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# SMART MOVES

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Type of modul	Creative communication
Level	A1+
Target group	12–15-year-old learners
Written by	Fehér Judit, Helen Sherwin

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Creative Communication</b>
<b>DESCRIPTION OF MODULE</b>	This module focuses on rules as they are used in thinking. Ls do a lot of thinking exercises all connected to following, identifying, using, breaking and making rules. Lots of the activities will need logical, creative and collaborative thinking, and quite a few need physical actions, experiment and manual work on the Ls' part.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to raise Ls' awareness of their thinking process and their role in collaborative thinking</li> <li>■ to increase Ls' ability to think independently and in collaboration with others</li> <li>■ to increase Ls' ability to solve problems</li> <li>■ to give Ls a chance to use previously acquired experience and knowledge; information for problem-solving</li> <li>■ to give Ls practice in giving and asking for factual information; following, interpreting and making up rules and instructions; interpreting and using the information in simple scientific texts</li> </ul>
<b>TIMEFRAME</b>	Five 45-minute lessons
<b>TARGET GROUP</b>	12-15-year-old learners
<b>LANGUAGE LEVEL</b>	A1+
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can</p> <ul style="list-style-type: none"> <li>■ exchange simple factual information, interpret, follow and formulate instructions/rules</li> <li>■ use compensation strategies like miming, use simple functional language for agreeing, disagreeing and making decisions.</li> </ul> <p>Learners know</p> <ul style="list-style-type: none"> <li>■ basic vocabulary and grammar to talk about objects and their use</li> <li>■ say and write up rules and instructions</li> <li>■ talk about sports</li> <li>■ organise basic actions and work</li> <li>■ agree on a simple strategy.</li> </ul>

## LINKS OF THE MODULE

**Cross-curricular links** Physics, physical education, mathematics, science

**Links with other modules** Questions, questions, questions! – Lesson 4

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- Exchanging simple factual information
- Engaging in simple discussions
- Interpreting, following and communicating rules and instructions both in writing and speaking
- Describing objects and their function
- Reading short scientific texts for detailed understanding

### General educational skills

Solving puzzles and problems of logic; identifying some sports and their rules; creating an experiment to understand how locks work; reading short scientific texts for detailed understanding

### EVALUATION

Ls will reflect on their contribution to group work, give each other feedback both on the process and the product of their work. Ls evaluate their progress in terms of the focus of the module (rules) at the end of the module using an evaluation form. Teacher will give oral feedback and make written comments as needed.

### SUGGESTIONS

1. We suggest that you make observations regarding the thinking processes and group cohesion / group dynamics throughout this module and give regular verbal feedback stating what you have seen rather than drawing the conclusions yourself.
2. Rules are in the heart of this module, and the term 'rule' is not only used in its everyday meaning as instructions telling you what you should do in a particular situation. We also use it as a term for what often happens in problem solving, creative thinking: you unconsciously use some beliefs, commonly accepted knowledge or circumstances as rules in your thinking. This is often the reason why people are not able to solve a problem. When we talk about breaking rules, we think of these beliefs that function as unconscious rules in the thinking process and hinder creative thinking. To give Ls some experience and awareness of this thinking block and to give them some practice in differentiating real rules from these is an important aim of this module. You may wish to clarify this to your Ls, too. When we use the term 'rule' in this sense, we put it into inverted commas.

### BACK UP SYSTEMS

Norman, Susan: *Transforming Learning - Introducing to SEAL Approaches*, Safire Press, 2003

Maryin vos Savant és Leonore Fleischer: *Brainbuilding, Agyépítés*. Lux Primo, Bp. 1990

*Webster's Beginning Book of Facts*, Merriam-Webster Inc., Publishers Springfield, Massachusetts, 1978 by Encyclopaedia Britannica

For co-operative games go to: <http://www.earthgames.nl>

# MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Following and giving simple instructions</p> <p>Interpreting and applying rules</p> <p>Writing up instructions and rules</p> <p>Thinking creatively and collectively</p> <p>Solving problems</p>	<p>Ls follow and give instructions to change their positions in a line.</p> <p>Ls solve a puzzle of logic in which they need to reorganize their position in a line.</p> <p>Ls write up rules for another group to change their position in a line.</p>	<p>The language of instructions and rules: imperatives, functional language to express requests, ‘must’ and ‘can’</p> <p>Vocabulary to express position and movement in space</p>	<p>1.2 Task sheet,</p> <p>1.2 Key,</p> <p>blank A4,</p> <p>Blu-Tack,</p> <p>chalk,</p> <p>green and yellow post-its or wrist bands,</p> <p>1.3 Task sheet,</p> <p>1.5 Task sheet A,</p> <p>1.5 Task sheet B</p>
2	<p>Solving problems</p> <p>Interpreting and applying rules</p> <p>Giving and following instructions</p> <p>Thinking collaboratively</p> <p>Organising actions</p>	<p>Ls guess sports from their rules and write sport-related rules.</p> <p>Ls play two games in which they need to differentiate between conditions and rules to solve the problem:</p> <ol style="list-style-type: none"> <li>1. They play a collaborative ball game.</li> <li>2. They solve a puzzle of logic.</li> </ol>	<p>The language of instructions and rules: imperatives, functional language to express requests, ‘must’ and ‘can’</p> <p>Vocabulary to express position and movement in space and on a sheet of paper</p> <p>Sport-related vocabulary</p>	<p>1.5 Task sheet A and /or B completed at home,</p> <p>2.5 Task sheet,</p> <p>2.6 Task sheet,</p> <p>OHP,</p> <p>non-permanent OHP markers,</p> <p>Blank A5 sheets of paper, a ball or a soft toy,</p> <p>a stopwatch or a watch/clock with a second hand/display</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Making decisions</p> <p>Interpreting and explaining simple rules and facts</p> <p>Acquiring factual information through reading</p> <p>Drawing conclusions from an experiment</p> <p>Transferring information and using it in another context</p> <p>Discussing a problem and alternatives</p>	<p>Ls read, interpret and use water related rules.</p> <p>Ls make an experiment to solve a problem related to the movement of ships in canals.</p> <p>Ls read and interpret a scientific text on river locks.</p>	<p>Functional language for interpreting and explaining simple rules and facts, discussing a problem and alternatives</p> <p>Water-related vocabulary</p>	<p>A tank/bowl of water, a jug, corks, glasses, water, something that sinks in water e.g. a marble or a coin,</p> <p>2.6 Task sheet,</p> <p>3.3 Task sheet,</p> <p>3.4 Task sheet,</p> <p>3.5 Reading text,</p> <p>3.5 Colour Pictures,</p> <p>3.6 Reading text</p>
4	<p>Understanding an informative text in detail</p> <p>Doing strategic and creative thinking</p> <p>Using an object in an unusual way</p> <p>Describing and presenting an object and its use</p> <p>Reacting to opinions and expressing opinion in a simple way</p> <p>Evaluating one's own contribution to creative group work</p>	<p>Ls read and interpret a scientific text on space travel.</p> <p>Ls decide what rules different inventions broke in people's way of thinking.</p> <p>Ls invent, make and introduce to the class an object made from paper clips.</p>	<p>Functional language for expressing opinion, making decision, organising group work</p> <p>'Can' for expressing possibility</p> <p>Vocabulary related to space travel and inventions</p> <p>Vocabulary and grammar needed for describing an object and its use</p>	<p>3.6 Reading text, post-it,</p> <p>4.1.B Text slips,</p> <p>4.2 Task sheet,</p> <p>Blank A3 sheets of paper, a big box of paper clips, markers, glue, cardboard paper, plastic folders and pieces of textile Ls can cut, scissors, art supply,</p> <p>4.4 Task sheet</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<p>Reading, interpreting, making up and following rules/instructions</p> <p>Thinking creatively and in co-operation with others</p> <p>Agreeing, disagreeing and making decisions</p> <p>Giving feedback</p> <p>Evaluating one's own work</p>	<p>Ls read rules and guess the game from the rules.</p> <p>Using small objects, Ls will invent and write up the rules and instructions to a game.</p> <p>Ls play each other's games and give feedback to each other on the game and the language of the instructions and rules.</p> <p>Ls reflect on their work in the module.</p>	<p>The language of rules and instructions to different games</p> <p>Functional language for agreeing, disagreeing, making decisions, organising group work</p>	<p>L's homework as of 4.4 Task sheet,</p> <p>5.1 Task sheet,</p> <p>5.1 Key,</p> <p>enough number of the four objects Ls used for making up a game e.g. spoons, rubbers, toothpicks, buttons,</p> <p>5.3 Feedback sheet,</p> <p>5.4 Evaluation sheet</p>

