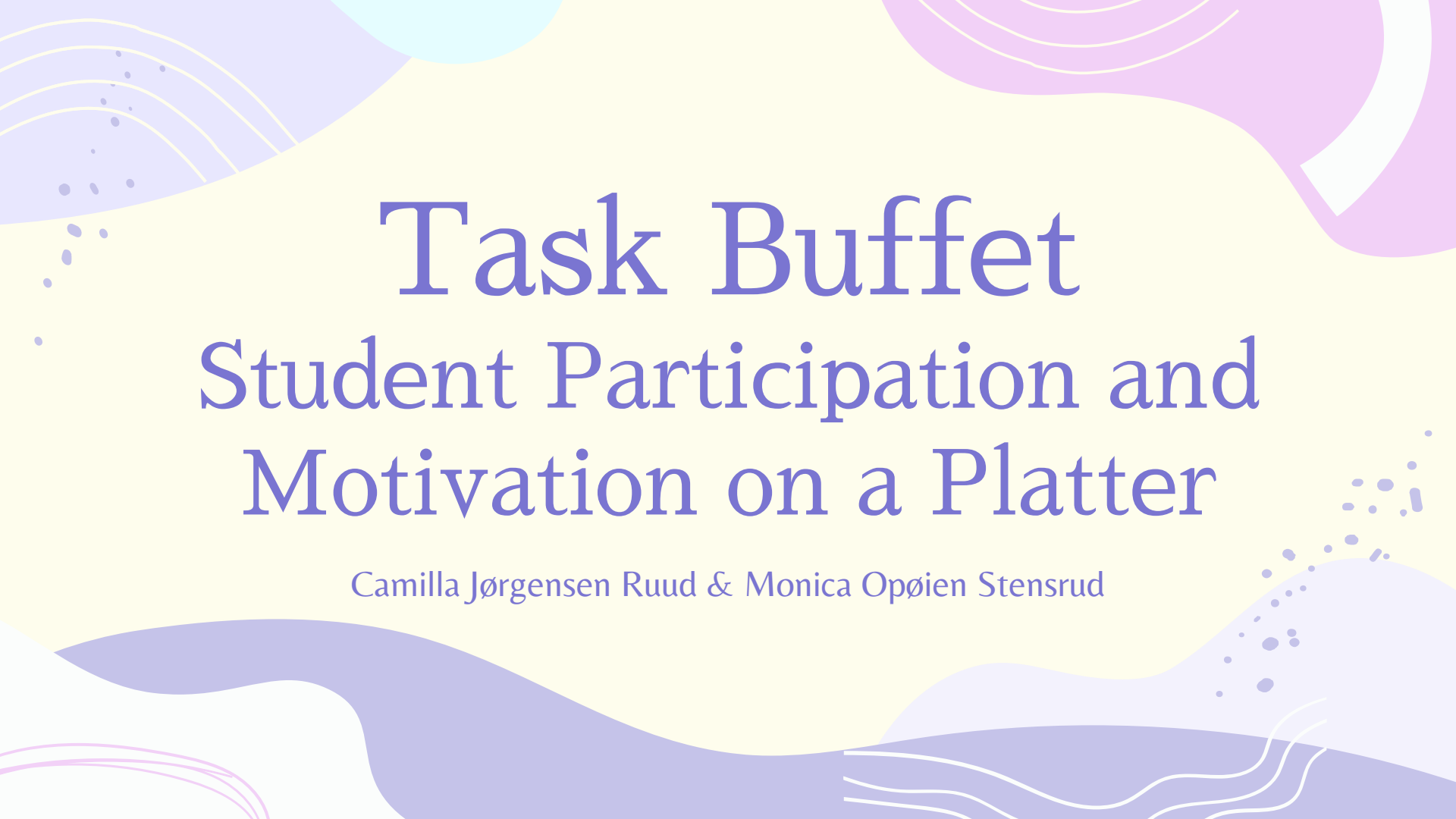




Task Buffet

Student Participation and Motivation on a Platter

Camilla Jørgensen Ruud & Monica Opøien Stensrud

What is “Task Buffet” ?

