Unit of Work - *Connecting Cultures through Traditional Games*

Unit of Work Planning proforma

1. **Brief description of the group of students:** In our school, Year 8 has six students with the age group of 12-13 years old and are in Yr7-8 at their mainstream school. All are from a Tamil-speaking background. Four of them are very fluent in all four macro language skills while the other two have reasonable speaking and listening skills and limited knowledge in reading and writing skills. They are self-motivated and very keen to learn the language at their best. Also, they have been attending this community language school for more than five years except for one student who has joined the school recently. Four of them are in advanced proficiency level and the other two are in intermediate proficiency level according to ACTFL proficiency guidelines 2012.

2. **LANGUAGE** - *Tamil*	3. **STAGE/YEAR-***Stage 4/Year8*	4. **Topic / Title -** *Connecting Cultures through Traditional Games*	5. **DURATION (Number and duration of lessons) -** ***7*** *Weeks - 90 minutes per week-*
6. Aim of this Unit At the end of this Unit students will be able to: • ***Interact*** in *Tamil language* with peers to exchange information about traditional games around the world. • ***Compare*** the Tamil traditional games with other countries' traditional games to connect the cultures. • ***Use*** their target language in a ***culturally appropriate way*** and use grammatical structures correctly in their text types. • ***Make*** connections between Tamil and English to develop their ***intercultural capability*** by exploring various traditional games.		**7. End task.** Students will demonstrate achievement of this aim by: • ***Comparing*** similarities and differences among the traditional games around the world. • ***Creating*** questions in Tamil for the discussion to understand various traditional games around the world. • ***Conducting*** a scenario of a media ***interview*** made with different roles assigned as an interviewer, school principal, and players. • ***Designing*** and ***creating a digital poster*** to introduce to the community the various Tamil traditional games to be played on a fun day.	

8. Targeted Syllabus Outcomes

ML4-INT-01 **- *exchanges*** *information and opinions in a range of familiar contexts in Tamil by using culturally appropriate language*

ML4-CRT-01 **- *creates*** a range of texts for familiar communicative purposes in Tamil by using culturally appropriate language

9. Success criteria *(what will students do if they have successfully learned?)*

Students will be able to:

-Obtain and organise information from a range of visual, audio, and written text.

- Compose informative text using Venn diagram, Mind map, Activity cards, and Poster for their purpose.
- Understand how different types of texts are structured. E.g. Procedure writing, and persuasive writing.
- Use Tamil language appropriately to practice for an interview.
- Manipulate the sentence structure and use grammatical features to create texts in the target language (E.g. Active to Passive voice and vice versa).

10. Prior learning (revision)

This unit builds on: *(what do students know already (from previous units/learning) that you can reuse in this unit of work)*

- Students' awareness of modern games, hobbies, and Tamil culture.
- Students' knowledge about different types of verb tenses (present, past, and future) and singular and plural subject-verb agreement.

E.g.

We *played* Ludo game. (நாங்கள் தாய விளையாட்டை ***விளையாடினோம்***). – இறந்தகாலம்.

We *are playing* Ludo game. (நாங்கள் தாய விளையாட்டை ***விளையாடுகிறோம்***). – நிகழ்காலம்.

We *will play* Ludo game. (நாங்கள் தாய விளையாட்டை ***விளையாடுவோம்***). – எதிர்காலம்.

He usually *plays* Ludo game. (அவன் வழமையாக தாய விளையாட்டை விளையாடுவான்).

They usually *play* Ludo game. (அவர்கள் வழமையாக தாய விளையாட்டை விளையாடுவார்கள்).

- Understanding of different types of sentences (statement, question, command, request, and exclamation).

