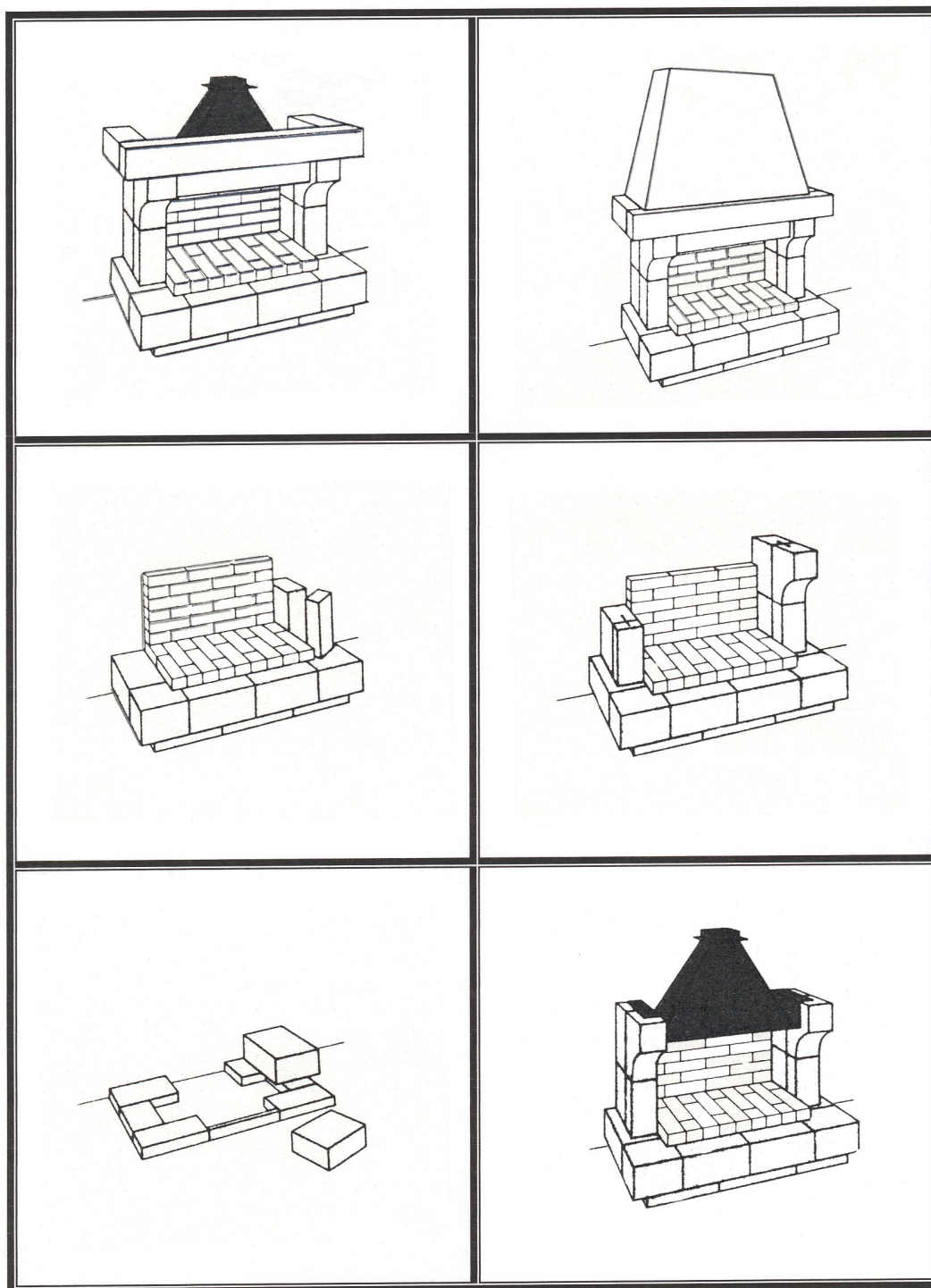
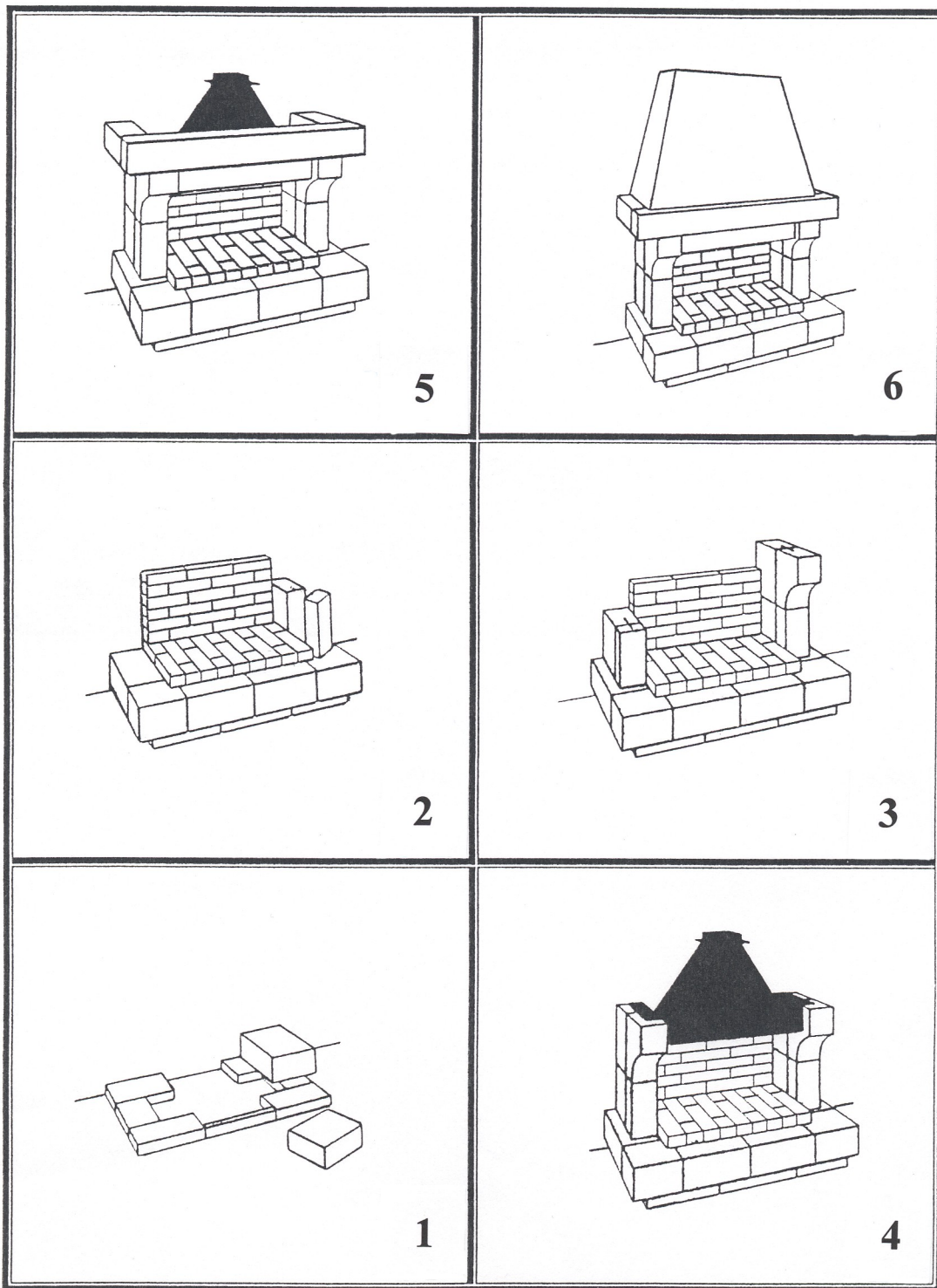
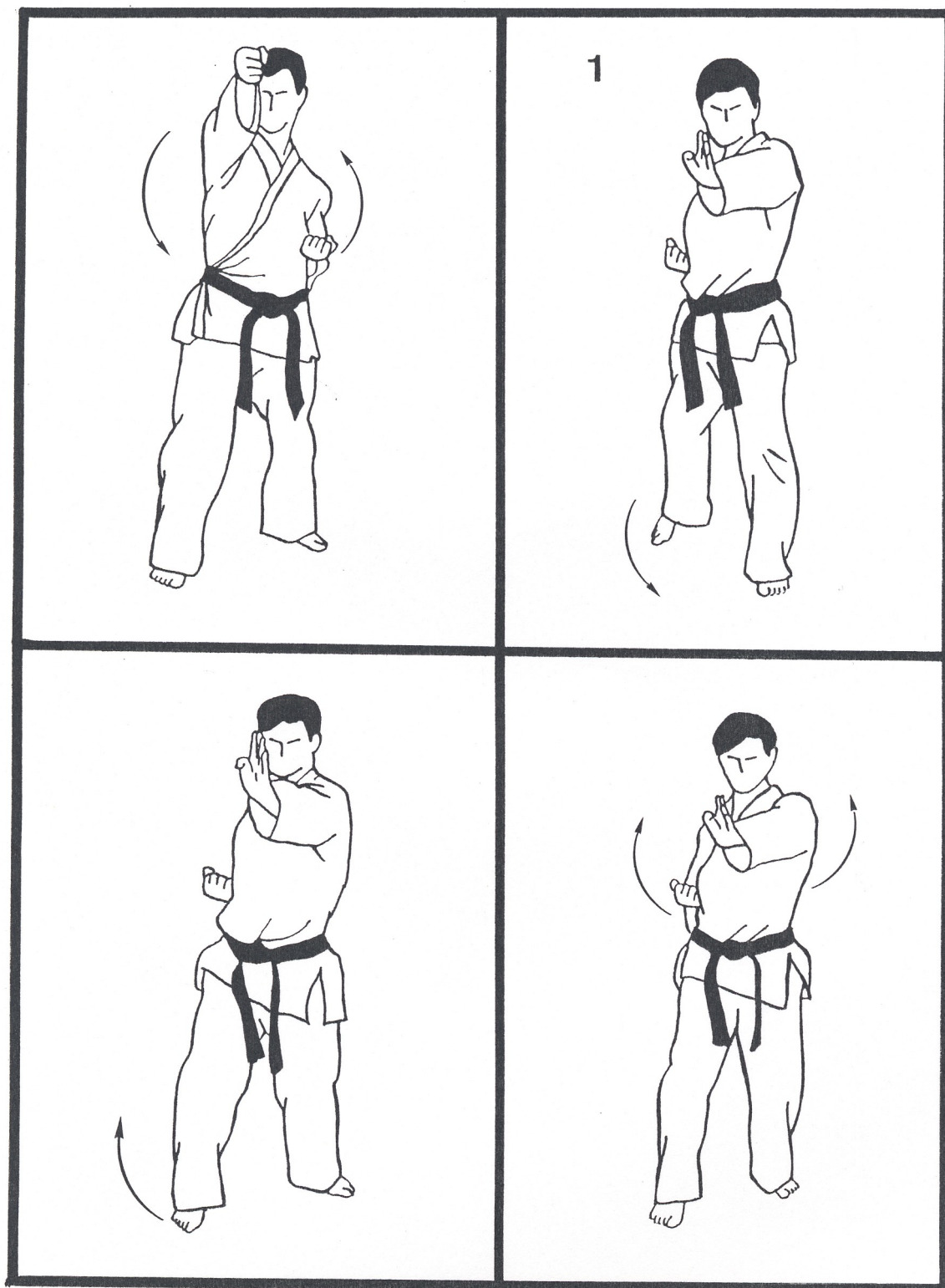


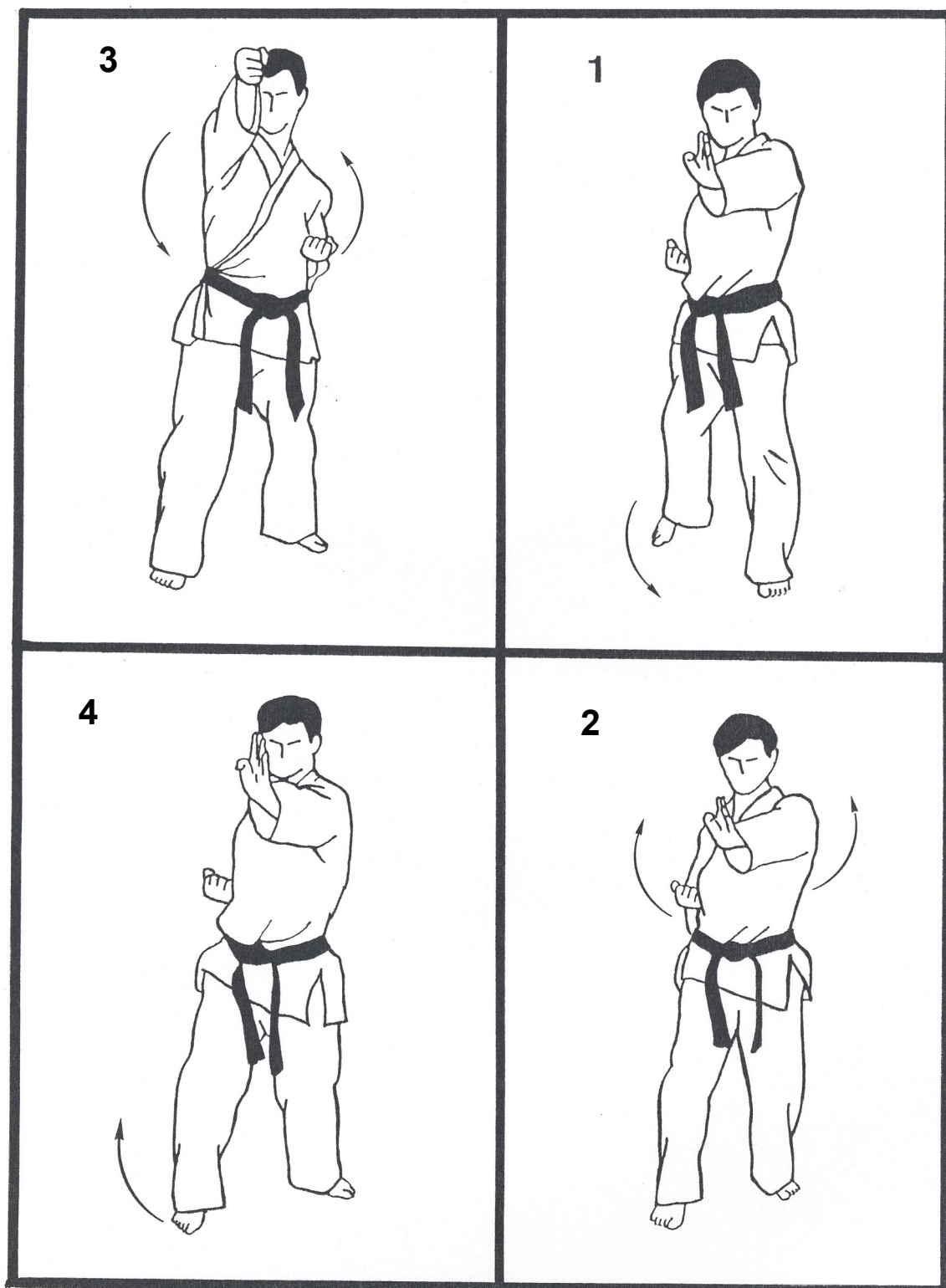
<i>Aims</i>	<ul style="list-style-type: none">- Practising breaking down actions into steps while observing the result.- Sorting steps in chronological order.- Recreating a whole action from its components.- Become aware that between the beginning of a task, (which is often gratifying, a feeling that one is starting something, is on the way) and finishing a task (feelings of relief, satisfaction, possibility of new projects), there is a continuum where time and processes must be respected, or else things don't work out, goals are not met and energy is dissipated. Putting steps in order also and especially involves continuity.
