

SOMETHING TO WEAR: MODULE OUTLINE

Field: Personal and Community Life **Band:** Lower Secondary



Purpose

Students investigate clothing and accessories used for various purposes and from diverse cultural groups. They use their knowledge to put on a parade and compile a class book of outfits for specific occasions.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage. Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#), [6.3](#)

Composing [5.4](#), [5.5](#), [5.6](#), [6.4](#), [6.5](#), [6.6](#)

Some students could be in either the beginner or elementary stages 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](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

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 develop an understanding of the place and variety of traditional dress in diverse cultures.

Functions and language elements

- [expressing opinions](#): I think ...
- [giving reasons](#): in order to ...
- [identifying and asking when](#): years, centuries
- [identifying and asking about people and things](#): clothes and accessories
- [describing people, places and things](#): life roles of people
- [describing situations, activities and events, including manner](#): special occasions
- [describing and asking about routines, habits and procedures](#): daily events
- [offering invitations](#): You are hereby invited to ...
- [giving and responding to instructions](#): First you have to ...
- [expressing likes and dislikes](#): preferences for clothing types

Assessment strategy

In [Task 6](#) and [Task 9](#) the teacher can record students' responses to a spoken description of clothes and a discussion about the advantages and disadvantages of wearing uniforms. At what [level](#) can students comprehend language describing and discussing clothing?

In [Task 3](#), [Task 7](#) and [Task 8](#) the teacher can record students' responses to reading texts about clothes. At what [level](#) can students comprehend language describing the history and different purposes of clothing?

In [Task 4](#), [Task 5](#), [Task 8](#) and [Task 10](#) the teacher can observe students' use of language as they speak or write about clothes. At what [level](#) can students use language to identify, describe and discuss modern and traditional clothing and accessories?



Teaching considerations

Because of diversity within cultures it is not possible to tell where people are from or to predict what they will look like.

When discussing clothing from other target countries, avoid stereotyping target cultures. Discussion of issues relating to the target countries' cultural and linguistic diversities requires great sensitivity.

Synthesising Task 10 — Parade of clothes. Be aware that not all students may wish to participate in a parade of clothes.

Sensitivity is required when students are giving their opinions about the suitability of clothing since there will be diversity of individual and community values in this regard.

Sample units

One work unit is provided for this module:



[Unit 1: Clothes for the occasion](#)

CLOTHES FOR THE OCCASION: UNIT OVERVIEW



Orientating tasks

- 1 Identify different clothing and predict who the wearers are and what they might do.
- 2 List reasons why people wear clothes and classify clothing according to its suitability for those reasons.



Enhancing tasks

- 3 Read sections of text about the history of clothes and reassemble the text in a retrieval chart.
- 4 Survey the class for opinions on which clothing is suitable for specific occasions. Graph the results.
- 5 List and categorise accessories from different cultures and for different occasions. Compile an accessory guide in a flipbook.
- 6 Listen to and match descriptions and pictures of traditional clothing, and complete a retrieval chart. Describe a traditional outfit from a cultural group in the community. Say which outfits are suitable for Australian conditions and why.

7

Read about clothing for specific purposes and match clothing to purposes. Identify some additional clothing for specific purposes.

8

Read instructions on how to plan a fancy dress ball. Plan a ball: theme; guest list; invitations; descriptions of outfits.

9

Listen to a conversation and list the mentioned advantages and disadvantages of wearing uniforms. Debate the advantages and disadvantages of wearing school uniform.

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



Synthesising task

- 10 Hold a parade of clothes for special purposes or occasions. Compile a class book of clothing from photographs taken at the parade and designs prepared elsewhere in the unit.