**Unit work – Persian Stage one (Year 2)**

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| **Unit Title: Eating Habits** | **Duration: 4-8 weeks**  |

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| **Unit overview** |
| **Good food is good mood!****Concept – Eating Habits**Food is an important part of any celebration in all nations of the world, regardless of culture or religion. It can unite and strengthen community bonds and helps to maintain a common identity among a group of people. On a larger scale, food is an important part of the culture. It also operates as an expression of cultural identity. Immigrants bring the food of their countries with them wherever they go and cooking traditional food is a way of preserving their culture when they move to new places.**Students with prior learning and/or experience**Students with prior learning and experiences can learn a lot about Persian culture by exploring Persian food. Food is an important part of cultural heritage and national identity. It can connect students to people and places, bring them to their friends and families while learning about food and food habits. |
| **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**
* **LPE3-1C**
* 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**
 | * Persian fruits and food names/flashcards or any other games
* Learning the fruits’ names in the Persian language
* Learning the food ingredients names in the Persian language
* Using smart devices to see the pictures of food
* Watching the cooking show
* Cooking books and magazines
* Food pyramid
* Food measuring equipment
* Healthy eating food bingo
* Food vocabulary game in Persian
* Traditional food in different countries
* History of the food in the world
* Different food in different countries
* Popular foods
* Food customs around the world
* Food festivals
* Harvest festivals
* Good and bad food habits
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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
* Uses Persian to interact with others to exchange information and opinions, and to participate in classroom activities **LPE3-1C**
* Identifies keywords and information in simple text **LPE1-2C**
* Recognises and reproduces the sounds of Persian **LPE1-5U**
 | * Teacher:
* Teach students how to make healthy food choices
* Discuss healthy food and sometimes food
* Discuss the Persian traditional foods, desserts, and pastries
* Discover the Persian traditional food of the different cities
* Invite the student to bring a healthy Persian dish to the classroom and celebrate a day
* Introduce the Persian special food for special occasions
* Encourage the students to make a recipe book for themselves using their writing skills
* Invite the students to bring healthy food at school and make eating colorful
* Be a positive role model by encouraging eating a wide variety of fruits and vegetables
* Invite the students for cooking/baking experience at school and get them to prepare and cook with supervision
* Developing a school’s vegetable garden
* Providing a welcome eating environment that encourages positive social interaction
* Allowing students to bring their water bottles into the classroom with them
* Canteen/Farmer’s market role-play with students
 | * Students:
* Learn the food groups and introduce them to the class
* Collect their favorite food recipe and share it with their class
* Make a food pyramid and sort the food in the right category
* Make healthy vegan food pyramid
* Discussing their favorite restaurant
* Collect some information about the different cities Persian foods from their parents and grandparents and share it in the classroom
* Discuss the farm products
* Learn about the different countries eating habits and compare them with Persian food
* Participate in creating their school vegetable garden and looking after the garden
* Learning how to measure the food ingredients
* Learning how to use the cooking equipment with increasing confidence and skills
* Making a shopping list
* Learning food’s shapes and sizes in the Persian Language
* Understanding where is the food come from
* Understanding the processed food
* Explore other countries food and eating habits.
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| **Sample assessment activities** |
| **Outcomes assessed:** * Recognises Persian language patterns in statement, 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**The students learning Persian as a second or additional language might be able to discover the different nutritious eating options or multicultural food that it wasn’t introduced to them before. It is the best opportunity for introducing students to ideas and support them to discover the connection between cultural food, beliefs, ethnicity, and experiences.  |

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| **Reflection and Evaluation**Food was interpreted as edible natural resources that are socially acceptable and that aid physical growth. Traditional food plays a significant role in maintaining the well-being of people from the same culture. People also connect to their cultural or ethnic groups through similar food patterns. Immigrants often use food as a means of retaining their cultural identity. These food preferences result in patterns of food choices within a cultural or regional group. There have been studies that show most children share the same preferences as their parents when it comes to food. |