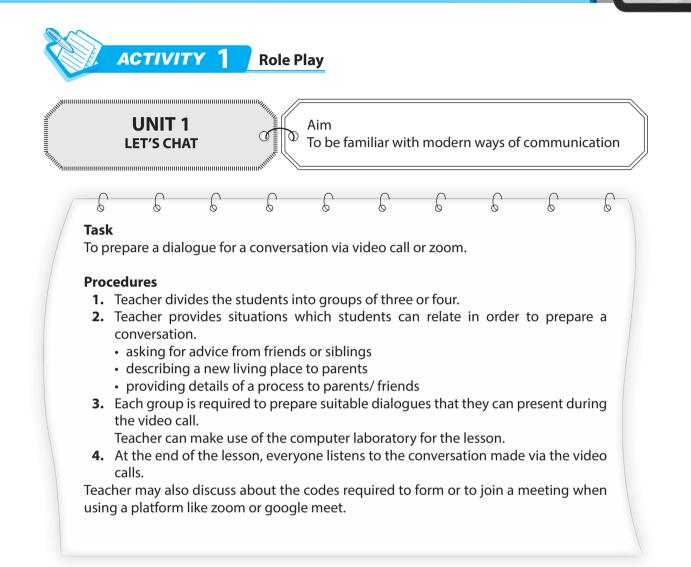
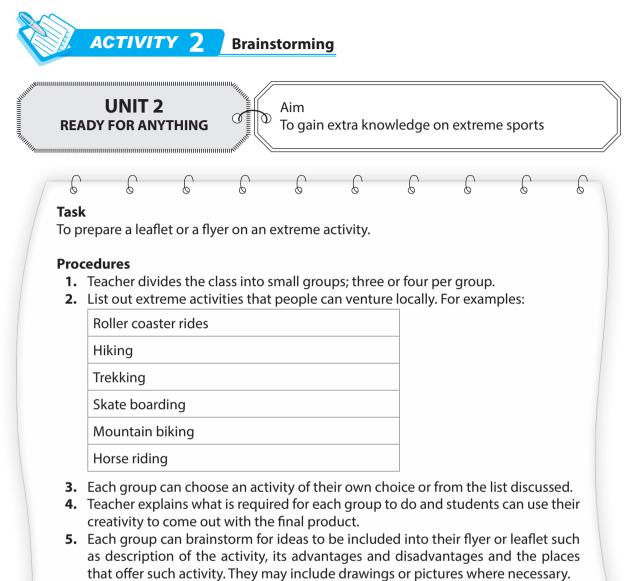
PEMBELAJARAN ABAD KE-21 (PAK-21)







6. Each group selects a representative to present their work at the end of the lesson.

TE 2



UNIT 3 BUY IT! Aim To encourage wise spending and good money management

Task

6

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

Procedures

1. Students can work in pairs.

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- 2. Teacher defines a 'need' vs a 'want':-
 - A need is something that can be essential items required for living. They include food, water, and shelter.

A want is something not really necessary but desired or items which increase the quality of living. They include branded things and accessories.

- **3.** Each pair discusses things that they have bought in the past such as shoes, jeans, food, stationery, etc.
- **4.** Students learn to put the items into the two categories i.e. needs or wants. They have to make a decision in the process of choosing an item, whether it should be placed under 'needs' or 'wants'.

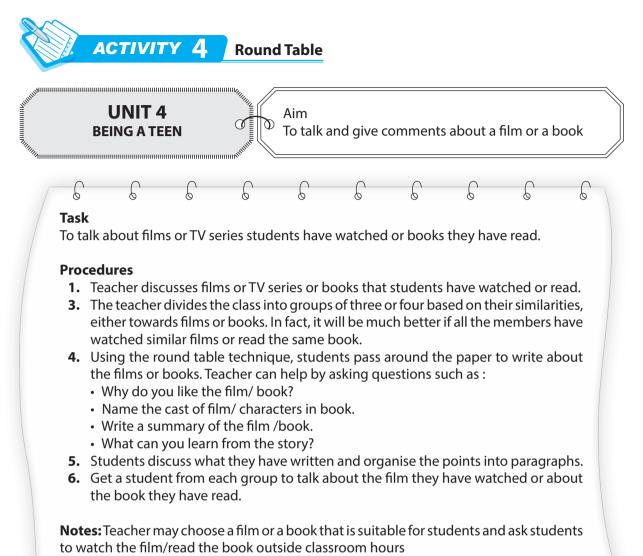
As an example:

You are hungry and you want something to eat. The 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 to fulfil your curiosity. So, you need to really ask yourself which food will be in the 'needs' or the 'wants' category.

