**Intercultural Language Learning- Unit Planner**

**Year Level: 5/6 Unit: Auguri!: Celebrations & Gift giving**

**Focus Question:** Are there key values which underpin celebrations around the world?

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| **Goals** | **Language Focus**(including content from Communicating & Understanding strands) | **Focusing Questions**(to elicit intercultural understandings) | **Unit Content**(including Cross Curriculum Priorities & General Capabilities to be addressed) |
| **Communicating:*****Informing*** * Listen to, view and [read](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Read) texts and gather information from a range of sources, including concepts drawn from other learning areas
* Represent information appropriately for different audiences, using a variety of modes

**Understanding:*****Language Variation & Change***Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society***Role of Language & Culture***Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own**Key vocabulary:** *Auguri!**Presents, Birthday, Holy Communion**health, wealth, happiness, fertility, long life***Key phrases:***My family is from…**We celebrate…**We give…**This represents…**I like this celebration because…* | * Are there key values which underpin celebrations around the world? Eg. health, wealth, happiness, fertility, longlife
* What do celebrations from around the world have in common? How do they differ?
* How do different cultures celebrate?
* Why do we celebrate?
* What is the significance of gift giving?
* What are the similarities and differences between how different cultures celebrate? In particular, in relation to gift giving?
* How do celebrations change over time?
 | English literacy – entimology of wordsEg. Auguri – Emperor Augustus, AugustConfetti – confectionary, confit, confetti!Intercultural Understanding General Capability |
| **Implementation** | **Resources** | **Assessment** | **Student Tasks** |
| * Materials for making bomboniere (purchase from Zart Art or similar and/or encourage students to bring along trinkets to put in bomboniere)
* Presentation Rubric
* Blog with images of Holy Communion in an Italian village: <http://lovebagnidilucca.wordpress.com/2012/07/04/our-italian-1st-holy-communion/>
* YouTube clips on how to make bomboniere One example is "Video tutorial Fazzoletti x Bomboniere".  This video shows a bomboniere being made with coloured confetti (could possibly make a comparison with lolly bags at a birthday party).
* Images of "confetti" or "bomboniere per matrimoni" from Google images or Pinterest Students could categorise bomboniere e.g. Bomboniere per...... battesimo/fidanzimento/comunione/cresima maschile o feminile etc

<https://pinterest.com/PartyPatti/communion-party-inspiration/> | **Relevant excerpts from Achievement Standards:** By the end of Year 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. They recognise and are comfortable with linguistic and cultural differences, understand the multilingual and multicultural character of Australian society. Through questioning and discussion they build intercultural understanding, participating in reflective and comparative work in Italian and English.**Evidence of Learning***Student Presentation** Oral language
* Written language
* Ability to express intercultural aspects of chosen celebration

*Student Reflection on Unit** Ability to reflect on intercultural understandings
* Ability to notice similarities and differences between cultures
* Ability to connect gift giving concepts to values of health, wealth, happiness, fertility and long life
 | **Show images of a range of bomboniere for different Italian celebrations.*** encourage students to look carefully & think about what they might be for
* brainstorm the range of Italian celebrations and match images of the bomboniere and the celebration eg. green for engagement, blue for boys christening etc

**Show blog of 1st communion celebration in Italian mountain village*** what do students notice
* for those who have had/been to a communion what is similar/different?

**Show clips/images of 1st communion from various countries** eg. Melbourne, Phillipines, South Korea, Italian city etc* what do students notice
* what gifts are exchanged?
* for those who have had/been to a communion what is similar/different?

**Encourage students to brainstorm various celebrations from their own cultural background****-** what gifts are given for this celebration?**-** why are these gifts given?**Students write and present information about a celebration which is meaningful to them using the following 5 key phrases:***My family is from…**We celebrate…**We give…**This represents…**I like this celebration because…***Students can make bomboniere relevant to their chosen celebration****-** they need to consider culturally appropriate colors, images etc- create a card written in Italian with the name of who the bomboniere is for, the name of the celebration and the date**Students hold an Expo where they share their presentation and show the bomboniere they have made.**All students need to watch/listen to 4-5 different presentations at the Expo and take notes on similarities and differences between the gift giving at different cultural celebrations.**Ask students to reflect on their learning** throughout this unit including:- new understandings about Italian celebrations* similarities and difference between various celebrations from different cultures
* new Italian language learnt
* something they enjoyed
* something interesting they learnt
* something they would like to find out more about
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