

## KIDS' RETREATS: MODULE OUTLINE

**Field:** The Built World    **Band:** Middle Primary



### Purpose

Students give suggestions on where kids' retreats (cubby houses) can be built, how they can be built and what to do in them. They design and describe their own ideal kids' retreats and develop and engage in social interactions in a kids' retreat.

### Core learning outcomes

This module is designed for students in the beginner stage of LOTE learning. Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

### Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

### Sociocultural understanding

Students recognise that the games children play and where they can play them are influenced by space and traditions. They play games from **target country**.

### Assessment strategy

In Unit 1, [Task 4](#) and Unit 2, [Task 2](#), [Task 6](#) and [Task 7](#) the teacher can collect anecdotal records of interactions in terms of targeted functions. At what [level](#) can students use language to interact with peers?

In Unit 1, [Task 5](#) the teacher can collect work samples of students' abilities to comprehend text. At what [level](#) can students comprehend the language of names of objects and features in kids' retreats?

In Unit 1, [Task 7](#) and Unit 2, [Task 5](#) the teacher can record performance notes on oral and written presentations. At what [level](#) can students use language when talking or writing about an ideal kids' retreat?

## Functions and language elements

- **identifying and asking about things:** This is a ... , is there a ... ? building features, household items
- **describing things:** It is made of (e.g. sheets, wood, boxes)
- **expressing possession:** This is my/our ...
- **expressing needs:** I need/don't need ...
- **giving and following directions and locations:** sites for retreats, forward, back, left, right
- **greeting and leave taking:** Hello, how are you, I'm fine, come in, goodbye, thankyou
- **giving and responding to instructions:** formulae for playing games (e.g. your turn, my turn), you do this, I'll do this
- **offering and responding to suggestions:** like this/that, I like/don't like ...
- **offering and receiving things:** Would you like ... ?
- **expressing opinions:** It's fun, not fun, good, great
- **expressing likes and dislikes:** I like/don't like ...
- **affirming or negating statements:** yes, no



## Teaching considerations

### Sample units

Two work units are provided for this module:



#### Unit 1: Dream kids' retreat



#### Unit 2: Having fun

## Teaching considerations

In building the retreat (cubby house) in the classroom, include appropriate items for students' cultural and linguistic backgrounds and socioeconomic circumstances.

Be aware that people tend to be familiar with and value games that are part of their particular cultural heritage. Not all children will be familiar with or value 'cubby houses' (kids' retreats) or board games. Choose games that are relevant to the students' backgrounds.

For some students with disabilities board games may need to have larger or tactile pieces for manipulation and the board may need to have large print and/or tactile indicators.

*Dream kid's retreat*, Enhancing Task 6 – Ensure that all students in the class can make some of the objects or features suggested.

## Safety considerations

Some safety issues for the *Kids' retreats* module are:

- Ensure that the area is suitable and that players can move freely when playing 'Statues'; for example, it needs to be flat, free of stones and loose objects, non-slippery and large enough for the number of participants.
- Ensure that students are made aware of other players.

## DREAM KIDS' RETREAT: UNIT OVERVIEW

### Aim

Students describe attributes of kids' retreats. They develop and express ideas for an ideal kids' retreat.



### Orientating task

- 1 Listen to and recognise features of kids' retreats in a teacher presentation.



### Enhancing tasks

- 2 Draw and classify kids' retreats on the basis of materials and location.
- 3 Identify and label features of and items in a kids' retreat.
- 4 Play a game by naming and collecting pieces to make a kids' retreat.
- 5 Exchange information with a partner to complete an aerial view of a kids' retreat.
- 6 Respond through drama to convey the meaning of vocabulary for contents of kids' retreats.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



### Synthesising task

- 7 Cooperate with partners to construct a model, draw an aerial view of and describe an ideal kids' retreat.

## HAVING FUN: UNIT OVERVIEW

### Aim

Students interact orally as they participate in activities in a kids' retreat setting.



### Orientating task

- 1 Investigate and interact in a range of activities that can take place in a kids' retreat.



### Enhancing tasks

- 2 Dramatise interactions of characters in a kids' retreat and suggest dialogue for the interactions.
- 3 Provide a range of appropriate words, phrases and sentences in drama tasks for characters interacting in a kids' retreat.
- 4 Follow directions to locate objects in the classroom and on a grid.
- 5 Prepare written activities and resources for a class kids' retreat day.
- 6 Play **target culture** games.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



### Synthesising task

- 7 Follow directions to get to a kids' retreat and socialise with other participants there.