# PROCEDURE

## LESSON 1: FOLLOW THE RULES!

### Aims of the lesson:

- to follow and give simple instructions
- to interpret and apply rules
- to decide about and write up instructions and rules
- to think creatively and collectively
- to solve problems

### Materials and resources:

1.2 Task sheet, 1.2 Key, blank A4, blutack, chalk, green and yellow post-its or wrist bands, 1.3 Task sheet, 1.5 Task sheet A, 1.5 Task sheet B

**Before the lesson:** Make a copy of 1.2 Task sheet for each two or three Ls, a copy of 1.2 Key for each group of eight Ls, a copy of 1.3 Task sheet for each group of four to eight Ls, a copy of 1.5 Task sheet A or B for each L.

<b>STAGE 1</b>	<b>Instructions TPR – Warmer and vocabulary revision</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Following and giving simple instructions for movements
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	None

### TEACHER'S ACTIVITIES

1. Ask Ls to stand in a line. Give instructions to learners they need when doing Stage 2 Lesson 1. These include: *go to the front of the line, go to the end of the line, swap places, go to XY's left/right, XY and VZ move together to ...*, *go to the empty place*. If these are fairly new to Ls, drill these and/or put them on the board after some practice.

### LEARNERS' ACTIVITIES

1. Ls follow T's instruction and move in the line as instructed.

2. Ask Ls to take turns in giving instructions to the class.

2. Ls take turns in giving instructions to the class.

Note: TPR stands for Total Physical Response, a method whereby Ls learn the language and demonstrate their understanding by following instruction and acting according to what they hear.

**VARIATION FOR LARGE CLASSES AND/OR IN CASE THE CLASSROOM IS TOO SMALL FOR EVERYONE TO STAND IN A LINE.**

<b>AIDS AND MATERIALS</b>	None
<b>DESCRIPTION</b>	Demonstrate the activity and pre-teach/revise the instructions with the help of some Ls, then ask Ls to be in groups of 8 and practice giving instruction in groups. Ask them to take turns after 3-4 instructions.
<b>STAGE 2</b>	<b>Re-organise the line! – Communication</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Following written instructions Interpreting and applying rules Giving instructions Collaborative thinking Problem-solving
<b>ORGANISATION</b>	Mixed-ability groups of 8
<b>AIDS AND MATERIALS</b>	1.2 Task sheet, 1.2 Key, blank A4, blutack, a piece of chalk for each group, green and yellow post-its or wrist bands; In case you only have colours other than green and yellow, you need to change the colours indicated in 1.2 Task sheet and 1.2 Key.

**TEACHER'S ACTIVITIES**

1. Ask Ls to form groups of 8. If there are groups of less than 8 Ls, one or two Ls can be substituted by chairs. Explain to Ls that they will solve a logical problem by following rules of movement.

**LEARNERS' ACTIVITIES**

1. Ls form groups of 8. If there are groups of less than 8 Ls, one or two Ls can be substituted by chairs.

2. Give each group a copy of 1.2 Task sheet and ask each group to work in a designated part of the classroom quietly. If it is possible, it is a good idea to ask one or two groups to work outside the classroom, in the corridor, for example. This way, they cannot influence each other in their solutions. Give each group a piece of chalk to write place numbers on the floor if it is OK in your school. If it is not, Ls can write place numbers on post-it and put them on the floor.
  3. Tell groups that they have 3 minutes to solve the problem and perform those movements they think would be the solution. They need to shuffle people around and register the movements in the grid in pencil first. All their instructions to each other should be in English or else they are considered to be cheating.
  4. While groups are working, monitor and help without giving the solution away. Collect good language of instructions you hear.
  5. If you see that some groups do not manage to find the solution in 3 minutes, ask them if they need help. If they say yes, give them 1.2 Key, but cover everything on the page except for the 'Starting position'. Use a blank sheet attached to the Key with blutack. Explain to Ls that they can uncover the page 'move by move' and do some more thinking in between moves. Give another 3 minutes to Ls if needed
  6. If some of the groups manage to solve the problem much earlier than the others, ask Ls from those groups to go to groups still thinking and help them move by move as the Key would do.
  7. Groups who have not used the Key or outside help, perform their movements while the others check whether these movements observe the rules or not.
  8. Praise good solutions or alternative solutions. Praise groups where they managed to work well as a team.
2. Groups mark ten places for people to move in and out of on the ground.
  4. In their groups, Ls move each other about in the line trying to solve the problem. E.g.: "*Kati and Juli, move to the end of the line, please. Do not swap places. Peti and Zoli, go to places 2 and 3, please. Zoli and I will go to the front of the line, OK?*" They keep a record of movements in the grid using a pencil so that they can try again and make corrections.
  5. Groups who decided to have some help, uncover the Key move by move until they can perform the moves. In between moves they continue thinking and use only as much help as they absolutely need to in the given time frame.
  6. Ls who get to the solution much faster than others help those Ls still working. They give ideas for moves, one at a time. They wait for ideas from the group after each move they instructed the group to make.
  7. Ls compare solutions and check if they correspond with the rules. E.g.: *This is not correct, because you cannot swap places. This is good, but it is one move more than it should be.*

## VARIATION FOR GROUPS WHERE FOLLOWING THE WRITTEN RULES IS TOO DIFFICULT

**AIDS AND MATERIALS** As above

**DESCRIPTION** Before asking groups to go to different parts of the classroom or even outside the classroom, ask a group to demonstrate starting and finishing position. Also, instruct them to perform moves and ask the class if these moves are allowed or not. Get groups to start solving the problems only when they perform starting and finishing positions as well as allowed movements with ease. Help by demonstrating movements yourself and moving people around as necessary.

