



Juan y Rosa

Juan y Rosa

están de vacaciones

part 1

Teacher's Manual

Author: Antoinette Gerichhausen

Linguistic check of Spanish: Drs. Iris Kock Coronel

English translation by: Lynn Radford, Englishproof.nl

Illustrated by: Marieke Lambermont

Audio clips recorded by: Edgetip Studio, Arnhem. Engineer: Raoul Soentken.

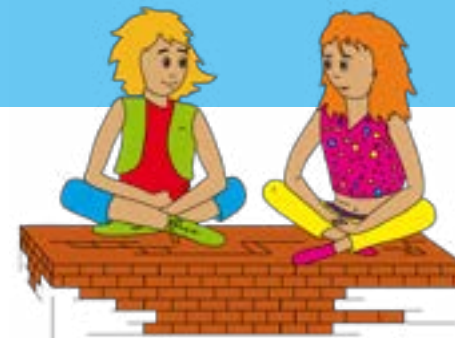
Native speakers: Helen Armstrong, Anabel Lumbreras, María García Álvarez and Pilar Ramos.

Third edition, 2025





Juan y Rosa



Juan y Rosa

Contents

1. Vision and objective of this learning method 5

- 1.1. THE TARGET GROUP 5
- 1.2. BACKGROUND TO THE LEARNING METHOD 5
- 1.3. STARTING LEVEL 6
- 1.4. END LEVEL 6

2. The parts of the learning method and how they are interlinked 6

- 2.1. TEXTBOOK EL LIBRO DE TEXTO INCLUDING AUDIOCLIPS ON USB 6
- 2.2. WORKBOOK LAS TAREAS INCLUDING AUDIOCLIPS ON USB 7
- 2.3. SOLUTIONS BOOK 7
- 2.4. WEBSITE AND 'DON TORO' 8

3. Approach of this learning method 8

- 3.1. THE CONVERSATIONS AND THEIR TOPICS 8
- 3.2. EXTRA EXPLANATION RELATING TO EACH CHAPTER OF THE TEXTBOOK 8
- 3.3. VOCABULARY 9
- 3.4. EXERCISES IN THE WORKBOOK 9
- 3.5. SKILLS LEARNED 10
- 3.6. MONITORING PROGRESS 11

4. Exams for the 'certificado' 12

- 4.1. THE AURAL EXAM (20 MIN.) 12
- 4.3. THE WRITING SKILLS EXAM (25 MIN.) 12
- 4.4. THE ORAL EXAM (25 MIN.) 12

Certificado 13

5. Justification and supplementary material 14

- 5.1. INFORMATION AND RESOURCES 14
- 5.2. THE AUTHOR AND HER EDUCATIONAL STARTING POINTS 14
- 5.3. THE (NEAR) NATIVE SPEAKERS 16
- 5.4. SUPPLEMENTARY MATERIALS FOR PUPILS 16

6. Afterword 17

© Cino Spaans, 2018

All rights reserved. Apart from the 'certificado' and the pupils' tests, no part of this document may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, on the internet or otherwise, without the prior written permission of the publisher.

Insofar as article 16B from the Copyright Act of 1912 – in conjunction with the decree of 20 June 1974, published in the Bulletin of Acts and Decrees 351, as amended by the decree of 23 August 1985, published in the Bulletin of Acts and Decrees 471 – and article 17 of the Copyright Act of 1912 allow photocopies to be made of this publication, the relevant fees must be paid to Stichting Reprorecht (Reprographic Reproduction Rights Foundation). To reproduce any parts of this publication in anthologies, readers or other compilations, please contact the publisher beforehand.



1. Vision and objective of this learning method

1.1. THE TARGET GROUP

This learning method has been designed for primary school pupils who have the scope and the time to learn a foreign language or in some cases a second foreign language. These pupils are more advanced than their peers in terms of language development and/or other subjects. For these pupils, learning Spanish with Juan y Rosa is also a good opportunity to develop their own way of learning – their personal ‘learning strategy’.

In the context of this learning method, this means that the pupils are offered various ways of learning Spanish. This method stimulates each pupil to find solutions for themselves. The supervisor or class teacher merely supports and guides the pupils in their learning process. Pupils will experience for themselves how many different ways there are of achieving a particular learning goal in order to find out which method works best for them. The learning method will motivate pupils to stay alert in order to see and hear Spanish being used in everyday situations around them. The aim is to stimulate, and where possible to strengthen, the pupil's intrinsic motivation so that each pupil will take the initiative and study autonomously to achieve their goal of learning Spanish. The supervisor will have to give pupils a certain degree of freedom and trust during their quest to discover their own learning strategy. The framework for this freedom of learning is provided by Belle Wallace's TASC model.