Task Buffet is an educational approach where students are offered a variety of tasks to choose from, similar to how a buffet offers different food options. The idea is that by giving students choice and autonomy, their engagement and motivation will increase. This method caters to various learning styles and interests, and hopefully makes learning more enjoyable and effective.

The teacher presents assignments/activities in a flexible, student-centered way, allowing learners to pick what suits them best while still fulfilling the subject curriculum and improving their competence.



Task 1: Accident report

Imagine you have witnessed an incident in the workplace that caused injury and/or property damage. In your opinion, the incident was caused by poor communication. You have been asked to write an account of what happened.

In your report:

- Describe events up to and including the incident.
- Express your opinion about why this happened.
- Reflect on how improving communication can prevent this from happening again.

Task 2: Digital poster or pamphlet

At work, as in other areas, we communicate differently with different people. This may be due to understanding, formality, technical language or other factors. Make a digital poster or a pamphlet that highlights the importance of communicating appropriately in the workplace.

Points to include:

- Examples of situations that require different styles of communication.
- Reasons why we use different communication styles at work.
- Some potential consequences of using the wrong type of language in a professional setting.

Task 3: Illustrated vocabulary list

Make a vocabulary list of 8 – 12 tools or pieces of equipment that people at your education program will need to know the names of in English. Use an AI image generator such as <https://www.bing.com/images/create> to make illustrations of the vocabulary words you have chosen. Make a digital poster.

Target audience: Next year's first year students who find English difficult. **Purpose:** Teach

Task 4: Cases about good communication skills

Discuss the cases below, reach possible solutions and give clear reasons for your choices. Format: Podcast episode with one or two fellow students.

1: You are supposed to work today, but you are sick. What is the most appropriate way of communicating this to your boss: to call to send an email/text message, or to use social media? If you choose a written medium, would it be appropriate to use emojis? If so, what kind of emojis are acceptable when you communicate with your boss?

2: You are responsible for training two new employees; one is a Polish man and the other is a woman from Iran. You quickly find out that their Norwegian skills are limited, and you have to use English in order to communicate with them. What should you be aware of when you communicate with these new colleagues? What kind of challenges can cultural differences pose in this case?

Target audience: Students in your education program

Purpose: Inform

TASK BUFFET: Vocational English

Complete at least
two tasks.

Task 5: Make a vox pop interview / TikTok

Interview 3 - 5 of your fellow students about this year's apprenticeship / practice period.

- Where?
- Describe a typical day at work.
- Unforgettable experiences? Good and / or bad?
- Has this practice period made you sure you have chosen the right profession? Why or why not?
- What have you learnt about communication?
- What is your best piece of advice for someone starting their first practice period?

Task 8: Presentation

Your task is to choose two jobs from within your own education programme and prepare a presentation of them in English. In your presentation you should point out:

- the similarities and differences between the two jobs,
- what you consider to be their pros and cons,
- which of the two jobs you would prefer, and why.

Target audience: 10th graders. Potential students

Purpose: Inform and entertain

Task 6: Write an email

You work at a place where people speak many different languages. Many speak no Norwegian and only a little English and you fear this situation affects everyone's safety. Write an email to your manager where you explain your concerns and include some possible suggestions on how to address the problem.

Task 9: Board game

Make a "ready-to-print" board game for use in the classroom. The board game has to be in English and it must fulfil some purposes, however, the theme(s), the layout and the rules are up to you.

Target audience /players: students in your education program.

Main purposes: To encourage students to speak English in small groups and to use vocabulary relevant to your education program.

Secondary purpose: To motivate through friendly competition.

Size: A3 (one A3-page)

A clear set of rules (preferably written on the board game itself).

Duration: 10 – 20 minutes per round.

Game pieces – things one can find in a pencil case, examples: eraser, pen, piece of paper, etc. Note! The teacher can be expected to bring dice.

Task 7: Commercial/advertisement or social media post

Make a commercial/advertisement or social media post where you "sell" your education program to potential students in 9th and 10th grade.

