

GETTING TOGETHER: MODULE OUTLINE

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



Purpose

Students identify and collect information about some groups to which they or their classmates belong, or to which they would like to belong.

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 diverse groups that operate in a community.

Functions and language elements

- **comparing**: same, different, more, less, most
- **identifying when**: sometimes, always, never
- **identifying and asking about people, places and things**: names and members of groups, group identification
- **identifying and asking about situations and activities**: with ..., alone, in a group
- **describing situations, activities and events**: time duration, what was done, with whom
- **describing and asking about things**: that identify a group
- **giving and responding to instructions and advice**: You should ...
- **giving reasons**: because ...
- **expressing obligation**: You must ..., it is important to ...
- **expressing opinions**: Good idea, bad idea, useful
- **expressing and asking about wants**: Do you want to ...?
- **expressing and asking about needs**: People need ...
- **expressing possibility**: maybe
- **offering suggestions**: We'll choose ..., we can ..., what about ...?

Assessment strategy

In [Task 2](#), [Task 6](#), [Task 7](#) and [Task 8](#) the teacher can assess students' speaking abilities while they conduct a survey and present material about groups. At what **level** can students use language to identify and describe aspects of groups?

In [Task 3](#), [Task 4](#), [Task 5](#) and [Task 6](#) the teacher can note students' understanding of information about activities and groups. At what **level** can students comprehend language describing groups, their activities and the needs they fulfil?

In [Task 4](#), [Task 5](#), [Task 7](#) and [Task 8](#) the teacher can collect examples of written texts to assess students' writing abilities. At what **level** can students use language to identify and describe group activities?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Belonging to groups](#)

BELONGING TO GROUPS: UNIT OVERVIEW

Note: Groups other than classroom groups are identified by quotation marks i.e., 'groups', to avoid confusion.



Orientating task

- 1 Identify and list some 'groups' to which members of the class belong. Categorise the 'groups' as those that people are born into, those they choose and those they belong to for other reasons.



Enhancing tasks

- 2 Survey members of the class to find whether they prefer doing some activities in a 'group' or alone. Compare the findings and comment on them.
- 3 Listen as someone details activities, fill in a timetable and calculate how much time the person spent doing things with 'groups'. Estimate how much time is spent with 'groups' in a week and check by completing a personal timetable.
- 4 Read some rules for 'groups' and express agreement or disagreement with what is written. Make rules for the LOTE 'groups' and for some fanciful 'groups'.

- 5 Read a table of human needs and sort them into priorities. Identify the difference between needs and wants. Make a poster of how class members could help meet the needs of people in the community.
- 6 Read and listen to information about a school 'group'. List benefits of belonging to 'groups'. Prepare a poster for or make a speech to promote a particular 'group'.
- 7 Match identification features to 'groups' (mottos, badges, slogans, gang colours). Choose a 'group'. Design various identification items for the 'group'.

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



Synthesising task

- 8 Present a plan, supported with labelled pictures, diagrams, posters or a brochure, to start a new 'group' that will meet class members' needs.