**Punjabi – Early Stage 1 – Hello, I am**

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| **Unit Title: Hello, I am**  **Concept: Self Introduction/Greetings** | **Duration: 5 lessons** |

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| **Unit overview** | |
| ***Students learning Punjabi as a second or additional language***  Students learn vocabulary for greetings and some simple gestures and body/or language commonly used when addressing others. Students develop an awareness that gestures and body language are important elements in effective communication. They practise greetings accompanied by culturally appropriate gestures and/or body language in pairs or small groups.  ***Students with prior learning and/or experience***  Students learn how to formally address the teacher. Students develop an awareness that gestures and body language differ between cultures. They practise informal and formal greetings accompanied by culturally appropriate gestures and/or body language. They reflect on how gestures and body language differ in the Australian context. | |
| **Outcomes** | **Resources** |
| A student:   * interacts in simple exchanges in Punjabi **LPUe-1C** * recognises spoken Punjabi **LPUe-5U** * recognises other languages and cultures in their immediate environment and the world **LPUe-9U** | * Video – Sat Sri Akal Ji by Punjabi Jingle <https://www.youtube.com/watch?v=ExoEwqed8YM> * Video - Sat Sri Akaal Song (Intro) by Mighty Khalsa <https://www.youtube.com/watch?v=jjDnsrl6R84> * Video - Sat Sri Akaal Song (Outro) by Mighty Khalsa https://www.youtube.com/watch?v=oEwvabvxo1I * Video - Meaning of Sat Sri Akal by Timi Singh <https://www.youtube.com/watch?v=9jR8IOzMjCQ> * Flashcards |

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| **Students learning Punjabi as a second or additional language** | **Students with prior learning and/or experience** |
| * *exchange greetings, for example: Personal and social capability icon*   + *exchanging greetings and farewelling others at different times of day, eg ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਦੋਨੋ ਹੱਥ ਜੋੜਨੇ, ਸਿਰ ਝੁਕਾਉਣਾ Intercultural understanding icon Personal and social capability icon* |  |
| ***Lesson 1 – Direct instruction***   * Teacher introduces the different greetings used in Punjabi to the students. * Teacher models each greeting – the teacher walks around the classroom and folds hands together saying Sat Sri Akal to each of the students. * Students: * learn to say ‘Sat Sri Akal’ * Teacher plays the [video](http://www.youtube.com/watch?v=ExoEwqed8YM) and asks students what is happening in the video. The teacher plays the video again and asks students to practice singing along. Students practice singing the Sat Sri Akal ji song. * Language and Sentence structures teacher can introduce to the students: * Hello/Good Morning/Good Afternoon/Good Night/Goodbye ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ *Sat Sri Akal* * Hello/Goodbye ਨਮਸਤੇ *Namaste* * Hello/Good Morning/Good Afternoon/Good Night/Goodbye ਵਾਹਿਗੁਰੂ ਜੀ ਕਾ ਖਾਲਸਾ ਵਾਹਿਗੁਰੂ ਜੀ ਕੀ ਫਤਿਹ *Waheguru Ji Ka Khalsa Waheguru Ji Ki Fateh* * How are you? ਤੁਸੀ ਕਿਵੇਂ ਹੋ? *Tusī kivē hō?* * I am fine and you? ਮੈਂ ਠੀਕ ਹਾਂ ਅਤੇ ਤੁਸੀ ਕਿਵੇਂ ਹੋ? *Mai ṭhīk hā atē tusī kivē hō?* * Thank you ਤੁਹਾਡਾ ਧੰਨਵਾਦ *Tuhāḍā dhanvād* * What is your name? ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ? *Tuhāḍā nāma kī hai?* * My name is… ਮੇਰਾ ਨਾਮ ... ਹੈ *Mērā nām hai* * See you again ਫਿਰ ਮਿਲਾਂਗੇ *Phir milāṅgē* | |
| ***Lesson 2 – Independent learning (explore)***   * Students: * learn or revise vocabulary related to greetings through an online app such as quizlet, quizizz. * create a video singing Sat Sri Akal song * record audio saying the greeting five times | |
| ***Lesson 3 – Direct instruction –*** *face to face teaching*   * The teacher guides revision and introductory language use activities related to greetings * **CIRCLE GAME** * The class is split into two groups. One group forms a circle facing the class. The rest of the students stand in front of the students from the inner circle. Play Punjabi music in the background, as students form an outer circle and begin to walk around the inner circle. When the music stops, the students greet the person in front of them and the other replies in return. Similar to musical chairs. | |
| ***Lesson 4 – Direct instruction***   * The teacher can use flashcards with the different greetings and ask students to match the English to Punjabi. Flashcards can include pictures or visuals to assist beginner level students in identifying the greetings. * Students rehearse the Sat Sri Akal song in pairs or small groups. | |
| ***Lesson 5 – Direct instruction***   * Students perform the Sat Sri Akal song. | |

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| **Sample assessment activity (Lesson 5)** |
| ***Students learning Punjabi as a second or additional language***  Students perform the Sat Sri Akal song using culturally appropriate gestures and/or body language in pairs or small groups.  ***Students with prior learning and/or experience:***  Students perform the Sat Sri Akal song using culturally appropriate gestures and/or body language in pairs or small groups. Students can also reflect on how gestures and body language differ in the Australian context.  **Outcome assessed**  **LPUe-1C, LPUe-5U, LPUe-9U** |

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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? |