

Children's Palace Scenario Teachers' notes

Contents	Page
1. Purpose statement	1
2. Overview	1
3. Language level (Prior knowledge)	2
4. Maximising this learning object	3
5. Learning outcomes	3
6. Information points on culture and language	5
7. Intercultural language teaching	6
8. Cross-curriculum content	6
9. Classroom activities	7
10. Helpful links	8
11. Scenario script	10

1. Purpose statement

The aim of this learning object is for students to:

- explore the use of the Chinese language within the context of a Children's Palace in China
- practise their language skills through interactive games and activities.

2. Overview

This learning object consists of a 12-shot animated scenario. Each shot is a different area in a Children's Palace reflecting a different after school activity. There is a focus on the ways in which school children in China interact, live and play after school. Students can visit the areas in any order, but they must visit all twelve areas.

Students are prompted to complete small tasks that use acquired knowledge to open or access an area of the scenario in order to progress. These tasks could include:

- selecting and dropping correct text from a sidebar to complete speech bubbles or thought bubbles
- selecting and dropping correct images into a thought bubble or shot
- selecting and dragging an audio file to an appropriate item.

Students will also discover and engage with a range of other activities in the learning object.

- *Language games and activities* are embedded in many of the shots. These may be in the form of matching/concentration, cloze, sequencing, wonder word, listening and responding, or reading comprehension tasks. There are eighteen games or activities in the scenario. Students may choose to engage with these activities or not. These appear in the shot as stars or highlighted items for students to click on.
- *Information Points* which provide interesting cultural and language information pertinent to the location, situation or language engagement, including deconstructing *Hanzi*. They may pose questions on which students can reflect or from which they can make their own deductions. These appear in the shot as coloured spheres for students to click on.
- *Incidental items* in a shot may play an audio when rolled over, such as a Chinese musical instrument, or an MP3 playing music.

3. Language level (Prior knowledge)

Texts are short and based on familiar vocabulary and structures written in *Hanzi* with audio support. Students can also access a version of the scenario which has both *Pinyin* and audio support. Written text in most language games and activities has *Pinyin* support and may have audio support as well, depending on the type of task. The *Pinyin* conventions as prescribed by the National Committee on the Basic Rules for *Hanyu Pinyin* Orthography in 1996 have been used throughout this learning object.

Students should be familiar with the language for:

- saying how well someone does something
- asking and giving permission to join something using 可以参加
- asking and saying if they can do certain activities
- describing clothes using number, measure word, colour and other adjectives
- asking and saying what they are doing using 在
- saying what number prize they won in a competition using ordinal numbers
- expressing likes and dislikes
- saying something is ready or done using 做好了
- imperatives using the pattern '[verb] 一 [verb]'
- asking and saying what the score in a game is.

4. Maximising this learning object

This learning object is best used if students are encouraged to:

- construct knowledge through noticing and observing, discovering and drawing connections
- enquire, question and compare
- reflect on their own beliefs, behaviour and experiences and how they are shaped by their culture(s)
- take responsibility for their own learning, e.g. through self-monitoring.

5. Learning outcomes

Students will enhance their understanding of the relationship between Chinese language and culture and compare and contrast it with their own. Students will come to understand and appreciate language in social, cultural and geographical contexts.

Using language

Students will learn about:

- the association between the spoken and written language
- sources of support to enhance comprehension
- ways to use contextual clues and prior knowledge to predict the meaning of new words
- rules in language use.

Students will learn to:

- listen to short texts, while following the written form
- use visual stimuli to support and enhance comprehension
- deduce the meaning of unfamiliar words from context
- identify and compare connections between languages, e.g. the use of measure words for clothes, use of the connective 和.

Making linguistic connections

Students will learn about:

- the use of formality
- the interpretation of the meaning of words in context
- ways of conceptualising and representing patterns and systems in language
- ways of expressing sounds and meanings in print.

Students will learn to:

- recognise how language in use is affected by context, e.g. classroom language, 老师, 我可以.....
- avoid literal translations in some contexts, e.g. 手风琴 (piano accordion), different verbs for musical instruments
- develop strategies for internalising new language and building on prior knowledge, e.g. matching games, cloze activities
- identify specific features of the written language, e.g. the use of transliteration

Moving between cultures

Students will learn about:

- culture-specific conventions of Chinese in social interaction
- the importance of tradition to a sense of cultural identity and diversity within the Chinese culture.

Students will learn to:

- use formulaic expressions appropriate to the occasion, e.g. 小心! (Take care!) 我饱了。(I'm full.)
- identify and explain features of traditional and contemporary lifestyle, e.g. generational and regional differences, 'One Child Policy'.

6. Information points on culture and language

- Use of 团 and 队.
- Use of 没关系!
- Use of 吧.
- Children's Palace.
- Using different verbs with musical instruments.
- 手风琴 (piano accordion).
- Transliteration.
- Traditional Chinese clothing.
- Using 吧 to indicate the present continuous tense.
- Using the connective 和 and Chinese punctuation .
- Chinese painting.
- Four treasures of study.
- Chinese ordinal numbers.
- 下棋 (to play chess).
- Popular board games.
- Soya bean products.
- Question words.
- Kites.
- Using the pattern '[verb] 得很 [verb]'.
- Using the pattern ... 做好了.
- Using the pattern '[verb] 一 [verb]'.
- Using the expletive 唉哟!
- Morning exercise and eye massage.
- Popular ball games.