**STAGE 3** Your rules to reorganise a line – Consolidation

**TIME** 15 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Deciding about and writing up instructions and rules  
Creative thinking

**ORGANISATION** Mixed-ability groups

**AIDS AND MATERIALS** 1.3 Task sheet

### TEACHER'S ACTIVITIES

1. Ask Ls to form small groups. They can stay in the same groups as in Stage 2 provided they worked well together but you may want to re-shuffle them or make smaller groups for more active participation.
2. Explain to groups that they will make up a similar game as they played at Stage 2. They will write up rules for other people to re-organise a line. Give out a copy of 1.3 Task sheet to each group, and go over the headings/questions if needed. Ask Ls to write clearly as other Ls will have to follow their instructions.
3. As groups are working, monitor and help. If some of the groups are completely stuck, give them some hints, like the following: *you can think of moving a person of a colour from one place to another / moving an empty space / having some people facing different directions, etc.*

### LEARNERS' ACTIVITIES

2. Following the questions/headings of the Task sheet, groups write up rules for another group to re-organise their line.

**STAGE 4 The line you wanted – Practice****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading and following instructions and rules  
Creative thinking  
Problem-solving**ORGANISATION** Groups**AIDS AND MATERIALS** 1.3 Task sheet as filled in by a different group**TEACHER'S ACTIVITIES**

1. Ask Ls to be in groups as required by the instructions written by Ls at stage 3. If there are fewer people in a group than the instructions suggest, some Ls can be substituted by chairs. Tell groups that they have 5 minutes to perform the movements.
2. As groups are working, monitor and help.
3. Ask groups to perform the moves to the class. Ask the groups who wrote the instructions to judge if the group performing the moves followed their instructions or not. Ask groups to perform anew their original idea if it is different from the solution given to them.

**LEARNERS' ACTIVITIES**

2. Groups change instructions and read and perform the moves as required in the instructions.

**STAGE 5 Which sport is it? – Setting homework****TIME** 2 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading and writing sport-related rules**ORGANISATION** Individuals**AIDS AND MATERIALS** 1.5.A Task sheet

**TEACHER'S ACTIVITIES**

1. Give out 1.5.A Task sheet and explain the task as needed.

**LEARNERS' ACTIVITIES**

1. At home, Ls guess the sports the rules belong to then write up some rules they know for other Ls to guess the sport in the next lesson.

**VARIATION FOR LS WHO MAY FIND COMING UP WITH THE NAMES OF SPORTS WITHOUT HELP TOO DIFFICULT**

**AIDS AND MATERIALS** 1.5.B Task sheet

**DESCRIPTION** Same as above. You may wish to limit the number of rules Ls write to about two or make this part of the task optional.

## LESSON 2: WHAT IS THE RULE?

### Aims of the lesson:

- to solve problems
- to interpret and apply rules
- to give and follow instructions
- to think collaboratively
- to organise actions

### Materials and resources:

1.5 Task sheet A and /or B completed at home, 2.5 Task sheet, 2.6 Task sheet, OHP, non-permanent OHP markers, Blank A5 sheets of paper, a ball or a soft toy, a stopwatch or a watch/clock with a second hand/display

**Before the lesson:** Make a copy of 2.6 Task sheet for each L.

<b>STAGE 1</b>	<b>Which sport is it? – Checking homework/Warmer</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading sport-related rules
<b>ORGANISATION</b>	Whole class, mingling
<b>AIDS AND MATERIALS</b>	1.5 Task sheet A and /or B completed at home

### TEACHER'S ACTIVITIES

1. Ask Ls to look at their worksheet and ask them which sports the six rules belong to. Accept any possible solutions.  
*Key: 1. relay race 2. basketball 3. car race 4. basketball 5. volleyball 6. handball, basketball*
2. Ask Ls to walk around and ask other Ls to guess which sport could the rules they had written at home belong to. Encourage Ls to change partners after each one or two rules.

### LEARNERS' ACTIVITIES

3. Give Ls about three minutes to mingle and exchange rules. Monitor and take notes of possible problems.
4. As a whole class, ask some Ls to repeat one of the rules they heard and get the class to make a guess at the sport.

<b>STAGE 2</b>	<b>Speedball – Game</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Problem-solving Collective thinking Thinking as doing Interpreting rules Making, accepting and refusing suggestions Organising actions
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	A ball or a soft toy, a stopwatch or a watch/clock with a second hand/display

#### TEACHER'S ACTIVITIES

1. Introduce the game using language Ls will have to use in organising themselves during the game. E.g.: *“Let’s play after all those rules about games. Let’s play a ball game. Let’s relax. Shall we?”* Then explain that in this game the order of people is very important. It cannot be changed. Put the word ORDER on the board and draw some stick figures and put names under each stick figure, e.g. Péter – Karcsi – Juli, etc. and have Ls create different orders of people for a ball to travel. Emphasise: *“In this game, the ball must always travel in the same order of people.”*

#### LEARNERS' ACTIVITIES

2. Say: *“Let’s form a circle and let’s start throwing the ball.”* You need to be outside the circle and throw the ball from outside. Explain to Ls that they will establish the order of people in the circle. So you will throw the ball to somebody, this person will throw it to another person of their choosing and this process continues until the ball reaches everybody. The ball is then returned to you by the last person in the order. Explain to learners that they must remember the person they throw the ball to. This is how they will be able to keep the same order.
3. As Ls are throwing the ball, monitor closely and make sure that the ball travels to everybody only once and that nobody is left out. You can encourage Ls to show hands if they have not received the ball yet.
4. Ask Ls to send the ball around again using the same order of people. When they seem to remember well, tell them that you will time them to see how fast they can pass the ball on using the same order of people. Ask them to practise as long as they need to and let you know when they are ready to be timed . Make sure they understand that you stop the watch / timing when the ball is returned to you.
5. Time how fast they can pass the ball around using the same order of people. Make a note of this time.
6. With a smile on your face, congratulate them on their speed but say that you are pretty sure that they can be much faster. Ask them if they want to practise or talk to each other a bit and then have another go at it. When they are ready, time them again.
7. Repeat point 6 as many times as needed to have some creative solution as to how to make things a lot faster. Every time ask them to repeat the rule: *The only rule is that the ball must travel in the same order of people.*
2. Ls throw the ball to each other once and establish the order of people that cannot be changed. The last L in the order throws it back to the T.
4. Ls practise throwing the ball in the same order to each other. When they are confident that they can do it fast, they ask the T to time them.
5. Ls ask the T to time them how fast they can pass the ball around in the same order of people.
- 6-9. Ss try to make their speed as fast as possible. Often they start by practising in the same circle, then they try to make small changes: they make the circle smaller, they ask everyone to put their hands out. Later the idea that the rule allows for them to change places may occur to somebody. If the group accepts that, they often reorganise themselves in the order they have established for the passing of the ball. Another possibility would be for them to realise that the rule does not say they need to throw the ball, so they can roll it or simply put it into each others’ hand.

8. As Ls are discussing or practising, do the following: A. Watch carefully who is doing what, what suggestions are made and if people listen to suggestions, if they try them out or not. B. Facilitate by asking questions like: *You could be much faster. Come on! Would you like to talk about it? Would you like to practise? So what is your decision? Shall I time you again now? What is your rule? What is your ONLY rule?* Apart from these, do not help any more, not even if they ask you. E.g.: A L asks you: *“Can we stand in a line?” Or: “Can we make the circle smaller?”* Your only answer is that you ask them to repeat the rule and then decide for themselves. Do not interpret the rule for them and do not hint at possible solutions.
9. Best to finish, when they have managed to cut their time considerably down by making at least one radical change, and they are all happy with the result and proud and do not seem to have more ideas. Celebrate!
10. You may find it useful to talk this experience over with the class: who did what, and what blocked their thinking, whose ideas they tried out, whose they did not even seem to hear. Why?
10. Ideally, Ls realise that they made up rules like *“You must throw the ball. You must be in a circle. You must not change your place., Etc.”*, that they understood circumstances that can be changed as rules that cannot be changed. This is often why we cannot solve problems and why our creativity is hindered.

