

PEMBELAJARAN ABAD KE-21 (PAK-21)



ACTIVITY 1 Role Play

UNIT 1 LET'S CHAT

Aim
To be familiar with modern ways of communication

Task

To prepare a dialogue for a conversation via video call or Zoom.

Procedures

1. Teacher divides the students into groups of three or four.
2. Teacher provides situations which students can relate to in order to prepare a conversation.
 - asking for advice from friends or siblings
 - describing a new living place to parents
 - providing details of a process to parents/friends
3. Each group is required to prepare suitable dialogues that they can present during the video call. Teacher can make use of the computer laboratory for the lesson.
4. At the end of the lesson, everyone listens to the conversation made via the video calls.

Teacher may also discuss about the codes required to form or to join a meeting when using a platform like Zoom or Google Meet.

ACTIVITY 2 Brainstorming

UNIT 2 **READY FOR ANYTHING**

Aim
To gain extra knowledge on extreme sports

Task

To prepare a leaflet or a flyer on an extreme activity.

Procedures

1. Teacher divides the class into small groups: three or four per group.
2. List extreme activities that people can do locally. For example:

Riding on roller coasters
Hiking
Trekking
Skateboarding
Mountain biking
Horse riding

3. Each group can choose an activity of their own from the list given.
4. Teacher explains what is required for each group and students use their creativity to come out with the final product.
5. Each group can brainstorm for ideas to be included into their flyer or leaflet such as description of the activity, its advantages and disadvantages and the places that offer such activity. They may include drawings or pictures where necessary.
6. Each group selects a representative to present their work in class.



ACTIVITY 3 I-Think Maps

UNIT 3 BUY IT!

Aim

To encourage wise spending and good money management

Task

To make a list of things that one wants or needs.

Procedures

1. Students can work in pairs.
2. Teacher defines 'needs' vs 'wants':-
 - A need is something that is essential for living. They include food, water and shelter.
 - A want is something that is not necessary but desired to increase the quality of life. They include branded things and accessories.
3. Each pair discusses things that they have bought in the past.
4. Students learn to put the items into the two categories i.e. needs or wants. They have to make a decision whether it should be placed under 'needs' or 'wants'.

For example:

You are hungry and you want something to eat. Food is a 'need' but the type of food: a burger, a pizza or fried rice will come under 'want'. You have to think whether the food will just feed your hunger or fulfil your curiosity. So, ask yourself which food will be in the 'needs' or 'wants' category.

5. Students present their lists in class.
6. Teacher discuss the advantages of making the list:
 - save money
 - avoid clutter
 - wise money management/sticking to a budget
 - prevent wastage/impulsive buying
7. Put the lists on the noticeboard.





ACTIVITY 4 Round Table

UNIT 4 **BEING A TEEN**

Aim

To talk and give comments about a film or a book

Task

To talk about films or TV series students have watched or books they have read.

Procedures

1. Teacher discusses films or TV series or books that students have watched or read.
3. Teacher divides the class into groups of three or four based on their preference, either towards films or books. If possible and for ease of discussion, group students who have watched the same film or read the same book together.
4. Using the round table technique, students pass around a piece paper to write about the films or books. Teacher can help by asking questions such as :
 - Why do you like the film/ book?
 - Name the cast of film/ characters in book.
 - Write a summary of the film /book.
 - What can you learn from the story?
5. Students discuss what they have written and organise their points into paragraphs.
6. Get a student from each group to talk about the film or book their group has discussed.

Note: Teacher may choose a film or a book that is suitable for students and ask students to watch the film/read the book before the lesson.



ACTIVITY 5 Hot Seat

UNIT 5 GLOBETROTTING

Aim

To raise an awareness of the beautiful places in the country as to promote local tourism

Task

To prepare a promotion package to visit local islands in the country.

