

GAMES WE PLAY: MODULE OUTLINE

Field: Leisure and Recreation **Band:** Middle Primary



Purpose

Students follow and give directions to play simple games, and describe qualities of the games.

Core learning outcomes

This module is designed for students 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.

Sociocultural understanding

Students recognise that children around the world play many of the same games. The teacher can introduce and teach games unique to the **Target** culture.

Functions and language elements

- [identifying and asking about places and things](#): names of games, name, age, address
- [giving locations](#): inside, outside, straight ahead, left, right, on, under, beside
- [describing activities](#): games — noisy, quiet, fun, boring, safe, interesting, group, team, one person, two people
- [comparing](#): same, different
- [giving and responding to instructions](#): your turn, my turn, like this, you're out
- [identifying and asking when](#): o'clock
- [making arrangements](#)

Assessment strategy

In [Task 3](#) and [Task 9](#) the teacher can observe how well students use key vocabulary when filling in an evaluation tabel about games and in informal reporting. At what [level](#) can students use key words and phrases to describe games?

In [Task 9](#) the teacher can observe students' responses to written instructions. At what [level](#) can students comprehend language about instructions for games?

In [Task 10](#) the teacher can observe and analyse students' oral interactions when hosting an event. At what [level](#) can students use language to interact with peers?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Fun ways to learn](#)

Teaching considerations

When undertaking physical activities with a class, take into consideration health and safety issues. In addition, as the LOTE teacher, you will need to liaise with the classroom teacher to ensure that the tasks chosen are inclusive of all students, considering factors like ability and disability and cultural and linguistic backgrounds.

Safety considerations

Encourage students to be proactive in improving their safety and that of others and in making the environment safe.

Some safety issues to consider in this modules are:

- When playing outdoors, students should wear suitable footwear, hats and use sunscreen.
- When students play the games, ensure that there is sufficient space for players to move freely and that there are no obstacles in the way.
- The size of the equipment needs to be appropriate for the size and the ability level of the students.
- In playing the game 'What's the time Mr Wolf' students need enough space to be able to run.

- When students play the Treasure Hunt game, make sure the treasure is hidden in safely accessible areas, not high or under things where insects might live.
- Handball needs to be played in an area away from glass.
- Skipping requires an area where there is sufficient space so that students are not hit by the rope.
- Students with a disability may require activities to be modified to optimise their participation and safety.

You should have ready access to first-aid resources (for example, if an injury occurs, first-aid support should be close by).

FUN WAYS TO LEARN: UNIT OVERVIEW



Orientating tasks

- 1** Play a game and write details of the game on a chart.
- 2** Listen and follow the words as the teacher reads the story, 'Around the world in eight days'. Record countries visited, games played and descriptions of each game.



Enhancing tasks

- 3** Chant a rhyme while playing a clapping game. Add details to the chart.
- 4** Give and receive instructions for playing handball. Add details to the chart.
- 5** Play a skipping game while singing the alphabet song. Add details to the chart.
- 6** Give and receive instructions to play 'Paper, scissors, rock'. Add details to the chart.
- 7** Tell the time while playing 'What's the time, Mr Wolf?' Add details to the chart.

8

Ask for personal information while playing 'Blind man's buff'.

9

Students follow clues and perform tasks described on cards in a treasure hunt.

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



Synthesising task

- 10** Organise a Games Expo to demonstrate and teach games to class guests.