#### VARIATION FOR CLASSROOMS WHERE IT IS NOT POSSIBLE TO STAND IN A CIRCLE

<b>AIDS AND MATERIALS</b>	Same as above
<b>DESCRIPTION</b>	Use the same procedure as above, but instead of asking Ls to stand in a circle, ask them to stand up near their seats facing each other as much as possible.
<b>STAGE 3</b>	<b>What’s in a line? – Elicitation/Presentation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Vocabulary: directions on a piece of paper, dots and lines
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	None

### TEACHER'S ACTIVITIES

1. Draw a big rectangular shape with lots of dots in it on the blackboard and elicit the word 'dot'. Mark each dot with a letter of the alphabet. Ask Ls to come to the board and connect the dots in different ways. Elicit words to describe the ways Ls connect dots. Make sure you elicit / teach the following: *draw a line vertically/horizontally/diagonally, connect A and B with a straight line/diagonal line/horizontal line, these two lines cross each other, go towards C horizontally first, make a bend to the right continue towards F, go past G, in the middle, at the top/bottom of the page, on the left/right, in the corner.*

#### STAGE 4 Abstract drawing dictation – Practice

**TIME** 10 mins

**SKILLS AND COMPETENCIES IN FOCUS** Giving and following instructions

**ORGANISATION** Pairs

**AIDS AND MATERIALS** Blank A5 sheets

### TEACHER'S ACTIVITIES

1. Ask Ls to work strictly on their own first. Give them each two blank A5 sheets of paper each. Ask them to put about 10 dots on one of them and mark each dot with a different letter of the alphabet. Next, ask them to copy the same pattern of dots with the same letter signs on the other sheet. Finally, ask them to connect the dots on one of the sheets as they please S. Tell them to use 8-10 lines. The one with the connected dots is their original abstract drawing. They need to keep it secret and they must not show it to anybody.

### LEARNERS' ACTIVITIES

1. Ls come to the board and connect dots. They say what they do or repeat after the T until they can say it, e.g.: *"I have connected A and B with a straight line."*

### LEARNERS' ACTIVITIES

2. Ask Ls to be in pairs. Ask them to give each other the sheet with the unconnected dots and keep their original drawing. They need to make sure that their partner cannot see their original drawing. Explain to them that they will give instructions to each other with the help of which they can connect the dots on each other's dotted sheets the same way as it was done in the other person's original drawing.
3. As pairs take turns in giving instructions so they would recreate each other's drawings, monitor and help as needed.
3. Example of possible language use: *“Draw a straight line between D and A. Find F in the corner and connect it with G.” “Where is G? I cannot find it.” “ You need a horizontal line between F and N. Go towards C horizontally first, then make a bend to the right. Continue horizontally towards F, but go past F to G” Etc.*
4. When pairs are finished, ask them to compare the original drawings with the ones they have after following each other's instructions.

#### VARIATION FOR SLOWER LS

<b>AIDS AND MATERIALS</b>	As above
<b>DESCRIPTION</b>	Use the procedure as above but limit the number of dots to 5-6.

<b>STAGE 5</b>	<b>Nine dots – Puzzle</b>
<b>TIME</b>	13 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Problem-solving Interpreting and applying rules Explaining and comparing solutions
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	2.5 Task sheet, OHP, non-permanent OHP markers

### TEACHER'S ACTIVITIES

1. Explain to Ls that now they have a chance to solve a puzzle about nine dots. Ask them to be in pairs and hand out a copy of 2.5 Task sheet to each pair.
2. Ask Ls to read the task and help them with the language as needed, but do not give them information other than what is written on the sheet. Do not help them with the interpretation of the rule.
3. Ask Ls to decide who is A and who is B in their pair. Say that As will have the right to draw on the sheet first and Bs can only suggest what to do, then it will be Bs turn to have the sheet and do the drawing and As can only talk and make suggestions. All the suggestions must be made in English. Tell them that every time they need to change their roles of drawing and making suggestions you will clap your hands loudly.
4. Time when Ls in their pairs need to change roles the following way: 1 minute for both, 1 ½ minutes for both, 2 minutes for both. Finally, give them another minute to finalise their solutions.
5. Should you find after the first two rounds (1 minute, 1 ½ minutes to both in the pair) that nobody is near a solution, you may hint at “leaving the box, thinking out of the box”.

### LEARNERS' ACTIVITIES

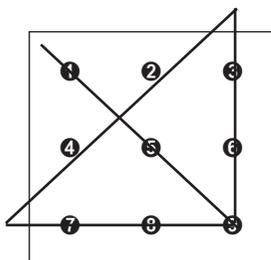
3. Example of Ls' possible language use: *“Connect 5 and 6 then go to 3. That is too many lines. Let's start again. I think we need to leave the box. Can you do that?”*

6. Project the task sheet or copy the nine dots on the board and ask which Ls managed to find any solution. Ask those who say they did how many solutions they have. Ask the ones with the fewest solutions to give their solutions first in the following way: one of the pair goes to the OHP/board to draw their solution while the other person in the pair dictates the solution to them.

Solutions: To solve this puzzle, one must leave the box around the dots.

8-7-4-2-3-6-9-5-1	8-9-6-2-1-4-7-5-3
4-7-8-6-3-2-1-5-9	4-1-2-6-9-8-7-5-3
6-9-8-4-1-2-3-5-7	6-3-2-4-7-8-9-5-1
2-1-4-8-9-6-3-5-7	2-3-6-8-7-4-1-5-9

This is how the first one looks:



7. Ask the class if the solutions follow the rules.
8. You may want to discuss it with your class what made the solution difficult and make a distinction between rules and circumstances.
8. Again, Ls may realise that they made up a rule and took circumstances as rules. Often you need to “think out of the box” to solve problems.

**VARIATION: FOR LS WHO CAN ONLY DO THINKING ON THEIR OWN**

**AIDS AND MATERIALS** Same as above

**DESCRIPTION** Same as above but instead of Steps 3 and 4, give Ls about 5 minutes on their own before you ask them to compare and share their solutions in pairs.

<b>STAGE 6</b>	<b>Cecil and Cecilia – Setting homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for detail Interpreting and problem-solving
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	2.6 Task sheet

#### TEACHER'S ACTIVITIES

1. Explain Ls that they will solve a puzzle about people for their homework. They will find out the big mystery of who is going out with whom. Give out 2.6 Task sheet and emphasise that they will need to explain their solution.

#### LEARNERS' ACTIVITIES

1. At home, Ls solve the puzzle and put down their solution in the task sheet and they explain their solution.

### LESSON 3: WORK WITH THE RULES!

#### Aims of the lesson:

- to make decisions, interpret and explain simple rules and facts
- to read for factual information and detail
- to make an experiment and draw conclusions from the experiment
- to transfer information and use it in another context
- to discuss a problem and alternatives

#### Materials and resources:

A tank/bowl of water, a jug, corks, glasses, water, something that sinks in water e.g. a marble or a coin, 2.6 Task sheet, 3.3 Task sheet, 3.4 Task sheet, 3.5 Reading text, 3.5 Colour Pictures, 3.6 Reading text

**Before the lesson:** Make a copy of 3.3 Task sheet, 3.5 Reading text and 3.6 Reading text for each L, a copy of 3.4 Task sheet for each group of three or four Ls.

