**Persian – Stage 2B (Year 4)**

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| **Unit Title:** Food and Culture | **Duration: 10 weeks** |
| ***Students learning Persian as a second or additional language***  Students will engage in a variety of activities to develop cultural awareness related to food and eating habits across different cultures. Students will watch a cooking show or read a recipe in the target language and work collaboratively with the teacher and peers and reflect on different aspects including cultural relevance, the ingredients and the preparation processes. They will collect key information, organise them in written forms, and will present them to the class.  ***Students with prior learning and/or experience:***  Students will engage in a variety of activities to develop cultural awareness related to food and eating habits across different cultures. Students interact with teacher and peers to share their information, experiences and feelings about food and eating habits in Persian communities and Australia. Students investigate how to make a simple dish and record the details of the procedure in Persian. They collaborate with peers to design and prepare a poster to provide information about the food and how it may be associated to a cultural event and reflect on their own experiences. | |

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| **Outcomes** | **Resources** |
| A student:   * interacts with others to share information and participate in classroom activities in Persian  **LPE2-1C** * locates and classifies information in texts **LPE2-2C** * 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** * recognises how terms and expressions reflect aspects of culture **LPE2-9U** | * Youtube clips related to the concept of food and culture, in English and Persian such as [Taste of Iran Series - BBC Culture](https://www.youtube.com/watch?v=t54NQRGESwo) [English]; [The Grand Bazaar: Munchies Guide To Tehran](https://www.youtube.com/watch?v=svIc130oEBM) series [English]; [Tehrangard|Tehranfood](https://www.youtube.com/watch?v=_8ip9fHo1sk) [Persian]; * Informational websites about food and culture in a Persian-speaking community such as, the series of [ایران نگری: فرهنگ غذایی ایران](https://iranwatching.com/fa/food/519); [Wikipedia/آشپزی ایرانی](https://fa.wikipedia.org/wiki/%D8%A2%D8%B4%D9%BE%D8%B2%DB%8C_%D8%A7%DB%8C%D8%B1%D8%A7%D9%86%DB%8C); etc. * Youtube clips related to Persian cooking shows e.g. recipe instructional clips such as the [recipe for *Dizi*](https://www.youtube.com/watch?v=-NbtH_9eX-g) * Written cooking recipes (from recipe books, magazines, newspapers, online, etc.) * Online sources for images and pictures eg, [pinterest](https://www.pinterest.com.au/search/pins/?q=iranian%20food&rs=typed) * Teacher and student made worksheets, exercises and tables of a variety of food and ingredients * Online vocabulary and number quizzes, such as [Farsi Language Games](https://www.digitaldialects.com/Farsi.htm) * Flashcards, pictures and posters |

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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* |
| ***Weeks 1 & 2 – Building the field in the genre of food and culture***   * Teachers shows parts or entire instructional video clips related to food and culture of a Persian-speaking community and encourage students to explore and generate information about main points of the clip. Teacher initiates discussion for students to consider aspects of food and culture and asks relevant questions. * Students:   + respond to teacher’s points and questions and reflect on their perceptions of the aspects of food and culture seen in the clip.   + reflect on any similarities and differences between the food and cultural aspects as seen in the clip and a popular cultural event in Australia   + share their information about food and culture with the class. Students with prior experience or background in Persian provide more details or more complexity of structures.   + locate key points of information and new vocabulary and expressions. Students with prior experience or background in Persian identify behaviours shown in the video clip that reflect Persian culture and traditions*.*   + recall the main points viewed in the video clips and explain them using simple statements   + discuss their understanding of how food and culture can be related with examples from different types of food across different cultures | |

