

## IF I COULD CHANGE THE WORLD: MODULE OUTLINE

**Field:** Imaginative world    **Band:** Lower secondary (Year 10)



### Purpose

Students investigate current world situations and events, describe the situations that could be changed and make suggestions about changes that could be made.

### 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 understanding of some challenges facing society today in both Australia and Japan and include these in their deliberations on how they would like to change the world.

### [Suggested teacher language](#)

This natural language provides rich input.

## Functions and language elements

- **identifying and asking about people and things:** facts, ideas, negatives, television programs, the arts
- **describing people, places and things:** uses of paper, locations of world problems and disasters, concepts — powerful, wealthy, regular, flexible, television programs and effects, powers of a super-being
- **identifying and asking about situations and events:** What do we know already? Tower of Babel, language problems, hazards, disasters
- **describing situations, activities and events:** that need change, to support an application for arts funding, world situations and problems, creativity, good and bad points, use of computers and alternative activities
- **giving reasons:** for a common or multiple language/s
- **identifying and asking when**
- **expressing possibility and impossibility:** If we did not have computers, then ...
- **offering and responding to suggestions:** for using leisure time, improving television programs, change, reducing use of paper, we could ..., how about ..., don't you think ...? you need to consider ...

- **expressing approval, agreement and disagreement:** about the importance of the arts, that's not right, if ..., then ...
- **expressing feelings:** happiness, fear
- **reacting with anger, excitement**
- **expressing opinions:** about the importance of the arts, we should/shouldn't ..., I think that ..., changing the world
- **expressing hope:** This might happen if ...
- **comparing:** better, worse, happier, easier, more, less
- **describing and asking about procedures:** What should we think about next?

## Assessment strategy

In [Task 4](#) and [Task 9](#) teachers can observe and make notes on students' reading strategies and comprehension. At what [level](#) can students comprehend language describing the benefits of a language or information about disasters?

In [Task 1](#), [Task 4](#) and [Task 6](#) and in student exchanges throughout the unit, teachers can observe and analyse students' speaking. At what [level](#) can students use language to interact, inform, analyse, argue and persuade?

In [Task 5](#) and [Task 8](#) teachers can observe and analyse students' understanding of spoken texts. At what [level](#) can students comprehend language describing the role of television and the importance of funding for the arts?

In [Task 7](#), [Task 8](#) and [Task 10](#) teachers can collect and analyse students' writing. At what [level](#) can students use language about significant issues to reflect, hypothesise, argue and persuade?



### [Teaching considerations](#)

#### **Sample units**

One work unit is provided for this module:



#### [Unit 1: If I could change the world](#)

## Teaching considerations

*If I could change the world*, Enhancing Task 4 — When discussing Resource 3, The Tower of Babel, be conscious that students' prior knowledge and religious beliefs will differ.

*If I could change the world*, Enhancing Task 5 — Be aware that there may be students who do not watch television for a variety of reasons.

*If I could change the world*, Enhancing Task 8 — Students may find it distressing to discuss natural disasters that they, their families or friends may have experienced.

## IF I COULD CHANGE THE WORLD: UNIT OVERVIEW



### Orientating tasks

- 1** Offer opinions about situations in the world that it might be desirable to change. Suggest whether the situations are a result of natural or human causes.
- 2** Read about the strategies of de Bono's six hats and use them to consider a particular situation.



### Enhancing tasks

- 3** Reconsider the problems identified in the first task using the six hats strategy.
- 4** Read the story about the Tower of Babel and consider the impact on society of having different languages. Read the publicity for Esperanto and discuss the advantages and disadvantages of having a common language.
- 5** Analyse television guides and listen to people giving their views on television. Discuss life without television and write a letter to a television station.

- 6** Read an article about the 'paperless' society and analyse the implications of the article with respect to the impact of attempts to change the world. Write slogans to urge reduction of paper wastage.
- 7** Analyse daily use of computers and the Internet and collate the data. Discuss the effects on lifestyle, suggest alternative activities and write a story about a day without computers.
- 8** Listen to someone discussing the need to fund the arts and provide an argument to rebut the statements or to carry the argument forward. Prepare a letter of support for funding.
- 9** Refer to information on natural disasters and consider the implications of what the world would look like if the potential for natural disasters were eliminated.

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



### Synthesising task

- 10** Suggest possible beneficial changes to the world and assess their feasibility. Develop a strategic plan that could help to bring about the changes.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)