Target audience: Potential students

Purpose: Inform, entertain and persuade



Task 1: Podcast

What is the most serious global challenge today? Is it global warming, climate change, overpopulation, migration, gender inequality or something else? Choose a global challenge and make a podcast (10-15 min.) in which you explain and discuss why this is a challenge in the world today. Be sure to introduce the challenge and explain what is being done to combat this issue and/or how you think it can be combated. The purposes of the podcast are to inform and entertain. The target audience is people between 16–25 who care about the future of our planet.

Use reliable sources to find information.

Task 4: Interview and present

Even though it is positive that we recycle, drive electric cars and try to do our part to combat climate change at home, we must keep this in mind at work as well. Visit or contact a local business and find out if they have chosen to "go green". What have they done to become more environmentally friendly? If the company has not placed any focus on becoming more friendly to the environment, it is interesting to hear why.

You need to report on your findings.

Purpose of the report: to document the work you do and inform your audience about how a local business has chosen/not chosen to focus on being environmentally friendly.

Target audience: Your teacher and classmates.

Task 6: Interview and present

Go to a local grocery store and interview at least five people about their food shopping habits. Ask whether they buy organic food or fair-trade food. Find out the reasons for their choice, and if they are satisfied with their decision.

You may conduct the interviews in Norwegian if your interviewee prefers, but you need to report on your findings in English.

Purpose: Investigate and inform

Target audience: Your teacher and your classmates

Task 2: Write a letter

Write a letter to people living a hundred years in the future. You may choose to write your letter as a list giving advice (as Kurt Vonnegut did – see *Citizens* p.146) or as a report on how things are today and what you hope they have achieved in the future.

Purpose: Inform, persuade and entertain

Target audience: People who are alive 100 years from now

TASK BUFFET

Choose and complete two tasks. One ending in a written product and one ending in an oral product. Choose between working alone or with partner(s).

Competence aims:

- uttrykke seg nysnert og presist med flyt og sammenheng, idiomatiske uttrykk og varierte setningsstrukturer tilpasset formål, mottaker og situasjon
- bruke egnede strategier i språklæring, tekstskeping og kommunikasjon
- bruke egnede digitale ressurser og andre hjelpemidler i språklæring, tekstskeping og samhandling

Task 7: Write an ecopoem

Eco-poetry is poetry with a clear focus on the environment or humans' impact on nature.

- Go outside. Find something that does not belong in nature (like rubbish) and take a picture of it.
- Write a poem using the picture you have taken as a starting point.
- Create a multimodal text by combining the picture with your poem.

Purpose: Entertain and inform

Target audience: Your teacher and your classmates

Task 3: Make a poster

Create a poster to encourage students and teachers at Mysen Upper Secondary to become more environmentally friendly.

Purpose: Encourage students and teachers to become more environmentally friendly.

Target audience: Students and teachers at Mysen Upper Secondary.

Task 5: Interview and present

Interview at least five people about their choice of car. Ask whether they drive a petrol/diesel engine car or an electric car. Find out the reasons for their choice, and if they are satisfied with their decision.

You may conduct the interviews in Norwegian if your interviewee prefers, but you need to report on your findings in English.

Purpose: Investigate and inform.

Target audience: Your teacher and your classmates

Task 8: Write a creative text

The pictures below belong to *Pop Culture Dystopia* by Philip Hodas which is a series of digital art depicting popular culture icons in realistic dystopian environments. Choose one of the pictures and use it as an outset for writing a short story, a poem, a fairytale, or a song.

Purpose: Entertain

Target audience: You decide!



Task 1: Podcast segment

Make a podcast segment (3 – 5 minutes) for the podcast *Censorship or Protection?* Where you, with *South Park: Bigger, Longer and Uncut* as the starting point, discuss arguments for and against censorship of movies.

Task 3: Rating the Trailer

Now that you have watched the movie, go back and watch the trailer: <https://www.youtube.com/watch?v=PbMI6Djh1I> Does the trailer promise something it does not deliver? Does the trailer do the movie justice? Write your comment in the form of a YouTube-comment.