<b>STAGE 1</b>	<b>Cecil and Cecilia – Checking homework/warmer</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Making decisions Interpreting and explaining simple rules and facts
<b>ORGANISATION</b>	Pairs, then groups of 4
<b>AIDS AND MATERIALS</b>	2.6 Task sheet completed at home

#### TEACHER'S ACTIVITIES

1. Tell Ls that you are very interested to know who will be the four people to go out for dinner. Ask Ls to compare their answers with somebody. Give them a minute.
2. Ask two pairs to come together and share their solutions and ideas. Give them two minutes.

#### LEARNERS' ACTIVITIES

3. Ask the whole class if there are different solutions. Ask Ls to compare solutions and decide which solution is logical, which fits the rule given in the puzzle.

Solution: *The four people at the dinner are: Cecilia, Cecilia, Cecil and Christian.*

Explanation: *The only rule was: “Every man called Cecil can only go out with a woman called Cecilia”, so no rule says that a Christina can only go out with a Christian or a Cecilia can only go out with a Cecil. The text says that the two women called Cecilia go out and one of the men is Cecil, so we have three people already: Cecil, Cecilia and Cecilia. There are only four Christians left to choose from. So the fourth person must be Christian. This is perfectly all right as no rule says that a Christian cannot go out with a Cecilia or a Cecilia cannot go out with a Christian.*

4. Ask Ls what made, if at all, the solution difficult.

4. The reason why some people cannot solve this puzzle is that the names trick them and they unconsciously make up rules like “A Cecilia can only go out with a Cecil, a Christian can only go out with a Christina”, so Ls may say things like this here: “*Oh, I thought a Cecilia can only go out with a Cecil*”. It is good if they realise that they unconsciously used their beliefs as a rules and that it hindered their thinking.

<b>STAGE 2</b>	<b>Water words – Vocabulary elicitation/presentation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Vocabulary
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	A tank/bowl of water, a jug or a big glass, a cork and something that sinks in water e.g. a marble or a coin

#### TEACHER'S ACTIVITIES

1. Ask your Ls if they like water and what they like doing in or with water.

#### LEARNERS' ACTIVITIES

1. Ls may say these: “*I like drinking water. I like swimming, having a shower, sailing, etc.*”

2. Say to your class that today you will think about water a lot and show them the tank/bowl of water you have brought in. Ask them to come near you and stand around the tank/bowl. Ask them to think of words they know that can be connected to water. As they come up with words, ask them to demonstrate the meaning using the water and the objects.

When Ls cannot think of any new words, you may introduce some as needed. Ls will need these words to do the tasks later on: *cork, water tank, float, sink, flow, let water in/out, jug, tap, glass, fill up, pour out, the water is high, the water is low, the water rises*. Make sure these are mentioned, or even repeated by everyone and/or put on the board if needed.

3. Keep the tank of water and the objects in the front, and use them to demonstrate words again if Ls come across with them in the texts and they do not remember their meaning.

2. Ls come up with water words and demonstrate the meaning using the objects. Ls repeat the words T presents and demonstrates as new words.

3. Throughout the lesson, these objects can be used by anyone to demonstrate the meaning of words to anybody who has forgotten them.

<b>STAGE 3</b>	<b>Water rules true or false – Reading</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for factual information Judging information gained through reading
<b>ORGANISATION</b>	Individuals, pairs, then whole class
<b>AIDS AND MATERIALS</b>	3.3 Task sheet

**TEACHER'S ACTIVITIES**

1. Tell your class that they will read rules about water. Give out 3.3 Task sheet and ask Ls to decide on their own first.

**LEARNERS' ACTIVITIES**

2. When individuals have decided, ask them to compare their decision and see if they have a different opinion on any of the rules. If they do, have them explain their opinion to each other.

Solution: 1. *F – Water falls in air; if you put air into water it comes to the top as bubbles;* 2. *T – Archimedes’ law of buoyancy says that objects in water become lighter. They weigh less. The loss of weight is the same as the weight of the water the object replaces;* 3. *T – Gravitation + water is heavier than air;* 4. *F,* 5. *T,* 6. *T,* 7. *T,* 8. *T or F: It is a matter of interpretation: a stone can stop the flow of water, but water can make the stone smaller and smaller, it can turn stone into sand and carry it away.* 9. *F,* 10. *T – You do not need to build roads, often the water and/or the wind can carry the ship so you need little or no fuel.*

3. Ask pairs if they still have a different opinion on anything and bring these to class.

#### VARIATION: IN CLASS WHERE LS WILL BE ABLE TO COPE WITH SOME PUBLIC SPEAKING

<b>AIDS AND MATERIALS</b>	Same as above
<b>DESCRIPTION</b>	Same as above, but ask pairs in Step 2 to choose one or two rules and prove if they are right or wrong to the class, then ask the class if they agree or not, and why they have a different opinion if they do.
<b>STAGE 4</b>	<b>Water going up the hill – Communication</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>Problem-solving</li> <li>Following instructions</li> <li>Making an experiment and drawing conclusions from the experiment</li> <li>Transferring information and using it in another context</li> <li>Discussing a problem and alternative solutions to it</li> </ul>
<b>ORGANISATION</b>	Small mixed-ability groups of 3 or 4
<b>AIDS AND MATERIALS</b>	3.4 Task sheet, an empty glass and a cork for each group, some source of water like a tap or a jug

### TEACHER'S ACTIVITIES

1. Tell your group that now you will talk about “water ways” and ask if they know what they are, trying to elicit the word “canals”. Say that they are made because it is cheaper to travel on water, just as they said before. Tell Ls that they will solve a problem about canals.
2. Ask Ls to form groups of 3-4 and give each group a copy of 3.4 Task sheet, a glass, a cork, and provide each group with a source of water, too.
3. Ask learners to read and discuss the problem in the worksheet and come up with a solution by following the steps provided by the worksheet step by step. Tell them to come up to you for a text when they have agreed on a solution and put it down (a drawing is enough).  
*Solutions: 1. Rules of water against you: Water cannot flow uphill. Rules of water that might help: The flow of water can be stopped. Water fills up shapes. 2. Experiment: The cork gets higher and higher as we put more and more water into the glass, and it gets lower and lower as we pour more and more water out. So water can be used very much like a lift. This may give Ls the idea to make some basins or tanks and somehow fill up the difference in height with water. For further explanation see 3.5 Reading text and 3.5 Pictures.*
4. As groups are working, monitor and help. If you see that some groups are lagging behind, encourage them to ‘visit’ other groups and see what they are doing and get ideas from them.

### LEARNERS' ACTIVITIES

3. In groups, Ls answer questions and follow instructions in the task sheet.

### VARIATION FOR GROUPS THAT CANNOT MANAGE A LONGER LEARNING PROCESS ON THEIR OWN

**AIDS AND MATERIALS** As above

**DESCRIPTION** As above, but ask groups to do only one part of the task sheet at a time. E.g.: Ask them to decide about water rules that are against them and water rules that may help them first, then discuss with the whole class. Next, ask them to make the experiment and draw the conclusions in class. Finally, ask them to discuss how to solve the problem of the ship going uphill.

