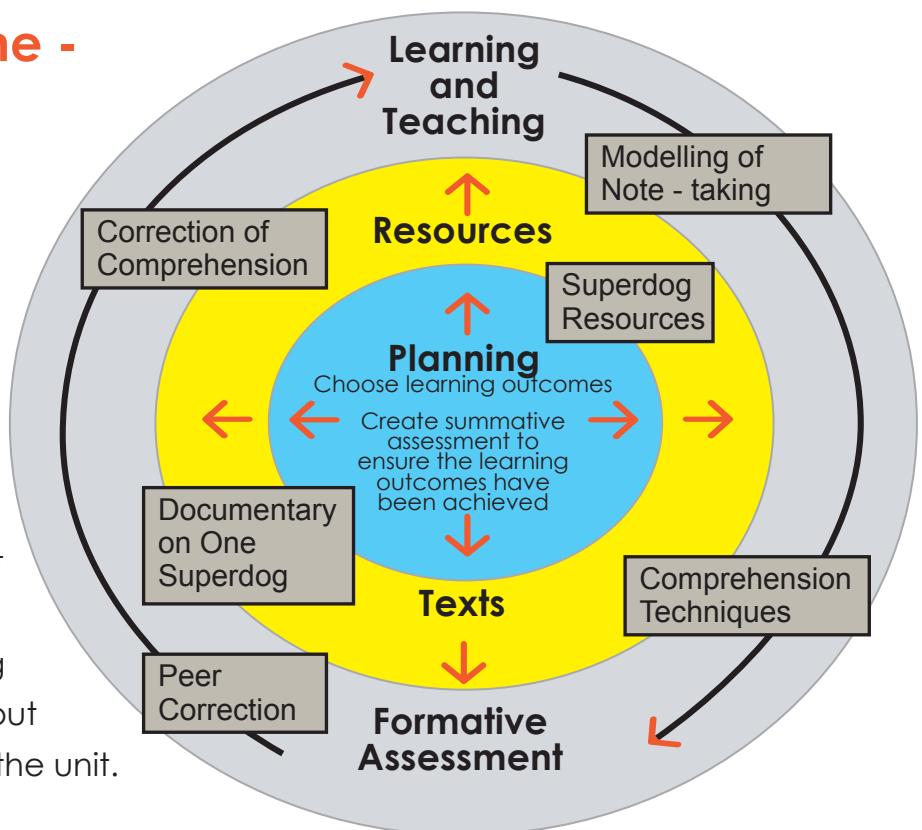
It is advisable to plan the summative assessment task in the initial stages to support the formative assessment throughout the unit. This ensures that the teacher can constantly monitor the learning of each student in terms of the chosen learning outcomes.

The teacher and/or students will select the texts, resources and materials required to support the learning outcomes.

Formative assessment will be ongoing throughout the unit to support the learning.

Learning Outcomes Addressed by the Unit

This is a unit of lessons focused on the theme of **independence** and using as its primary text the documentary **Superdog**.



Resources

About the Documentary On One - Superdog

Title

Superdog

Listening Duration

35 mins

Documentary Link

<http://www.rte.ie/radio1/doconone/radio-documentary-eoghan-clonan-superdog.html>

Relevant Links

Dogs for the Disabled

<http://www.dogsfordisabled.ie/>



Documentary Summary

Eoghan Clonan is ten and like many ten year olds he wants a dog but not your average mutt... Eoghan has a rare neuro-muscular condition called Pelizaeus-Merzbacher Disease which means he is a wheelchair user and has difficulty using his hands, amongst other things. After a two-year wait, Eoghan has been approved for his very own Superdog who will help him with things like getting dressed and turning on and off the washing machine. Now it's time for Eoghan and his father to go and meet Duke in Cork. Will Eoghan and Duke bond?

As with any text to be presented to students, it is strongly recommended that you listen in full to the radio documentary before introducing it to the classroom. This is to ensure its suitability in your own context and for all learners in your class. RTÉ and its partners cannot accept any liability should the content of any of these documentaries prove unsuitable for some learners or their teachers. All the pdfs and sound files are easily accessible in the "Educational Resources" section of the Documentary On One website www.rte.ie/doconone and the "Education" section of the free DocOnOne mobile app available on iPhone, Android and iPad. We hope that you and your students enjoy the documentaries and accompanying resources!