Task 4: Plot Pitch

Imagine that you have been hired as one of the new writers on an upcoming *South Park*-movie and you must come up with a suggestion for the plot of the new movie. Note! They want the sequel to focus on cultural stereotyping, but messing with Canada again is out of the question.

Task 5: Feedback for the Director

Write a short text for directors Matt Stone and Trey Parker where you provide some constructive feedback for the movie and reflect upon how successful the film was at showing the relationship between the United States and Canada.

Task 6: Review

Write a review of *South Park: Bigger, Longer and Uncut*. Include the following sections:

- Introduction: Try to hook your readers with something interesting.
- Description: A brief outline of the story, but do not give too much away.
- Evaluation: Judgement – strengths, weaknesses
- Recommendation: Your overall rating; who might be interested in seeing it?

Task 2: Reaction video

Make a "reaction video" or a video review of *South Park: Bigger, Longer and Uncut*. The video should last from 3 – 5 minutes. Does the humour hold up? Is the language acceptable? +++

In addition to doing the obligatory task (the one on the right), you must choose at least one of the other tasks. Regardless of which tasks you choose, think about purpose, target audience, and language style. You can work alone or with someone, but the objective is to show your competence.



Task 7: Character creation

Come up with a new character for the *South Park*-universe. A girlfriend for Eric Cartman or a new friend for the group. Create background information, a catchphrase and a clear description of the character's appearance.

Task 8: Report on real-life events

In 1999, The *South Park*-movie attacked Canada and Canadians with brute force, but what is the relationship like between Canada and the United States today? Do some research online and create a digital poster with information. Keywords: "annex", "51st State", "tariffs" and "border security". Use APA 7th to refer to the sources you use.

INDIVIDUAL EXAM PRACTICE:

Read the task, then the thread. Write the next post.

In the discussion forum below, "*ClassroomDilemma*" is seeking advice.

Write the next post in the thread. In your post, refer and respond directly to the other posts and contribute with opinions. Comment on, question, agree and/or disagree with what has already been written.

The recommended word limit for the text is approximately 200-250 words.

@ClassroomDilemma:

I am an English teacher considering using *South Park: Bigger, Longer & Uncut* as part of a unit on satire and censorship, but I have some concerns. The film is undeniably sharp in its critique of moral panic and media influence, which could lead to great discussions. However, the excessive profanity and crude humour make me wonder if it's appropriate for a classroom setting. Would the educational value outweigh the controversy? Has anyone here ever used it in an academic context?

@MediaThinker:

That's an interesting idea! I actually think *South Park: Bigger, Longer & Uncut* is a brilliant satire, and its take on censorship and free speech is as relevant as ever. The way it mocks hypocrisy in media and politics could lead to some fascinating class discussions. Yes, the language is extreme, but isn't that part of the point? The film exaggerates everything to show how censorship often misses the real issues. If students are mature enough, I think it could work—but maybe with some preparation and discussion beforehand.

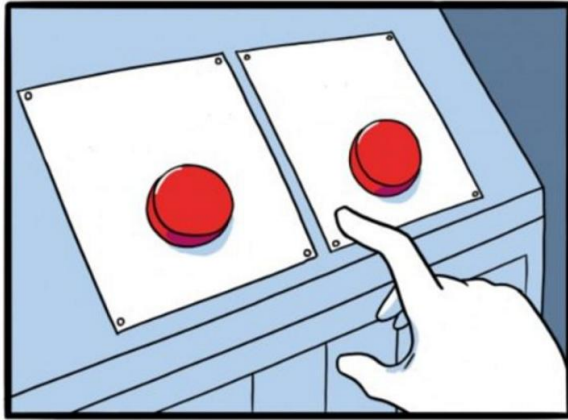
What do others think? Is there a way to balance its educational value with its controversial elements?



OBLIGATORY

Why “Task Buffet” ?

- Developed based on student feedback from the Pupil Survey (UDIR)
- Student Agency
- Motivation
- Variation
- Can be adapted to cover different topics and to cover several competence aims



But How?