7. Intercultural language learning

This learning object provides the opportunity for students to:

- compare their own language(s) and culture(s) with Chinese language(s) and culture(s)
- explore the multiple dimensions of Chinese culture
- develop the capability to engage with difference
- discuss and compare the values, beliefs and attitudes of diverse cultures
- reflect on their own intercultural behaviour
- rethink the conceptions they held before completing the learning object.

8. Cross-curriculum content

- ICT: making associations between text, sound and images to support understanding of Chinese and using samples of language performance by native speakers as models for learning.
- Civics and Citizenship: recognising appropriate intercultural behaviour in diverse settings.
- Difference and diversity: discussing and comparing the values and beliefs of diverse cultures.
- Multiculturalism: identifying cultural values and practices in observing social interaction among community members; recognising that language and behaviour reflect important aspects of culture.

9. Classroom activities

Suggested student activities:

Using Chinese

- Role play the scenes or some of the scenes.
- Build some more phrases using 团 or 队.
- Build some more sentences using the patterns:
 - 得很好
 - 做好了.
- Make some suggestions using 吧 and the pattern '[verb] — [verb]'.
- Ask and say how some Chinese and Australian dishes are made.
- Follow some recipes.
- Conduct surveys to find out who:
 - can play what musical instruments
 - likes playing what gamesand illustrate the results in a graph to show the most popular instruments and games.
- Hold a fashion parade and describe what people are wearing.
- Role play an umpire and keep score in a game of table tennis or other sport.
- Find out the Chinese for some more ball games.
- Build some more sentences with 在 to indicate they are doing something.
- Draw and label clothing using captions or complete sentences.
- Create a table comparing which items of clothing use which measure words.
- List other activities they might do at a Children's Palace.

The Arts

- Learn to paint the Chinese way.
- Learn to play a simple tune on a Chinese instrument, if practicable.
- Practise calligraphy.
- Make and fly a kite.

Games

- Learn to play some Chinese games.
- Perform Chinese exercises and eye massage.

Society and environment

- Compare and contrast after school centres and activities in China and in Australia.
- Find out more about Chinese musical instruments.
- Compare and contrast traditional and contemporary clothing in China and the West using a timeline.
- Compare and contrast traditional and contemporary painting in China and Australia.
- Visit an exhibition of Chinese art.
- Compare and contrast Chinese and Western calligraphy styles.
- Find out the main ingredients of some more Chinese dishes.
- Compare and contrast some popular Chinese and Australian dishes. Do they use similar ingredients?
- Find out more about traditional and popular children's games in China.
- Compare and contrast popular children's games in China and Australia. Are there any similarities?
- Visit a Chinese or Western supermarket. How many soya bean products are there?
- Compare and contrast soya bean products in China and Australia. Are there any similarities?
- Compare and contrast exercise routines in Chinese and Australian schools. Are there any similarities?
- Find out more about traditional and contemporary ball games in China.
- Compare and contrast ball games in China and Australia. Are there any similarities?

10. Helpful links

To the best of our knowledge, the web sites listed in the following pages contain no controversial materials or links. However, it is always best if teachers check these themselves before recommending them to students. Students could be encouraged to search web sites using key words.

The following web sites are suitable for teacher reference:

China in general

<http://www.curriculum.edu.au/haojile/weblinks.html> (China web links)

Chinese food

<http://www.chinatown-online.co.uk/pages/food/index.html> (Food)

Chinese painting

<http://www.geocities.com/SoHo/Gallery/9679/lesson1.html> (Chinese painting lessons)

Kites

http://www.aka.org.au/kites_in_the_classroom/index.htm (Kites in the classroom)

The following web sites are suitable for student research and use:

Calligraphy

<http://depts.washington.edu/chinaciv/callig/callmain.htm> (Chinese calligraphy)

Chinese eye massage

http://www.doctoryourself.com/eye_exercises.html (Instructions for Chinese eye massage)

Chinese games

<http://www.chcp.org/games.html> (Chinese Historical and Cultural Project: Chinese Yo-Yo)

<http://www.chinatoday.com/sports/index.htm> (Sport in China)

<http://www.tradgames.org.uk/games/Chess.htm> (Chess - Online guide)

<http://www.cs.utk.edu/~clay/mahjongg/rules.html> (Mah Jong rules)

<http://www.chcp.org/games.html/> (Traditional Chinese games with rules)

<http://www.aballantine.com/fengshui/games.html> (Online games)

http://chineseculture.about.com/library/weekly/topicsub_game.htm (Chinese games and kids' games)

China in general

<http://www.worldalmanacforkids.com/explore/nations/china.html> (General information about China and links)

Chinese food and recipes

<http://www.chinavista.com/culture/cuisine/recipes.html> (China Vista's Recipe Corner)

<http://www.cs.cmu.edu/~mjw/recipes/ethnic/chinese/> (Comprehensive list of Chinese recipes)

