

# Internet forum post: challenging ourselves

**21<sup>st</sup> Century Skills**

Tools and resources: setting goals, time management

**Key Competences**

1 Sense of initiative and entrepreneurship, 2 Linguistic communication, 3 Social and civic competence

**Useful language from the units**

2A activities and sports, 2B present perfect and past simple contrast, 2D present perfect simple and continuous, 2G expressing preferences, raising objections and coming to an agreement, 3A parts of the body, 3B speculating and predicting, 3D asking for and offering a response, 3E adjectives to describe feelings

**STEP 1: UNDERSTAND THE TASK** Work in pairs.

Read the task. What three things do you have to do? Look at the photos and the diagram below. How can you stretch yourself? Add ideas of your own for challenging yourself.

**TASK**

Get out of your comfort zone! Do something new! Think of a way to stretch yourself, and plan how you're going to do it. Then write a post for our internet forum telling us what you're going to do.

**Physical challenge**


learn to do a skateboard or BMX trick

learn to juggle

**Creative challenge**

transform old clothes into a new piece of clothing or a bag

**Stretch yourself**


learn the sign language alphabet



learn origami

memorise 50 words or phrases in a new language

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**STEP 2: ANALYSE** Read an internet forum post by two students about their challenge. What challenge have they chosen? What kind of information have they included in each paragraph? Compare your ideas with your partner.

**STEP 3: PREPARE** Work in pairs. Discuss the different challenges in your diagram in Step 1. Use the key phrases below. Choose a challenge for yourselves.

## KEY PHRASES

## Explaining preference

It appeals / doesn't appeal to me because ...

I don't mind ..., but ...

I quite fancy ...

I think ... would be fun.

I like the idea of ...

I think ... is a better option than ...

## Raising objections

Sorry, but I don't really fancy ...

The problem with ... is that ...

Sorry, but I don't think that's a very good idea.

I'd rather ... than ...

## Coming to an agreement

We need to make a decision.

Overall, ... would be better.

Can we agree on ..., then?

OK, I agree.

That's settled, then

**STEP 4: CREATE** Work in pairs. Plan your challenge.

Write your internet forum post explaining how you will do your challenge. Organise it into paragraphs using the internet forum post in Step 2.

**STEP 5: PRESENT AND DECIDE** Show your internet

forum post to the class. Read the other posts. Choose one which you particularly like and explain why.

**STEP 6: SELF-EVALUATION** Copy the statements into your notebook and score yourself from 1–4.

- I can read and analyse an internet forum post.
- I can discuss my preferences, negotiate and make a decision from a number of options.
- I can write an internet forum post about a challenge.
- I can read internet forum posts, choose a favourite and give reasons for my choice.

4 very well

3 well

2 needs practice

1 not very well

## こんにちは

## Konnichiwa! (Hello in Japanese)

Since we're both really into sport, getting out of our comfort zone means doing something that isn't sporty. We thought that a memorising task would be good and we've decided to learn 50 words in a different language. It will be a good way to stretch ourselves mentally and we think it's an achievable aim in two weeks. We've been studying English for four years, but for this challenge, we've picked a very different language – Japanese!

Our main aims are to learn numbers, days of the week and basic phrases like 'please', 'thank you' and 'My name is ...'. Then, if we ever go to Japan, it might be useful!

Unfortunately, we don't know any Japanese people who can teach us, but we've found an internet site with pictures and audio for Japanese words. There are some great YouTube videos too. Our main problem is that Japanese uses a different writing system. It doesn't have letters – it has characters instead. We just don't have time to learn every character for 50 words, so we plan to write the words out phonetically – how they sound – so we can remember them more easily. To help us memorise the words and phrases, we're going to test each other every day.

When we've learned our 50 words, we'll use our mobile phones to video each other speaking in Japanese to prove we've done the challenge properly. Our friends can also test us to check we've really learned them.

Please post a comment or advice if you have any ideas about how we can do it better.



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## PROJECT SUMMARY

- **21<sup>st</sup> Century Skills:** Tools and resources: setting goals, time management
- **Key competences:** Sense of initiative and entrepreneurship, Linguistic communication, Social and civic competence
- **Useful language from the units:** 2A activities and sports, 2B present perfect and past simple contrast, 2D present perfect simple and continuous, 2G expressing preferences, raising objections and coming to an agreement, 3A parts of the body, 3B speculating and predicting, 3D asking for and offering a response, 3E adjectives to describe feelings

## WARM-UP EXERCISE

Ask students to write down 1–3 things that they know how to do really well or are really good at. Then put them into small groups to compare their talents. Ask students to write down 1–3 things they are *not* very good at.

