

## I'M AN INDIVIDUAL: MODULE OUTLINE

**Field:** Personal and Community Life **Band:** Middle Primary



### Purpose

Students become familiar with qualities of their classmates, describing aspects of themselves which make them similar to or different from their fellow students.

### **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 all people are similar in some ways and different in others, regardless of culture or other backgrounds.

### **Functions and language elements**

- [praising](#): can do ... well
- [identifying people](#): I am ..., that is ...
- [describing people](#): age, address, body parts, colours, numbers, centimetres, kilos
- [expressing likes and dislikes](#): like/dislike
- [expressing ability and inability](#): can/can't do
- [comparing](#): same/different
- [identifying activities](#): some sports and leisure activities, school activities

## Assessment strategy

In Unit 1, [Task 5](#) and [Task 6](#) the teacher can collect and analyse work sheets to add to students' portfolios. At what [level](#) can students use language to describe themselves and others?

In Unit 2, [Task 3](#) and [Task 4](#) the teacher can observe students' oral interactions. At what [level](#) can students use language to praise and identify activities they can do?

In Unit 3, [Task 5](#) the teacher can observe and analyse students' oral interactions when consulting about the time capsule. At what [level](#) can students use language when consulting on the content of a time capsule?



## Teaching considerations

### Sample units

Three work units are provided for this module:



[Unit 1: Get to know me](#)



[Unit 2: Things I like and can do](#)



[Unit 3: How I look](#)

## Teaching considerations

Sensitivity is required when asking students to describe themselves. Many students with a disability may not want to draw attention to their physical characteristics.

Use discretion when asking students to disclose personal information, e.g. about where they live, as in *Get to know me*, Enhancing Task 3. Adapt this task if teaching in a locality for which there is no street directory.

*Get to know me*, Enhancing Task 4 – Some students with a disability may have commenced schooling before five years of age; some students with physical impairment may not have learnt to walk by one year of age or may never be able to walk.

*Get to know me*, Enhancing Task 5 – This task will need to be adapted for multiage classes, and the classroom teacher may not want the year level to be highlighted. Resource Sheet 6 and Synthesising Task 6 will need to be adapted to suit the specific school.

*Things I like and can do*, Orientating Task 1 and Enhancing Task 4 – The range of tasks may need to be modified so that some can be carried out by all students. When planning the obstacle course in Enhancing Task 4, take into consideration the abilities and disabilities of all students as well as safety issues.

## GET TO KNOW ME: UNIT OVERVIEW

### Aim

Students follow clues to identify classmates.



### Orientating task

- 1 Students listen to qualities described by the teacher to form groups, and note similarities and differences with other students.



### Enhancing tasks

- 2 Students begin developing a poster about themselves, including their names.
- 3 On a class map, students indicate where they live, and add information about where they live to their posters.
- 4 Students match ages with names, using information in a listening text, and add their ages to their posters.
- 5 Students match year levels to classrooms, using information in a listening text. They add their school and year level to their posters.

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



### Synthesising tasks

- 6 Describe posters, identifying features which are the same or different on a partner's poster.
- 7 Record personal information, except name, on an ID card. Read other ID cards to identify the person.

## THINGS I LIKE AND CAN DO: UNIT OVERVIEW

### Aim

Students identify their own likes and skills, and those of classmates.



### Orientating task

- 1 Students indicate on a poster of fun activities which ones they can do and which they like.



### Enhancing tasks

- 2 Make a 'Some things I like' chart, and ask questions to find someone who likes six of the same things.
- 3 Play a forced choice game, where students listen and choose which of three options presented is the one they like most.
- 4 Students engage in an obstacle course, recording and saying which activities they can and can't do.
- 5 Compile a list of skills used in class. Use a

compliment web to praise other students on things they can do well.

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



### Synthesising tasks

- 6 Students add likes and skills to posters about themselves from Unit 1, and report on additions to a partner.
- 7 Make a class directory of students with particular skills.

## HOW I LOOK: UNIT OVERVIEW

### Aim

Students describe physical features, noting which will stay the same and which could change.



### Orientating task

- 1 Follow the teacher's instructions to draw a self-portrait.



### Enhancing tasks

- 2 Students measure their heights and record them on a bar graph from shortest to tallest.
- 3 Draw body outlines of friends and fill in the shape with labels of parts, measurements and other personal information.

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



### Synthesising tasks

- 4 Add physical descriptions to the passports made in Unit 1.
- 5 Make a time capsule of current physical characteristics.