About Us

Documentary On One is a series of multi award-winning documentaries from RTÉ Radio 1. With almost 1,500 documentaries on offer online, it has the largest archive of documentaries available anywhere at no cost. All of the programmes are radio stories about real life.

In association with RTÉ Learning and Development, Documentary on One has chosen a range of radio documentaries which may be used in the English classroom. To complement these documentaries, a collection of free online teaching resources has been created to develop students' written, reading and oral proficiency.

These are based on the Junior Cycle Key Skills and Learning Outcomes in the new specification.



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PG NO.
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Statements for Walking / Seated Debate



<p>1 My parents don't know what's best for me, I do</p>	<p>2 Nobody is truly free or independent</p>
<p>3 School is a prison</p>	<p>4 Young people don't realise how much independence they have</p>
<p>5 Adults can do whatever they want</p>	<p>6 Money brings you independence</p>

Teachers may choose to use some or all of these statements depending on time constraints



I AGREE



I DISAGREE



2. Profiling the Protagonists



- The teacher will explain and model note-taking.
- Students will listen to the first part of documentary **(Superdog Clip 1 which lasts 9.35 minutes)** and gather information about Eoghan using the graphic organiser **(Superdog WS 2.1 - Pg. 11)**.
- Students will then collaborate and compare their work to that of a classmate, noting down the points which they missed.
- Students will write a personal response to three pieces of information they learned.
- The teacher will demonstrate how to use a Venn Diagram to compare and contrast themselves with Eoghan, the main character in the documentary. It may be helpful to do one example on the board.
- When the students have grasped this concept they will continue the exercise by using the Compare and Contrast Venn Diagram worksheet **(Superdog WS 2.2 - Pg. 12)**. They will note the similarities and differences by writing in the appropriate section.



Profiling the Protagonists



Name _____

Today's Date _____



Top Tip: Taking notes is easy! Just jot down a few words to remind yourself of the relevant information. No full sentences!

Directions:

1. Listen carefully to the first part of the documentary.
2. Write notes about Eoghan in the left hand column; include details about his
 - physical appearance
 - personality
 - likes, dislikes
 - habits
3. Compare your answers with a partner's, writing in facts which they found and you didn't.

Facts I learned about Eoghan:

Facts my partner learned about Eoghan which I didn't hear:

Now, choosing three of the facts you learned above, Write a personal response to them:

Facts:

Personal Response:

(Superdog WS 2.1)



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Compare and Contrast



Name _____

Today's Date _____

Directions:

