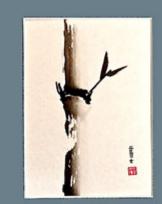
NRCAL Institute Team Building October 26, 2015 With Andrea Guillaume









The Four Gentleman, brush painting by Bruce Young

Good Morning Chrysanthemum!



The Four Nobles



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What Is Your Noble Plant?

- Search your memory for a flower or plant that is important in your life story (as an individual or as a member of a cultural group).
- Your reasons might be literal or symbolic.
- If no plant comes to mind, that's okay. That's an interesting story too.
- Prepare to tell 2 or 3 of your tablemates the one-minute version of the story of your noble plant.
 Feel free to find an image of your noble plant on your smart device to share as a visual aid.

Table Share

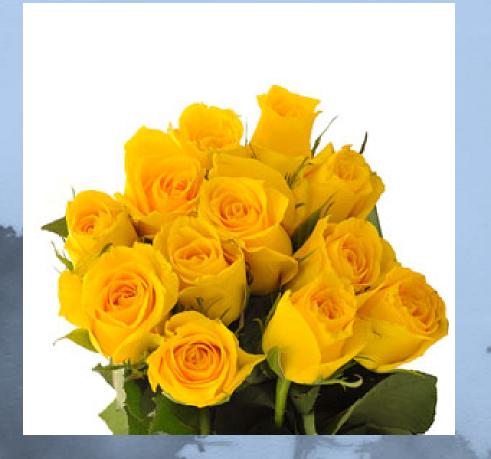
- Listen to each story.
- Look for connections across the stories.
- What do you wonder?
 - Might others in the room have the same connection?
 - What conclusions about culture need further testing?

Plan a New Question

Based on the connections or themes across the stories, develop an interview question to ask people at other tables.

The question will let you gather more information related to your table talk connections and conclusions.

"Noble" Plants in My Family





Interview Two Others

- Find and interview someone from another table.You interview each other.
- Begin by introducing yourselves. Give your name, site, target language, and teaching context.
- Ask the question your group developed.
 Record some brief notes.
- Repeat with a second person from a different table.

Home Table Processing

- Quickly share brief answers to the group's question.
- What new insight about plants and culture can you draw?
- What do you wonder next?Be prepared to share one insight.

PROCESSING THE TEAM BUILDER

World Language Standards

1.0 Communications

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.

2.0 Cultures

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studies.
- 2.2. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Modifying for Proficiency Levels NCSSSFL-ACTFL Global Can-Do Benchmarks: Interpersonal Communication

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics us- ing phrases and simple sentences, sometimes supported by memo- rized language. I can usually handle short social interactions in everyday situations by asking and answer- ing simple questions.	l can participate in con- versations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in con- versations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
I can participate with ease and confidence in conversations on famil- iar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situa- tion with an unexpected complication.	I can express myself fully not only on familiar topics but also on some concrete social, aca- demic, and professional topics. I can talk in de- tail and in an organized way about events and experiences in various time frames. I can con- fidently handle routine situations with an unex- pected complication. I can share my point of view in discussions on some complex issues.	I can express myself freely and spontaneous- ly, and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.	I can communicate with ease, accuracy, and flu- ency. I can participate fully and effectively in discussions on a variety of topics in formal and informal settings. I can discuss at length complex issues by struc- turing arguments and developing hypotheses.	l can communicate reflectively on a wide range of global issues and highly abstract concepts in a culturally sophisticated manner.



ENJOY THE INSTITUTE!