This learning method is based on a teacher who chiefly fulfils the role of coach/supervisor in each pupil's learning process. The supervisor does not need to be proficient in Spanish. However, it can of course be an advantage for the pupils if the supervisor has an understanding of the language since they will be able to ask more questions about Spanish and receive answers to their questions faster. Nevertheless, this is not essential since all pupils can also ask Don Toro questions or go in search of the answers themselves. The supervisor's most important task in this learning method is to coach each pupil in their learning process.

1.2. BACKGROUND TO THE LEARNING METHOD

The TASC model is a strategy to help you ‘learn to learn’. For more information, see: www.nace.co.uk.

The TASC (Thinking Actively in a Social Context) model gives pupils insight into their own thought processes. Each chapter of the textbook works in combination with the exercises in the Juan y Rosa workbook and is based on this didactic model.





1.3. STARTING LEVEL

The starting level assumes that the pupil has no prior knowledge of the Spanish language. Pupils who have worked with the Soy Don Toro learning method in Key Stage 1 have a slight head start. That part of the method helps pupils to learn a little about the Spanish language and also more about themselves. Pupils in early Key Stage 2 can start with this learning method, Juan y Rosa están de vacaciones. These pupils require a supervisor who explains the approach of the learning method and encourages them to set to work. In the second half of Key Stage 2, pupils can move on to Part 2 of Juan y Rosa and continue to study towards level A2+ of the Common European Framework of Reference for Languages (CEFR). All pupils should first read the 'Pupil's Manual' which can be found on the website: www.juanyrosa.nl.

1.4. END LEVEL

Pupils who starts in early Key Stage 2 can finish Part 1 of Juan y Rosa at the end of the first half of Key Stage 2. They have then reached the level of Spanish for beginners. Pupils learn about Spanish pronunciation, receive an introduction to sentence construction and verb forms in the present tense and start to use the imperative in Spanish. The end level is comparable with level A1 of the CEFR. On the website, under the heading 'Levels/Implementation', there is a link to a Prezi containing a sample timetable which will help you to plan the year for your own pupils.

2. The parts of the learning method and how they are interlinked

2.1. TEXTBOOK EL LIBRO DE TEXTO INCLUDING AUDIOCLIPS ON USB

The textbook forms the basis of the learning method. The method is based on colour-coding. The colours are explained at the start of the textbook:

- RED = the chapter's learning goals
- YELLOW = explanation
- BLUE = pronunciation; Spanish sounds written phonetically
- GREEN = learn by heart!

Don Toro talks to the pupils in yellow speech bubbles. He explains the grammar, indicates what pupils should watch out for, encourages them to study, do exercises, practise and repeat new words, etc. If the pupils have any questions, they can email them to dontoro.espanja@gmail.com. The author will reply.

The Libro de texto audioclips accompanies the textbook. It contains the words and short sentences from the list of vocabulary. They have been recorded at intervals so that the pupils have time to repeat the words and phrases or even say them in advance. Then the audioclips moves on to the conversations for each chapter.



2.2. WORKBOOK LAS TAREAS INCLUDING AUDIOCLIPS ON USB

The workbook contains exercises and activities relating to the relevant chapters in the textbook. In other words, after completing Chapter 1 in the textbook the pupil does the exercises (tareas) from Chapter 1 in the workbook.

The workbook contains exercises with the following instructions:

Learning goals:

Repetition of this chapter's learning goals.



An exercise focused on writing Spanish correctly.



In this exercise you learn to listen to Spanish audio clips and/or songs. Look for the relevant section on the USB.



This image of two heads indicates that you will be practising speaking Spanish, e.g. in role-play situations, etc.



This image of a book shows that you will be practising reading Spanish text.



This image of a computer indicates that you will be using the internet to help you. For these exercises, pupils need a computer with internet access.

The first page of each chapter provides an overview for pupils. This enables them to tick off the exercises as they do them, note down their marks in the test and whether they have completed the tareas más or tareas extra exercises. This section also serves as a reminder of the learning goals. The exercises do not have to be done in any particular order, nor do they all need to be completed in order to pass the test. Therefore, pupils are free to choose which exercises they want to do and which ones they want to skip, as long as they score a pass mark in the test.