## STEP 1 UNDERSTAND THE TASK

- Ask students to read the task. Put students into pairs to discuss what they need to do.
- Focus their attention on the Venn diagram. Elicit the name of this diagram if you think they know it. You may need to point out how the diagram works: challenges can fall into two categories, e.g. origami is both a mental and a creative challenge.
- In pairs, students brainstorm their own ideas for challenges and add them to the diagram. If they are struggling, remind them of the free time activities they studied in Unit 2, Lesson 2A.
- Monitor carefully and make a note of any particularly interesting or original challenges. You could mention these in a whole-class discussion before Step 2 if you wish.

## ANSWERS

- 1 think of a way to stretch yourself
- 2 plan how you're going to do it
- 3 write a post for an internet forum

## STEP 2 ANALYSE

- Students read an example internet forum post and analyse the content and structure. Give them plenty of time to read the post and find the answers to the questions. Then put them into pairs to share their answers.
- Go through any unknown vocabulary as necessary.
- You could also ask what the students think of the challenge.

## ANSWERS

**Challenge:** To learn 50 words in Japanese

**Paragraph 1:** Introduction to the challenge and reasons for choosing challenge

**Paragraph 2:** Main aims

**Paragraph 3:** How we're going to do it

**Paragraph 4:** How we're going to prove that we've completed our challenge

**Paragraph 5:** Conclusion and asking for feedback

## STEP 3 PREPARE

- In pairs, students should choose their own challenge. Focus their attention on the Venn diagram in Step 1 and the ideas they added. Encourage them to use the key phrases to help them discuss which challenge to do.
- Monitor carefully and intervene if students are having difficulty agreeing. You could even change the pairings if you notice two students who are keen to do the same challenge.
- You should make sure that the challenges they choose are realistic and can be achieved in spite of time and equipment restrictions. Give them criteria to think their ideas through, e.g. *Have you got enough time to complete the challenge?* *Have you got everything you need to do the challenge?*
- NB If your students are interested, they could consider actually completing their challenges. You could monitor their progress and ask for their feedback once they've completed it. However it isn't necessary to complete the challenge to complete the project.



- If students have access to the internet, they could conduct research on their chosen challenge; equipment needed, methods or tips, useful YouTube videos to help them, etc.
- Before finalising their choices, check that there is a variety of different challenges within the class.

## STEP 4 CREATE




- Students write their internet forum post. They need to think carefully about different aspects of the challenge. Refer students back to the example in Step 2 and the kind of information the students included. You could brainstorm more detailed ideas as a class and write them on the board:
  - Choice of task
  - Specific goal
  - Reason for choosing / how they chose
  - How long they will spend on it
  - How they plan to do it
  - Any resources / equipment they'll need
  - Problems they predict and how to deal with them
  - Benefits of doing the challenge
  - How they will demonstrate that they've achieved it.

**Internet forum post: challenging ourselves****STEP 5 PRESENT AND DECIDE**

- Students should read each other's internet forum posts. This can be organised in small groups, or as a class, or you could put the posts on the walls for all students to mingle and read.
- Remind them that they need to choose one challenge which they particularly like and explain why they like it.
- With a weaker group, you could give specific criteria to help them choose a challenge they like, e.g. the most original challenge, the biggest challenge, the best use of English, etc.

**STEP 6 SELF-EVALUATION**

- Ask students to copy statements a–d. Then they decide how well they can do each thing. Point out that number 4 is very positive and number 1 is the least positive.
- You can also use the key competences evaluation rubric to evaluate how well students have done with the key competences associated with this project.
- You could then conduct a class discussion on what the students found easy and difficult about doing the project, and what they might do differently if they did the project again.

KEY COMPETENCE		4 EXCELLENT	3 GOOD	2 ADEQUATE	1 NEEDS IMPROVEMENT
	<b>Sense of initiative and entrepreneurship</b> The student demonstrates decision-making skills by volunteering ideas in step 1, choosing a challenge in step 3 and choosing a favourite post in step 5. In the creation of the post in step 4, the student shows good time management and an ability to plan and organise the content.				
	<b>Linguistic communication</b> The student has no difficulty understanding the language used in the task and internet forum post. The student is able to create a post using appropriate language and demonstrating a real understanding of the concept of challenging ourselves. In step 3, the student correctly uses the key phrases for preference and objections.				
	<b>Social and civic competence</b> At each step of the project, the student shows an ability to work well in pair work and as a class, in steps 1 and 2 by sharing opinions and in step 3 by participating in a discussion. In step 5, the student shows interest in the work of others, and at all times behaves respectfully.				