Procedures

1. Teacher divides the students into groups of three or four.
2. Teacher provides a list of local islands for each group to choose for their tasks. Another alternative is for the teacher to draw lots. Some examples:
Rawa Island, Kapas Island, Redang Island, Tioman Island, Perhentian Islands
Penang Island, Pangkor Island, Langkawi, Payar Island
3. Each group is required to prepare a flyer to promote their destinations. They can include the following:
 - description of place
 - access to the place
 - activities to do
 - food and accommodation
 - estimated cost
4. Each group selects a member to become a spokesperson.
5. The spokesperson of each group has to go out and inform the class the name of the island of their choices. Other group members need to ask what they need to know about the island. e.g.
 - Where is the island?
 - How do you go there?
 - What is the best time to visit the place?
 - The representative should be able to answer the questions based on the notes prepared earlier.
6. Each spokesperson from each group will take turn to be on the hot seat.
7. Teacher asks each group to draw a flyer for a promotional package of their chosen destination.



ACTIVITY 6 Think-Pair-Share

UNIT 6 TIME OUT

Aim

To encourage students to be active in doing both indoor and outdoor activities.

Task

To list the advantages and the disadvantages of indoor and outdoor activities.

Procedures

1. Teacher divides the class into two main groups. One for outdoor activities and the other for indoor activities.
2. List out the games or activities that fall into the two categories.

INDOOR ACTIVITIES	OUTDOOR ACTIVITIES
Traditional games like 'congak' or 'batu seremban'	Playing sport games like futsal, badminton or volleyball
Indoor games like chess, scrabble or monopoly	Recreational activities like hiking, cycling or trekking
Pastimes such as reading, sewing or watching TV	Pastimes like fishing or gardening

3. Then students in each group find a partner.
4. Each pair choose an activity or teacher may assign a different activity to each pair to save time and to avoid two pairs from doing the same activity.
5. Each of the pair discusses the advantages and the disadvantages of the chosen activity. Then, they share their opinions with other members of the class.



ACTIVITY 7 Presentation

UNIT 7 MOTHER NATURE

Aim
To encourage sustainable living practices

Task

To share ways in practising sustainable living in everyday life.

Procedures

1. Students can work in pairs or in groups of three.
2. Teacher gives a few examples of sustainable living practices and asks each pair of students to list out other ways.
3. Each pair discusses ways of sustainable living /environment sustainability that people in the community should practise consistently.
4. Encourage students to present their practices in creative ways.
For example:
To save trees, we have to recycle paper. Besides placing paper into recycle bins, we can reuse paper to make crafts or decorative items.
5. Students can prepare their lists accompanied with illustrations of recycled items such as pencil holders or vases.
6. Teacher may also get students to put up their lists on the notice board in the classroom.



ACTIVITY 8 Gallery Walk

UNIT 8 **IMAGE**

Aim

To acquire extra knowledge about art and crafts

Task

To write an article based on the knowledge that the students have acquired.

Procedures

1. The teacher has to prepare things required for the activity: Notes on the art and questions to be placed at each station.
 - Teacher can print notes on 'wau', 'batik', basket weaving, etc. and place them at station 1.
 - Station 2: Choose a traditional craft and describe the art in general.
 - Station 3: Is there any designs or motifs in the craft you have chosen?
Do you know how they look like? Can you draw them?
 - Station 4: Where can you usually find the craft? Are they expensive?
 - Station 5: Is it a diminishing craft? Why do you think so?
2. The class is divided into groups of four and teacher sets up five stations. Each group is given a worksheet where students have to write answers to questions pasted at each station.
3. Each group moves from station to station within the time frame provided.
4. Based on their notes, each group discusses how to write an article. Put up each article about the art/craft chosen on notice boards or they can read their articles to the class.
5. Teacher can ask students to come up with a sample of the craft if it is possible(e.g.a small 'wau bulan') or to create motifs and designs for a particular craft (e.g. batik design/'songket' patterns)

Note: Teacher may choose a different topic such as appearance and fashion in which students can create /draw clothes and attire for a certain occasion such as an interview.