**STAGE 5 The Water Road – Reading****TIME** 13 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading for detail  
Comparing information gained from a text with Ls' own ideas  
Correcting a solution based on information gained from a text**ORGANISATION** Groups as in Stage 4**AIDS AND MATERIALS** 3.4 Task sheet filled in, 3.5 Reading text and 3.5. Colour Pictures**TEACHER'S ACTIVITIES**

1. As groups are finishing, give them 3.5 Reading text and ask them to compare their solution to the solution in the text. Ask them to come to you for 3.5 Colour Pictures as soon as they have read the text.
2. As groups are reading, monitor and help.
3. When a group comes to you for the picture, ask them if the picture surprises them or is it how they have imagined the locks.
4. As a follow-up, have a chat in class about different ideas and solutions. You may also wish to tell your class that you can go nearly everywhere in Britain on water as there are many, many canals with locks, and that it is a popular kind of holiday to travel around on canals.

**LEARNERS' ACTIVITIES**

1. Ls read the text and compare the system of locks with their idea. They may wish to change something in their solution / drawing.

**VARIATION FOR GROUPS THAT SEEMED TO STRUGGLE WITH STAGE 4****AIDS AND MATERIALS** As above**DESCRIPTION** As above, but give the picture first to these groups and ask them to compare the picture with their drawing asking themselves whether the two are similar or different. Give them the text and tell them that the text will explain what they see in the picture. Be near them to help. You may want to ask them to explain what they understood using the cork and the glass. The cork is the ship and the glass is the water tank.

**STAGE 6 A Walk in Space – Setting homework**

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Reading for specific information

**ORGANISATION** Individuals

**AIDS AND MATERIALS** 3.6 Reading text

**TEACHER'S ACTIVITIES**

1. Ask Ls to raise their hand if they would like to travel to space. Ask why, why not. Then ask those who say that they would like to travel to space if they would like to “walk in space”, that is leave their spaceship.
2. Tell your class that they will read about moving in space, walking in space in their homework assignment. Give Ls the reading text and ask them to answer the questions below the text.

**LEARNERS' ACTIVITIES**

1. Ls may say: *Taking off must be exciting. I don't want to travel to space. It must be lonely there. You cannot have real food there. You have very little space and you cannot move much only sit, sit, sit. Boring! Maybe I'd go with my friends. Etc.*

## LESSON 4: BREAK THE RULES!

### Aims of the lesson:

- to understand an informative text in detail
- to do strategic and creative thinking
- to describe and present an object and its use
- to reflect on opinions and express opinion in a simple way
- to reflect on one’s own contribution to creative group work

### Materials and resources:

3.6 Reading text, post-it, 4.1.B Text slips, 4.2 Task sheet, Blank A3 sheets of paper, a big box of paper clips, markers, glue, cardboard paper, plastic folders and pieces of textile Ls can cut, scissors, art supply, 4.4 Task sheet

**Before the lesson:** Cut up a copy of 4.1 Text slips, make a copy of 4.2 Task sheet and 4.4 Task sheet for each L.

<b>STAGE 1.A</b>	<b>A “Walk in Space” wall to wall true or false – Checking homework/Warm-up</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding an informative text in detail Sharing ideas and information Strategic thinking
<b>ORGANISATION</b>	Groups and whole class
<b>AIDS AND MATERIALS</b>	3.6 Reading text, post-it

### TEACHER’S ACTIVITIES

1. Ask Ls if they liked the reading text about space walk and if more people would like to walk in space now.

### LEARNERS’ ACTIVITIES

2. Assign to each L a number from one to three and ask them to put their number on a post-it and wear it. Ask Ls with the same number to form groups so there will be a group 1, a group 2 and a group 3. Refer to the three questions they had to answer for today after reading 3.6 Reading text at home. Tell groups that they will have one minute to share ideas on the question that has the same number as their group. They have no time to discuss other questions.

Possible answers: 1. *large, quiet, empty, dark, no up or down* 2. *it is hard, you float, you can float on your stomach or head, if you push something you go the other way, it is very hard to stop* 3. *You need a line, you can pull the line to direct yourself or you need a jet gun to push you the way you want to go. If you want to stop, something or somebody needs to stop you.*

3. Ask Ls to pick up a pen and stand in a line in the middle of the classroom, in equal distance from two walls which face each other. Tell your class that one of the two walls represents 'true' while the other represents 'false'. Pointing at the walls several times, get them to practise which wall is 'true' and which is 'false'. Tell Ls that you will say sentences about the text read and they will have to decide within 10 seconds whether the sentence is true or false in terms of what they have read about space walk. If they think the sentence is true, they need to run to the 'true' wall. If they think the sentence is false, they need to run to the 'false' wall. You will count to 10 and say "freeze" after 10. Then everybody must stop immediately. People who are standing at the correct wall, will get as many points as many Ls there are who are not standing at the correct wall. E.g. 5 Ls are standing at the 'true' wall and 8 at the 'false' wall and 3 somewhere in between. The correct answer is true. It means that each of the five Ls standing at the 'true' wall will get  $8+3 = 11$  points each. Ls can record their points on the back of their post-it. Have a trial run using some trivial sentence like "*The biology teacher's cat is black*". Then start the sentences about the text:

Sentence 1: *Leonov was the first Russian who got to outer space.* – F

Sentence 2: *If you want to walk in outer space, you need a line to tie you to your spaceship.* – T

4. Now announce a change of rules. Say that before you start counting up to 10, Ls will have half a minute to talk to one person, and decide afterwards. Points will be tallied the same way.

Sentence 3: *White's line was very different from Leonov's.* – F

Sentence 4: *In outer space you walk on air.* – F

5. Announce a change of rules again. Say that now they are in two teams and divide Ls in two groups with a gap in the middle. You may also want to assign them a team colour (e.g. different colour wrist bands for members of the two teams). Now Ls can discuss things within these two groups for half a minute before you start counting up to ten. Points will be tallied the same way as before but only within members of the same team. It means that a L standing at the right wall can only get a point for a member of his/her team standing at the wrong wall.

Sentence 5: *In outer space, you can see very well because you're closer to the stars.*  
– F

Sentence 6: *A jet gun is used against Martians in space walks.* – F

Sentence 7: *In space, it is very hard to move about.* – T

6. Now announce a change of rules again. Say that the two teams can consult for half a minute before you start counting up to ten. Points will be tallied the same way but now Ls can only get a point for a member of the other team who is standing at the wrong wall.

Sentence 8: *In space, the Earth is up-side down.* F

Sentence 9: *In outer space you have no feeling of up and down.* T

Sentence 10: *One of White's gloves may still be moving about somewhere in space.*  
T

7. It is worth paying special attention to alliances and Ls' strategies all through the activity.
8. Tally points and discuss strategies.

**STAGE 1.B** Space walk mime – Checking homework/Warmer

**TARGET GROUP** For classes where activity A would be too fast-paced and socially much too demanding and/or in classrooms where there is not enough space to do activity A

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Reading for detail  
Compensation strategy (mime)

**ORGANISATION** Groups and whole class

**AIDS AND MATERIALS** 3.6 Reading Text, 4.1.B Text slips

**TEACHER'S ACTIVITIES**

1. Ask Ls if they liked the reading text about space walk and if more people would like to walk in space now.
2. Ask Ls to form groups of about three and compare their answers to the three questions after reading the text. Give Ls 2-3 minutes. Monitor and help.
3. Ask groups if they agreed on the answers or if there is anything they need to ask or clarify. Discuss issues that are raised with the whole class.
4. Tell your class that now you will give each pair, or each group of three, a paper slip with one or two sentences from the text. These sentences are all about moving in space. Their task is to mime the movements to the others who will guess which sentences their mime belongs to. They have 2 minutes to prepare the mime.
5. As groups are preparing, monitor and help as needed.
6. When preparation time is up, ask groups/pairs to take turns in performing their sentences. Others may guess the sentences with the text in front of them. If you think this is too easy for your class, or for some Ls in your class, ask them to do the guessing without the text.