2.3. SOLUTIONS BOOK

When a pupil has done a tarea they can check their own work by looking in the solutions book, or pupils can check each other's work in the case of several pupils. The first block of tareas is followed by a test. The first page of the solutions book explains how to mark the tests.

The solutions to the tests can be found on page 39 onwards. The number of questions per test is listed at the bottom of each test page. This enables you as the supervisor/teacher to calculate the mark and enter it on the overview in the workbook.

If the pupil scores a mark of 5.5 or above they can choose whether to do the tareas más (plus-level exercises) or to move on to the next chapter. It is worth pointing out that the tareas más are fun exercises to present to the whole group or in class.

If the pupil does not achieve the pass mark for the test, they first tackle the tareas extra. These are extra exercises that go back over what has been covered in the chapter with the main aim of repeating the material in line with the learning goals.



2.4. WEBSITE AND 'DON TORO'

The www.juanyrosa.com website includes a Pupil's Manual. Please point the pupil in the direction of this manual and also point out the opportunity to ask Don Toro questions by email at dontoro.espanja@gmail.com. The author of this learning method will reply to the questions. Pupils can also become Instagram friends with Juan y Rosa: www.instagram.com/juanyrosadeespanja/. This enables them to make contact with other pupils who are learning Spanish with Juan y Rosa. Now and again, Don Toro receives requests from pupils to help them look for a Spanish penfriend. When that happens, the author of this learning method attempts to find a match within the users of the learning method.

3. Approach of this learning method

3.1. THE CONVERSATIONS AND THEIR TOPICS

This learning method has been designed to encourage working together. The pupils learn Spanish based on the first conversations that they will be likely to have if they visit Spain for a holiday, e.g. 'Hello, what's your name?', 'Where are you from?', 'Do you have any brothers or sisters?', 'Which sport do you play?', 'What does your house look like?' Other topics are covered too, such as giving directions to the shops or going to the beach or a party with friends. The conversations form the basis of learning the language.

3.2. EXTRA EXPLANATION RELATING TO EACH CHAPTER OF THE TEXTBOOK

Each chapter comprises four pages, apart from Chapter 1. The chapters are structured as follows:

1st page, learning goals

It is important that the pupil takes the time to read the learning goals and to see what the chapter will cover. As the supervisor, you could talk to the pupil about what they already know and what they will be learning in this chapter.

2nd page, vocabulary list

It is important that pupils learn the new words thoroughly, and that demands a certain degree of self-discipline. Most pupils benefit from a little help and support in this respect. As a guideline when learning words, it helps to first read them out loud either using the CD or the phonetic spelling in the blue column; it can also help if the pupils read the relevant English translation at the same time. After that, the pupils can listen to that chapter's palabras (words) on the Libro de texto CD twice and then read them out loud once more. On the second listen the pupils should repeat the words, or this can be alternated with saying the words in advance instead. Furthermore, it is important for pupils to pay attention to Don Toro's comments because the bull gives them handy learning tips. On the Juan y Rosa website, pupils can download a domino game which can help them to learn the new words by playing dominoes and/or a memory game.

3rd page, conversation

Pupils first listen to the conversation on the CD twice. They then read the dialogue out loud themselves so that they learn to get into character. These conversations are based on words and verbs that the pupils have learnt in previous chapters as well as new words in the vocabulary list for this chapter. The conversations can also contain new words or grammar from the next chapter. This is intended as an extra challenge for pupils and to give them the opportunity to go in search of the meanings using other resources, such as dictionaries, the internet, etc.



4th page, extra

This page contains extra explanation or extra words that are necessary to be able to do the exercises in the workbook properly. Furthermore, it enables the pupils to change some of the words in the conversations in role play situations and suchlike. Once again, it is important that the pupils learn the information on this page carefully and discover for themselves what works best for them: doing exercises, repetition, writing or playing with the new words and their new-found knowledge.

Last but not least: it helps if the pupils pay close attention to Don Toro's tips!

3.3. VOCABULARY

The pupils learn the vocabulary in conjunction with other words or their synonyms. The list of vocabulary in each chapter will need to be learnt thoroughly. As mentioned above, an extra tool for learning is the domino game which can be downloaded from the digital environment on the website. The Spanish-English and English-Spanish lists at the back of the book are in alphabetical order and are featured in the conversations in the chapters. The interrelationships between the words learnt by the pupils sometimes take priority over the alphabetical order. The vocabulary is further extended with the words on the fourth 'green' page of each chapter and in the green 'learn carefully' sections of the workbook.

