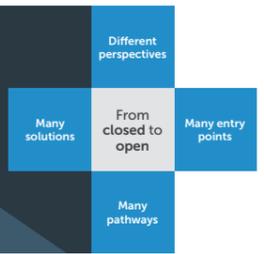


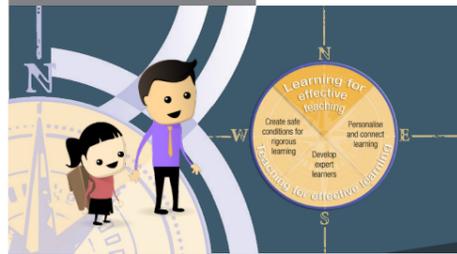
GOAL – Getting the students doing the thinking in languages

Transforming tasks strategy: from **closed** to **open**



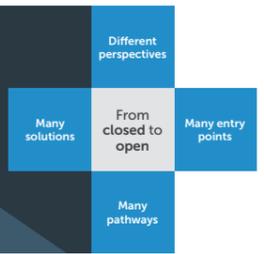
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
JAPANESE – On a Paper Crane – Tomoko’s Adventure			
<p>Different perspectives</p> <p>Have students explore different points of view in the task.</p>	<p>View <i>On a Paper Crane – Tomoko’s Adventure</i> and retell the story, including the following information:</p> <ul style="list-style-type: none"> Who is the protagonist? Where does she go? Who does she meet there? Who is Sadako? Where does Sadako take Tomoko? What happened to Sadako? What does a paper crane symbolise today? 	<p>View <i>On a Paper Crane – Tomoko’s Adventure</i>.</p> <p>Discuss:</p> <ul style="list-style-type: none"> Whose perspective/s are shown in this story? What do you think are the perspectives of the people who made this video? Whose perspectives have been left out? What more do you want to know about this period in history? How else might this story be told? Retell the story from a different perspective. 	<p>WHY would you ask students to consider the different perspectives in a story?</p> <p>So students develop a deep understanding of how the same situation can affect people differently.</p> <p>HOW does this develop powerful/expert learners?</p> <p>They come to understand the importance of critically considering different perspectives before forming views and opinions.</p>
GREEK – Question words			
<p>Many entry points</p> <p>Have students work backwards by beginning with the outcome.</p>	<p>Work with a partner to practise the following questions, giving the answer as a number.</p> <p>How old are you? Πόσο χρονών είσαι;</p> <p>How many siblings/brothers/sisters/friends do you have? Πόσα αδέρφια έχεις; Πόσους αδερφούς έχεις; Πόσες αδερφές έχεις; Πόσους φίλους έχεις; Πόσες φίλες έχεις;</p> <p>How many toys do you have? Πόσα παιχνίδια έχεις;</p> <p>What is the date? Τι ημερομηνία είναι;</p>	<p>If the number 10 is the answer what might the question be?</p> <p>Work in small groups to generate some possible questions to which the answer is 10 (eg How old? What time? How many? How tall?).</p> <p>Share your questions with the class.</p> <p>Practise asking the generated questions with a partner.</p>	<p>WHY would you have students work in reverse by constructing their own questions?</p> <p>So students think beyond the routine and apply their knowledge to achieve different possible solutions for the desired outcome.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be imaginative, flexible and strategic as they work backwards from the answer.</p>
GERMAN – Directions			
<p>Many pathways</p> <p>Ask for one problem to be solved in multiple ways.</p>	<p>Using the directional language you have learnt in German, for example:</p> <ul style="list-style-type: none"> vier Felder vorwärts / <i>four squares forwards</i> nach links drehen / <i>then turn left</i> zwei Felder rückwärts / <i>two squares backwards</i> <p>work with a partner to write instructions that will program a BeeBot to find the treasure located in E4.</p>	<p>Using the directional language you have learnt in German, for example:</p> <ul style="list-style-type: none"> vier Felder vorwärts / <i>four squares forwards</i> nach links drehen / <i>then turn left</i> zwei Felder rückwärts / <i>two squares backwards</i> <p>work with a partner to write instructions that will program a BeeBot to find the treasure located in E4.</p> <p>Write another route that your BeeBot could take, so that it still lands on this square. How many alternative routes can you generate?</p> <p>Program your BeeBot to test your different programming directions each time. Did they all work?</p> <p>Which way is the most interesting/challenging? Swap it with one from another group.</p>	<p>WHY would you ask students to design more than one route for a BeeBot to get to the same finish point?</p> <p>So students think creatively while developing fluency with directional language and evaluating the effectiveness of the instructions for different routes.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be imaginative, flexible and logical as they explore multiple ways of solving a problem.</p>

