

WEAK STRENGTHS – STRONG WEAKNESSES

Authors:
Stefan Haering and Christiane Bolte-Costabiei

SUMMARY

SHORT DESCRIPTION

The students get to know a partner in the other class. They discuss their strengths and weaknesses with each other from another perspective.

GOALS

The students get to know their peers in the partner class.
The students can question the categories of “strengths” and “weaknesses”.

LANGUAGE GOALS

The students can introduce themselves.
The students can describe strengths and weaknesses and compliment the other students.

DURATION

1-2 weeks

LANGUAGE

English

MATERIALS

Worksheet for all Students: Get to Know Each Other Task WEAK STRENGTHS – STRONG WEAKNESSES

MEDIUMS

The teachers use the established communication channels between themselves and their students.
The students choose their own communication channel for the exchange with their partner.
For the digital bulletin board: the according Web 2.0 Tool.

DIFFICULTY



DESCRIPTION

The students are assigned a partner from the other class. Based on the drawings or pictures, which depict strengths negatively and weaknesses positively, they discuss their strengths and weaknesses with one another. Afterwards, they post a drawing or picture of their choice on a digital bulletin board and comment on other students' posts with a compliment.

TEACHER PREPARATION

The teachers choose the tool for the digital bulletin board and they build partner groups across classes.

Materials

See Document ONLINE TEACHING TOOLS.

CLASS INTRODUCTION

The teachers send their students information about the procedure, duration, and contents of the project. The teachers explain the task to their students, give them the contact information for their partners and the access information for the digital bulletin board.

Materials

Worksheet for all Students: Get to Know Each Other Task WEAK STRENGTHS – STRONG WEAKNESSES

EXCHANGE

The students first take notes on their own strengths and weaknesses individually on their worksheets. They each choose one strength and weakness and decide how they could visually depict them in the opposite way, portraying strengths negatively and weaknesses positively. They then draw the images, take pictures or search for images on the internet. Then, they arrange a meeting with their partner, for example on a social network, a messenger app, or a video conference tool such as Skype. There, they speak with each other live, conversing and asking each other general questions. Afterwards, they present their drawings or pictures and should first guess what is being presented in each picture. They then report on their own strengths and weaknesses.

Finally, each student posts one of the pictures on the digital bulletin board. The students decide for themselves which one to select. They look at the other students' pictures and comment on them with a compliment.

REFLECTION

The students reflect online or in the classroom about the categories of “strengths” and “weaknesses,” which ones were mentioned especially often, and how they perceived them from a fresh perspective. See Activities in the attachment *Methods for Reflection in the Classroom*.

