

MEETING OTHER CULTURES: MODULE OUTLINE

Field: International world **Band:** Upper primary



Purpose

Students explore and talk about some characteristics of and things that contribute to a specific culture. They describe some of the similarities and differences between their own and the target language culture.

Core learning outcomes

This module is designed for students in the elementary stage of LOTE learning.

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](#)

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

Sociocultural understanding

Students explore and talk about some characteristics of and things that contribute to a specific culture. They describe some of the similarities and differences between their own and the target language culture.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- [identifying people, places and things](#): countries, aspects of culture, leisure activities, clothing, food
- [describing people and places](#): nationality, physical descriptions, all, many, some
- [describing and asking about routines and habits](#): lifestyle, frequency
- [describing activities and events](#): cultural events
- [identifying when](#): usually, often, sometimes, seldom
- [comparing](#): same/different
- [expressing likes and dislikes](#)
- [expressing opinions](#): good, okay
- [giving reasons](#)
- [making arrangements](#)

Assessment strategy

In Unit 1, [Task 7](#) and Unit 2, [Task 8](#) the teacher can collect and analyse written samples for a working portfolio. At what [level](#) can students use language to describe aspects of different cultures?

In Unit 1, [Task 7](#) and [Task 8](#) and Unit 2, [Task 7](#) and [Task 8](#) the teacher can record performance notes on students' presentations. At what [level](#) can students use language to speak about aspects of cultures?

In Unit 2, [Task 3](#), [Task 4](#), [Task 5](#) and [Task 6](#) the teacher can observe and make notes on students' informal oral interactions. At what [level](#) can students use language to speak about aspects of different cultures?

In Unit 2, [Task 7](#) the teacher can observe and make notes on students' listening strategies and comprehension. At what [level](#) can students use language to identify generalisations made about different cultures?

Sample units

Two work units are provided for this module:



[Unit 1: Countries and cultures](#)



[Unit 2: Is anyone typical?](#)

Teaching considerations

This is an excellent module to help students recognise diversity and challenge cultural stereotypes. Draw on the diversity within the classroom to enrich the activities but be sensitive to the fact that not all students enjoy having their cultural background highlighted.

In considering how different cultures describe household members, note that there are variations within, as well as between, cultures and avoid stereotypes.

Discussion of issues relating to students' cultural and linguistic diversity requires great sensitivity. Not all cultures and languages are equally valued or respected in Australian society.

Note the complexities of some of the associated themes. You could liaise with the classroom teacher to ensure that issues of racism and the representation of different perspectives in history are explored appropriately at a later time.

COUNTRIES AND CULTURES: UNIT OVERVIEW



Orientating tasks

- 1** Label countries on a map. Compete in a quiz, matching countries and nationalities with pictures, realia and artefacts.
- 2** Group people according to certain characteristics. Make a concept web of 'culture', recording some characteristics of a culture.



Enhancing tasks

- 3** Compile fact sheets about a country and aspects of its culture and share them with a partner.
- 4** Identify the destination of a mystery flight by observing details of a place and its people.
- 5** Express an opinion about how many people in a culture exhibit a certain cultural characteristic or behaviour.
- 6** Read sample poems about children around the world, and write poems that follow the given formats.

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



Synthesising tasks

- 7** Write and illustrate sections of a book about the cultures within Australia.
- 8** Create an imaginary country and develop various aspects of that country's culture.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

IS ANYONE TYPICAL?: UNIT OVERVIEW



Orientating tasks

- 1** Analyse pictures and profiles of characteristics and behaviour of students to determine if there is a 'typical' Australian.
- 2** Indicate the frequency of certain activities in Australian and target language culture.



Enhancing tasks

- 3** Develop an Australian menu, noting influences from other cultures on Australian food. Read texts to determine popular foods in the target country, noting any influences from other cultures.
- 4** Conduct a survey of music likes and habits. Express opinions about contemporary music in the target country.
- 5** Show in a graph how much free time students have in Australia and the target country. Plan activities for a free afternoon in Australia, noting how applicable this is for a student in the target country.
- 6** Examine the similarities and differences in clothing in Australia and the target country.

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



Synthesising tasks

- 7** Express opinions on generalisations about Australian culture and the target culture.
- 8** Prepare a pictorial project on Australian or the target culture, explaining why items were included.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)