

NEIGHBOURS: MODULE OUTLINE

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



Purpose

Students investigate student exchanges and make contact with organisations that help people in need and promote international understanding. They plan a program of activities to celebrate Universal Children's Day.

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

Sociocultural understanding

Students develop an understanding of projects that are involved in helping people in need around the world.

Suggested teacher language

This natural language provides rich input.

Functions and language elements

- identifying and asking about people, places and things: local and global neighbours, service organisations
- describing people, places and things: exchange students, homesick, people in areas of conflict, humanitarian symbols
- expressing obligation and duty: We should ..., it is expected ...
- identifying and asking about situations, activities and events: in the life of a volunteer, community service, disasters
- describing situations, activities and events: in the neighbourhood, exchange programs and experiences, community service, as a volunteer, disasters, humanitarian work of international aid organisations
- comparing: similar, common concerns
- expressing possibility and impossibility: They could ..., they should be able to ...
- expressing opinions
- describing and asking about procedures: in times of need
- giving and responding to instructions: must have ...
- giving reasons

- expressing probability
- expressing thanks and gratitude: Thankyou for your contribution to ... on behalf of ...
- praising: The work is of enormous benefit, it is not only ... but also ..., the thought that ...
- offering and responding to invitations and suggestions: It is more appropriate to ...
- expressing and asking about needs
- expressing and asking about wants, wishes and intentions: of volunteer workers
- expressing feelings

Assessment strategy

In [Task 3](#) and [Task 4](#) the teacher can gather information on students' abilities to comprehend detail in written texts. At what [level](#) can students understand texts that indicate how people can help others in need and compliment a voluntary organisation on its work?

In [Task 7](#) the teacher can observe and make notes on students' abilities to comprehend spoken texts. At what [level](#) can students understand language that describes the experiences of a volunteer in an overseas country?

In [Task 4](#) and [Task 6](#) the teacher can collect and analyse samples of students' writing. At what [level](#) can students use language to write a letter of appreciation and state reasons when applying to participate in an exchange program?

In [Task 9](#) the teacher can observe and make notes on students' abilities to use language to talk about and justify a choice during class discussion and presentation. At what [level](#) can students use language to describe the program for a children's day?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Neighbours](#)

Teaching considerations

Students' experiences of neighbours will differ across the State in terms of distance, relationships and a sense of community.

Students should be encouraged to identify and value the diversity within and between cultures as communities are not equally valued in Australian society.

NEIGHBOURS: UNIT OVERVIEW



Orientating tasks

- 1 Develop a concept of neighbourhood.
- 2 Read evaluation sheets about student exchanges. Write reasons for wanting to participate in an exchange program.



Enhancing tasks

- 3 Read information that indicates ways in which Australian people can help when a disaster strikes in another country. Devise a project to help people in a time of disaster.
- 4 Investigate local and international organisations involved in helping people in need. Read a letter of appreciation to an organisation and use this as a model to write to a relevant association.
- 5 Investigate and design badges, slogans and stickers used to promote international programs, and design a logo and slogan for a cause important to students.
- 6 Read about how you can be involved in a 'neighbourly' organisation. Write an article urging others to help that organisation or a similar one.

- 7 Listen to an interview with a volunteer worker. Formulate further questions to ask the volunteer.
- 8 Find out ways in which students can communicate with global communities about problems facing some young people in countries around the world. Write a letter or email to make contact with others with the same ideas.

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



Synthesising task

- 9 Design a program of activities associated with the celebration of Universal Children's Day. Design advertising slogans for the day. Explain reasons for the choice of program to the class.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)