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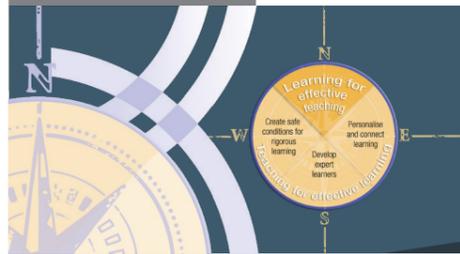


GOAL – Getting the students doing the thinking in languages

Transforming tasks strategy: from **closed** to **open**

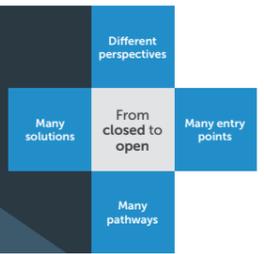


STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Many solutions Ask questions which have many solutions. Add or remove constraints.</p>	<p>CHINESE – Celebrating Chinese New Year</p> <p><i>Our school is hosting a Chinese New Year/Spring Festival 春节 celebration this year and our class has been asked to provide the decorations.</i></p> <p>Make the following decorations with the materials provided:</p> <ul style="list-style-type: none"> • Chinese red lantern • door couplet • paper cutting • upside-down Fu character. <p>Instructions can be found on this website: http://TLinSA.2.vu/ChineseNYDeco</p>	<p><i>Our school is hosting a Chinese New Year/Spring Festival 春节 celebration this year and our class has been asked to provide the decorations.</i></p> <p>Research ideas for decorations for our class to make.</p> <p>Decorations:</p> <ul style="list-style-type: none"> • need to be easily attached to the walls and ceiling of the library • must be made using the materials provided • must be appropriate for 春节 (symbols, colours, etc). <p>Which decorations will be made? How will the decorations be displayed? Make and display the decorations.</p>	<p>WHY would you have students decide which decorations should be made and displayed for Chinese New Year/Spring Festival 春节 celebration?</p> <p>So students learn about the festival while applying this knowledge in an authentic problem solving context.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be flexible, imaginative and logical thinkers, as they work to find solutions to a problem within defined constraints.</p>



