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

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| **Unit Title: Leisure- Entertainment** | **Duration: 4-8 weeks**  |

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| **Unit overview** |
| **Repose, leisure, peace belong among the elements of happiness.** **Concept – Leisure- Entertainment**Participation in leisure pursuits is a key contributor to enhancing the quality of life for students and is an internationally recognized health outcome. The basic characteristics of leisure are positive emotions and wellbeing, positive identities, self-esteem and spirituality, social and cultural connections, resilience, and harmony. Engagement in leisure can promote physical and psychological wellbeing for students of all ages.**Students with prior learning and/or experience**Students with prior knowledge of the leisure and entertainment understandings and skills might share their experiences of relaxation, enjoyment, freedom of choice, basic motivation, obligation, and challenge with the classroom.  |
| **Outcomes** | **Resources** |
| A student:* Participates in classroom interactions and play-based learning activities in Persian**- LPE1-1C**
* Identify key words and information in simple text **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 written conversations **LPE1-6U**
* Recognises Persian language patterns in statements, questions and commands **LPE1-7U**
* Recognises similarities and differences in communication across cultures **LPE1-9U**
 | * Art and craft materials
* Watching movies/shows
* Making handicraft
* Cooking/baking experience
* Reading
* Listening to favorite music
* Playing musical instruments
* Participating in any sports, physical activities
* Dancing
* Singing the songs
* Acting as a role model
* Creating objects
* Group discussion
* Play games Lego, puzzles, and any other board games
* Play games on smart devices
* Character Play
* Drawing and painting
* Nature Play
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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
* Composes texts in Persian using rehearsed language **LPE1-4C**
* Identifies keywords and information in simple text **LPE1-2C**
* Recognises and reproduces the sounds of Persian **LPE1-5U**
 | * Teacher:
* Get creative
* Develop recreation skills in students
* Introduce the activities and let the students discover them
* Encourage students to participate in the activities and involvement in new experiences
* Invest in new materials and let the students experiment them
* Set up student’s favorited activities and get them to take charge
* Improve expressions of and reflection on personal opinions
* Enhance student’s motivation and give them responsibility
* Use positive competition
* Organise dancing, singing activities
 | * Students:
* Introduce their favorite activities to their peers
* Participate in their friend's favorite activities and experiment with new experiences
* Add their ideas on top of the activities
* Act out their favorite activities and represent them to the class
* Participate in sports activities and play as teams
* Play a musical instrument for the class if they capable
* Bring their favorite games and play in the class with their classmates
* Take part in the music and movement activities
* Share their favorite book/ movie with the class and discuss the characters and their characteristics
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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**All students’ leisure activities are educational. The students learning Persian as a second or additional language can participate in their favorite leisure activities while at the same time improving their well‐being through increasing social competence, self‐efficacy, academic performance, sense of peer support and friendships, and development of initiative and self‐determination. |

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| Reflection and Evaluation |
| Recent studies indicated a growing interest in identifying specific types of leisure activities that contribute to well -being. |
| Teachers and school systems can encourage group games, sports, arts, and crafts or can be a free play that develops unity and social integration among students. Active leisure also stimulates physical and cognitive processes which in turn leads to good physical and mental wellbeing. It can also enhance self-esteem and confidence thereby the student can achieve a sense of self-satisfaction. |