**Persian – Stage 2B (Year 4)**

**(Unit 2)**

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| **Unit Title:** Friendship – Why friends are important? | **Duration: 10 weeks** |
| ***Students learning Persian as a second or additional language***Students engage with digital and print texts that use simple expressions to describe the positive and unique qualities of friends and the reasons it is important to have good friends. They work individually and, in a team, to identify useful language and collaborate with peers to discuss their own criteria for healthy friendships and to create their own story about friendship.***Students with prior learning and/or experience***Students engage with digital or print texts that use simple expressions to describe the positive qualities of friends and modelled sentences that praise friends. They use modelled language from the stories and collaborate with peers to create their own criteria for and story about friendship and to explore strategies to manage difficult situations in friendships |

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| **Outcomes** | **Resources** |
| A student:* locates and classifies information in texts **LPE2-2C**
* responds to texts in a variety of ways **LPE2-3C**
* composes texts in Persian using modelled language **LPE2-4C**
* recognises pronunciation and intonation patterns of Persian **LPE2-5U**
* demonstrates understanding of elements of Persian grammar in familiar language patterns **LPE2-7U**
 | * Written/digital texts (e.g., storybooks, magazine articles, website texts, etc.) about friendship and values
* Teacher-led class discussion about friendships
* Teacher-led group activities/games such as Ball Toss, Friendship Stoplight Game,
* worksheets, exercises and tables of a variety of healthy and unhealthy friendships
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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * *obtain specific information from texts*
* *respond in English or Persian to texts using simple statements*
 | * *locate and organise information from texts*
* *respond in Persian to texts using complex statements*
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| ***Weeks 1 & 2 – Building the field in the genre of friendships**** Teacher
	+ tells the students about friendships, such as who is a friend, what can we do to establish and maintain friendships, why is it important to have good friends, what types of activities would you like to do with your friends, what are the qualities of good friends, etc.
	+ reads a short story about friendships.
	+ encourages students to participate in class discussion.
* Students:
	+ locate and note down key points of information and new vocabulary and expressions that are used in the field.
	+ respond to teacher’s points and questions and reflect on their perceptions of friendships
	+ discuss how they approach peers to begin friendships
	+ reflect on differences between healthy and unhealthy friendships and good and bad signs of friendships
	+ share their experiences about friendships. Students with prior experience or background in Persian provide more details or more complexity of structures.
	+ discuss their understanding of why it is important to have good friends.
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|  **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * *respond to texts using graphic, visual and digital supports, or in English or Persian, using simple statements*
* *compose simple texts using familiar words, formulaic expressions and modelled language*
 | * *respond in Persian**to texts, using spoken, written and digital modes, and models*
* *compose texts using formulaic expressions, modelled language and visual supports*
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| ***Weeks 3 & 4 – Learning new vocabulary and expressions**** Teacher:
	+ provides listening and vocabulary building exercises to assist students consolidate vocabulary and expressions to describe qualities, values, and good and bad signs of friendships. Prior/Background learners are provided with more sophisticated vocabulary.
	+ Explains Persian-language variations in different contexts
	+ helps students create word and phrase bank in Persian related to friendships, values and how to be good friends.
	+ helps students with an individual activity, e.g., creating an advertisement on *Friends Wanted*, and encouraging students to think about the characteristics that are important in a friend.