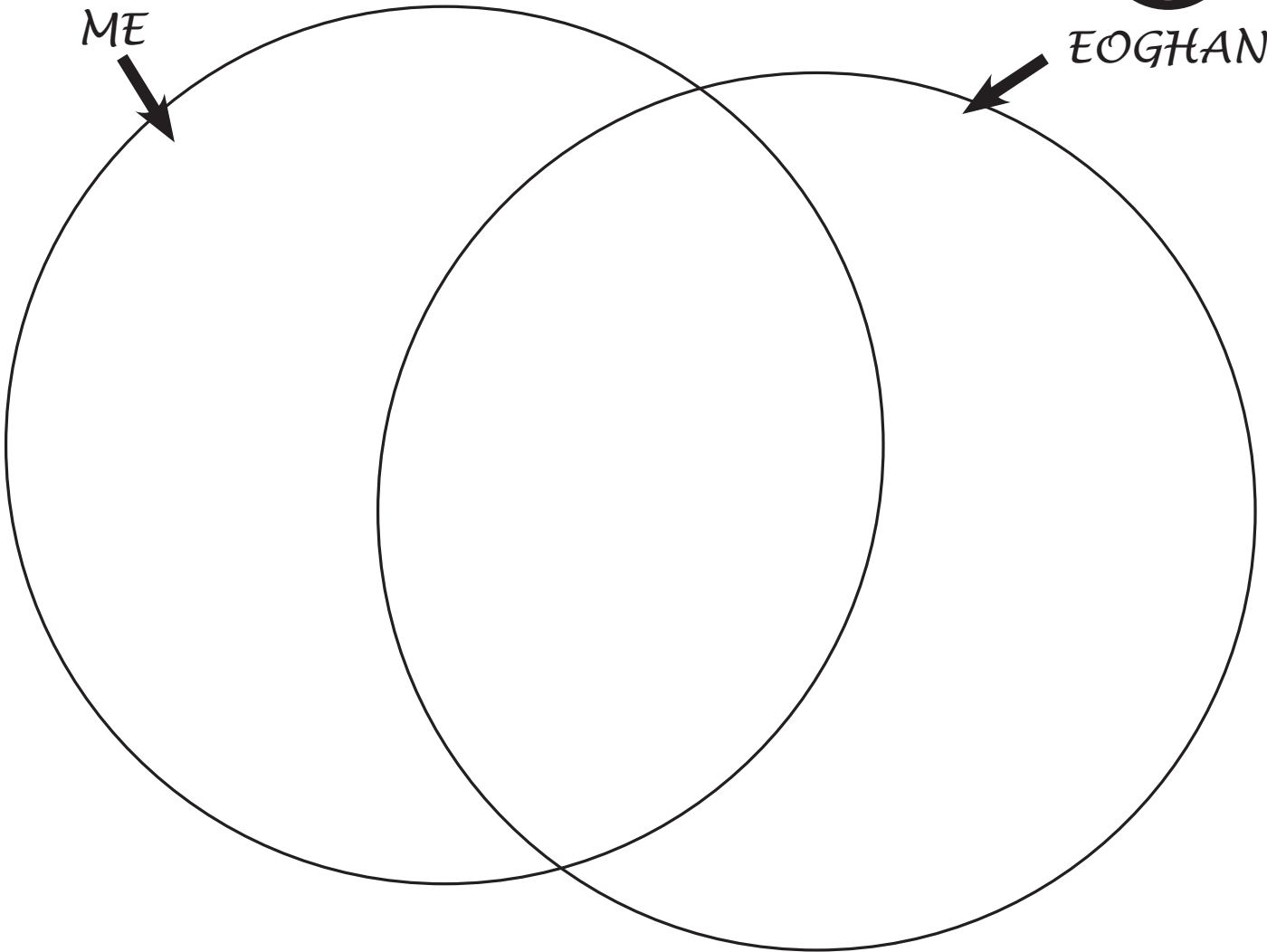
Using the information you learned about Eoghan, the boy in the documentary, now compare and contrast yourself to him by using the Venn Diagram below.



ME



EOGHAN



(Superdog WS 2.2)



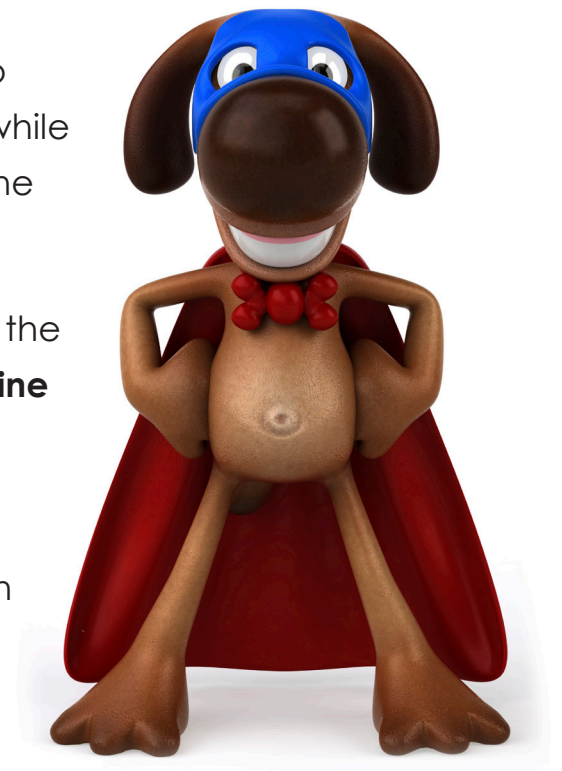
3. Listen carefully!

- While listening to the next section of the documentary (**Superdog Clip 2 which lasts 12 minutes**), students will answer the questions on the Listen Carefully worksheet (**Superdog WS 3 - Pg. 14**).
- They will also add two of their own questions. These can then be swapped among students.



