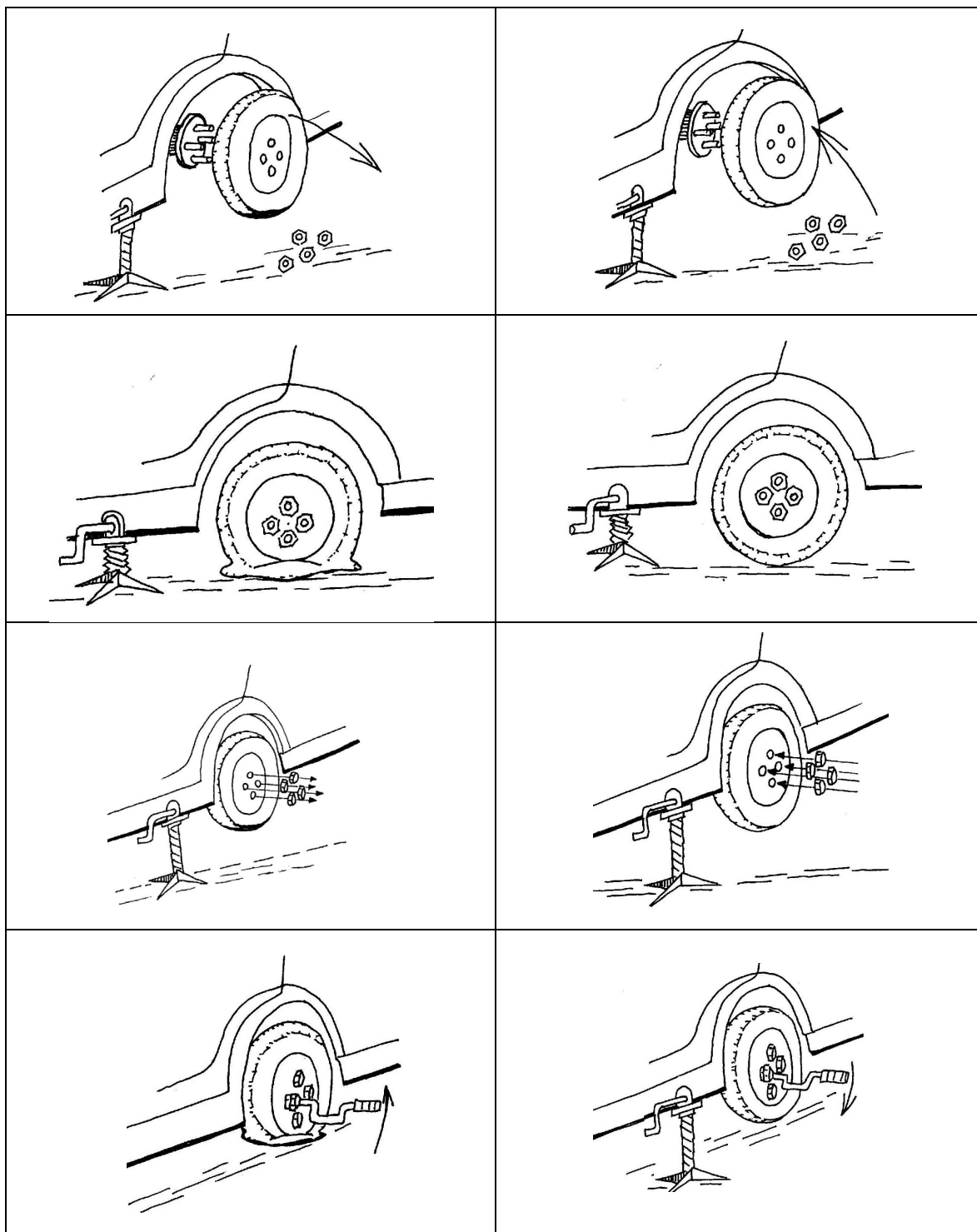
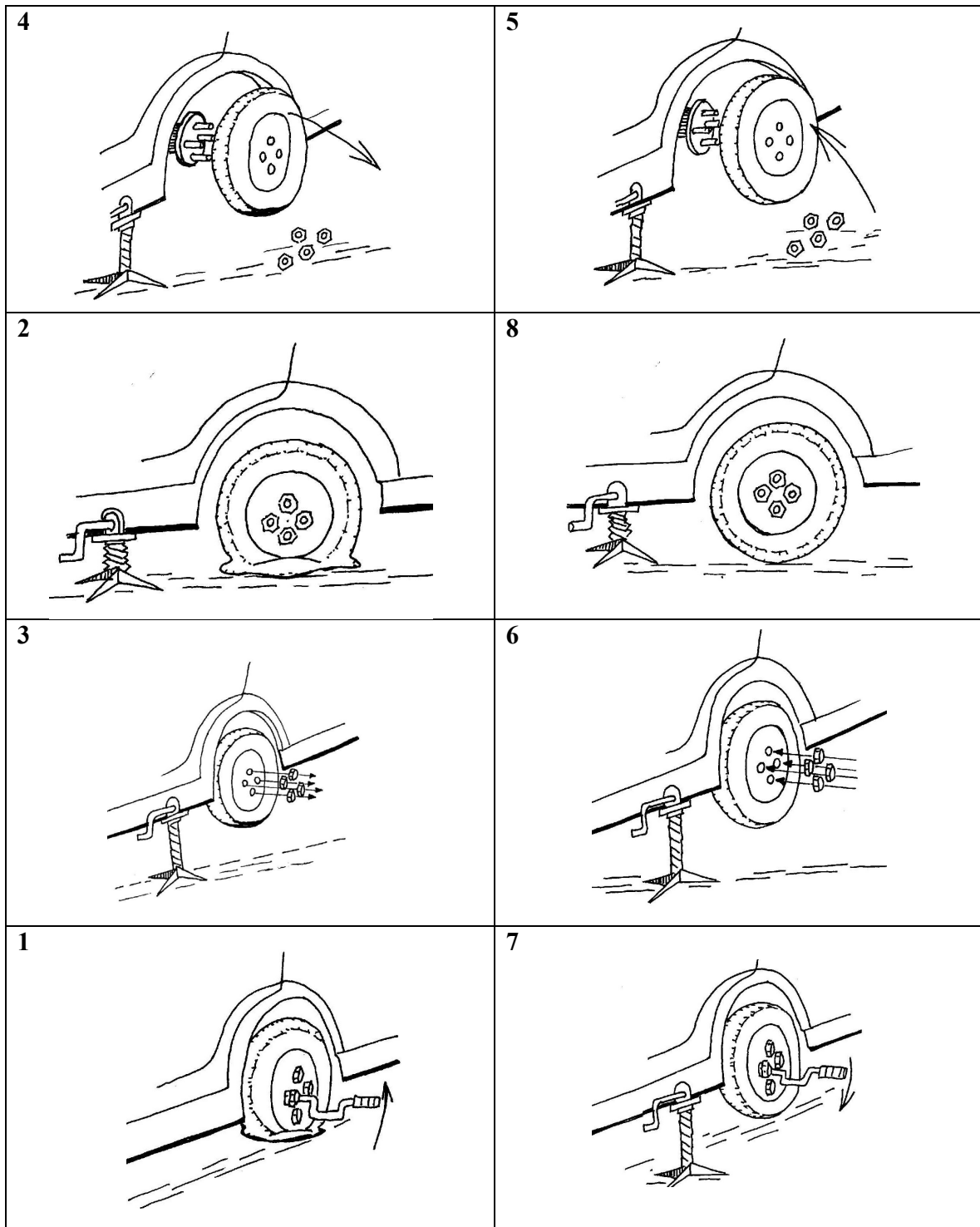