- How do you create / where do you find tasks?
- How much information will students need in addition to the instructions given on the buffet itself?
- How does this method ensure differentiation?
- What about students who have difficulties choosing tasks when presented with so many options?
- Artificial Intelligence?



Which Pedro Pascal best describes your mood when working with this Task Buffet?

Circle your answer(s)



Reflection Conversation

Competence Aim

- assess and revise one's own texts based on criteria in the subject and knowledge of language

Possible questions for the conversation following a task buffet

- Which tasks have you chosen? Why?
- What were your initial plans for solving task x / task xx?
- Did everything go according to your plans? Did you have to make changes to your - plans as you were working?
- Why did you choose to work alone / with partners?
- Which product are you the happiest with and why?
- Is there anything you would have done differently if you had the chance to do it again?
- What did you hope to learn when working with task x / task xx? What did you learn?
- Purpose and target audience.

Student Testimonials

Results may be biased as the data was collected by the teachers responsible for creating the tasks.

«*Task Buffet* fungerte perfekt som en slags detox etter at vi har jobbet med fagstoffet på en mer tradisjonell måte og har skrevet opinion piece. Jeg likte det godt!»

«Det var kjempegøy å få velge så mye selv, og få være kreativ.»

«Det var veldig gøy og ikke stressende i det hele tatt. Vil gjerne gjøre det igjen.»

«Det var fint at oppgavene var åpne men ikke for åpne. Hadde de vært mer åpne hadde vi brukt masse tid på å skjønne hva vi skulle gjøre, men nå kunne vi starte med en gang.»

«This would never happen in Italy. There, you get one task and that is it. It sucks!»

«Det var ekstra motiverende at det var en konkurranse i tillegg.»

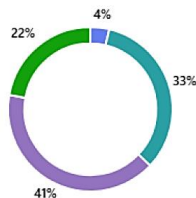
«Masse å velge i, og ville vi hatt noen andre oppgaver burde vi jo sagt det når du spurte oss.»

«Jeg var ikke i det kreative hjørnet i dag, men fant allikevel en oppgave som fungerte»

1. Hva er din generelle opplevelse med bruk av Task Buffet som læringsmetode?

[Flere detaljer](#)

● Svært negativ	1
● Negativ	0
● Nøytral	9
● Positiv	11
● Svært positiv	6



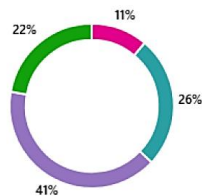
Results may be biased as the data was collected by the teachers responsible for creating the tasks.

2. Elevmedvirkning.

I hvilken grad følte du at du hadde mulighet til å påvirke ditt eget læringsarbeid (valg av oppgaver, valg av samarbeidspartnere, tidsbruk, osv.) gjennom bruk av Task Buffet?

[Flere detaljer](#)

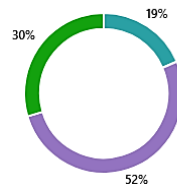
● Svært lite	0
● Litt	3
● Moderat	7
● Mye	11
● Svært mye	6



4. Mestring. Hvor godt følte du at du mestret oppgavene du valgte fra Task Buffet?

[Flere detaljer](#)

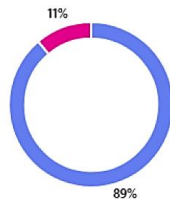
● Svært dårlig.	0
● Dårlig.	0
● Nøytralt	5
● Godt	14
● Svært godt	8



3. Elevmedvirkning. Var det nok variasjon i oppgavene til at du kunne finne minst to oppgaver som du hadde lyst til å jobbe med?