4. A Dog's Life – Duke's Internal Monologue

- The teacher will explain the task in detail, demonstrating how the events happening to Duke (the dog) are entered on the left ear, while his corresponding thoughts are entered on the right ear.
- Students will now listen to the next section of the documentary (**Superdog Clip 3 which lasts nine minutes**), making notes on Duke's left ear.
- When the clip has finished, students will then imagine what Duke was thinking during each event i.e. his internal monologue using the worksheet (**Superdog WS 4 - Pg. 15**).



(Superdog WS 2.3) (Superdog WS 2.4)



Listen Carefully!



Name _____ Today's Date _____

Directions:

Listen to the second last section of the documentary and answer the questions below.

- 1. List two points which are used to describe the setting of the Dogs for the Disabled HQ? _____

- 2. Name two of the tests which Duke must pass before he goes home with Eoghan and the commands associated with them? _____

- 3. According to Eoghan's father, how has Eoghan changed through his relationship with Duke? _____

- 4. How does Eoghan's father end up is in his underpants? _____

- 5. Now write a question of your own about the documentary which you may ask another student.

(Superdog WS 3)



A Dog's Life

– Duke's internal monologue

Name _____

Today's Date _____



Directions:

Listen to the rest of the documentary paying particular attention to what happens to Duke. For each event make a note of what is happening and then imagine what he is thinking at the time (his internal monologue). An example has been provided to help you.

<p>7.</p> <p>What is happening in the documentary?</p> <p>_____</p> <p>2.</p> <p>_____</p> <p>3.</p> <p>_____</p> <p>4.</p> <p>_____</p>	<p>What Duke is thinking?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
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(Superdog WS 4)



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5. Meet the Family



- Before listening to the final part of the documentary (**Superdog Clip 4 which lasts 5 minutes**) the teacher will write/ type the following question on the board/ screen *"How do Eoghan's family react to the new addition?"*
- The teacher will explain to the students that they must listen for the answer in order to participate in a discussion afterward.
- While students are listening they will take notes (they should now be familiar with the note-taking technique and becoming more skilled at the process).
- After listening to the documentary students will discuss their responses to the above question.

6. Class Discussion

- The class can have a final discussion based on what they learned in the documentary.
- Students are now asked to revisit their previous ideas about the theme of "independence" and whether their opinions have changed.



7. In the Interviewer's shoes



- It is six months since the documentary was made and students have the opportunity to meet Eoghan. In pairs, they will make a list of five questions they would ask Eoghan about his life since Duke arrived **(Superdog WS 7 - Pg. 18)**.
- Students might also need to be explicitly pre-taught the technique for writing open and closed questions.
- Students should be encouraged to explore the theme of independence in their questions.

8. Vocab Grab Dictionary

- Students will use the Vocab Grab Dictionary **(Superdog WS 8 - Pg. 19)** to guess the meaning of words and compare these definitions to the actual meanings.
- They will then create a memory aid to help memorise the definition e.g. an image.
- Finally students may write sentences with the new vocabulary which can be recorded in their copies or on their tablets.
- All vocabulary is taken from the first 10.5 minutes of the documentary. The teacher may wish to play that section again or allocate it for homework, allowing students to listen to the context of the words.

In the Interviewer's Shoes



Name _____

Today's Date _____

Directions:

It's been six months since the documentary was made and you have been given the opportunity to meet Eoghan. In pairs, make a list of five questions you would like to ask Eoghan about his life since Duke arrived.

Remember, closed-questions tend to elicit Yes/ NO answers, whereas open-questions encourage people to speak more.

Open questions might start with "Tell me about...", "What do you think...", "Bring me back to...", "What do you remember about..." etc.

Five large, empty speech bubble shapes arranged in a staggered pattern, intended for students to write their questions.

(Superdog WS 7)



Vocab Grab Dictionary



Name _____

Today's Date _____

Directions:

Complete the grid below after listening to the documentary.

Word	What I think/ thought it means	What it actually means	A trick/image to remind me of the meaning
Neuro- Muscular			
Navigate			
Interaction			
Intrepid			
Obsessed			

(Superdog WS 8)



Radio Review

Students will create a mock radio review of the documentary Superdog.

- In preparation for their radio review, the class will listen to an example of a student doing a review of a documentary **(clip 5)**.
- Based on the example provided, students will agree on a list of the features which should be included in their review (success criteria) with the teacher. Students will agree on the elements which should be included in their review and write it on the Success Criteria Worksheet **(Superdog WS 9.1 - Pg. 21)**.



