

Languages Years 7–10 Life Skills unit: Let’s celebrate together

Unit title: Let’s celebrate together!

Description: In this unit students develop language skills through exploring the cultural features of their school community. Students participate in a range of experiences that focus on using language within the context of a school cultural celebration. They also extend these skills through community-based activities. This unit has been written generically and is intended to be used for students undertaking Life Skills outcomes and content from any selected language syllabus. *Learning activities address selected ‘learn about’ and ‘learn to’ statements within the Life Skills content of the languages syllabuses and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.*

Life Skills Outcomes

A student:

- LS.UL.1 recognises words and phrases in [Language]
- LS.UL.2 uses [Language] to interact in everyday activities
- LS.UL.3 obtains and gives information in [Language]
- LS.UL.4 uses written [Language] to communicate
- LS.MLC.2 explores ways in which meaning is conveyed by nonverbal communication
- LS.MLC.4 explores ways in which meaning is conveyed by written language
- LS.MBC.1 experiences cultural diversity
- LS.MBC.2 explores own and other cultures.

Languages Functions and Structures

Language functions and structures include:

- identifying food and drink vocabulary
- identifying traditional foods
- expressing likes and dislikes
- describing food and drink
- naming items that are eaten and drunk
- using culturally appropriate language
- ordering food and drink in a restaurant

Resources

Samples and images of food and drink, materials for language games, textbooks, videos, audiocassettes, CD-ROMs, internet, recipe books, cooking equipment and utensils, ingredients for traditional foods, opportunity to visit local restaurant/café.

Links

A student:

Dance

- LS.1.2 uses dance technique to communicate
- LS.3.1 experiences a variety of dance performances

English

- ENLS-1A listens and responds in familiar contexts
- ENLS-2A communicates for a variety of purposes, audiences and contexts
- ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts
- ENLS-6A reads and responds to a range of written texts in familiar contexts
- ENLS-8A writes short texts for everyday purposes
- ENLS-9A composes texts for variety of purposes and audiences

Food Technology

- LS.5.1 participates in making food items
- LS.6.2 recognises the significant role of food in society.

A student:

Geography

- LS.7 explores the diversity of Australian communities

Information and Software Technology

- LS.5.3 uses a variety of techniques to present information and software technology solutions

Music

- LS.7 experiences music from a variety of social, cultural and historical contexts

Visual Arts

- LS.1 experiences a variety of artmaking activities
- LS.6 makes a variety of artworks that reflect experiences, responses or a point of view.

For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 4 unit ‘Eating and Drinking’ in the selected language *Stages 4 and 5: Advice on Programming and Assessment*.

Focus: Coming together Outcomes: LS.MBC.1, LS.MBC.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> cultural characteristics of the school community cultural characteristics of the school community the importance of cultural celebrations the diversity of cultural expression 	<ul style="list-style-type: none"> recognise visual representations of culture(s) identify names of countries in [Language] identify features of the culture(s) identify culture(s) represented in the school community identify features of the culture(s) participate in cultural activities explore the diversity of cultural practices 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to identify the cultural background of themselves and others in the classroom and school community assists students to explore some of the features of specific cultural groups, eg dance, music/musical instruments, songs/chants, clothing/costumes, greetings, festivals/special occasions, traditions, stories introduces students to appropriate [Language] vocabulary in the context of participating in a range of cultural activities. <p>Students</p> <ul style="list-style-type: none"> bring items from home that reflect features of their cultural background to share with others, eg photographs, traditional costumes, music, songs, stories share cultural items with others, recognising features that are the same and different across cultures. This may include: <ul style="list-style-type: none"> modelling costume items such as head wear displaying photographs of family cultural celebrations listening to music associated with a range of cultural celebrations listening to/viewing stories, myths and legends learning a dance associated with a particular festival exploring the movement, feel and sound produced by musical instruments from a range of cultures listening to/viewing cultural presentations by members of the community, eg painting, dancing sharing in cultural activities alongside community members, eg participate in making a mural 	<p>Bringing items from home that reflect features of their culture may involve <i>experiencing cultural diversity</i> and/or <i>exploring their own and other cultures</i>.</p> <p>Sharing cultural items and recognising features that are the same and different across cultures may involve <i>experiencing cultural diversity</i> and/or <i>exploring their own and other cultures</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> sharing of their cultural items with others participation of cultural diversity within the school and wider community.

