

# PEMBELAJARAN ABAD KE-21 (PAK-21)



## ACTIVITY 1

### Trade a Problem

**Unit 1 :** Family Ties

**Unit 4 :** Special Relationships

**Themes:**

- People and Culture
- Health and Culture

**Task:**

1. Divide students into groups.
2. Get each group to write an agony aunt styled letter about a problem they have at home (The problem can be made-up).
3. Then, switch their letter with different groups.
4. Now, each group must write a solution or their advice about how they would solve the problem written in the letter.
5. The groups will then read out the problem and solution.
6. Students may give feedback about the pros and cons of the solution or advice.

**Example letter:**

Dear Captain Helpful,

I love animals but I just can't stand my brother's pet tarantula. It's black, creepy and huge. My brother allows Stan (that's the tarantula's name) to roam around the house freely. It's nerve-wrecking! I was sleeping the other day and woke up to hairy legs on my face. I almost jumped out of my skin! There was another time when I was rushing out to catch the school bus. Guess what? Stan was happily sleeping in one of my shoes! It was just pure luck that I didn't squash him to bits. I've told my brother but he just shrugs it off.

Help!

*Tarantula Frightened*

### >> Notes

- This activity is ideal as a lead-in or post lesson.
- Students may present their work on a mah-jong paper or manila cardboard.
- Teacher walks around to listen during group discussion.

### >> Benefits

- Teaches problem-solving.
- Builds creativity.



## ACTIVITY 2 Fan and Pick

**Unit 2 :** Food! Food! Food!  
**Unit 6 :** Ready! Steady! Go!

**Themes:**

- People and Culture
- Health and Culture

**Task:**

1. Divide students into groups of four.
2. Each group will be given a set of cards.
3. Students in the group take turns to pick a card and answer the question written on the card.
4. The other students may agree or disagree by giving their opinions.

**Example questions:**

Is Asian food different from Western food? Why? Why not?	What is portion control?
Eat to live but do not live to eat. Explain.	What foreign food do you like? Why?
What is your favourite meal? Why?	What are some of the reasons why teenagers become overweight?
What are the health problems usually faced by teens during puberty?	Can you name a Malaysian food which is similar in another country?
Do you think you lead a healthy lifestyle? Why do you say that?	What does this proverb mean? Breakfast like a king, lunch like a prince and dinner like a pauper?
What does the term 'field to fork' mean?	Which is more important? Tasty food or healthy food?

### > Notes

- It is ideal as a lead-in to present the topic at hand.
- Teacher may prepare the cards beforehand OR
- Teacher may get the students to prepare questions (based on a particular theme) in each group. Then, give the questions to another group.

### > Benefits

- Each member is involved and takes a turn.
- Tests prior knowledge and on-the-spot thinking.

**ACTIVITY 3** Three stray, one stay

**Unit 3 :** The Wonders of Nature  
**Unit 7 :** Extreme Situations

**Theme:**  
 Health and Environment

**Task:**

1. Divide students into groups.
2. Teacher gives students a 'natural wonder of the world' card.
3. Students are given two mah-jong papers (see note).
  - i. First paper – write down interesting facts about the natural wonder.
  - ii. Second paper – Create a poster to attract potential visitors to the natural wonder.
4. When it is done, students display or present their work in their own station.
5. A group member is left at the station to present and answer questions.
6. The other three students walk around the class to observe and provide feedback to the other groups.

**NATURAL WONDERS OF THE WORLD**

GREAT BARRIER REEF	KOMODO ISLAND
NORTHERN LIGHTS	THE GRAND CANYON
HA LONG BAY	VICTORIA FALLS
THE DEAD SEA	MUD VOLCANOES OF AZERBAIJAN

**>> Notes**

- This activity is ideal for a post-lesson or an enrichment activity.
- Students may carry out their research at home, at the library or in the computer lab and present in the next class.
- Students can display their work on mah-jong papers (poster, collage), power point or tablet.
- Teacher can facilitate or participate by giving ideas or feedback.

**>> Benefits**









- Promotes higher-order thinking
- Encourages cooperation



# ACTIVITY 4 Charades

<p><b>Unit 6 :</b> Ready, Steady, Go!  <b>Unit 8 :</b> Time to Spare</p>	<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Health and Environment</li> <li>• People and Culture</li> </ul>
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- Task:**
1. Divide students into 4 groups.
  2. Tell them that they are going to play a game called Charades.
  3. Students from each group will take turns to go to the front of the class and pick a card.
  4. The card has either a picture or word.
  5. The student has to then act out the picture or word (without saying anything).
  6. His or her group are given 3 chances to guess by which failing that, the chance to answer is open to the other groups.