Below is a list of some possible success criteria:

- Presenting a clear point of view
- Discussing the main message
- Judging the overall impact of the documentary
- Appropriate use of relevant terms
- Clarity of delivery
- Discussing the choice of narrator

- Students can make notes on how they address each part of the success criteria **(Superdog WS 9.1 - Pg. 21)**.
- Students will now plan their mock radio review.
- After careful planning, they will create a draft of their review. Reviews can be done formally (by students recording them with an audio or video device or with the teacher/ class observing them) or informally (in pairs with students presenting the review orally for their partner).
- Once the first draft is complete, they will receive constructive feedback from their peers and teacher. Students can fill in the Peer Assessment worksheet **(Superdog WS 9.2 - Pg. 22)**.
- Using the feedback, students will work on redrafting their review. They will then hand up their final draft along with the previous draft to show their progress.








Radio Review – Success Criteria



Name _____ Today's Date _____

Directions:

You have been asked to review the documentary Superdog on the radio.
Write a list of the success criteria (5 points) for a good review.
Include these on the grid below and decide how you will address each one.
One has been suggested for you as an example.

<p>Success Criterion for a good review: Presenting a clear point of view How you will address it: Give my opinion clearly. My audience will know what I think.</p>	
<p>Success Criterion for a good review: How you will address it:</p>	
<p>Success Criterion for a good review: How you will address it:</p>	
<p>Success Criterion for a good review: How you will address it:</p>	
<p>Success Criterion for a good review: How you will address it:</p>	

Here is some vocabulary which may help you when analysing the documentary

Effective	Confusing	Engaging	Well-organised
Poorly organised	Compelling	Dramatic	Carefully considered
Funny	Excessively	Occasionally	Exciting
Realistic	Moving	Surprising	Unconventional
Uncomfortable	Articulate	Visual	Heart-warming
Interesting	Varied	Repetitive	Educational

(Superdog WS 9.1)



Peer Assessment



After you have listened to your partner, write a comment in each of the boxes about their review.

Peer Assessment

My name	
Partner's name	
Today's Date	
Positive aspects - Content Comment on the positive aspects of the review in general Was the review interesting and well researched? Also think about whether the review was engaging	
Positive aspects - Presentation Comment on the positive aspects of your partner's review including their speech and presentation; whether they were confident, if they used the appropriate language for a radio review and if they were easy to understand.	
Suggestions I can make for improvement	

Below is a list of some vocabulary which might help you to write a good peer assessment

Excellent	Fascinating	Well planned	Noteworthy
Outstanding	Clear	Interesting	Well researched
Attention-grabbing	Stunning	Well prepared	Inspired
Spectacular	Articulate	Authentic	Creative
Impressive	Entertaining	Diverse	Educational

(Superdog WS 9.2)



Reflective/ Creative



Creating a Radio News Report

- Students will plan, draft and edit a one minute radio report or podcast about Eoghan's father chasing the dog in his underpants. They may need to listen to the clip about the incident to remember it in detail (**Superdog Clip 6 which lasts 1.5 minutes**).
- Using a model (e.g. a podcast from two stations) the teacher will facilitate a discussion about the key features of a segment from a news broadcast on a serious radio station (eg. RTÉ Radio 1) and one from a pop station (RTÉ 2FM). See www.rte.ie/radio1/podcasts or www.rte.ie/2fm/podcasts
- After this discussion the features of each type of news broadcast will be defined by the class.
- It may be helpful for the teacher/ students to draw a Venn Diagram showing the similarities and differences between the two.
- Students will now plan, draft and edit a one minute radio report in their copies OR record a one minute podcast (suitable for broadcast either on a serious news radio station or a light-hearted pop station).
- During this process they will show/play their work and discuss it with another student, while carrying out peer evaluation using the parameters outlined on the worksheet (**Superdog A 1.2 - Pg. 25**).
- The radio report/podcast can be presented orally to the class/ teacher or by recording it.



Reflective/ Creative



Creating a Radio News Report

Name _____ Today's Date _____



Directions:

Plan, draft and edit a one minute radio report or podcast about Eoghan's father chasing the dog in his underpants.

Radio Journalism Oral Piece

Your report must be suitable for broadcast either on a serious news radio station or a light-hearted pop station for teenagers and may include some quotes from Eoghan's father or any witnesses to the incident.