continued

Focus: Coming together (cont) Outcomes: LS.MBC.1, LS.MBC.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> features of lifestyles and belief systems in diverse cultures the importance of respect for the culture and lifestyle of others 	<ul style="list-style-type: none"> identify features of traditional lifestyle compare aspects of their own lifestyle and beliefs with those of other communities demonstrate respect for diverse cultural practices 	Students <ul style="list-style-type: none"> make a poster/model/multimedia presentation to illustrate a particular cultural aspect, eg costumes worn for particular occasions such as weddings, festivals. 	Making a poster, model or multimedia presentation to illustrate a particular cultural aspect may involve <i>exploring their own and other cultures</i> .	Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' creation of a poster, model or multimedia presentation.
Focus: Meet and greet Outcomes: LS.MLC.2, LS.UL1, LS.UL2				
<ul style="list-style-type: none"> communication of meaning in nonverbal ways 	<ul style="list-style-type: none"> identify the meaning conveyed by gestures and facial expressions respond to gestures and facial expressions 	Teacher <ul style="list-style-type: none"> explicitly teaches appropriate ways to respond to gestures and facial expressions associated with greetings provides opportunities for students to use appropriate gestures in the context of meeting members of local cultural communities explicitly teaches the words for greetings and farewells in [Language] explicitly teaches [Language] vocabulary to assist students to engage in a simple conversation. Students <ul style="list-style-type: none"> respond appropriately to nonverbal greeting by others in the school and community. This may include: <ul style="list-style-type: none"> whistling, bowing in return, waving in response, offering hand in response demonstrating appropriate gestures when meeting members of the school and/or community 	Responding appropriately to nonverbal greetings may involve <i>exploring ways in which meaning is conveyed by nonverbal communication</i> .	Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' appropriate responses to nonverbal greetings.

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Focus: Meet and greet (cont) Outcomes: LS.MLC.2, LS.UL1, LS.UL2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> words and phrases in a variety of spoken contexts the different purposes of using known language words and phrases in a variety of spoken contexts the different purposes of using known language the use of language in the context of a conversation 	<ul style="list-style-type: none"> listen to words, phrases and simple sentences to identify meaning identify known words and phrases establish and maintain social contact identify known words and phrases in conversation establish and maintain social contact use language for enjoyment share personal information engage in conversation initiate, maintain and conclude a conversation 	<p>Students</p> <ul style="list-style-type: none"> meet/greet and farewell others using appropriate words in [Language], eg hello, how are you, goodbye, thank you respond to and use vocabulary using [Language] within the context of a conversation. This may include responding to and answering the following, eg My name is... I live at..., I am 12 years old. What is your name? Where do you live? 	<p>Meeting, greeting and farewell others using appropriate words in [Language] may involve <i>recognising words and phrases in [Language] and/or using [Language] to interact in everyday activities.</i></p> <p>Engaging in a conversation using [Language] vocabulary may involve <i>recognising words and phrases in [Language] and/or using [Language] to interact in everyday activities.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> recognition and demonstration of the use of greetings and farewells in [Language] demonstration of use of [Language] in a conversation.

Focus: Let's do lunch – at school

Outcomes: LS.UL.1, LS.UL.2, LS.UL.3, LS.UL.4, LS.MBC.1, LS.MBC.2

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> features of lifestyles and belief systems in diverse cultures words and phrases in a variety of spoken contexts words and phrases in a variety of written contexts the relationship between printed words and symbols and their sounds and meanings 	<ul style="list-style-type: none"> compare aspects of their own lifestyles and with those of [Language] communities listen to words, phrases and simple sentences to identify meaning identify known words and phrases identify known words and phrases in conversation read whole words, phrases and simple sentences recognise symbols, letters and syllables in print in [Language] 	<p>Teacher</p> <ul style="list-style-type: none"> invites parents/members of the local community to share and talk about a variety of food and drink associated with their culture explicitly teaches [Language] vocabulary associated with food and drink items of the particular culture assists students to organise a luncheon at the school as part of a cultural celebration/multicultural day/community festival with an emphasis on using [Language] in context. <p>Students</p> <ul style="list-style-type: none"> participate in a talk/presentation by parents/members of the local community on the food and drink associated with their culture recognise and/or use [Language] vocabulary to identify food and drink items associated with a particular culture. This may involve: <ul style="list-style-type: none"> matching pictures, photographs, words and phrases with food and drink associated with particular cultures recognising and/or using the images/symbols/words associated with food and drink items naming food and drink items in [Language] 	<p>Identifying the variety of food and drink items associated with a particular culture may indicate <i>experiencing cultural diversity</i>.</p> <p>Recognising and/or using [Language] vocabulary to identify food and drink items associated with a particular culture may involve <i>recognising words and phrases in [Language]</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> identification of food and drink associated with particular cultures identification and/or demonstration of use of language associated with food and drink.