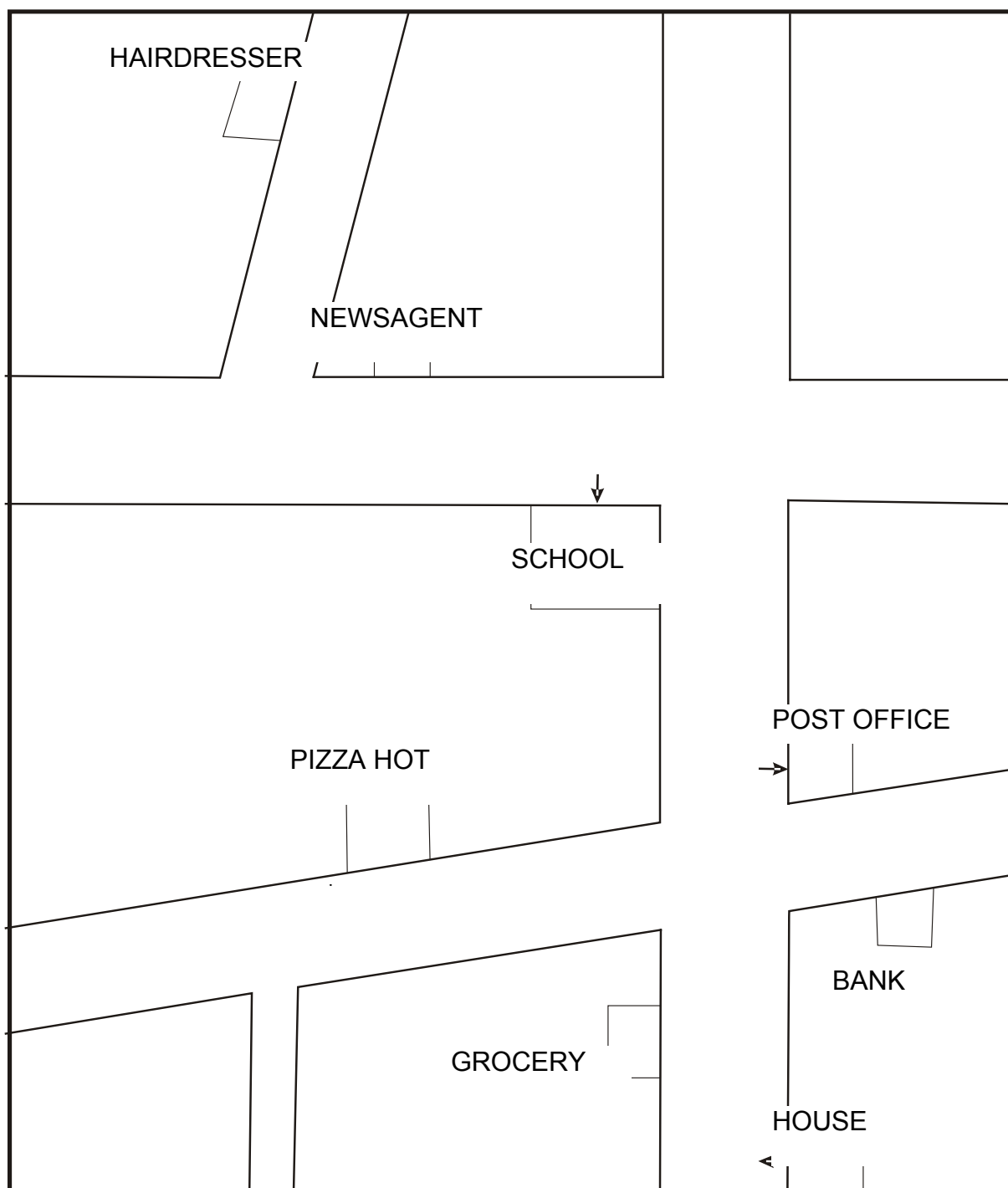