You may need to listen to the clip to remind yourself of the incident (**Superdog Clip 6**).

Success Criteria

- Use the correct register: the language and tone must be appropriate for the type of station on which it will be broadcast (serious/ light-hearted pop)
- Write clearly: your piece should answer the 'Who, What, Where, When, Why and How' questions
- Be concise: remember that it should be no more than one minute long
- Keep it interesting: a news piece should grab the audience's attention while using the appropriate register.

The RAFT structure will be useful here - Role of Writer, Audience, Format and Topic.

You will give each other feedback using the Peer Feedback Form.

(Superdog A1.1)



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Peer Assessment Sheet

Creating a Radio News Report



My name	
Partner's name	
Today's Date	
<p>Positive Comments about the Radio News Report</p> <p>Write down three positive comments about your partner's work.</p> <p>Remember to check the success criteria agreed with your class. Which of these did your partner do well?</p>	
Suggestions I can make for improvement	

Below is a list of some vocabulary which might help you to write a good peer assessment

Excellent	Fascinating	Well planned	Noteworthy
Outstanding	Clear	Interesting	Well researched
Attention-grabbing	Stunning	Well prepared	Inspired
Spectacular	Articulate	Authentic	Creative
Impressive	Entertaining	Diverse	Educational



(Superdog WS 2.9)



My Super Pet's Profile



Name _____

Today's Date _____

Directions:

Design your own Super Pet by drawing a picture of him / her in the centre and completing all the profile boxes.

 Three large, light grey bone-shaped boxes arranged horizontally. Each box is intended for a specific profile section.

Name & Species

Personality Traits

Physical Attributes

 Three large, light grey bone-shaped boxes arranged horizontally. The middle box is replaced by a large, empty circle.

**Most Embarrassing
Moment/Darkest
Secret**

Superpowers

**Passport
Photo**

 Three large, light grey bone-shaped boxes arranged horizontally.

**Greatest
Achievement**

Hobbies

**Idiosyncrasies
& Bad Habits**

(Superdog A2.1)



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Super Pet to the Rescue – Brainstorm Sheet

Name _____ Today's Date _____

Directions:

Using the Super Pet Profile you completed, you will now write a short story about a situation when your Super Pet saved you, which includes the sentence "Just when I had given up all hope, my Super Pet came to the rescue." Firstly brainstorm your ideas below and then draft and write or type the story.



(Superdog A2.2)



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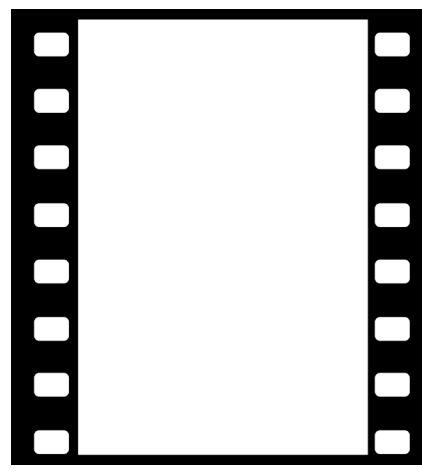
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My Comic Strip Planner

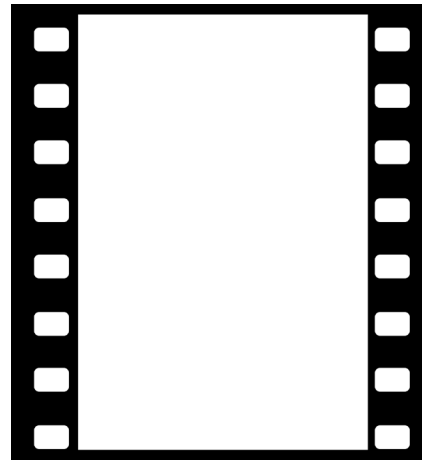
Name _____ Today's Date _____

Instructions:

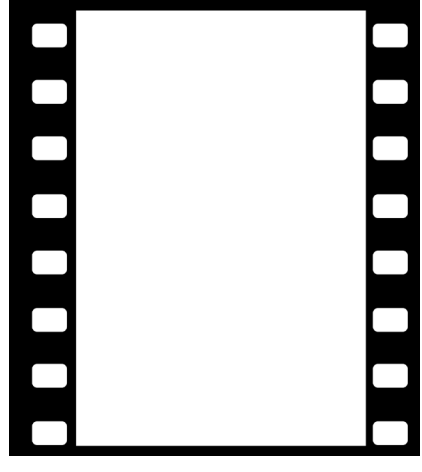
Based on your Super Pet Profile, design a cartoon with six stages. You can use the Comic Strip Planner below to help you plan your story.