<i>Applications (examples)</i>	<p><u>In class:</u> any mental activity involving establishing a logical or practical order for a series of actions, for example organising oneself to manage homework effectively (start long pieces of work early, gather the necessary materials and documents in advance so as not to be caught short, plan the work over the week and not day by day and at the last minute etc...) Also setting deadlines so as to ensure that known answers are included and time is not wasted on some questions.</p> <p><u>At work:</u> any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure:</u> any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports...). While cooking, for instance, properly ordered steps are important to a successful dish with a minimum of dirty dishes!</p>
<i>Materials</i>	A sheet of paper with six drawings of a fireplace in different stages of construction.
<i>Instructions</i>	The students have to number the different stages of the construction of the fireplace, from the first step (1) to the last (6).
<i>Comments</i>	After the group report, the students could try to identify the different parts of the fireplace and imagine what their use is.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. As the theme of the exercise is a fireplace, the teacher could ask the group if someone could outline the necessary steps to light a fire in it. If no-one has any experience of this, the group could discover those steps through discussion.2. The teacher could ask the students to draw the different stages of the manufacture of an object and then to present their work to the group.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.





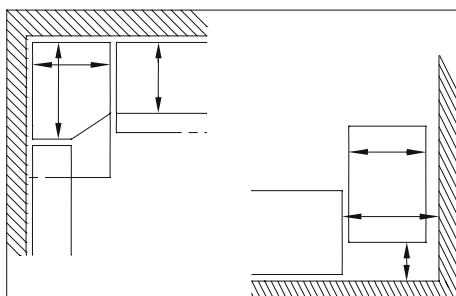
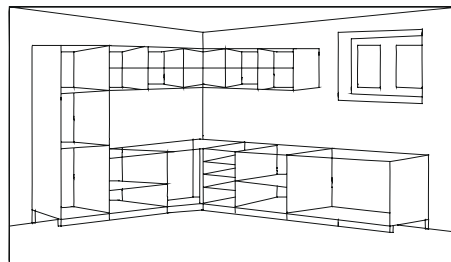
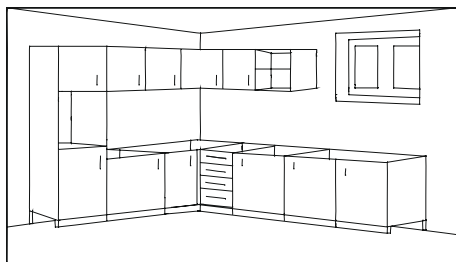
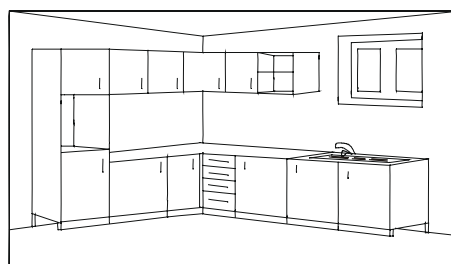
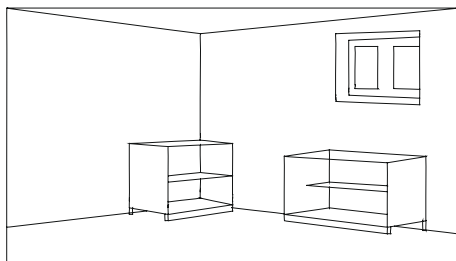
WORK IT OUT	Putting steps in order "Karate for beginners"	17-12 Level 1 Exercise 2
Aims	<ul style="list-style-type: none">- Practising breaking down movements into elements.- Sorting a series of movements into chronological steps.- Relating a code of arrows to actual movements.- Mentally anticipate a movement.- Become aware that between the beginning of a task and finishing a task there is a continuum where time and processes must be respected.	
Applications (examples)	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, especially physical action, given the theme of the exercise: gym, art, technology...</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports, dance...).</p>	
Materials	A sheet of paper with four drawings illustrating a karate move.	