11. Suggested vocabulary *(what specific vocabulary will students be learning?)*

- Names of traditional games (தாயம், கபடி, கிளித்தட்டு)
- Name of countries. (இந்தியா, இலங்கைஅவுஸ்திரேலியா)
- Words related to cultural values – Justice (நீதி), respect (மரியாதை), responsibility (பொறுப்பு)
- Linking words - (and (மற்றும்), but (ஆனால்), also ((மேலும்), so (அதனால்/ஆகையால்), or (அல்லது) etc.)
- Greeting words – Good morning. (இனிய காலை வணக்கம்.), How are you? (எப்படி இருக்கிறீர்கள்?)
- Persuasive phrases - Come and join with us (எங்களோடு இணைய வாருங்கள்), Don't miss the opportunity (காணத் தவறாதீர்கள்).

12. Key sentence structures *(what specific sentence structures will the students be learning?)* • **Active voice** (Subject (எழுவாய்) + Object (செயற்படுபொருள்) + Predicate (பயனிலை)) Tamil people play Kabaddi (தமிழ் மக்கள் கபடி விளையாடுவார்கள்). • **Passive voice** (Object + Subject + Predicate) Kabaddi is played by Tamil people (கபடி தமிழ் மக்களால் விளையாடப்படும். • Statements are **linked** by the **words** '***and***', 'or' ***'but'*** and '***also***'. Tamil people play Kabaddi ***and*** Ludo games. தமிழ் மக்கள் கபடி ***மற்றும்*** தாயம் விளையாட்டுகளை விளையாடுவார்கள்.	**13. Resources** *(list the resources you will need to teach this unit of work)* • Teacher-made worksheets for vocabulary and sentence building. • Images of traditional games collected from various sources. • YouTube videos related to traditional games. • World map from online to mark countries of different cultures. • Podcast from online regarding modern games over traditional games. • Templates for a poster, Venn diagram, etc.

14. Sequence of language teaching / learning activities (including differentiation)… *List and explain what students will be doing each lesson.* *Remember to use the backwards design principle of thinking about the end goal for each lesson and for the whole unit (your end task).* *For each lesson:* *1. Consider what students need to know/learn/do to complete the activities planned.* *2. Consider the order in which you will organise the learning.* *3. Consider what students already know and can reuse.*	**15. Resources** *(list the resources you will need for each lesson. Link it to the actual resource in your resource folder or include the links to any external source (such as a YouTube video))*	**Annotations** *(after each lesson, make some annotations. This should help you evaluate and reflect on the teaching and*

4. Consider the learning and emotional needs of your students and plan accordingly. **…and purpose** *(identify (in red please) the overall purpose of each activity planned: why are students completing it?)* *Note: if your unit of work is shorter than 10 lessons, just delete the rows of the lessons you are not using.*		*learning. It should also be useful to make improvements to the unit in the future)*
Lesson 1: **Introducing Tamil Traditional Games** In this lesson • Teacher recalls what students have learned in their previous unit – Leisure activities. • Teacher shows some pictures related to modern-day games and traditional games. • Use YouTube videos to introduce the traditional games in Tamil culture. • Students discuss the following question. Have you played or seen similar games when you visited your traditional country? • The teacher asks students to define "traditional games" in their own words. • Encourage the students to ask parents or grandparents about the childhood games they played. • In small groups, students will research Tamil traditional games using the internet and make a list of games. • **Activity 1** - Using **Wordwall flip tiles** to display the list of traditional games in the classroom. Flip tiles contain the text on one side and corresponding pictures of the games on the flip side. Students write	Pictures from Internet YouTube for traditional games https://www.youtube.com/watch?v=P_F-Dig9e6o https://www.youtube.com/watch?v=0x9534ZvDHY **Wordwall Flip Tiles**. (Teacher made) https://wordwall.net/resource/73095349	

down the names of the traditional games while listening to the Wordwall flip tiles. The teacher flips the tiles randomly and asks students to guess the game by looking at the picture. • **Activity 2** - **Find-a-word** worksheet about Tamil traditional games. • Bring the students together and mark their responses for the worksheet. **Differentiation** ***Intermediate Level*** - Activity 1 - The number of vocabulary words in the "Wordwall" will be limited for them. Activity 2 will be done in pairs. ***Advanced Level*** - Activity 1 - The number of vocabulary words in the "Wordwall" will be extended for them. Activity 2 will be done individually **Purpose:** From these activities, students will be given the opportunities to build their vocabulary about various Tamil traditional games and explore them.	**"Find a word**" worksheet.	
Lesson 2: **Traditional Games Around the World** • Brainstorm the idea of different cultures around the world.		

