







Listen carefully to me / Luister goed naar mij / Harkje goed nei my /

Category	Choices		
Title	Listen carefully to me / Luister goed naar mij / Harkje goed nei my		
Objective	<ul style="list-style-type: none"> • Development of receptive skills regarding typological relative languages (Dutch/Frisian/ENglish) and non-relative languages (Frisian/Arabic) • Reflection about strategies to understand other languages 		
Target group	Lower classes of primary education		
Course	Mathematics		
	Languages		
Link to curriculum	Linguistics		
	Knowlesge about multilingualism in general		
Languages	Alle languages that are present		
Link to FREPA	Awareness of your own language and languages in the area		
	Knowledge about languages in Fryslân, Europe and the world		
	Language learning strategies		
Skills	Listeneing, reading, speaking, writing		
Theoretical support	Translanguaging, language awareness, language comparison		
Description of the activity	<p>During this task, pupils need to guide each other through the labyrinth to the treasure. A possible way is one pupil speaking in his mother language and the other pupil speaking in Dutch. Teacher might support the pupils.</p> <p>STEP 1 – discuss table underneath together</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%;"> Straight ahead Go straight ahead </td> <td style="width: 30%; text-align: center;">  </td> </tr> </table>	Straight ahead Go straight ahead	
Straight ahead Go straight ahead			

Turn. turn	
To the left Turn to the left Go to the left	
To the right Turn to the right Go to the right	

STEP 2 – Doing the task

- Choose two pupils. One of them should speak an different mother tongue from Dutch. One speaks in his own mother tongue, the other one in Dutch
- The pupils need to sit in front of the class, with their backs standing to each other
- Both pupils receive a image of a labyrinth. THE pupils possessing the labyrinth with the treasure, should guide the other pupil to the treasure
- Every pupils should keep speaking in his own language

STEP 3: Evaluation

- The teacher asks:
 - What strategies did you use to understand each other?
 - What did help?
 - Were there any difficulties?
- Pupils about their opinion. Include the whole class in this discussion
- Divides the class in new groups depending on their spoken languages

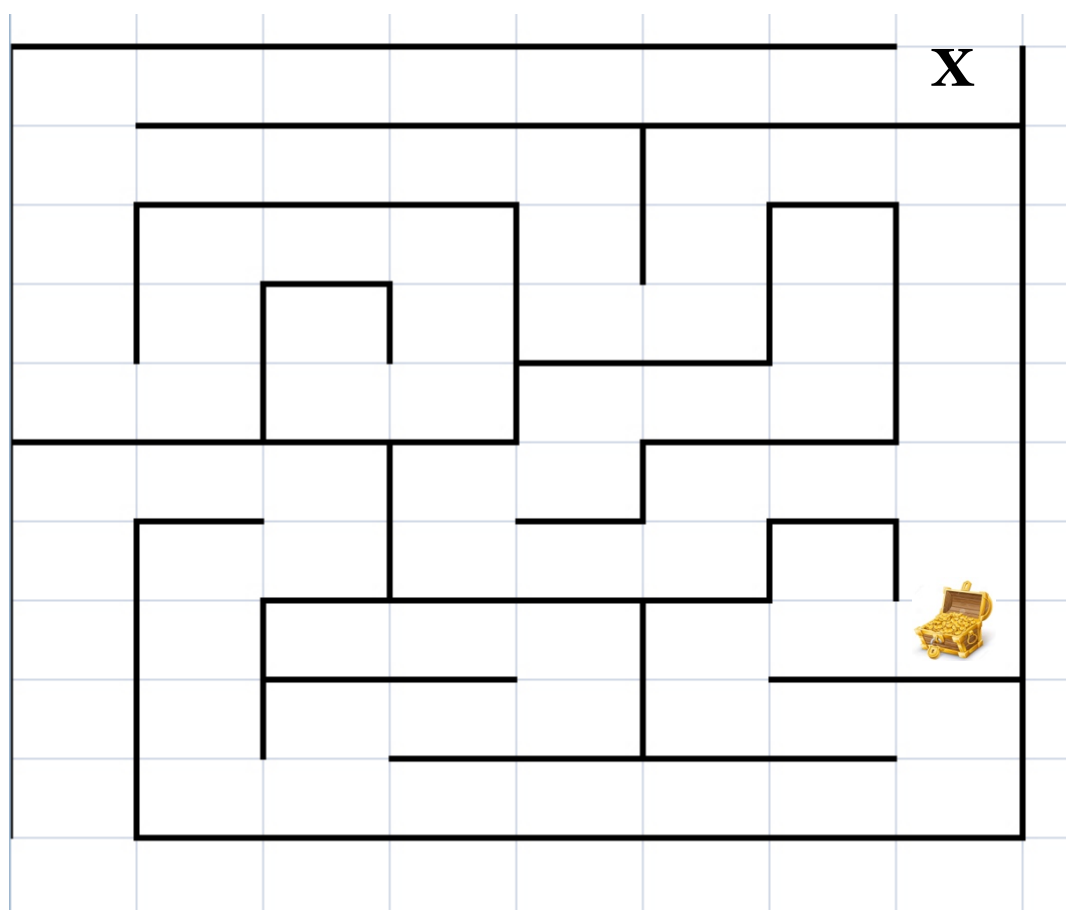
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The common language might be Dutch in the first place. Additionally, pupils can speak their own languages and see what they can understand of the other languages. Do the task again, but this time in different languages. Ask the pupils afterwards again about their opinion and working methods.

Materials	Work sheets. Optional are (homemade) sentences.
Results of implementation	Photos, fideos and other products of the pupils after implementation, like a summary of an observation.

WORK SHEET- LABYRINTH 1

Guide your peer to the treasure. At any time, use _____
(Dutch/Frisian/English/Arabic/Tigrinya) and try to come up with ideas to
understand each other when you do not understand each other..



WORK SHEET – LABYRINTH 2

Follow the instructions of your peer and ask your question at any time in _____ (Dutch/Frisian/Eglis/Arabic/Tigrinya). He will guide you to the treasure. Draw the place where the treasure is in the labyrinth.