<http://www.historyforkids.org/learn/china/food/> (Chinese food)

<http://www.chinavista.com/home.html> (General information on China culture essentials including food and recipes)

http://www.phatnav.com/wiki/index.php?title=Chinese_food (Chinese food)

http://zone.cps.k12.il.us/Showcase/Student_Projects/China/Chinese_20Food/chinese_20food.html (Chinese food)

<http://library.thinkquest.org/C004204/> (The Edible Journey through China)

Kites

<http://www.chinavista.com/experience/kite/kite.html> (Chinese kites)

http://www.warriortours.com/intro/crafts_kite.htm (Chinese kites)

11. Scenario script

Shot 1

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Nǐ chàng de zhēn hǎotīng! 你唱得真好听!	You sing really well!
<i>Chinese boy</i>	Lǎoshī, wǒ kěyǐ cānjiā xuéxiào 老师，我可以参加学校 de héchàng tuán ma? 的合唱团吗?	Can I join the school choir, teacher?
<i>Teacher</i>	Dāngrán kěyǐ. 当然可以。	Of course you can.

Shot 2

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Wǒ tiàode bù hǎo. 我跳得不好。	I don't dance very well.
<i>Chinese girl</i>	Méi guānxì! Wǒ jiāo nǐ. Lái, 没关系！我教你。来， wǒmen yìqǐ tiào ba! 我们一起跳吧！	It doesn't matter. I'll teach you. Come on, let's dance together.

Shot 3

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Nǐ huì tán pípá ma? 你会弹琵琶吗?	Can you play the pipa?
<i>Chinese boy</i>	Bù huì, wǒ huì lā xiǎotíqín. Wǒ 不会, 我会拉小提琴。我 lā de hěn hǎo. 拉得很好。	No, I can play violin. I play very well.

Shot 4

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Kàn, shí zhuāng biǎo yǎn! 看, 时装表演!	Look, (It's a) fashion parade.
<i>Chinese girl</i>	Fú zhuāng hěn shí máo. Wǒ tè bié xǐ huan nà 服装很时髦。我特别喜欢那 tiáo niú zǎi kù. 条牛仔裤。	The clothes are very fashionable. I particularly like those jeans.

Shot 5

Character	Chinese	English
<i>Chinese girl</i>	Nǐ zài huà shénme? 你在画什么?	What are you drawing?
<i>Chinese boy</i>	Wǒ zài huà huār hé niǎor. Kàn! 我在画花儿和鸟儿。看!	I'm drawing flowers and a bird. Look!

Shot 6

Character	Chinese	English
<i>Chinese boy</i>	Shūfǎ bǐsài wǒ déle dì-yī míng. 书法比赛我得了第一名。	I got the first place in the calligraphy competition.
<i>Chinese girl</i>	Nǐ zhēn liǎobuqǐ! 你真了不起!	Amazing!
<i>Chinese girl</i>	Tā měitiān dōu liànxí. 他每天都练习。	He practises every day.

Shot 7

Character	Chinese	English
<i>Chinese girl</i>	Wǒ xǐhuan xià wéiqí, yě xǐhuan 我喜欢下围棋, 也喜欢 xià xiàngqí. Nǐ ne? 下象棋。你呢?	I like to play Go. I also like to play chess. How about you?
<i>Chinese girl</i>	Wǒ bù xǐhuan xiàqí. 我不喜欢下棋。	I don't like to play board games.

Shot 8

Character	Chinese	English
<i>Chinese girl</i>	Mápo dòufu shì yòng shénme zuò de? 麻婆豆腐是用什么做的?	What do you use to make Grandmother's Beancurd?
<i>Chinese boy</i>	Zhūròu, dòufu hé làjiāo. 猪肉, 豆腐和辣椒。	Pork, beancurd and chilli.

Shot 9

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Kàn, wǒ de fēngzheng fēi de yòu 看, 我的风筝飞得又 gāo yòu yuǎn. 高又远。	Look, my kite's flying far and high.
<i>Chinese girl</i>	Hái zuò de hěn piàoliang ne! 还做得很漂亮呢!	It's also very pretty.

Shot 10

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Fēijī móxíng zuò hǎo le. 飞机模型做好了。 Zhè shì yáokòngqì, nǐ lái shìyìshì. 这是遥控器, 你来试一试。	The model aeroplane's ready. This is the remote control. You have a go!
<i>Chinese girl</i>	Hǎo! Nǐ zhēn cōngmíng. 好! 你真聪明。	Okay, you are really clever.

Shot 11

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Āiyo, wǒ bù huì fān gēndou. 唉哟，我不会翻跟斗。	Oh, I can't do somersaults.
<i>Chinese girl</i>	Bié xièqì, zài shìyìshì. 别泄气，再试一试。	Don't give up. Try again.

Shot 12

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Daniu</i>	Tā dǎ de hěn hǎo. Bǐfēn zěnmeyàng? 她打得很好。 比分怎么样？	She plays really well. What's the score?
<i>Shasha</i>	Shíyī bǐ bā, tā yíng le. 十一比八，她赢了。	11 to 8, she won.

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