<i>WORK IT OUT</i>	Putting steps in order "Changing a tyre"	17-31 Level 3 Exercise 1
<i>Aims</i>	- Practising breaking down movements into elements.	
<i>Applications (examples)</i>	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, especially physical action, given the theme of the exercise: gym, art, technology... Also, being aware that in many cases shortcuts are not appropriate or possible.</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 the different steps taken while changing a flat tyre to a pumped-up one.	
<i>Instructions</i>	The students have to number the drawings according to a logical progression of the task.	
<i>Comments</i>	As the drawings are from different perspectives, the group has to make sure first that everyone understands what they represent.	
<i>Variations (examples)</i>	The teacher could ask the students to describe each step of a process they are familiar with (changing a tyre, making a cup of tea, sending a text message or any other precise work or leisure activity). You will probably notice that after several sessions of WORK IT OUT, with its systematic reports to the group, the students find it easier to describe what they do or have done in clear details	
<i>Individualisation</i>	Yes.	
<i>Answers</i>	Yes.	





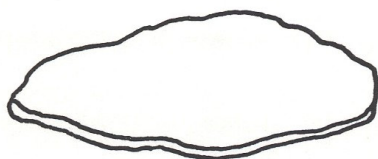
WORK IT OUT	Putting steps in order "Going shopping"	17-32 Level 3 Exercise 2
Aims	<ul style="list-style-type: none"> - Practising sorting data . - Practising ordering data. - Practising setting priorities in terms of actions and their results. 	
Applications (examples)	<p><u>In class</u>: any mental 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 and timing are important for success.</p>	
Materials	<ul style="list-style-type: none"> - A sheet of paper with a simple map of a town and its shops (page 1). - A sheet of paper with a shopping/to do list (page 2). 	
Instructions	The students have to number each action on page 2 according to a chronological order.	
Comments	There are, of course many different possibilities involving elements not given in the instruction. For example, you could decide that you left the house without any money, or enough to do the shopping. You could also take into account the distance to be covered and try to be as quick as possible.	
Variations (examples)	<ol style="list-style-type: none"> 1. The exercise could be performed again after taking out one or some of the things to do. For example, little sister could be on holidays and staying with grand-parents. 2. The teacher could ask the students to identify some tasks to be done in their work or everyday life and to present them to the group which will then attempt to sort them into a logical order. 	
Individualisation	Yes.	
Answers	No.	