3.4. EXERCISES IN THE WORKBOOK

The pupils decide for themselves in which order they want to do the exercises. The conversations and role-play exercises should be done together with a supervisor who can speak Spanish. On the first page of each chapter in the workbook the pupils can indicate which exercises they completed before taking the test, their score in the test and which exercises they did after taking the test. This results in an overview of each pupil's activities that is useful for the pupil and the teacher alike. Hence, this page forms the basis for a progress review.

The first exercise of each chapter is a joint exercise to create a conversation. Pupils can create a similar conversation to the one in the textbook using the various words provided in this first exercise. The children can also think up a role-play situation for themselves and act it out for the rest of the group. This is then followed by a number of exercises to help them gain a firm grasp of the conversational text. Then come the puzzle-based exercises, listening exercises, reading exercises, exercises in which the children learn to listen to Spanish music, role-play exercises and so on. These are all exercises that the pupils can do either alone or in pairs.

The Spanish music exercises have been specially selected to help the children learn to listen to music in Spanish. Even though these involve Spanish at a more advanced level, the pupils can try to pick out words that they know and/or understand. When the pupils listen to a song for the second time they usually recognise or understand even more words than the first time around. The children can also learn the songs by heart and perform them in front of other people.

Some exercises have open-ended questions. These give pupils the freedom to learn to form nice sentences of their own. This will especially appeal to more creative pupils. The answers to these exercises will need to be checked by someone who is proficient in Spanish.



The listening exercises have not been devised and recorded by the author herself. Instead, almost all of these exercises have been sourced from the magazines called '¿Qué tal?' and 'Ahora.' For details of how to subscribe to these magazines, please see the front of the workbook. All exercises of a conversational nature can be acted out by the pupils in a role-play situation.

The exercises which require pupils to make use of the internet can also be done at home or during free study time. The websites initially appear more complex than they actually are. They may take a little perseverance but the results will be astounding because, for most pupils, it is a matter of 'the harder, the better!' The Pupil's Manual on the www.juanyrosa.com website contains a table that shows alternatives for obsolete websites.

3.5. SKILLS LEARNED

The starting point for learning Spanish is: immersion. The more time you spend listening to, reading, writing and speaking Spanish every day/week, the better you will become at it.

3.5.1. Listening skills

Listening skills are practised using the conversations in the textbook, by listening to Spanish songs (canciones) and by encouraging pupils to watch Spanish TV programmes, to listen to interviews with Spanish sportspeople or pop stars or by watching Spanish DVDs with subtitles.

3.5.2. Speaking skills

The pupil learns to speak Spanish primarily through the role-play exercises. For pupils whose supervisor is not proficient in Spanish, it is advisable to invite a Spanish-speaking person to come into the class once a month (i.e. once per chapter) to discuss the topics in the chapter. It is usually possible to find someone suitable in the local neighbourhood such as by placing an announcement in the school newsletter. If this does not produce the desired result, you could place an announcement on the www.vacatures.nl website or alternatively the author can provide support for this learning method via Skype. Singing songs during the lessons or arranging for the pupils who are learning Spanish to perform for the rest of the school can also be very beneficial.

3.5.3. Writing skills

The pupils learn to write in Spanish by doing the puzzles. In addition, they are encouraged to write short sentences of at least two to three words: a verb with direct or indirect objects or a time or place. The personal pronoun is rarely used in Spanish since this is usually clear from the verb. (The personal pronoun is included in the verb formation and is only added in the sentence if it is unclear to whom is being referred or for extra emphasis.) Pupils can also twitter with Don Toro in Spanish.

3.5.4. Reading skills

It is important that pupils read the conversations and the stories in the workbook out loud because this reinforces their Spanish reading skills. In addition, you can stimulate reading by subscribing to '¿Qué tal?' or by purchasing some of the 'Venga a leer' books from Difusión; see www.difusion.com

A couple of books for Levels 0 and 1 include:

- Serie El Mediterráneo, La chica del tren, Level 0, ISBN 8489344728
- Aventurajoven, Misterio en las Alpujarras, Level A1, ISBN 848443236X
- Serie Plaza Mayor 1, Los Reyes Magos, Level 0, ISBN 848709970X
- Aventurajoven, Persecución en Madrid, Level A1, ISBN 8484432378



Reading skills are also stimulated by the newsletter which is published periodically throughout the year and which can also be found on the website, including news items from previous editions. There used to be two separate versions, one for pupils and one for supervisors, but these were amalgamated into a single newsletter in October 2010. Each newsletter contains a tip about a website where pupils can find extra information about Spain or Latin America, or about a website where they can play games in Spanish, find recipes for Spanish food to cook at home, etc.