[Flere detaljer](#)

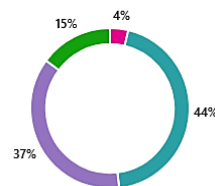
● Ja	24
● Nei	3



5. Motivasjon. Sammenlignet med andre undervisningsmetoder, følte du at Task Buffet bidro til økt motivasjon for læring?

[Flere detaljer](#)

● Mye mindre motivert	0
● Mindre motivert	1
● Verken mer eller mindre motivert	12
● Mer motivert	10
● Mye mer motivert	4



Dypdykk i Napoleonskrigene og situasjonen i Europa 1789 - 1814 (oppgavebuffet)

Dere skal velge to av oppgavene under og besvare disse. Oppgavene varierer i både form og innhold. De skal legges inn i OneNote i slutten av timen torsdag. Dere må gjerne samarbeide med medelever, men dette er ikke et krav. Alle skal derimot ha sin egen kopi av oppgaven i sin egen oppgaveblokk (bilde av håndskrevne notater, tekster eller tidslinjer er selvfølgelig ok).

Oppgave 1: Hvem var Napoleon?

Tema: Napoleon

Sentrale spørsmål: Hvorfor var Napoleon populær? Hva gjorde han egentlig for "mannen på gata"?

Lag en podcast på ca. 5 minutter om Napoleon der du / dere forteller litt om hans liv og hvorfor han er en viktig figur i europeisk historie. Besvar deretter hvorfor dere tenker han var så populær ved å se på hvordan de sosiale og politiske forholdene var i Frankrike under Napoleons styre. Hint: Code Napoleon

Oppgave 2: Wienerkongressen - Europa før og etter Napoleonskrigene

Tema: Europa før og etter Napoleonskrigene

Sentrale spørsmål: Hva var Wienerkongressen, og hvorfor var den så viktig for maktbalansen i Europa?

Skriv en tekst der du, ved hjelp av kilder, beskriver Wienerkongressen og reflekterer over hvorfor denne ble så viktig for maktbalansen i Europa videre utover 1800-tallet. Nevn kort konsekvensene, altså utfallet, av kongressen, og prøv å se denne i sammenheng med hvordan livet for europeerne, gjerne i et bestemt område som for eksempel Frankrike, så ut før, under og etter den franske revolusjonen. Brukt gjerne [SPØKT-modellen](#) som utgangspunkt.

Teksten bør være på minimum 500 ord.



Oppgave 3: Tidslinje

Tema: Tidslinje, 1789 – 1815

Sentrale spørsmål: Hva var viktige hendelser i Europa i denne tidsperioden? Og hva med Danmark-Norge?

Tegn en tidslinje og lag deg en oversikt over viktige hendelser i Europa og Danmark-Norge i perioden 1789 til 1815. Bruk det du har lært om den franske revolusjonen, og fyll på med informasjon fra andre aktuelle kilder.

Oppgave 4: Om Napoleon levde i dag...

Tema: Napoleon

Sentrale spørsmål: Beskriv sentrale hendelser i Napoleons liv, og trekk ved hans styre.

Forestill deg at Napoleon levde i dag som en influencer på sosiale medier. Hva slags innhold ville han poste? Hva ville han reklamere for? Hvordan ville han opptrådt for å tiltrekke seg følgere, hva slags saker ville han frontet?

"Lag" en fiktiv Instagram-profil eller YouTube-kanal for ham, med morsomme innlegg, hashtags og stories basert på det du vet om Napoleon og hans liv. Bruk [KJ](#) til å generere bilder til "profilen". Du skal ha minimum 6 "poster" på profilen som alle kan knyttes mot fakta du kjenner til om Napoleon, hans liv og styre.

Oppgave 5: Intervju - en reise i tid

Tema: Danmark-Norge

Sentrale spørsmål: Hvordan var situasjonen i Danmark-Norge før 1814? Hvilke sentrale skikkelser dukker opp?

Du er journalist i Aftenposten og har fått tilgang på en tidsmaskin. Velg en historisk figur fra Danmark-Norge rundt 1814, for eksempel Frederik VI, Christian Magnus Falsen, eller Grev Wedel-Jarlsberg. Du skal nå reise tilbake i tid og intervjuer én av disse. Spørsmålene utformer du selv, men prøv å lage spørsmål som knyttes opp mot situasjonen i Danmark-Norge og Norges frigjøringskamp. Eksempel: "Hva synes du om å miste Norge i Kjølefreden / Kjettraktaten?" eller "Hvordan føles det at Danmark ikke lenger er en stormakt?" Vis til historiske hendelser som for eksempel Kjettraktaten, Flåteranet i 1807 eller Riksforsamlingen underveis.