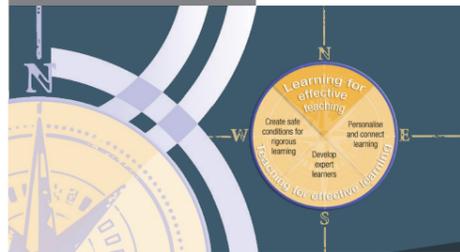
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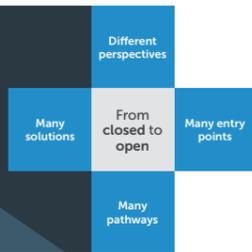
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Many solutions Ask questions which have many solutions. Add or remove constraints.</p>	<p>KOREAN – Ordering a meal</p> <p>Write and perform a short play in Korean, which involves ordering a meal in a Korean restaurant.</p> <p>Write and perform a short play in Korean, about ordering a meal in a Korean restaurant.</p> <p>Your play must:</p> <ul style="list-style-type: none"> include a misunderstanding about the meal be no longer than 3 minutes involve 3 different people, all with speaking parts. 		<p>WHY would you have students create a short play and include a simple complication about a misunderstanding? So students develop language fluency and creative thinking skills.</p> <p>HOW does this develop powerful/expert learners? Students learn to be flexible, imaginative and logical thinkers, and active meaning makers, as they apply what they know to a particular situation.</p>
<p>Different perspectives Have students explore different points of view in the task.</p>	<p>ITALIAN – Stereotypes</p> <p>1 View the film <i>Benvenuti al sud</i>, Director: Luca Miniero.</p> <p>2 What stereotypes does the film portray about:</p> <ul style="list-style-type: none"> the north of Italy the south of Italy. <p>3 List at least 3 positive things about:</p> <ul style="list-style-type: none"> the north of Italy the south of Italy. <p>1 View the film <i>Benvenuti al sud</i>, Director: Luca Miniero.</p> <p>2 Whose point of view is represented the most throughout the film? Whose point of view is not well represented? Why do you think this is so?</p> <p>3 Assume the role and perspective of one of the characters from the film (Maria or Mattia from the south, or Silvia or Alberto from the north) and write a letter in Italian to your opposite counterpart persuading them of the positives of your part of Italy and dispelling some of the prevalent stereotypes.</p>		<p>WHY would you ask students to consider how well different points of view have been represented, and to identify prevalent stereotypes? So students develop a deep understanding of different aspects of the topic, rather than a shallow stereotypical view.</p> <p>HOW does this develop powerful/expert learners? Students are more resourceful, knowledgeable and empathic when they learn to consider alternative views and value these as a source for their learning.</p>
<p>Many pathways Ask for one problem to be solved in multiple ways.</p>	<p>INDONESIAN – Bargaining role plays</p> <p>Work in pairs to present a role play in Indonesian where one person is the buyer and one person is the seller.</p> <p>The buyer wishes to purchase something from a traditional Indonesian market but must bargain to get the best price.</p> <p>Use your knowledge of bargaining to write and perform the conversation that takes place between the two people.</p> <p>Work with a partner to generate a range of culturally appropriate bargaining techniques to get the best price for an item, from either the point of view of the buyer or seller:</p> <ul style="list-style-type: none"> Buyers: brainstorm a range of Indonesian verbal and non-verbal language to bargain for an item (eg What is your best price?, etc). Sellers: work with a partner to brainstorm a range of Indonesian verbal and non-verbal rebuttals (eg The quality is much better, etc). <p>How many ideas can you generate in 5 minutes? Add your ideas to a collation of class responses for both buyer and seller.</p> <p>Choose a context for your role play, for example:</p> <ul style="list-style-type: none"> market place in Bali shop in Java taxi fare, etc. <p>Use your knowledge of bargaining in this context to write and perform the conversation that takes place between the two people, choosing the most appropriate verbal and non-verbal language from the class collation.</p>		<p>WHY would you ask students to generate many different ways of bargaining a price? So students:</p> <ul style="list-style-type: none"> develop verbal and non-verbal fluency in a range of bargaining techniques for different Indonesian contexts make an informed choice about the best technique to use in any given situation. <p>HOW does this develop powerful/expert learners? Students learn to be imaginative, flexible and logical, as they explore many pathways to solving a problem.</p>

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STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Many entry points Have students work backwards by beginning with the outcome.</p>	<p>SPANISH – Hispanic festivals</p> <p>Choose an Hispanic festival to research from this list, and create a poster to advertise it.</p> <p>Include:</p> <ul style="list-style-type: none"> • an eye catching heading with the name of the festival • the date and place it will be held • graphics that illustrate the theme of the festival and key events • written information about the festival’s history and purpose. 	<p>Look at these posters of Hispanic festivals and discuss the following questions:</p> <ul style="list-style-type: none"> • What do you wonder about the festivals portrayed on these posters? How could you find answers? • How are the posters the same? How are they different? What do they remind you of? <p>Select a poster to focus on:</p> <ul style="list-style-type: none"> • What do you think this festival is about? • What might happen at this festival? • What do you know from looking at this poster? • What can you assume/infer from looking at it? • Does the poster make you want to go to the festival? • What information is missing? • How does what you have previously experienced, seen or learned influence your response? • How might others interpret this same poster? <p>Based on the knowledge/understanding you have gained write a set of FAQs (frequently asked questions) about the festival.</p>	<p>WHY would you ask students to analyse the information and message portrayed in posters?</p> <p>So students think critically and logically about the intent of the poster, and how well that has been achieved through the use of language and visual effects.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be inquisitive, open minded and flexible when many entry points are invited.</p> <p>They become more efficient and analytical problem solvers when considering a problem in terms of evaluating how others have solved it.</p>