**LEARNERS' ACTIVITIES**

**STAGE 2 Inventions – Lead-in****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reflecting on opinions and expressing opinion in a simple way  
Vocabulary  
Knowledge of the world**ORGANISATION** Individuals, pairs, whole class**AIDS AND MATERIALS** 4.2 Task sheet**TEACHER'S ACTIVITIES**

1. Write RULES in the middle of the board and ask Ls and elicit from them things you can do with rules: e.g. *follow, find, use, make up, break*. Ask Ls if they have ever broken a rule. Give them a minute to tell a partner what rules they have broken in their lives.
2. Tell Ls that in science, people often break 'rules'. Also, people who are in great trouble often break 'rules'. By 'rules' now we mean everything people believe to be true unconditionally, without questioning it when these are applied as thinking rules. So 'rules' here mean: beliefs applied in thinking as rules. Creative thinking often results in realising these unconscious hindering thinking rules and breaking them. *For example, Edison was only a boy when his mother got very ill and needed an operation at once. The doctor said there was not enough light in the room because there weren't enough candles. They could not find any more candles. Then Edison collected all the mirrors he could find in the neighbourhood. The mirrors reflected the candle lights and this way the candles were enough for the operation. Edison's mother was saved. As an adult, Edison also invented the light bulb, which made it possible to operate on people without a single candle.* Ask Ls what 'rule' Edison broke in this story. Ask Ls if they know any stories where 'rules' get broken.

**LEARNERS' ACTIVITIES**

1. Ls may say things like: *"I have broken these rules: Do not copy your homework. Go to bed at 10 o'clock. You must be at home at 9. Do your homework before you go out with your friends."*
2. *Edison broke the 'rule': you can only operate on people if you have lots of candles.* So his way of thinking was very different from the doctor's, who applied his belief about operations and candles as a rule and based on this decided that the patient cannot be operated on and consequently she must die. Edison's thinking can be considered creative rule-breaking thinking.

Ls may come up with any invention they know about. E.g. the computer that can store all the information of the libraries and more! No one some decades ago believed you can have all that in a small box!

3. Hand out 4.2 Task sheet and help interpreting the task as needed. You may wish to demonstrate the task by doing the first one together. Ask Ls to work individually.
4. When Ls finished completing the task sheet, ask them to compare their answers with a partner.
5. Now ask the whole class which 'rules' they think are not true any more and list technological inventions which demonstrate the end of an old rule.
  5. Possible answers:  
*People can't fly: airplane, helicopter, hot air balloon, spaceship, rocket*  
*The Earth is flat: discovery of America*  
*People can only see things within seeing distance: binoculars, cameras, tv*  
*People can only hear things within hearing distance: phones, radio*  
*People can only stay for some minutes under water: submarine, oxygen tank*
6. Ask Ls which are the ones that are still partly true and discuss in what ways.
  6. Possible answers:  
*Cancer is a deadly illness: some types are curable with chemotherapy, radio therapy, operation and alternative medicine, but some are still deadly.*  
*The past is gone forever: you cannot go back and live the past again, there is no time machine yet, but you can see a lot of it in museums, on photos or videos.*
7. Finally, ask Ls about the ones they think are still true and if they can think of any more 'rules' which would be good to break.
  7. Possible answers:  
*Few people live to be a hundred.*  
*People cannot live without wars.*  
 Some other 'rules' that Ls may think would be good to break e.g.:  
*People die of AIDS, a lot of animals die out, people cannot have holidays on the Moon, you cannot see the future, you cannot change the past, etc.*

<b>STAGE 3</b>	<b>Paper clips – Communication</b>
<b>TIME</b>	23 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Brainstorming Decision making Agreeing and disagreeing Organising work Describing an object and its use Creative thinking Presenting
<b>ORGANISATION</b>	Groups, then whole class
<b>AIDS AND MATERIALS</b>	Blank A3 sheets of paper, a big box of paper clips, markers, glue, cardboard paper, plastic folders and pieces of textile Ls can cut, scissors, art supply

#### TEACHER'S ACTIVITIES

1. Tell your class that now they will have a chance to invent something. Put them into groups of 4, and ask groups to sit together, preferably around a table. Give each group a blank A3 size sheet of paper, some markers and a handful of paper clips. Elicit the word “*paperclip*” and ask Ls what paper clips are for (e.g. *for eating them?; for drinking them? etc.*) and elicit “*for keeping paper together*” and put it on the board.
2. Ask groups to brainstorm other functions of paper clips and put these down on their paper. Ask them to put the word “*possible*” in the middle. Tell them that they can either put down the name of the object, e.g. spoon, or say for what activity the object can be used as in “*for keeping paper together*”. You may wish to put “*as + name of object OR for -ing*” on the board, too. Tell Ls that they have two minutes to come up with as many usages as possible.

#### LEARNERS' ACTIVITIES

1. Ls say what paper clips are used for. E.g.: “*for keeping paper together*”.

3. As groups are brainstorming, go around and help with vocabulary as needed.
4. When the two minutes expires, ask Ls to turn the sheet around. Their task now is to brainstorm what kinds of use paper clips cannot be for. Ask them to put the word “*impossible*” in the middle. Again, they can put down both the name of the objects paper clips cannot possibly be used as and the activity paper clips cannot be used for as before. Now they have three minutes.
5. As groups are brainstorming, go around the classroom and help with vocabulary as needed. If you notice that groups have only very few ideas after three minutes of thinking, give some more time and ask groups to consider the ideas of other groups and borrow some of them. It is very important for each group to have several things listed.
6. Now, tell Ls that it appears they collected the ‘rules’ they have about paper clips and now they will break one of them and make the impossible possible. Now they have 10 minutes to create an object using paper clips for one of the uses they listed as impossible. They can use any other material they find in the class and as many paper clips as they need to. They will have to introduce their object to the class, so they need to give it a name and define its use. It is preferable if they can demonstrate the use of the object.
7. As groups are working, monitor them and help. Keep warning Ls of their time limit, too.
8. When the 10 minutes expires, give some more time for groups to rehearse for their short presentation.
9. Ask groups to take turns in presenting their objects. Celebrate presenters.
3. Some possible ideas: *activities: for cleaning your teeth / fingernails, objects: as earrings, for eating chips, as a fork, as a belt if you put them together like a chain and put it around your waist, etc.*
4. Some ideas may be: *objects: as a car, as a computer, as sunglasses, activities: for writing, for listening to music, etc.*
9. A sample of presentation: *This is our new model, the paper clips sunglasses. They are very fashionable. You can use them in sunny weather. It is good for skiers, too.*

10. Finally, ask groups to talk about their work using these questions, which you put on the board:
- Who gave ideas?
  - Who found materials?
  - Who did the manual work?
  - Who did the presentation?
10. Groups reflect on their work as they were creating their object.