Intervjuet kan gjøres skriftlig, eller som lydinnspilling (da gjerne sammen med en medelev som spiller den som intervjuer eller den historiske personen).

Oppgave 6: Opplysningstidens ideer

Tema: Opplysningstidens ideer og grunnlovene

Sentrale spørsmål: Er det noen sammenheng mellom opplysningstidsfilosofene, ideene deres og grunnlovene som dukker opp i Frankrike og Norge? Hvilke ser du?

Undersøk om det finnes spor av opplysningstidens ideer i menneskerettighetserklæringen i 1789 og den norske grunnloven i 1814. Du skal knytte ideene sammen med konkrete eksempler, se på ulike filosofer som har vært viktige for å fremme disse tankene. Kommenter så på hvorvidt dette er prinsipper vi fortsatt følger den dag i dag.

Velg format selv.

Skriv en enkel tekst (5–6 setninger)
på japansk der du forteller:

- Navnet ditt
- Hvor du kommer fra
- Alder
- En hobby du har (しゅみは ~ です)

Lag introduksjonen til første episode
i en podcast der du presenterer deg
selv muntlig. Bruk uttrykk som:

はじめまして。
わたしは ~ です。
よろしくおねがいします。

Lag en plakat som introduserer deg som
person. Plakaten skal inneholde:

- Navn skrevet med katakana
- Alder
- Hobby eller favorittmat
- Tegninger / bilder (for eksempel av deg selv eller hobbyen din)

Jobb i par. Lag et mini-intervju der
dere stiller hverandre spørsmål om
navn, alder, hvor dere kommer fra
og hobbyer på japansk. Dere velger
selv om dere vil levere muntlig eller
skriftlig.

Lag ditt eget visittkort (めいし).
Kortet må inneholde følgende
informasjon på japansk:

- Navnet ditt
- Hvor du kommer fra
- Alder

Skriv en utfyllende oppsummering av de fire ulike løsningsene som ble foreslått på språkdebatten på 1800-tallet.

Ca. 400 ord

Gjør greie for utviklinga av bokmål og nynorsk fram til i dag, hva myndighetene har gjort for å påvirke utviklinga og noen av diskusjonene det har skapt.

Ca. 400 ord

INSTRUKSJONER

Velg selv hvilken oppgave du begynner med, alle oppgavene skal ferdigstilles innen onsdag uke 39. Samle alle oppgavene på én OneNote-side du kaller «Oppgavebuffet om språk», men om du skriver og legger inn word-dokumenter etc. er helt opp til deg selv.

Gjør rede for og forklar forskjellen mellom arveord, låneord og fremmedord.

Vis med eksempler.

Ca. 200 ord

Skriv en sammenhengende tekst hvor du gjør rede for likheter og forskjeller mellom norsk, svensk og dansk, med eksempler.

Ca. 200 ord

Hva menes med at norsk språk er et SVO-språk? Og hvilken betydning har V2-regelen for norske setninger? Kom med eksempler.

Ca. 200 ord

Gjør rede for begrepene standardtalemål, dialektbølge, høystatusspråk, multietnolekt, norvagsening, og avltsenord

Lytt til disse tre sangene:

1. Gabrielle – Ring meg
2. Åge Aleksandersen – Lys og varme
3. Halvdan Sivertsen – Kjærlighetsvisa

Forklar og vis ulike målmerker du finner i sangene, og plasser artistene i riktig dialektområde.



Let Us Make a
Buffet!

The background is a light yellow color with various abstract shapes and patterns. In the top left, there are light blue and purple wavy shapes with small pink dots. In the top right, there are purple concentric circles. In the bottom left, there are purple shapes with white diagonal lines. In the bottom right, there are purple dots and a wavy line.

Thank you!

Do you have any questions?

Monica: monicaste@ofk.no

Camilla: camillar@ofk.no