**Unit work – Persian Early Stage one**

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| **Unit Title: Bringing the mind to the self** | **Duration: 4-8 weeks** |

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| **Unit overview** | |
| **Student developing a positive sense of who they are!**  **Concept – Identity**  Students develop an awareness of cultural identity of all students in the class and learn to introduce themselves in Persian. They use culturally appropriate greetings and gestures such as waving hands, making eye contact and smiling. They respond to simple questions indicating affirmative and negative responses.  **Students with prior learning and/or experience**  Students introduce themselves and discuss their cultural backgrounds and those of their peers. Students then create a visual display of different languages represented or spoken at home and/or in the classroom, including Aboriginal languages of traditional custodians of the land on which the school is situated. They align some easily recognised cultural images with the language and present this information to the class. | |
| **Outcomes** | **Resources** |
| A student:   * Interacts in simple exchanges in Persian **LPEe-1C** * Responds to spoken and visual texts **LPEe-3C** * Recognises spoken Persian **LPEe-5U** * Recognises the differences between statement, questions and commands in Persian **LPEe-7U** * Recognises other languages and cultures in their immediate environment and the world **LPEe-9U** | * Self-introduction * Draw a picture of your family and introduce them to the class * Family photo * All about me worksheet * Family role-play * Family flash card game * Write some questions on the board and get the students to answer them * Discuss about extended family, small and big families * Draw a picture of yourself/self-portrait and introduce yourself * Make a self-portrait with the different craft materials * Get the student a clue as a sentence like “I love myself because …” and encourage them to keep talk about it. |

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| **Content for students learning Persian as a second or additional language:** | **Teaching, learning and assessment strategies for students learning Persian as a second or additional language:** | **Students with prior learning and/or experience** |
| * A student * interacts in simple exchanges in Persian **LPEe-1C** * responds to spoken and visual texts **LPEe-3C** * recognises spoken Persian **LPEe-5U** | * Teacher: * Encourage students to speak for themselves and to be open about who they are, and help them discover their self-identity and self-image * Developing a basic self-identity - Who Am I? * Push students to dig deeper. Ask about their interests and expertise, something they are really good at or whatever they would like to know or do. | * Students: * Explore their intracultural self. * They share their personal information and interests to their peers. * They compare their belonging to their peers. * They reflect on their personal profiles and their culture and identity. |

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| **Sample assessment activities** |
| **Outcomes assessed:**   * Recognises that there are different kinds of texts **LPEe-8U** * Recognises other languages and cultures in their immediate environment and the world **LPEe-9U**   **Assessment activity**  **Students learning Persian as a second or additional language**  Students recognise the language and culture in their immediate environment and the world and understands that the Persian is one of the many languages spoken in Australia.  **Students with prior learning and/or experience*:***  Students can identify the Persian language dialects and variations and discuss why there are different languages spoken by their peers. |

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| **Reflection and Evaluation** |
| As students learn about themselves and construct their own identity, they seek the relationships with people, places they come from, culture they belong to and the actions and responses of others.  When students have positive experiences, they develop an understanding of themselves and their culture as significant and respected, and feel a sense of belonging. Relationships are the foundations for the construction of identity – ‘who I am’, ‘where I belong to’ and ‘what’s my culture?’, ‘what’s the differences between my culture and others?’     * Students learn about themselves and construct their own identity within the context of their families and communities. * Students learn to interact in relation to others with care, empathy and respect. * Students develop knowledgeable and confident self-identities. |
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