			
SURFING	VOLLEYBALL	BOWLING	TENNIS
TAEKWONDO	CYCLING	LONGJUMP	WUSHU
			

## >> Notes

- This activity can be done as a warm-up or lead in to test vocabulary and prior knowledge.

## >> Benefits

- Hones observation skills.
- Encourages quick-thinking.
- Strengthens/Widens vocabulary

**ACTIVITY 5** Problem-Solving

**Unit 5 :** A Place to Call Home  
**Unit 7 :** Extreme Situations

**Themes:**

- Science and Technology
- Health and Environment

**Task:**

1. Divide students into groups.
2. Explain to the students that they will be making decisions based on a survival scenario.
3. Students are then given a situation (this can be written on a mah-jong paper, on the board, as a PPT presentation or read out).
4. Students have to think about the scenario and discuss how they can survive the ordeal.
5. Students will present their discussion and give their arguments for the choices they have made.

**SCENARIO****STRANDED IN THE AMAZON JUNGLE****Scenario**

Your plane has crashed in the Amazon jungle in South America. Only four of you have survived the crash, one of whom is injured.

**Task**

- Write down 8 items that you would want to have with you or which would be important for your survival.
- Rate the items from most important to the least important, giving a reason for each of your choice.  
e.g. A first aid kit may rank quite high, as you have a member who is injured.
- Present your list and your reasoning.

**> Notes**

- This activity can be done as a lead-in to warm the students up before a main activity or as a post-lesson activity. The scenarios can be changed (e.g. shipwrecked, stranded in a mountain etc.)
- If time is limited, teachers can carry it out as a whole class activity.
- An alternative – instead of asking students to write down items they would want, teachers can give the students a list from which they would have to choose 8 items from.

**> Benefits**

- Weighing pros and cons.
- Hones decision making.
- Helps to develop better communication between team-mates.



## ACTIVITY 6 I See, I Think, I Wonder

**Unit 9** : High-Tech World  
**Unit 11** : Lessons to Learn

**Themes:**

- Science and Technology
- People and Culture

**Task:**

1. Divide the class into groups.
2. Give the students a picture of a crime scene OR set the scene by describing it (e.g. robbery in the bank, a body found in the river etc.)
3. Ask students to write down six clues from the picture OR think of six clues that can be found at the described scene.
4. Tell students (who assume the role of crime scene investigators) to work out a logical interpretation of what had happened.
5. Use Wh-questions to work the crime scene (e.g. What weapon was used? When did the incident happen? Where was the body found? Whose fingerprints are those?)
6. Write a short report using the passive voice.
7. Groups then take turns to read the report. Other groups may question their reasoning.

**SAMPLE PICTURE**



**> Notes**

- This activity can be done as an enrichment or post-lesson activity.
- It also can be done as a whole class activity – with the teacher asking questions about the scene and students giving their opinion about what had happened.

**> Benefits**

- Encourages logical thinking.
- Test prior knowledge.
- Reinforce the passive voice and Wh-questions (grammar).

**ACTIVITY 7** Who am I?

**Unit 8** : Time to Spare  
**Unit 10**: That's Entertainment

**Themes:**  
 People and Culture

**Task:**

1. Teacher gives each student a slip of paper and asks them to write down the name of a popular entertainer, singer, actor, group, book etc without letting others see what they have written down.
2. Then, divide the students into groups.
3. Each student is given an identity (from the slip of papers given) which is pinned on their back. They should not be given their own papers.
4. Each student will take turns to be 'IT'. 'IT' sits in the middle of his or her group and is allowed to ask six questions about his/her identity.
5. Friends in the group can only 'yes' or 'no'.
6. After the six questions are asked, 'IT' must guess who he or she is.

**Example:**

**[Michael Jackson]**

*Question 1: Am I a singer? – Yes*

*Question 2: Am I an American? – Yes*

*Question 3: Is one of my songs 'Memories'? – No*

*Question 4: Am I still alive? – No*

*Question 5: Was I good at dancing? – Yes*

*Question 6: Did I sing Thriller? – Yes*

*Answer: I think I am Michael Jackson.*

**> Notes**

- This activity can be done as an enrichment activity.
- If time is limited, teachers can carry it out as a whole class activity.
- The number of questions can be added so that 'IT' has more chances to guess who he or she is.

**>> Benefits**

- Improves logical thinking and deduction skills or the ability to put two and two together.