• Ask the students to mark the countries belonging to those cultures worldwide by placing sticky notes. • Students will research to find out what traditional games are played in other cultures/ countries. • In small groups, students choose five countries with different cultures and two traditional games for each country. • **Activity 3 -** Make a table to show their findings with columns named "Country, Culture, Language Spoken Traditional Games, Materials Used, and Indoor/Outdoor. • Students share their information with other groups and discuss their favourite games from the whole class list. • **Activity 4** - Each group chooses three favourite games from their list. Record those three favourite games in the form of a bar chart. • From the findings each student practice writing two or more sentences in different voices (Active and Passive). The teacher provides some example sentences on the board. • Teacher facilitates forming the correct sentence structure based on *subject, predicate, and object.* • **Activity 5** - Students will be given a worksheet with a world map titled "Where are they played". Mark with "X" on the world map where each game is played. **Differentiation** ***Intermediate Level*** - Students make only two sentences in Activity 4. For activity 5, the teacher assists the students by giving some clues. ***Advanced Level*** - Students make five sentences in Activity 4. Time is limited to complete the work in Activity 5 *(race against time).* **Purpose**: To understand each culture has owned its traditional games and learn to write sentences using active and passive voices in the context.	World globe and sticky notes. Word document to make templates. A practice worksheet for active and passive voices. Online world map	

Lesson 3: **Universal Traditional Games** • Brainstorm with the following questions - In your research, have you found any common traditional games among all cultures? Is there any game like a Tamil traditional game? • The teacher mentions some games are common in all cultures. by using examples. • **Activity 6** - Draw a ***Venn diagram*** to show their cultural games, different cultural games, and common cultural games. • From the Venn diagram, each student writes two or more sentences using linking words. • The teacher helps the students to identify **linking words** by providing examples. • Teacher reads text A while students find the difference in Text B. Both Text A and B are related to Tamil Traditional Games. • **Activity 7** - ***Spot the difference*** between texts A and B and translate each different word in English they found in Text B. • Students will compare their answers with the teacher's answers. • Teacher shows some sample activity cards detailing games. • **Activity 8** - Creating **an Activity card** for the game using digital technology. Students select one universal traditional game and write about the game including the following details: *Name, Aim of the game, Country played, Number of players, Materials, Directions - how to play.* The teacher provides a sample card to design their cards for this activity.	Online reading texts. Teacher-made worksheets. PowerPoint tools.	

Differentiation ***Intermediate Level*** - Students write two sentences with the teacher's help for Activity 6 Teacher's assistance will be provided for Activity 7 while Activity 8 will be done in groups. ***Advanced Level*** - No assistance is provided for Activity 6 and 7. For activity 6, they will write a minimum of 5 sentences containing more than four words in each sentence. In Activity 8, different game cards need to be made with possible challenges found in the games. **Purpose**: Students will develop cross-cultural understanding and learn to make sentences by using linking words.		
Lesson 4: **The Importance of Traditional Games** • The teacher asks students to write down the list of their personal values. • Keep working through the list by comparing your values with your partners. • Explain to students in traditional games, values exist without your knowledge, think about it. • E.g. Being creative; Developing cooperative skills; Setting up goals etc. • **Activity 9** - Creating a bilingual mind map to explore the values related to traditional games.		

