LEISURE IN THE PAST, PRESENT AND FUTURE: MODULE OUTLINE

Field: Leisure and recreation   **Band:** Lower secondary (Year 10)

Purpose

Students design an interactive leisure museum that looks at leisure in the past, present and future.

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

Sociocultural understanding

Students understand the nature of leisure and how it is spent in Japan.

Suggested teacher language

This natural language provides rich input.

Functions and language elements

- expressing and asking about likes and dislikes

- giving reasons: because …, for …, (not) strenuous or challenging, relaxing, satisfying

- describing people, places and things: regarding leisure pursuits, geographical features, weather

- identifying and asking about situations, activities and events: leisure activities, historical events, costs, does it depend on …? how did they …?

- offering and responding to suggestions: cause and effect, predictions, did they …? does this fit in here? couldn't you …? we could share …

- describing situations, activities and events: indoor or outdoor, active or passive, physical or intellectual, leisure museum exhibits

- expressing and asking about needs: special clothing and equipment

- expressing and asking about wants, wishes, and intentions: In my dreams I see …

- identifying and asking when: At what time …? how often …? day, time, past, present and future times

- comparing: as much … as …, less, better, worse, most or least popular, more than, cheaper, more expensive

- expressing possibility and impossibility: In no way could you …, certainly, in the future people may/will/might …

- expressing probability and improbability: very likely, unlikely

- describing and asking about routines and habits: frequently, usually, time-consuming

- expressing agreement and disagreement: I don't think/ agree …, they wouldn't …, I agree/disagree strongly

- asking for and giving confirmation: That's right

- offering invitations: We'd like to invite you to …

- welcoming

- expressing opinions: This would suit …

- giving clarification: Yes, that occurred in …

Assessment strategy

In Task 2 the teacher can observe and make notes on students' abilities to comprehend and extrapolate written text. At what level can students understand written texts that describe the history of a leisure activity?

In Task 5 the teacher can gather information on and analyse students' abilities to comprehend a spoken text. At what level can students understand language that describes the experiences of a person who changed a leisure pursuit into a career?

In Task 2, Task 4 and Task 9 the teacher can collect and analyse samples of students' written work. At what level can students use language to describe the history of leisure activities and justify which leisure activities are suitable for particular contexts?

In Task 5, Task 6, Task 8 and during students' interactions throughout the module the teacher can observe and take notes on students' abilities to use language to talk about and justify leisure activities in different contexts. At what level can students use language to talk about selected leisure activities and explain how they may be adapted for use in different conditions and circumstances?

Teaching considerations

Sample units

One work unit is provided for this module:

Unit 1: Changing leisure

Teaching considerations

Leisure activities will vary according to students' socioeconomic circumstances, geographical locations and cultural backgrounds. Stereotypical images of particular activities should be discussed and challenged where necessary.

CHANGING LEISURE: UNIT OVERVIEW

Orientating task

1 Listen to or read a text about leisure through the ages and plot a timeline. Determine in which ways leisure has been influenced by changes in lifestyle and technology.

Enhancing tasks

2 Read segments of a text on the history of the bicycle and cycling and decide where the segment might fit in the complete text. Research and present the history of a favourite leisure activity: note the impact of technology.

3 Survey people in different age groups about their leisure pursuits and the time spent on them. Plot the findings on bar graphs and compare them.

4 Analyse leisure pursuits and design promotional materials for them.

5 Listen to or read a case study of a person who was able to turn a leisure activity into a career option. Investigate possible career options involving personal leisure activities.

6 Consider a number of leisure activities and forecast how they might change in the future. Select one you would like.

7 Investigate the costs of participating in leisure activities and report on findings.

8 Consider the influence of geography on leisure pursuits with particular reference to Japan. Compare this information with local conditions.

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

Synthesising task

9 Develop a plan for an interactive leisure museum that accommodates a range of age groups and cultures in the past, present and future.

Print all Unit Tasks

Print all Unit Resources

Print all Unit Suggested Teacher Language