* Students:
	+ revise or learn vocabulary and expressions related to friendship values and characteristics. Prior /background learners learn more sophisticated vocabulary and structure.
	+ use new words in different similar sentences
	+ think about the characteristics that are important to them in a friend and write them down in the form of an advertisement e.g., *Friend wanted*.
	+ Share their advertisement with the class by reading it aloud.
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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * *locate and organise information from spoken texts*
* *responds to texts in a variety of ways*
* *identify particular language features and textual conventions in familiar texts*
 | * *locate and organise information from spoken texts*
* *responds to texts in a variety of ways*
* understand the intonation and phrasing patterns of spoken Persian
* *identify particular language features and textual conventions in familiar texts*
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| ***Weeks 5 & 6 – participating in teacher-led activities e.g., Friendship Red/Green Game**** Teacher:
	+ Facilitates a class game. The teacher draws a red circle and a green circle on the board. Then the teacher reads aloud a variety of scenarios around different values one at a time, for example ‘your friend threatens to hurt you’, ‘your friend bullies and makes fun of you or other children at school’, ‘your friend pressures you to do things that you do not want to do’, ‘your friend always tells you a lie about things’, ‘your friend is happy when good things happen to you’, ‘your friend respects your feelings and your ideas’, etc. and asks students where they think each of the scenarios best belongs. The teacher can ask each of the students to come to the front and write the scenario under the right green or red circle on the board.
	+ Encourages students to participate in the discussion around each scenario whether it is a healthy or unhealthy sign in friendship and allows them to discuss their points of view.
	+ Explains how the intonation and choice of words can have an impact on relationships
	+ Gives time to the students to note down key points and learn new vocabulary and expressions, and the ways in which intonation may change the meaning.
* Students:
	+ Follow teacher’s instructions on the game and participate in the discussion.
	+ add the key terms and expressions to their word bank.
	+ discuss their opinion about each scenario. Prior /background learners share their experiences and stories if relevant.
	+ write the scenario under the right coloured circle on the board. The class repeat the phrases once it is written on the board.
	+ students write down the names and simple instructions on the board in their own notebooks.
	+ Create a reference table or display for all of the scenarios and if they belong to healthy or unhealthy signs of friendships.
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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * *recognise how terms and expressions reflect aspects of culture*
 | * *reflect on their experiences when interacting in Persian and English-speaking contexts, identifying differences in language use and behaviours*
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| ***Weeks 7 & 8 - Practicing and consolidating the learnings through teacher-led activities/games*** * Teacher:
	+ Explains Persian language variations in different contexts
	+ Adopts a group activity e.g., a ball tossing game, to help students reproduce what they have learnt about healthy and unhealthy relationships. One way to play this is that the teacher can have the students stand up in a circle and then, tosses the ball to one of the students, while calling out a word that represents qualities of a heathy friendship, e.g., honesty, supportive, caring, etc. The student then throws the ball to someone else, who then needs to share a new characteristic. Another round can be played for qualities of an unhealthy friendship.
	+ After each activity, gives time to students to reflect on their own experiences of friendship in real life.
	+ Adopts an individual or group activity to encourage students to think about strategies to deal with a difficult situation in a friendship. The teacher can read aloud a scenario and ask students, individually or in groups, to write down their strategies. The teacher can call out each student to share their strategies by reading them aloud or writing them on the board.
* Students
	+ Follow teacher’s instructions and participate in the activities.
	+ make notes on new words and information gained from the activities
	+ work individually or in groups and create a table of scenarios read by the teacher and the strategies they come up with to handle each scenario.
	+ share their own experience of friendships and difficult situations if relevant.
	+ Talk about the characteristics that they like to be in a friend the reasons why. Prior/background speakers provide more detail.
	+ Talk about how they have been a good friend and the reasons why. Prior/background speakers provide more detail.
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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * *reproduce pronunciation and intonation and recognise sound–writing relationships*
* *understand and identify elements of basic grammar and sentence structure*
 | * *understand the intonation and phrasing patterns of spoken Persian*
* *develop knowledge of grammatical elements to describe actions, people and objects*
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| ***Weeks 9 & 10 – Composing and presenting the cooking procedure of a food recipe*** * Teacher:
	+ Assigns tasks to the students, individually or in groups. The teacher can ask students to create an advertisement ‘a friend wanted’, and/or to agree/disagree with a set of statements about healthy/unhealthy signs of friendships provided by the teacher, and to support their answers with reasons, and/or to come up with strategies to handle problems in friendships.
	+ Clarifies any misconceptions.
	+ Allocates some time to share students’ responses and encourage students to present their points of view.
	+ explains the sentence structure patterns in the statements.
	+ discusses the pronunciation and intonation of the words, phrases and sentences
	+ gives students time to rehearse new words and expressions in the field in Persian
	+ helps students write down the advertisement
	+ provides feedback on the students’ final work
* Students**:**
	+ Follow teacher’s instructions on the tasks assigned.
	+ Complete the agree/disagree task and write down their reasons.
	+ Complete the advertisement writing tasks with the guidance of the teacher
	+ Share their work with the class and participate in discussions
	+ Relate and share any real experiences with any of the scenarios provided by the teacher
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| **Sample assessment activity (Weeks 9 & 10)** |
| ***Students learning Persian as a second or additional language***Students follow instructions and complete tasks under the teacher’s guidance. ***Students with prior learning and/or experience:***Students follow instructions and complete tasks under the teacher’s guidance using the modelled language and style in a more sophisticated manner than their peers who are learning Persian as a second or additional language. **Outcome assessed:** LPE2-2C, LPE2-3C, LPE2-4C, LPE2-5U, LPE2-7U  |

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| **Reflection and Evaluation** |
| At the conclusion of the unit, teachers should reflect on student learning and engagement in activities and use this to inform planning for subsequent learning experiences. Teachers could consider assessment records and results and student feedback to help them ascertain the quality of teaching and learning experiences.* To what level did students achieve the learning outcomes?
* How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?
* Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?
* How could the unit be improved to enhance student engagement and learning?
* Were students’ needs catered for?

Teachers could consider student feedback to help them ascertain the quality of teaching and learning experiences.* What did you learn in this unit of work that you did not know before?
* Do you feel you need further revision of vocabulary, expressions and /or grammar?
* Which activity did you enjoy the most?
* What would you like to do more of?
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