TE 3

- 5. Students present their lists to the class.
- 6. Teacher can discuss the advantages of doing the list:
 - save money
 - avoid clutter of too many things collected
 - wise money management/budget
 - prevent wastage/impulsive buying
- 7. Put up the lists on the notice board.



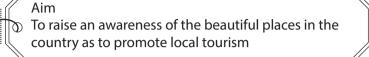






UNIT 5 GLOBETROTTING

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Task

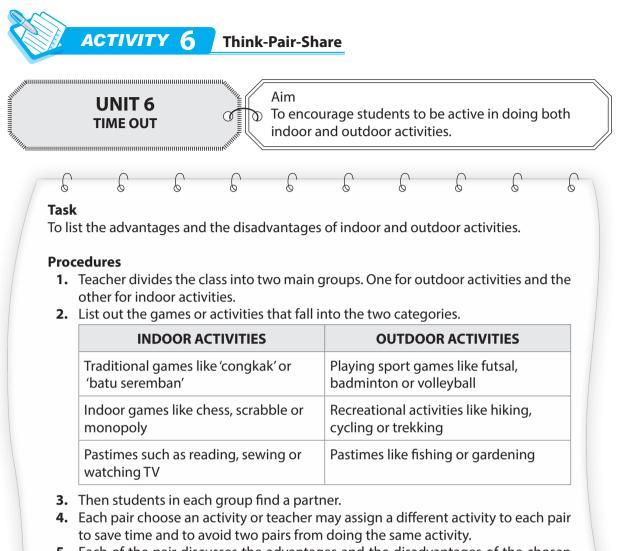
6

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.





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.







Task

To share ways in practising sustainable living in everyday life.

Procedures

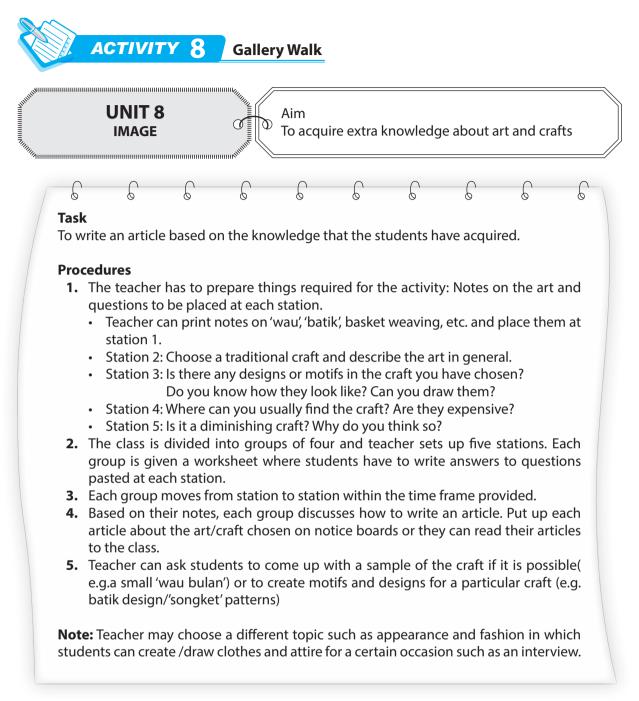
- 1. Students can work in pairs or in groups of three.
- **2.** Teacher gives a few examples of sustainable living practices and asks each pair of students to list out other ways.
- **3.** Each pair discusses ways of sustainable living /environment sustainability that people in the community should practise 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.







TE 🔼