<b>STAGE 4</b>	<b>Small objects game – Setting homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading and identifying rules Vocabulary
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	4.4 Task sheet

#### TEACHER'S ACTIVITIES

1. Tell the class that in the next lesson, they will make rules for each other: they will make a game with all the rules. In the game, they will use small objects that are not usually used for games. These are: spoons, rubbers, toothpicks, buttons.  
NB: Feel free to change the objects. The important thing is that they generate some ideas, they are not often used for games, they are safe and you have many of them. Some other possible objects: pebbles, coins, marbles, feathers, nuts, shells, paper clips, wooden skewers, matches, rubber bands, etc.
2. Ask Ls to form 4 groups: spoons, rubbers, toothpicks, buttons. Their task is to individually invent a game using their objects and to write up the rules. Ask Ls to keep the rules as simple as possible. Give out 4.4 Task sheet and ask Ls to follow the structure recommended there.
3. If you think you cannot bring in enough objects for the next lesson you may also want Ls to bring in the objects they need for the game.

#### LEARNERS' ACTIVITIES

2. At home, Ls create a game using their object and 4.4 Task sheet. They write up the rules for the game.

## LESSON 5: MAKE THE RULES!

### Aims of the lesson:

- to read, interpret, make up and follow rules/instructions
- to think creatively and in co-operation with others
- to agree, disagree and to make decisions
- to give and receive feedback
- to reflect on one's own work

### Materials and resources:

L's homework as of 4.4 Task sheet, 5.1 Task sheet, 5.1 Key, enough number of the four objects Ls used for making up a game e.g. spoons, rubbers, toothpicks, buttons, 5.3 Feedback sheet, 5.4 Evaluation sheet

**Before the lesson:** Make a copy of 5.1 and 5.4 for each L, make a copy of 5.1 Key on a transparency, make four copies of 5.3 Feedback sheet.

<b>STAGE 1</b>	<b>What game is it? – Warmer</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading and interpreting rules The language of rules for games
<b>ORGANISATION</b>	Pairs, then whole class
<b>AIDS AND MATERIALS</b>	5.1 Task sheet, 5.1 Key, playing cards, chess, domino, dice, playing boards, counters

### TEACHER'S ACTIVITIES

1. Tell your class that it is a day to create and play games. First, they get some rules and they will need to guess the name of the game. Hand out 5.1 Task sheet and ask Ls to form pairs and to complete the task assigned on the task sheet. Set a time limit of 4 minutes.
2. Project or give out 5.1 Key and ask Ls to mark any differences in their answers and the answers in the Key.

### LEARNERS' ACTIVITIES

1. In pairs, Ls match the rules to the games.
2. Ls compare their answers to the key and ask about the ones that they do not understand.

3. With the whole class, discuss these differences and demonstrate the meaning of words and expressions using real cards, dice, etc. 3. Ls use real cards, dice, etc. to clarify the meaning of instructions they did not understand properly.

Anticipated problem words: *Double (in domino it means a domino with the same number of dots on either side of the central line), card suits*

<b>STAGE 2</b>	<b>Making a game – Communication and writing</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creative and co-operative thinking Making up and writing rules Agreeing and disagreeing Making decisions
<b>ORGANISATION</b>	Four groups
<b>AIDS AND MATERIALS</b>	Ls homework as of 4.4 Task sheet, the small objects Ls used at home to create a game, e.g. spoons, rubbers, toothpicks, buttons, blank A4 sheets of paper

#### TEACHER'S ACTIVITIES

1. Ask Ls to form four groups according to the objects they worked with at home i.e. there will be a 'spoons' group, a 'rubbers' group, a 'toothpicks' group and a 'buttons' group. If there are more than six people in one group, subdivide groups. Ask Ls to have their homework, their objects and 4.4 Task sheet with them.
2. Explain that in their groups, they will make one perfect game with their objects using the ideas and rules everybody brought with them. They will need to agree on the game and the rules. Recommend these steps and put them on the board:
  - *Listen to and try out people's ideas.*
  - *Put the final rules down.*
 Tell groups to be as clear as possible with their rules so that other groups can play their game by reading their rules. Give each group a blank A4 size sheet of paper, and ask them to write up their final rules following the structure recommended in 4.4 Task sheet. Tell groups that they have 15 minutes.

#### LEARNERS' ACTIVITIES

2. Ls share their ideas (homework) and try each other's ideas. Then they put the best ideas into one game and write up the rules nicely and clearly.

- As groups are writing their rules and making up the game, monitor and help as needed. When Ls are half way through their time, warn them to start writing up the final rules.

<b>STAGE 3</b>	<b>Play our game! – Game</b>
<b>TIME</b>	12 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Interpreting and following rules/instructions Organising group work
<b>ORGANISATION</b>	Groups as in Stage 2
<b>AIDS AND MATERIALS</b>	5.3 Feedback sheet

#### TEACHER'S ACTIVITIES

- When time is up, and rules are ready, ask groups to swap rules and objects and play each other's game. Tell the class that they will give feedback to the inventors of the game(s) they play, and hand out a copy of 5.3 Feedback sheet to each group. They write the name of their game on the feedback sheet and give it to the group that is trying out their game.
- As groups are playing, monitor and help as needed.

#### LEARNERS' ACTIVITIES

- Groups swap objects and rules and give the group that is playing their game a copy of 5.3 Feedback sheet with the name of their game on it.
- Groups read the rules of the other group's game and play the game according to the rules. When they have familiarized themselves with the game and understand how it works, they fill in 5.3 Feedback sheet for the game. They individually decide where they put a mark on each line between the sad and the happy face. The closer they put their mark to the sad face the less satisfied they are with that aspect of the game. The closer they put their mark to the happy face the more satisfied they are with that particular aspect of the game.

3. Ask groups to swap again as soon as they finish playing a game (provided there is time for more than one swap).
4. When there is no more time for playing, ask groups to hand back the rules, along with the completed feedback sheet to the inventors of the game.
5. Give some time to the inventors to look at the feedback sheets and discuss how they feel about it.

<b>STAGE 4</b>	<b>Evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reflecting Writing up rules Giving opinions
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	5.4 Evaluation sheet

#### TEACHER'S ACTIVITIES

1. Tell your learners that in the past five lessons, they did a lot of work with different rules, and ask them to bring back memories of activities: "*What did you do with rules?*". Collect these on the board.
2. Now ask Ls to reflect on these five lessons and hand out 5.4 Evaluation sheet. You may also wish to ask them to say out loud some of the rules they learnt, followed, made, etc., and/or share some of your observations during classes. Suggestion: Should Ls find it hard to come up with the rules, suggest that they look at the materials, work sheets, reading texts, their notes, etc. used during the module and/or ask them to work in small groups.

#### LEARNERS' ACTIVITIES

2. Ls fill in 5.4 Evaluation sheet. They may want to say out loud some of the rules they learnt, followed, made, etc.  
E.g.: Some rules I have followed: Two people standing next to each other must move together; 2. Some rules I have understood: Water can lift objects; 3. Some rules I have used: Wood floats on water; 4. Some rules I have broken: Paper clips cannot be used as sunglasses; 5. Some rules I have made: You must spin two buttons at a time.

3. Ask Ls to keep the completed evaluation forms in their folder or collect them to make comments on them.

**VARIATION IF TIME IS SHORT**

**AIDS AND MATERIALS** 5.4 Evaluation sheet

**DESCRIPTION** Ask Ls to fill in 5.4 Evaluation sheet at home and discuss it in the next lesson.