

HANGING OUT WITH FRIENDS: MODULE OUTLINE

Field: Leisure and recreation **Band:** Upper primary



Purpose

Students explore types of leisure activities and plan a program for a dream weekend that has been negotiated by the group.

Core learning outcomes

This module is designed to be used with 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

This module provides an opportunity to introduce target culture leisure activities. The target country could provide a possible setting for the dream weekend.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- [identifying and asking about situations, activities and events](#): leisure activities
- [describing situations, activities and events](#): leisure activities, radio competition
- [identifying when](#): date
- [giving reasons](#): because
- [expressing and asking about likes and dislikes](#)
- [describing and asking about procedures](#): competition criteria
- [expressing opinions](#): I think ...

Assessment strategy

In [Task 2](#) the teacher can observe and make notes on students' listening abilities as they tell about information in the listening text. At what [level](#) can students understand language describing a dream weekend?

In [Task 4](#) the teacher can observe and analyse students' oral interactions as they ask and answer questions in the survey. At what [level](#) can students use language to discuss shared interests?

In [Task 6](#) the teacher can monitor oral presentations and interactions or collect and analyse written samples for student portfolios. At what [level](#) can students use language to describe a dream weekend?

Sample units

One work unit is provided for this module:



[Unit 1: A dream weekend](#)

Teaching considerations

Students' prior experiences in planning and engaging in weekends away will vary.

Factors such as socioeconomic circumstances and cultural backgrounds may serve to limit some students' familiarity with the range of leisure activities. There may also be wide differences in students' attitudes towards particular activities.

Consultation with the class teacher may facilitate a team approach to explore how factors such as gender, culture and geographic location shape how students perceive the attractiveness or otherwise of leisure activities.

A DREAM WEEKEND: UNIT OVERVIEW



Orientating tasks

- 1 Read a poster about a radio competition for a dream weekend with friends. Make a concept web of 'leisure activities' recording different types of activities and examples of each type.
- 2 Listen to a radio announcement and make a checklist of competition criteria and examples of a balance of leisure activities.



Enhancing tasks

- 3 Interview a friend to compile a personal interests profile that lists three activities each which the friend likes, dislikes, would like to try and would find difficult.
- 4 Survey the class using the personal interest profile and find like-minded friends to share a dream weekend.
- 5 Negotiate with a group of friends to plan a program for a dream weekend. Complete a competition entry form outlining the program according to the competition criteria.

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



Synthesising task

- 6 Present the dream weekend entry to a panel of judges as a mime, role-play or brochure and justify some of the choices.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)