

RELATIONSHIPS: MODULE OUTLINE

Field: Personal and community life **Band:** Lower secondary (Year 10)



Purpose

Students read, talk and write about the nature of friendship, how to make and keep friends and how to avoid misunderstandings.

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 intermediate stage.

Outcomes for students at the intermediate stage would be:

Comprehending [DB6.1](#), [DB6.2](#), [DB6.3](#)

Composing [DB6.4](#), [DB6.5](#), [DB6.6](#)

Some students could be in either the lower intermediate or elementary stages of LOTE learning.

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](#)

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

Sociocultural understanding

Students develop an awareness that friendship is universal but that communication between friends may differ within and across cultures.

Suggested teacher language

This natural language provides rich input.

Functions and language elements

- **identifying and asking about people, places and things:** friends, qualities, meeting venues
- **describing people, places and things:** personal qualities, attributes
- **expressing feelings:** about friends and friendships, I felt ...
- **expressing opinions:** I think that ..., I believe that ...
- **giving reasons:** because ..., therefore ...
- **comparing:** similarities, differences, ways people meet
- **identifying and asking about situations and activities:** actions of a friend
- **complaining:** about others' actions
- **expressing likes and dislikes:** I'd like ..., I prefer ...
- **describing situations, activities and events:** experiences with others, conflicts, resolutions
- **offering and responding to suggestions:** advice about relationships
- **describing procedures:** ways to meet people

Assessment strategy

In [Task 2](#), [Task 3](#), [Task 6](#) and [Task 8](#) the teacher can collect samples of, observe and record, and analyse students' written and verbal reactions to materials read to identify students' use of strategies and their comprehension. At what **level** can students comprehend language used to describe qualities of friendships and conflict resolution strategies?

In [Task 4](#) the teacher can make and analyse anecdotal records of students' listening strategies, linguistic knowledge and comprehension as they respond to a listening text. At what **level** can students comprehend language used to describe special experiences with friends?

In [Task 3](#), [Task 4](#) and [Task 8](#) the teacher can assemble and analyse documentary portfolios of students' written questionnaires, special memories contributions, and letters seeking and giving advice to identify their use of writing strategies, linguistic knowledge and fluency. At what **level** can students use language to describe and evaluate different aspects of friendship?

In [Task 6](#) and [Task 7](#) and throughout the unit the teacher can keep and analyse anecdotal records of students' abilities to communicate, including linguistic knowledge and fluency, while students participate in group exchanges and share ideas with the class. At what **level** can students use language to describe causes of conflict and resolution strategies?



Teaching considerations

Sample units

One work unit is provided for this module:



Unit 1: Friendships

Teaching considerations

Students may disclose issues regarding conflict in their lives that may require referral to a professional counsellor.

Friendships, Synthesising Task 8 — Students need to be made aware of the possible consequences of giving and receiving advice.

FRIENDSHIPS: UNIT OVERVIEW



Orientating task

- 1 Listen to a radio segment and identify friends and their qualities. Construct a group profile of a good friend.



Enhancing tasks

- 2 Read about the qualities of friends and compile a list of desirable qualities in friends.
- 3 Compile a questionnaire about being a good friend and complete one compiled by someone else.
- 4 Listen to people talking about special times they had with friends. Compile a book, audiotape or videotape of recounts of special-time memories.
- 5 Read a letter and prepare advice for young people on how to meet and make friends.
- 6 Complete a questionnaire to identify a problem between two people and develop a conflict resolution plan to deal with it.

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Read and talk about misunderstandings between two friends and causes of poor communication. Prepare advice on how to avoid misunderstandings with people from Japan.

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



Synthesising task

- 8 Write and respond to 'Dear Gabby' letters, seeking and giving advice about problems.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)