

# Classroom activities

Here are some suggestions of activities that you can carry out with the 3D object, cards and profiles. The table of professions and skills can replace the cards if you do not have a copy of the printed resource. If you have further suggestions for activities, please let us know at [routes@soton.ac.uk](mailto:routes@soton.ac.uk).

Quick questions or challenges for teachers to give:

1. Each student to write a list of 5/10 words that they associate with a word on the 3D objects or profession cards.
2. Pupils pick up a profession card: how do you describe someone who does this job?
3. Which 3 skills on the 3D object do you think are important and why?
4. Pupils pick up a profile. What skills does [name] use in their work?
5. Pupils pick a skill from the 3D object. Why is x skill important?
6. Name a skill beginning with the letter...
7. Name a profession beginning with the letter...
8. Word association: pupils are read out a job or skill from either the cards, object or profiles and have to say the first word they associate with it.
9. Pupils describe the appearance of a person in the profile.
10. Pupils make up sentences, where they have to include a word from a profession card, profile or 3D object.

## Longer activities:

Pupils receive a profile to read through. Which skills does this person use in their job?

After looking through a number of profession cards or profiles, pupils decide which job they would like to do the most and why. They could also talk about the skills they would need for this job.

Match skills on 3D resource with profiles and pupils say how they think a person uses a certain skill in the target language. Here are two examples:

- Anna uses communication when she works with children/ Anna verwendet Kommunikation, als sie mit Kindern arbeitet.
- Bridget uses memory because she is an interpreter/Bridget utilise la mémoire parce qu'elle est interprète.

Number the sides of the skills object, with the white shape as 1. Roll 2 dice and pick up the shape/side with the same number. Talk about why the skill is important. You can do the same with the downloadable jobs object. Roll 2 dice and pick up the shape/side with same number. Talk about what skills are needed for the profession.

Pupils take a profession card and make up a profile of someone who does this job. They then describe them in the target language. They can describe the person's job, their interests, hobbies, appearance etc....

You can find further activity suggestions on the next page.

## Further classroom activities<sup>1</sup>

“Carousel”: pupils sit in groups and receive a large piece of paper. Each group is given a skill or job from the 3D resource or profession card and has to write about it – why it is important, how you can improve this skill, jobs where this skill would be useful, skills you need for this job, what this job entails... After a set period of time, they then pass the piece of paper to the next group who add more. Repeat until time/paper/ideas run out and then go through what has been written down as a class.

“Just a minute” – pupils have to speak for one minute “without hesitation, repetition or deviation” about skill or job they are given from the profession cards or 3D object. If other pupils spot hesitation, repetition or deviation they may interrupt and take over. Winner is the pupil who is talking at the end of the minute. This can be played in English or the target language.

“Mind maps”: either in groups, pairs or individually, pupils receive a skill or profession from the object, cards or profiles. They then have to create a mind map about it, including ideas such as why a skill is important, skills necessary for a job, how to improve a skill etc....

Pupils sit in pairs with one pupil (A) holding a copy of a profile or a profession card so that the other (B) cannot see it. A describes the profile in the target language and B must take notes in English and/or draw a person based on the description. (Based on “Back to Back”).

### Assembling the 3D Object

This resource includes templates for two different 3D objects with skills or professions linked to languages printed on the sides. The instructions can be found on the next page...



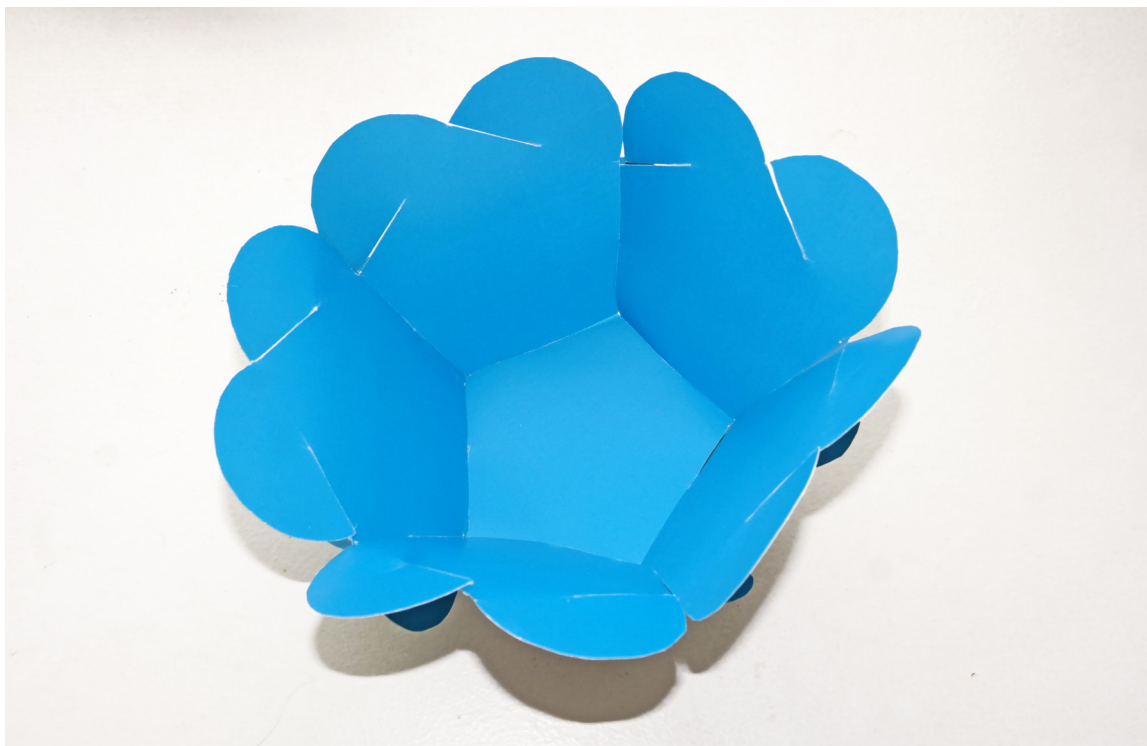
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<sup>1</sup>These suggestions were adapted from the North Ireland Curriculum document “Active Learning and Teaching Methods for Key Stage 3”, available at: [www.nicurriculum.org.uk/docs/key\\_stage\\_3/ALTM-KS3.pdf](http://www.nicurriculum.org.uk/docs/key_stage_3/ALTM-KS3.pdf)

## Instructions for 3D Object

To assemble them, you will need the printed templates (2 pages/object) and a pair of scissors. Assembling the object can be fiddly, so take care not to rip the paper! The object will be more robust if you print it on card, but this may be harder to put together.

1. Cut out the 12 shapes and cut along the dotted line to create a slit
2. Using the white shape with the Routes into Languages logo as a “base”, slot five shapes into the slits at the edge of the base shape. You will also need to slot these shapes into each other.



3. Take another five shapes and slot them into the tops of the five shapes added in step 2. You will also need to slot them into each other.
4. Slot the last piece into the tops of the 5 shapes added in step 3.

Your object is finished! Have a look at the suggestions on this sheet for ideas of activities that you can carry out with the finished objects.

For more diagrams and to see the inspiration for these objects, visit: [www.howaboutorange.blogspot.de/2011/11/how-to-make-3d-paper-ball-ornaments.html](http://www.howaboutorange.blogspot.de/2011/11/how-to-make-3d-paper-ball-ornaments.html)