To do between 10 am and 1:30pm

- ❖ Go and get a hot pizza for lunch
- ❖ Pick up the newspapers
- ❖ Post the book parcel for the great-aunt
- ❖ Pick up little sister from school at 12 noon
- ❖ Buy eggs and fruits
- ❖ Bring little sister back to school for 1:20 pm.
- ❖ Go and get my hair cut
- ❖ Get cash from the ATM
- ❖ Give little sister lunch at home.

WORK IT OUT	Putting steps in order "Guess what..."	17-33 Level 3 Exercise 3
Aims	<ul style="list-style-type: none"> - Practising sorting data . - Practising ordering data.. - Practising excluding a superfluous element. - Practising planning a series of actions and their results. 	
Applications (examples)	<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 for success.</p>	
Materials	A sheet of paper with numbered drawings of objects.	
Instructions	<p>The students have to indicate, using the numbers provided, the order in which the objects are used, in their opinion.</p> <p>The students also have to decide which of the object is superfluous.</p>	
Comments	The students are not necessarily expert in pastry making and they might try to bake the strawberries with the pastry, unaware of the fact that, unlike hard fruits like apple, strawberries are not cooked when making a tart.	
Variations (examples)	<ol style="list-style-type: none"> 1. Students could discuss if there are any necessary objects missing and if there are, what are they and how are they necessary? 2. The teacher could ask the students to draw or write the necessary steps to prepare some food or drinks which they have prepared before. It could be very simple, like making a cup of tea or a piece of toast. The group will discover the different steps. 	
Individualisation	Yes.	
Answers	Yes.	



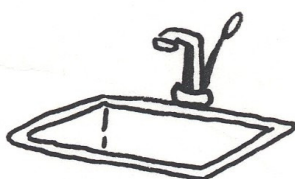
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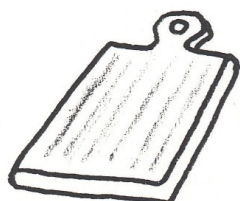
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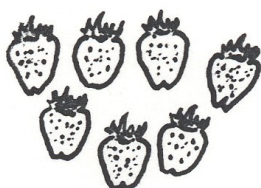
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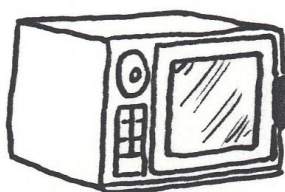
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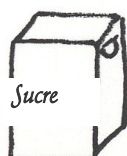
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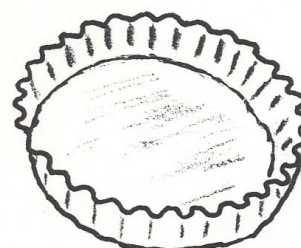
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Some possible answers

The task to be performed is making a strawberry tart.

It is not clear which of the items is superfluous: they can all be used.

The order the different steps is only a suggestion: other orders could be just as valid.

1. Take the rolling pin to flatten the pastry (but the learners may consider that the pastry is ready to be put in the dish without using the rolling pin). The pastry could be rolled on the chopping board (or not -it looks smaller than the pie dish). The kettle could be used to wet the pastry, if it is too dry and falls apart.

2. Put the pastry in the pastry dish. Run the rolling pin across the edge of the dish to cut off the extra pastry.

3. Put the dish in the oven to cook the pastry.

4. Wash the strawberries in the sink, drain them in the colander, take their stems off with (or without) the knife. You could also take the stem out before washing the strawberries. If the strawberries are large, you could cut them on the chopping board with the knife.

5. Put the strawberries on the cooked pastry in the pastry dish.

6. Sprinkle the sugar on the strawberries, unless you think that they are sweet enough, in which case the sugar is the superfluous element.

The most likely superfluous object is probably the kettle. Other possibilities are the rolling pin, the chopping board and the knife.

There are also many possible omissions, for example a table or a work surface, butter to grease the dish, custard to put under the strawberries, jam to glaze them etc...

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