3.6. MONITORING PROGRESS

After completing the exercises in the white section, as indicated in the list on the first page of each chapter of the workbook, the children can do the test – either individually or together: LA PRUEBA (the test).

Allow the pupils at least 30 minutes' time to complete the test. The test is then marked, either by a fellow pupil or by the supervisor. Each line is worth 1 point and each answer relating to a picture is also worth 1 point. In the case of the open-ended questions, it is important that the pupil has attempted to put together a good sentence of at least three words. The fact that the pupil has tried their best to form a sentence should take precedence over grammatical correctness. The solutions per test can be found in the solutions book from page 39 onwards. The total number of questions in the test is indicated at the bottom of each page of solutions, with each question being worth 1 point. Spelling mistakes and accent mistakes are marginal errors. Deduct 1/5 of a point for each one, up to a maximum of 5 points.

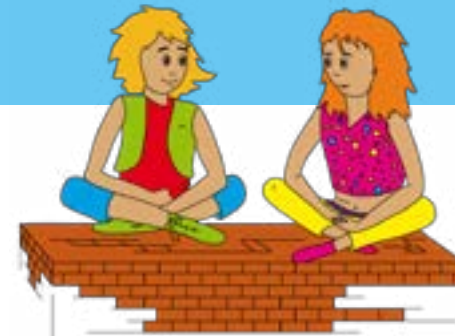
For example: The total number of points available in 'prueba 1' is 23. If a pupil has 15 correct answers and 12 spelling mistakes, their score will be:

$$15 - 2.4* = 12.6; 12.6 \text{ out of } 23 \text{ is } 5.5$$

The pupil can then decide whether they are satisfied with a mark of 5.5. If not, they can do the EXTRA exercises in order to try to achieve all the learning goals. If the pupil is satisfied with their mark, they can choose whether to do the MÁS exercises or to move on to the next chapter. MÁS exercises are more challenging ones which generally involve pupils showing their classmates what they have learned.

This learning method assumes that pupils receive a minimum amount of supervision so that they also have the scope to learn Spanish autonomously and gain insight into their own learning strategy. However, pupils cannot do it all alone, of course, so the supervisor or teacher keeps an eye on each pupil's general progress – which exercises are they doing to achieve the learning goals, are they able to learn the information in the green text blocks and the vocabulary lists, and are they prepared to demonstrate what they have learnt to their classmates? As the supervisor, you should discuss any problems with each pupil and work together with them to see whether it is necessary to try a different approach to learning. The Spanish-speaking person who comes in to the lesson at least once a month should conduct the Spanish conversations in the oral exercises, mark the answers to the open-ended questions and can also go back over the questions in the test.

$$(*12 \times 1/5 = 2.4)$$



Juan y Rosa

4. Exams for the 'certificado'

When the pupil reaches the end of the book, they can do the final exam to achieve the 'El Certificado, tomo uno' certificate. This demonstrates that the pupil has attained the level of Spanish for beginners (A1). Level A1 is comparable with A1 of the Common European Framework of Reference for Languages.

Supervisors can request the exam by sending an email to: juanyrosa.espanja@gmail.com.

The exam and the answers will then be sent to the supervisor's email address only, along with the audio file for the aural exam.

The exam comprises four parts as outlined below.

4.1. THE AURAL EXAM (20 MIN.)

- The pupil has 3 minutes in which to read the questions.
- The audio file is then played twice. Pupils are not allowed to start answering questions while the audio file is playing!
- After listening for the second time, the pupil can then fill in the answers.

4.2. THE READING SKILLS EXAM (20 MIN.)

- The pupil reads the text and then answers the questions.

4.3. THE WRITING SKILLS EXAM (25 MIN.)

- Translate the text into Spanish.
- Don't forget about punctuation!

4.4. THE ORAL EXAM (25 MIN.)

- Translate the sentences into Spanish, making use of the words provided in brackets.

Certificado

Español -principiante 1

PARA:

NOMBRE:

APELLIDO:

ESCUELA:

Nivel de español obtenido: A1

para:

* hablar ____

* escribir ____

* leer ____

* escuchar ____

Fecha:

Firma del maestro/de la maestra:

Firma del alumno:

.....

.....