Instructions	The teacher must first explain to the group that a karate move starts and finishes with the same position. The karate move in the exercise involves 4 positions. The first one is indicated by the number 1 and the students have to number the remaining position in chronological order, (2,3,4).	
Comments	Some students may have difficulties understanding the arrow code for movements. The teacher could then ask one student who has understood to demonstrate the movements in the drawings.	
Variations (examples)	<p>1. Experience shows that, particularly with young learners, a demonstration of the karate move on the exercise sheet is much appreciated. The teacher could ask someone to take the same static position as that depicted in one of the drawings (or more if s/he chooses). Then, the student could be asked to move from one position to the other, as indicated by the arrows. Students studying martial arts could be invited to give a demonstration, while describing their movements.</p> <p>2. The teacher could ask the students to demonstrate a sport move to the group, who can then try to identify the sport.</p>	
Individualisation	Yes.	
Answers	Yes.	

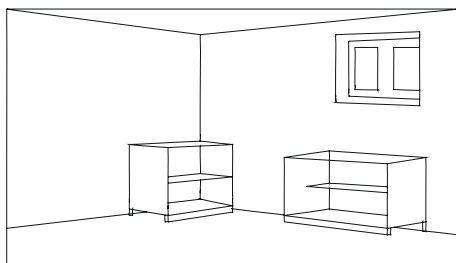




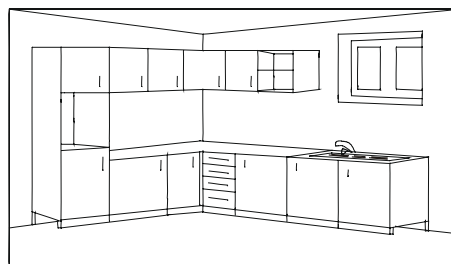
**WORK IT
OUT****Putting steps in order
"Fitting a kitchen"****17-13****Level 1
Exercise 3**

<i>Aims</i>	<ul style="list-style-type: none">- Practising sorting steps in chronological order (association of time and space)- Practising observing.- Become aware that between the beginning of a task and finishing a task there is a continuum where time and processes must be respected.
<i>Applications (examples)</i>	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, especially physical action, given the theme of the exercise: gym, art, technology...</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports, dance...).</p>
<i>Materials</i>	A sheet of paper with drawings of different steps of the fitting of a kitchen,
<i>Instructions</i>	The students have to number the drawings from 1 to 5, in chronological order.
<i>Comments</i>	The change in perspective may create a difficulty, as the last drawing is a view of the kitchen from above.
<i>Variations (examples)</i>	If the teacher helps the students to draw two walls, like in the first 4 drawings of the exercise, they could try to design their own kitchen and draw each element in the right place and as much in proportion as possible. This provides an introduction to perspective.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

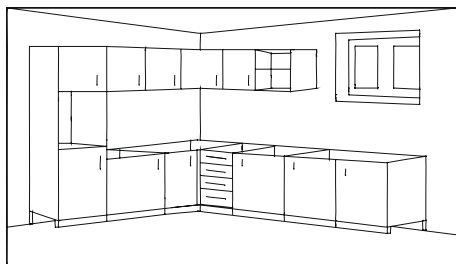




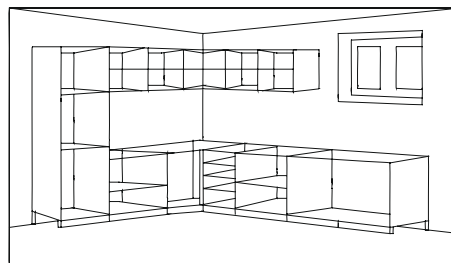
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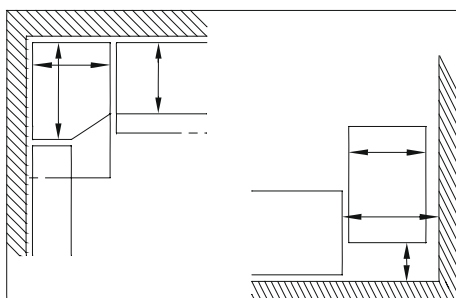
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