Focus: Let's do lunch – at school (cont)

Outcomes: LS.UL.1, LS.UL.2, LS.UL.3, LS.UL.4, LS.MBC.1, LS.MBC.2

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> the use of language in the context of a conversation the importance of cultural celebrations written texts available for accessing information words and phrases in a variety of written contexts ways to use written text to communicate information 	<ul style="list-style-type: none"> engage in conversation participate in cultural activities locate appropriate written text to obtain information select relevant information from written text read whole words, phrases and simple sentences communicate information in a variety of ways 	<p>Students</p> <ul style="list-style-type: none"> participate in conversations about food and drink using [Language] participate in a step-by-step plan to organise a lunch at school as part of a cultural celebration/multicultural day/community festival. This may include: <ul style="list-style-type: none"> determining the nature and type of the celebration and who will participate, eg other students, parents, members of the community selecting traditional music and making decorations determine the menu for the cultural celebration using [Language]. This may include: <ul style="list-style-type: none"> selecting pictures of food and drink items for the menu naming food and drink items in [Language] that will be made at the school and those to be brought by other members of the school/community identifying and purchasing the food and drink items, eg identify food and drink from images/symbols and/or [Language] from packaging labels during a visit to food outlets designing and producing a printed menu using [Language], eg use examples from the internet, menus from restaurants/cafes, magazines 	<p>Participating in conversation about food and drink may involve <i>using [Language] to interact in everyday activities.</i></p> <p>Participating in planning a cultural celebration may involve <i>experiencing cultural diversity.</i></p> <p>Using language associated with food and drink in the context of a cultural celebration may involve <i>recognising words and phrases in [Language] and/or using [Language] to interact in everyday activities.</i> Designing printed menus may involve <i>recognising words and phrases in [Language] and/or using written [Language] to communicate information.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> demonstration of use of [Language] in a conversation planning of a lunch associated with a cultural celebration demonstration of use of [Language] to name food items and the development of a printed menu using [Language].

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Focus: Let's do lunch – at school (cont)**Outcomes:** LS.UL.1, LS.UL.2, LS.UL.3, LS.UL.4, LS.MBC.1, LS.MLC.2

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none">communication of meaning in nonverbal wayswords and phrases in a variety of spoken contextsthe use of language in the context of a conversationways to use written text to communicate information	<ul style="list-style-type: none">respond to gestures and facial expressions use language for enjoymentidentify known words and phrasesidentify known words and phrases in conversationengage in a conversationcommunicate information in a variety of ways	<p>Students</p> <ul style="list-style-type: none">participate in a cultural celebration at school. This may involve:<ul style="list-style-type: none">preparing food and drink for the luncheon as requiredmeeting and greeting others on arrival using gesture and/or [Language]engaging in conversation using [Language] during the lunchfarewelling guests using gesture and/or [Language]write thank you notes using pictures or written text in [Language] to thank others for their participation.	<p>Communication with others using greetings and farewells may involve <i>exploring ways in which meaning is conveyed using nonverbal communication and/or recognising words and phrases in [Language] and/or using [Language] to interact in everyday activities.</i></p> <p>Writing thank you notes may <i>indicate using written [Language] to communicate.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none">participation in the cultural celebration and use of greetings and farewells in [Language]demonstration of use of written words and phrases in [Language] in the context of designing thank you notes.

Focus: ‘Let’s go out for lunch’ Outcomes: LS.UL.1, LS.UL.2, LS.UL.3, LS.UL.4, LS.MBC.1, LS.MBC.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> cultural features of the local community the different purposes of using known language diversity of cultural values and practices the use of language in the context of a conversation ways to use written text to communicate information 	<ul style="list-style-type: none"> identify local places of cultural significance communicate basic needs and wants in a variety of ways recognise that there are culturally appropriate expressions and behaviour for particular contexts engage in conversation communicate information in a variety of ways 	<p>Teacher</p> <ul style="list-style-type: none"> extends students’ experiences of using [Language] in the context of eating and drinking, by arranging a two-stage visit to a [Language] café/restaurant assists students to record their experiences at a [Language] restaurant in a multimedia presentation using [Language]. <p>Students</p> <ul style="list-style-type: none"> extend their experiences of using [Language] by: <ul style="list-style-type: none"> visiting a [Language] café/restaurant to sample/taste a variety of food and drink items and indicating their preferences using [Language] obtaining a menu from a [Language] café/restaurant and identifying and recording preferences from the menu using [Language] participating in a follow-up visit to a [Language] café/restaurant for lunch ordering (and eating) a meal from the menu using [Language] engaging in conversation in [Language] during the meal, eg ‘This is good’, ‘Can I have another drink please?’ ‘Thanks, I enjoyed that’ record their experiences at a [Language] café/restaurant in a multimedia presentation using [Language]. 	<p>Visiting and eating at a [Language] café/restaurant in the community may involve <i>experiencing cultural diversity</i> and/or <i>obtaining and giving information in [Language]</i> and/or <i>using [Language] to interact in everyday activities</i>. Recording their experiences at a [Language] café/restaurant may involve <i>obtaining and giving information in [Language]</i> and/or <i>using written [Language] to communicate</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’ use of [Language] in the context of a visit to cafe/restaurant.</p>