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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * identify culturally specific terms and expressions * *create bilingual texts**for the classroom, such as descriptions and signs* | * *identify phrases and expressions used only in Persian and English* * *create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community* |
| ***Weeks 3 & 4 – Learning new vocabulary and expressions***   * Teacher:   + provides listening and vocabulary building exercises to assist students consolidate vocabulary and expressions to describe their favourite types of food, the food preparation, and the cultural aspects tied to them across different cultures. Prior/Background learners are provided with more sophisticated vocabulary.   + helps students create word bank in Persian and a food dictionary   + where appropriate, explains the verbs with motions and actions, eg, whisking, kneading, pounding, etc. and asks the students to write the related word on the board      * Students:   + revise or learn vocabulary and expressions related to food and culture.   + can use video clips or newspaper, magazine or online texts, with teacher’s guidance, to learn the vocabulary and expressions in context. Prior /background learners learn more sophisticated vocabulary.   + create a personal word bank.   + translate the vocabulary and expressions into English.   + write the words on the board   + use the words in different similar sentences | |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * *participate in activities with teacher support that involve following instructions and interacting with peers* * *locate and organise information from spoken texts* | * *Participate in class activities and exchange information with other students about their favourite food* * *locate and organise information from spoken texts* |
| ***Weeks 5 & 6 – participating in teacher-led cooking procedure and activity***   * Teacher:   + Introduces a traditional food recipe to the class and discusses the cultural aspects tied to the food.   + Can choose to make the food in front of the class if possible (simple food such as سالاد شیرازی، ماست و خیار و غیره) or mime the procedure   + Allow the students to try the dish (if miming, it would be preferable to bring a pre-prepared dish to the class) and seek their opinions about the likes/dislikes * Students:   + note down the key information including the name of the ingredients. Prior /background learners identify and write more detailed information.   + add the key terms and expressions, including the name of the ingredients to their word bank   + try the dish and discuss their opinion about the dish. Prior /background learners share their experiences and stories about the dish.   + write the name of the dish and the ingredients on the board. The class repeat the word once it is written on the board.   + students recall how the recipe was made. Each student can have a chance to explain to the class part of the procedure including the ingredients and preparation, and then write the names and simple instructions on the board in Persian until the complete recipe is there.   + students write down the names and simple instructions on the board in their own notebooks.   + A reference poster or display could be made with the pictures and words for all of the foods encountered so far. | |

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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* | |
| ***Weeks 7 & 8 - Learning about Food and Culture***   * Teacher:   + shows images from sites such as ‘pinterest’ from Australia and Persian-speaking communities to discuss differing attitudes towards food and eating habits   + initiates discussion about different main ingredients, eg, meat, rice, legumes, spices, etc. across different cultures and in different countries   + gives anecdotal evidence about eating habits in Persian-speaking communities from personal experience and travelling/ living in various English and non-English speaking communities/countries   + introduces vocabulary and expressions about eating habits and rituals   + discusses how different types of food may be used in different cultural celebrations * Students   + share their observations about different types of food and eating habits based on images shown by the teacher   + make notes on information gained from teacher’s anecdotes   + share their own experience with Persian or other communities eating culture. Students with prior learning and/or experience can share their own experiences with Persian-eating culture.   + Compare a popular dish in Persian-speaking communities to a popular dish in Australia and categorise them as sweet, savoury, healthy, easy or difficult to prepare, etc.   + Talk about the foods that are particularly eaten in a popular cultural event, eg, Nowruz, sizdahbedar, etc.   + Talk about the foods they like and dislike and the reasons why. Prior/background speakers provide more detail.   + Discuss whether the food they eat at home differs to the food they eat at school (in their lunch box, or offered at the school canteen) | |

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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* | |
| ***Weeks 9 & 10 – Composing and presenting the cooking procedure of a food recipe***   * Teacher:   + groups students in pairs   + provides the students with a list of traditional Persian dishes to choose from.   + helps students with finding relevant information about the dish   + explains the sentence structure patterns in the recipe   + discusses the pronunciation and intonation of the words, phrases and sentences   + gives students time to rehearse the name of the ingredients in Persian   + helps students write down the recipe using the instruction pattern   + asks students to talk about the quantity and name of the ingredients and the cooking procedure   + provides feedback on the students final work * Students in pair**:**   + choose one of the traditional Persian dishes from the list   + conduct research to find their intended food recipe and the ingredients   + write down the recipe using the modelled language   + talk to the class about the ingredients and the cooking procedure   + discuss any nutritional facts about the food and/or its ingredients   + mime the actions where appropriate, eg, whisking, pounding, etc. | |

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| **Sample assessment activity (Weeks 9 & 10)** |
| ***Students learning Persian as a second or additional language***  Students in pairs create a written recipe using the modelled language and style and present the recipe and cultural aspects tied to it to the class.  ***Students with prior learning and/or experience:***  Students in pairs create a written recipe using the modelled language and style in a more sophisticated manner than their peers who are learning Persian as a second or additional language. They present the recipe and the cultural aspects tied to it, and share their own experiences related to eating rituals in a certain cultural event.  **Outcome assessed: LPE2-5U/7U/9U** identifies that language use reflects sound knowledge of Persian language structure, and how terms and expressions reflect cultural values and beliefs |

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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? |