5. Justification and supplementary material

5.1. INFORMATION AND RESOURCES

This learning method has been put together based on information gathered from various sources, including:

- Real-life experiences published in Talent, a magazine about giftedness, published by Lemma.
- SLO, Choochem, Joan Cele Instituut, CBO and Nace London websites.
- Hoogbegaafde kinderen, Jenny van Zanten.
- Hoogbegaafde kinderen thuis en op school, Franz Mönks and Irene Ypenburg.
- De begeleiding van hoogbegaafde kinderen (A Parent's Guide to Gifted Children), James T. Webb, et al.
- Lectures and presentations by Mirjam Groensmit, Kars Gerards, Dolf Janson, Willy Peters, Chris 't Mannetje, Sylvia Drent and Eleonoor van Gerven.
- De magische wereld van het kind (The Magic Years: Understanding and Handling the Problems of Early Childhood), Selma H. Fraiberg
- De gevoelswereld van uw kind (First Feelings: Milestones in the Emotional Development of Your Infant and Child from Birth to Age 4) , Dr. Stanley I. Greenspan en Nancy Thorndike Greenspan.

The learning method was trialled at 't Holthuus primary school in Huissen, the Netherlands, before being published. Ms. Iris Kock Coronel, Spanish teacher, checked the contents from a linguistic perspective, paying extra attention to the phonetic spelling of the Spanish pronunciation (the blue columns).

5.2. THE AUTHOR AND HER EDUCATIONAL STARTING POINTS

The author of this learning method is Antoinette Gerichhausen. She became fascinated by language in the broadest sense at an early age – not a day went by for her without language games, crosswords, children's songs in foreign languages and she even learnt Braille. She started learning Spanish intensively in 2002 and ever since then she reads, speaks, writes or listens to Spanish every day to maintain and improve her proficiency in the language. Her ultimate aim is to achieve native-speaker level in Spanish.

Her educational starting points are based on the lectures and presentations she has attended and the theoretical knowledge she has gained from reading numerous books about how children can 'learn to learn'. In addition, she has also drawn on her practical experiences with her own children. Her original degree in business administration is far removed from a formal qualification in teaching, but sociology and psychology were always two of her favourite subjects. In 2012 she completed a bachelor degree in Romance Languages-Spanish at Radboud University in Nijmegen.

The learning method was developed as follows:

Research question: How can I develop a learning method aimed at primary school children who want to learn Spanish as an extra dimension to their primary-school education?

Objective of the learning method: To meet the needs of this group of pupils by giving them an extra subject so that they remain motivated to learn. Furthermore, it could offer these pupils an extra opportunity to discover and develop their own learning strategy.

What characterises the pupils who can/want to learn an extra language at primary school?: Please note: this is a general description of the children. Children who benefit from studying an extra subject are children who have several of the characteristics listed below:

- are fast learners
- stand out in several subjects
- are good at establishing causal relationships
- are good at lateral thinking
- find it easy to analyse problems
- have a preference for abstraction
- are able and keen to work autonomously
- are creative and original
- are perfectionists
- have a sense of humour
- are able to concentrate
- have a broad or specific interest
- are highly motivated and energetic

The above list has been put together by the primary school department of Netherlands Institute for Curriculum Development (SLO). It is a summary of the characteristics of gifted children. The author has taken these characteristics into consideration when developing this learning method for Spanish. While she used gifted children as the starting point for this learning method, it is equally beneficial for all pupils.

How do gifted pupils become motivated or what triggers their enthusiasm?

These children have little need for instruction. As a result, the instructions have been kept as short as possible or have even been left out altogether. They have little need for repetition within the learning materials. Generally speaking, repetition can be omitted. Gifted children are primarily stimulated by practising new material. The children are fast workers. At the same time, it must be possible for children to work through the subject matter at their own pace. (These characteristics of learning were compiled by Bronkhorst, Paalman and Wiegman in 2000.) Added to this, the author has taken into consideration the fact that children learn easiest and most intensely when it is done playfully: by offering the pupils freedom to bring in their own material. This enables them to inject some of their own personality and self into the lessons. They are encouraged to think proactively and to get actively involved in the learning process.

What does a suitable learning method look like?

When putting together the various chapters, in addition to the above-mentioned starting points the following criteria have been used, derived from a study by the SLO project group 'Dealing with differences' in 2001. Challenging teaching material:

- places demands on the child's creativity
- includes open-ended exercises
- is at a high level of abstraction
- contains a high degree of complexity
- adds value compared with the regular subject matter
- must stimulate an inquisitive approach
- places demands on the pupil's autonomy
- triggers a reflective attitude
- stimulates interactive communication