• **Activity 10** - Students write sentences with linking words using this mind map and write a paragraph about the importance of traditional games. • Teacher describes the next week's activity in detail. Students plan a role play about a media mock interview In small groups, they will be assigned in roles such as interviewer, school principal, school captain, and players. **Differentiation** ***Intermediate Level*** -. In activity 9, the Mind Map is only done in English. They only write sentences in Activity 10 ***Advanced Level*** - In activity 9, the mind map is done bilingually and explains why those values are important for multiculturalism. They can write one or two paragraphs in Activity 10 **Purpose:** Understand the importance of traditional games in a multicultural society and composing paragraph-writing.	Online mind map templates to write down the values	

Lesson 5:
Campaign about Traditional Games using media
 	
• Teacher asks students the following questions:
  ○ have you listened to/watched any media interview before?
  ○ Is it interesting? Why?
• After listening to the student's answers, the teacher plays a podcast about the influence of modern games over traditional games.
• Now students do a role-play of a media mock -interview to convince the listeners by telling them, that traditional games are important to connect the cultures.
	Podcast interview
	https://www.swellcast.com/kavyanagarajan/d5cbf441-504b-4fef-affd-bb8baec41a61/far-influence-modern-games-traditional	

• Students prepare some possible questions and answers by talking to each other. • Teacher guides students on how to improve their questions for their theme. • They collaborate to make 6 questions and answers. • The teacher gives a template to write their transcript for the interview. • Using the template, students prepare a transcript for their assigned roles. • Doing a practice for the interview with *pronunciation, intonation,* and *fluency.* • **Activity 11 (End Task 1)** - Perform the role play for a media interview about traditional games. This role play will be recorded for their feedback. • After the interview ask them to reflect on their performance. **Differentiation** ***Intermediate Level*** -. For Activity 11, simple questions are asked by the interviewer. ***Advanced Level*** - for Activity 11, Standard questions are asked by the interviewer and extended responses are required for Activity 11. An interviewer is chosen from the Advanced Level. **Purpose:** Students develop communication skills to exchange their ideas about traditional games in media.	Model transcript for role-play interview iPad or Mobile phone to record the interview.	

Lesson 6:
Promoting Traditional Games in Community by Organising a Funday.
 	
• Revise the ideas that were learned from previous weeks.
• Brainstorm students with the following questions:
  ○ Why are posters important in communication?
  ○ How is your poster designed to create awareness?
• **Activity 12 (End Task 2)** - Designing and creating invitation posters to promote traditional games in the community using the digital platform **(Canva).**
• Students will do this activity in pairs.
• Write some texts in both Tamil and English.
• Select some images of traditional games from Tamil and other cultures.
• Using the appropriate language to convey their message.
• The following information should be on the poster:
  ○ Title
  ○ Theme for the play.
  ○ Date, place, time, names of the traditional games, etc.
  ○ Persuasive texts
  ○ Contact information.
 	
Differentiation
Intermediate Level -. Text writing will be limited for Activity 12
 	
Advanced Level - Detailed text writing is expected for Activity 12
 	
Purpose:
Create texts to express ideas about traditional games using language structures and digital platforms.
	Canva online tool (Teacher made)
	https://www.canva.com/design/DAGGUyHHf0U/RYtYBmpBKUC8X7dBzR-sZQ/view?utm_content=DAGGUyHHf0U&utm_campaign=designshare&utm_medium=link&utm_source=editor	

Lesson 7: **Let's Play** • Revise the topic ideas and language features that were being learned for the last six weeks. • Using **Kahoot** or **Quizlet,** to test out the knowledge in vocabulary and grammatical structures through some quiz questions. • Display the posters they made for the fun day. • Students play some favourite traditional games to understand the connection between games and cultures and explain why they choose certain games. **Purpose**: Hands-on practice for the traditional games and their relationship to the cultures.	Kahoot Quiz (Teacher made) https://create.kahoot.it/details/b1ca8a12-0df8-4d53-a949-b51df72a08a9 Poster display Ground marking for the play.	
Evaluation *(evaluate the unit of work up to the point you taught it)* *This could include:* - *Was there sufficient time for all activities/learning intentions?* - *Were the activities/tasks engaging and effective?* - *Were the resources relevant and stimulating?* - *Were students interested in the learning?*		