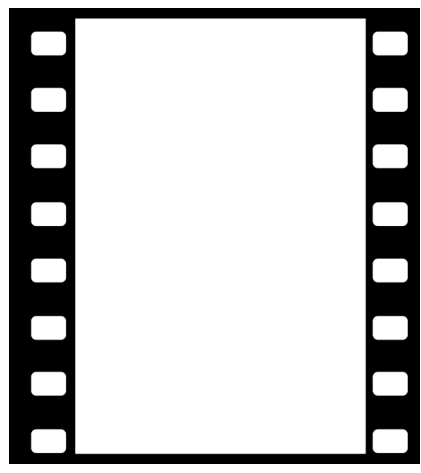
Another problem happens



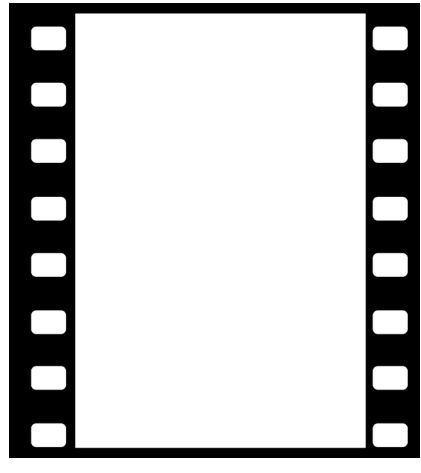
A problem happens



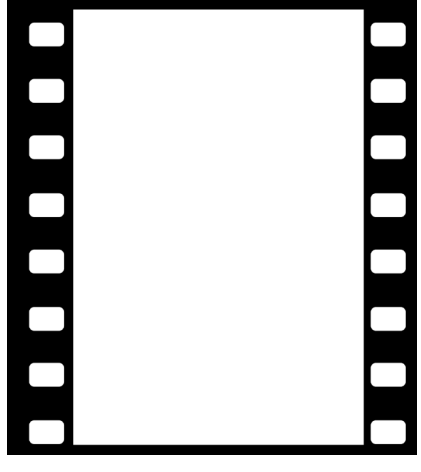
Beginning
(including setting)



Resolution
(The outcome)



A Turning Point



Climax
(the most dramatic moment)



Reflective/ Creative

In Defence of Super Pet A Courtroom Statement Briefing Sheet



Name _____ Today's Date _____

Directions:

Super Pet has been wrongly accused of committing a serious crime. You are a lawyer who will be defending him or her. You must make/record a three minute defence statement which could be presented in court. You can use the Statement Planner (**Superdog A3.1**) to help you organise your ideas.

In your speech you must ...

- Use the correct register (making sure that your grammar, text structure and word choice are correct and appropriate for a courtroom situation)
- Include an introduction, three main points and a conclusion
- Be precise and clear (you have only three minutes)
- Be persuasive

Your introduction should state ...

- What your Super Pet has been accused of
- That he/ she is not guilty
- The three points which you will be discussing

The body of your speech should ...

- Include three main points which should be explained and then backed up with evidence.

Your conclusion should...

- Reiterate your earlier points
- Be memorable and persuasive
- Include a new point or a quote

You could also ...

- Refer to a similar case (real or imagined) where the defendant was also innocent
- Experiment with your word choice
- Listen to other speeches to learn how to best persuade your audience
- Imagine who really committed the crime and provide evidence of this

When you have finished planning and writing your speech, complete the self-assessment worksheet (Superdog A3.2).



Reflective/ Creative Task

In Defence of Super Pet Courtroom Statement Planning Sheet



Name _____ Today's Date _____

Introduction

Fact

Evidence



Fact

Evidence



Conclusion

(Superdog A3.1)



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Self-Assessment My Courtroom Statement



My Name	
Today's Date	
Task description	
Did I follow the tasks outlined above? Which (if any) did I not do and why not?	
Which tasks did I do particularly well? Why?	
Which aspects of this task did I find the most challenging? Why?	
Areas I could improve on? How?	

