**Unit work – Persian Stage one (Year one)**

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| **Unit Title: Self** | **Duration: 4-8 weeks** |

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| **Unit overview** | |
| **I love being me!**  **Concept – Self**  The components of self-concept are identity, body image, self-esteem, and role performance. Personal identity is a sense of what sets a student apart from others. It may include the student's name, gender, ethnicity, family status, culture, and language.    **Students with prior learning and/or experience**  Students with prior knowledge of this topic will be supported to promote the development of their self-esteem and identity as others. Learning about self-esteem helps the students to try new things, take healthy risks, and solve problems. It gives them a solid foundation for their learning and development. | |
| **Outcomes** | **Resources** |
| A student:   * Participates in classroom interactions and play-based learning activities in Persian- **LPE1-1C** * Identifies key words and information in simple texts **LPE1-2C** * Responds to texts using a range of supports **LPE1-3C** * Composes texts in Persian using rehearsed language **LPE1-4C** * Recognises and reproduces the sounds of **LPE1-5U** * Recognises basic Persian writing conversations **LPE1-6U** * Recognises Persian language patterns in statements, questions and commands **LPE1-7U** * Recognises similarities and differences in communication across cultures **LPE1-9U** | Any resources about   * Self * Identity * Being * Belonging * Becoming * Self-image (How you see yourself and who you want to be) * Self-worth (How you value yourself) * Family and friendship * Achievements * Respect of others, respect by others * Health * Wellness and wellbeing |

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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 * Identifies keywords and information in simple text **LPE1-2C** * Recognises and reproduces the sounds of Persian **LPE1-5U** * Recognises features of familiar texts **LPE1-8U** * Recognises similarities and differences in communication across cultures **LPE1-9U** | * Teacher: * Make students aware of their strengths * Share inspirational quotes and stories with students * Discuss self-image, self-concept, self-esteem and self- confidence with students * Discuss willingness to communicate, integrative motivation, acculturation and Language learning stories * Discuss identity and self/selves * Talk about Language-Ego and why language learning is so much more ego-involving than other fields of study * Support the students to develop an interaction with the environment and social experiences * Support students to celebrate their achievements * Discuss the confidence and acceptance of facts | * Students: * Discuss their favorites, entertainment, music, art, sport, the topic of study, food, etc. * Share what’s their favorite items to collect * Talk about what’s their habits * Discuss how to celebrate their Birthday * Discuss their self-image and the way they think about and view themselves * Discuss the quality that they or their sibling has that the others don't have. * Share the interesting places they have been * Share what they are interested in and enjoy doing them * Discuss what they would like to do while they’re with their family and friends * How to celebrate their cultural events * How they contact with their relatives and how close are to them * Talk about their pets * Share how to communicate in their grandparents |

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| **Sample assessment activities** |
| **Outcomes assessed:**   * Recognises Persian language patterns in statements, questions and commands **LPE1-7U** * Recognises features of familiar texts **LPE1-8U** * Recognises similarities and differences in communication across culture **LPE1-9U**   **Assessment activity**  **Students learning Persian as a second or additional language**  Understanding a student's motivation for learning a language can help the teacher plan more purposeful lessons. Students’ and teachers’ opinions on motivation mirror each others. The students rely on teachers for motivation and appear to show integrative motivation in that they want their skills to develop (Carrio-Pastor, M.L., & Mestre, E.M.) |

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| **Reflection and Evaluation** |
| Motivation plays a huge and positive role in learning a second language. Studies show the higher the motivation, the more successful students were at learning a second language. But we need to consider the motivation is not the only factor that affects the learning mother language, the things like self-esteem, self-concept, self-image, confidence, age, willingness to communicate with others, are also affecting the success of learning the language. As teachers, our attitudes towards the subjects affect students' motivation. We need to conscious of the student’s self-concept as we teach. We can use a variety of different strategies to help improve student’s confidence and acceptance of why it’s important to learn the second language. |
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