

# Disadapted adaptations

**Description** A phenomenon that enhances the narrative possibilities is the adaptation of a text from narrative forms and varied types of text. Converting a novel into a story, transferring a story to musical forms, making a political event a commercial, converting a formal speech into a narrative expression or a humorous story, encourage the use of narrative skills and the exploration of alternatives that do not only change the form but they expand the referred worlds and open up creative possibilities. In this case, we work on adaptation as a way of promoting creativity and the use of different languages.

**Tag** • Media

**Skills** **NARRATIVE AND AESTHETIC**

- Interpret
- Recognize and describe
- Evaluate and reflect
- Apply

**Learning areas** • Language

**Card language** • Spanish  
• English

## Structure

<b>Sessions</b>	2 (Variable)
<b>Duration</b>	90' (Variable)
<b>Number of participants</b>	10-30
<b>Age</b>	<ul style="list-style-type: none"><li>• 14-16</li><li>• 17-18</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Images of works of universal art from different eras that present a scene or situation that has narrative power.</li><li>• Notebooks</li></ul>

## Process

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### Key questions

- Do you know any films that are adaptations of literary works?
- How do you think a book can be adapted to the cinema? Do you think that this could happen the other way around, that a movie becomes a book? Do you know any?
- What is necessary to adapt a story from one type of language to another?

### Development

The group is organized into subgroups of 5 or 6 students. Each of the groups is given an image of the previously selected work of art. Each group is asked to imagine that this image is a photograph of a specific moment and based on it they relate what happened before and afterwards. The narrative proposal must contain a description of the participants, the context, conflicts and other situations that are recorded in the story. The support text should be written in fifteen minutes.

The teacher previously prepares a collection of letters. Each group selects one. The group of letters has the following words: news, political discourse in a public square, advertisement, sports narration, narration of a nature documentary, love letter, collection of twitter messages, culinary recipe, youtuber presentation, poetic phrases and others that may be interesting.

The group adapts the story that has been reconstructed to the type of treatment proposed in the file. The preparation lasts about 20 minutes and each group should present their results.

### Evaluation

Once the presentations are finished, the relationship between the presented works, the story and the type of adaptation proposed is discussed collectively. The pertinence of each type of adaptation and the relationship between the type of content and the proposed treatments are assessed.

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