(Superdog A3.2)



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Learning outcomes addressed in this unit of learning

(from Junior Cycle Specification)



Oral Literacy

1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.

5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes

Writing

3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read.

5. Engage with and learn from models of oral and written language use to enrich their own written work.

(A4.1)



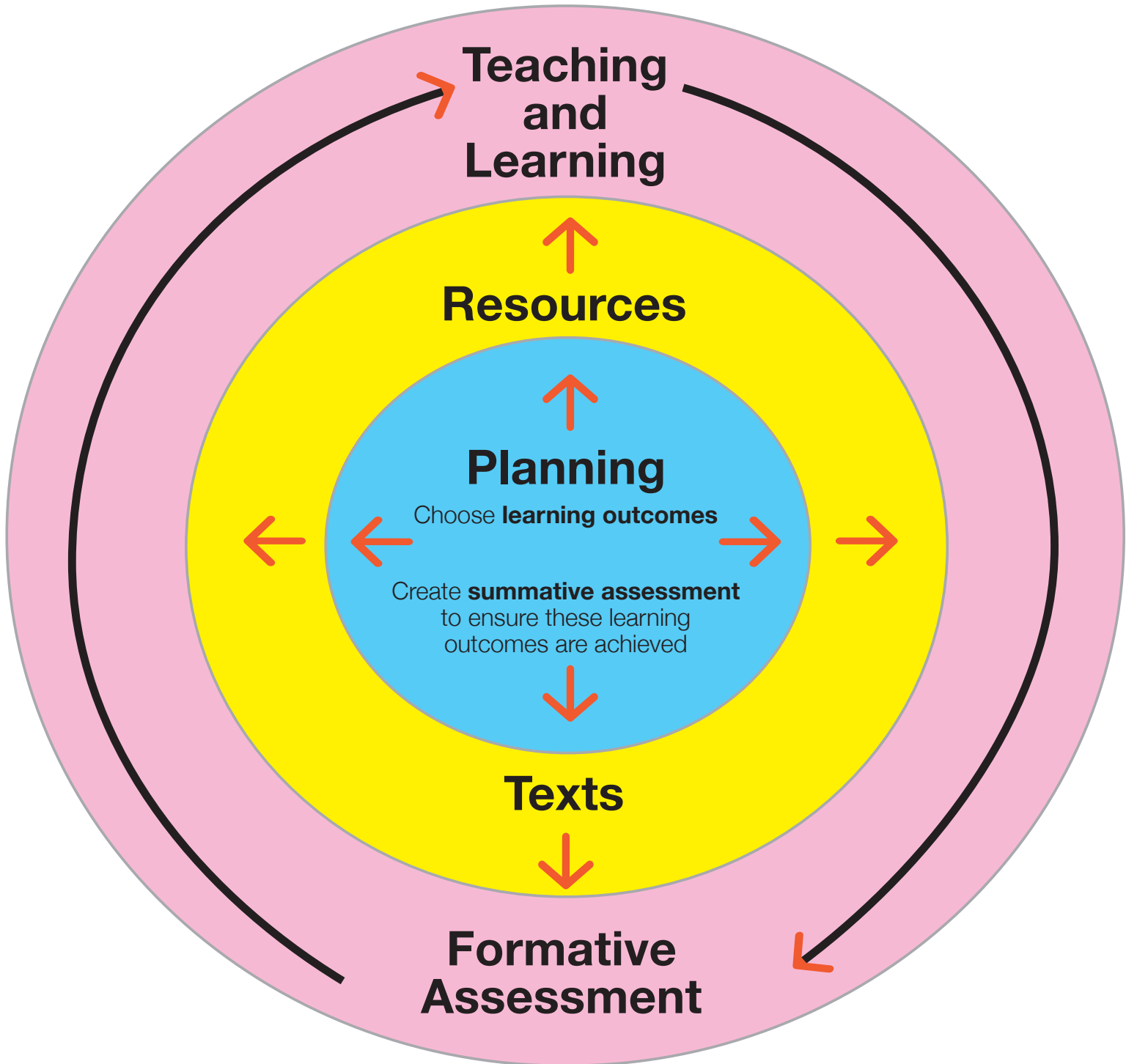
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Template for planning a unit of work.



(A4.2)



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